

Birth Cohort

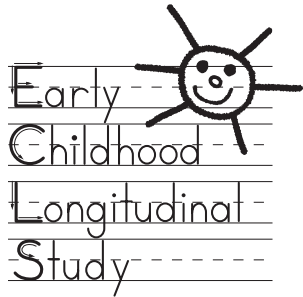
U.S. Department of Education
Institute of Education Sciences
NCES 2005-116

American Indian and Alaska Native Children

Findings From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

E.D. TAB





U.S. Department of Education
Institute of Education Sciences
NCES 2005-116

American Indian and Alaska Native Children

Findings From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)

E.D. TAB

August 2005

Kristin Denton Flanagan
Education Statistics
Services Institute

Jen Park
National Center for
Education Statistics

U.S. Department of Education

Margaret Spellings
Secretary

Institute of Education Sciences

Grover J. Whitehurst
Director

National Center for Education Statistics

Grover J. Whitehurst
Acting Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education
1990 K Street NW
Washington, DC 20006-5651

August 2005

The NCES World Wide Web Home Page address is <http://nces.ed.gov>.

The NCES World Wide Web Electronic Catalog is <http://nces.ed.gov/pubsearch>.

Suggested Citation

Flanagan, K., and Park, J. (2005). *American Indian and Alaska Native Children: Findings From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-116). U.S. Department of Education. Washington, DC: National Center for Education Statistics

For ordering information on this report, write to

U.S. Department of Education
ED Pubs
P.O. Box 1398
Jessup, MD 20794-1398

or call toll free 1-877-4ED-Pubs or order online at <http://www.edpubs.org>.

Content Contact

Jen Park
(202) 219-7002
jennifer.park@ed.gov

Foreword

This E.D. TAB briefly profiles American Indian and Alaska Native children born in the year 2001. In the base-year collection of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), when the children were about 9 months of age, the study interviewed parents (typically the mother), assessed children, and gathered information directly from the children's father. This report focuses on the information gathered from American Indian and Alaska Native children and their families, providing basic demographic information on the children, information on some of their specific mental and physical skills, a brief profile of their experiences in child care, and, since the ECLS-B is one of the first national studies to collect information specifically from fathers, some descriptive information on the percentage of children with fathers in their lives. The ECLS-B was designed to provide more reliable estimates of information on American Indian and Alaska Native children than is often available in other national studies of child outcomes.

The data analyzed in this report are now available to researchers for their own use in Electronic Codebook (ECB) format on CD-ROM (NCES 2004-093).

We hope that the information provided in this report will be useful to a wide range of interested readers, including both researchers and policymakers. We further hope that the results reported here will encourage others to use the ECLS-B data, both now and in the future, as additional data collection waves build upon this baseline.

Grover J. Whitehurst, Acting Commissioner
National Center for Education Statistics

Acknowledgments

Over the past 5 years, many individuals and organizations have contributed to the design and conduct of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). While it is not possible to name all the individuals who have made significant contributions to this study, we would like to recognize some of those who played a critical role during the development and implementation phases of the ECLS-B.

First, we would like to thank the American Indian and Alaska Native children and their parents as well as all families who participated during the first wave of the study. The parents of these children invited us into their homes and allowed us to work with their children.

We gratefully acknowledge the contributions and energies from

- the U.S. Department of Health and Human Services, the Centers for Disease Control and Prevention, the National Center for Health Statistics;
- the U.S. Department of Health and Human Services, the Administration for Children, Youth and Families;
- the U.S. Department of Health and Human Services, the Health Resources and Services Administration, The Maternal and Child Health Bureau;
- the U.S. Department of Health and Human Services, the National Institutes of Health;
- the U.S. Department of Health and Human Services, the Office of Minority Health;
- the U.S. Department of Health and Human Services, the Office of the Assistant Secretary for Planning and Evaluation;
- the U.S. Department of Agriculture;
- the U.S. Department of Education, the Office of Special Education Programs;
- the U.S. Department of Education, the Office of Indian Education;
- the U.S. Department of the Interior, the Bureau of Indian Affairs; and
- the State Vital Registration and Statistics Executives who provided the sample of 2001 birth certificates on which the study is based.

A number of people contributed to the production of the E.D. TAB, and to the development of the ECLS more generally. We would especially like to thank Jerry West, formerly the Program Director of the Early Childhood and Household Studies Division of the National Center for Education Statistics (NCES), and currently with Mathematica Policy Research, Inc. for his leadership and dedication to the ECLS-K project. In particular we also wish to thank the ECLS project team (presented alphabetically, by organization):

National Center for Education Statistics
Elvira Germino Hausken

Education Statistics Services Institute
Frank Avenilla
Jodi Jacobsen Chernoff
Crecilla Cohen
Sandy Eyster
Amy Rathbun
Emily Rosenthal
Alexa Van Brunt
Jill Walston

We would also like to recognize the people whose endless energies went into the collection of the data and to the construction of the data file: the staff at Westat, Inc. and the Early Childhood and Household Studies staff at the Education Statistics Services Institute. And we wish to thank Jonaki Bose and Karen Manship, formerly of the National Center for Education Statistics, and Lizabeth Malone, formerly of the Education Statistics Services Institute.

Special recognition also goes to our reviewers, Marilyn Seastrom, Val Plisko, Taslima Rahman, and Edie McArthur of the National Center for Education Statistics, Rachel Dinkes, Fraser Ireland, and Geeta Kotak of the Education Statistics Services Institute, and Karen Suagee of the Office of Indian Education for the quality of their input into this document.

Contents

	Page
Foreword	iii
Acknowledgments	v
List of Tables	ix
Appendix A: List of Tables.....	x
Appendix B: List of Tables.....	x
List of Figures.....	xiii
List of Exhibits	xv
Introduction	1
American Indian and Alaska Native Children and the ECLS-B.....	1
Focus of This E.D. TAB.....	2
Selected Findings.....	3
Demographic Characteristics of American Indian and Alaska Native Children and Their Families	3
American Indian and Alaska Native Children’s Early Mental and Physical Skills.....	11
American Indian and Alaska Native Children’s First Experiences In Child Care.....	17
Fathers in American Indian and Alaska Native Children’s Lives	27
Prenatal Care of American Indian and Alaska Native Children	31
Appendix A: Technical Notes, Survey Methodology, and Glossary.....	39
Technical Notes	41
Survey Methodology	43
Response Rates	45
Data Reliability	45
Glossary: Constructs and Variables Used in Analysis.....	47
Appendix B: Standard Error Tables	53

List of Tables

	Page
Table 1. Percentage distribution of children born in 2001, by child characteristics at time of birth: 2001	6
Table 2. Percentage distribution of children born in 2001, by family characteristics when the children were about 9 months of age: 2001	8
Table 3. Percentage of children demonstrating specific mental skills, by children's age at assessment: 2001.....	15
Table 4. Percentage of children demonstrating specific physical skills, by children's age at assessment: 2001.....	16
Table 5. Percentage of children about 9 months of age, by primary type of arrangement, child characteristics, and family characteristics: 2001	20
Table 6. Percentage of children about 9 months of age in child care, by age in months when children first began arrangement, child characteristics, and family characteristics: 2001	22
Table 7. Percentage of children about 9 months of age in child care, by current weekly hours in all arrangements, child characteristics, and family characteristics: 2001	24
Table 8. Percentage of children about 9 months of age, by father type, child characteristics, and family characteristics: 2001	29
Table 9. Percentage of children about 9 months of age in households where there is no resident biological father, by contact with their biological father, child characteristics, and family characteristics: 2001	30
Table 10. Percentage of children about 9 months of age, by adequacy of prenatal care, child characteristics, and family characteristics: 2001	34
Table 11. Percentage of children about 9 months of age, by method of payment for prenatal care, child characteristics, and family characteristics: 2001.....	35
Table 12. Percentage of children about 9 months of age, by location where their mothers received prenatal care, child characteristics, and family characteristics: 2001.....	36
Table 13. Percentage of children about 9 months of age whose mothers received prenatal care and talked to a medical professional about baby development, what to eat during pregnancy, breastfeeding, and safe medications, by child and family characteristics: 2001.....	37
Table 14. Percentage of children about 9 months of age whose mothers received prenatal care and talked to a medical professional about what to do in case of early labor, how smoking during pregnancy affects the baby, and how drinking alcohol during pregnancy affects the baby, by child and family characteristics: 2001.....	38

Appendix A: List of Tables

	Page
Table A-1. Percentage of American Indian and Alaska Native (AIAN) children, by different ways of identifying AIAN children and family socioeconomic status.....	43
Table A-2. Percentage of American Indian and Alaska Native (AIAN) children born in 2001, by race/ethnicity and family characteristics: 2001.....	48

Appendix B: List of Tables

	Page
Table B-1. Standard errors for the percentage distribution of children born in 2001, by child characteristics at time of birth: 2001	55
Table B-2. Standard errors for the percentage distribution of children born in 2001, by family characteristics when the children were about 9 months of age: 2001	57
Table B-3. Standard errors for the percentage of children demonstrating specific mental skills, by children's age at assessment: 2001	59
Table B-4. Standard errors for the percentage of children demonstrating specific physical skills, by children's age at assessment: 2001	60
Table B-5. Standard errors for the percentage of children about 9 months of age, by primary type of arrangement, child characteristics, and family characteristics: 2001.....	61
Table B-6. Standard errors for the percentage of children about 9 months of age in child care, by age in months when children first began arrangement, child characteristics, and family characteristics: 2001	63
Table B-7. Standard errors for the percentage of children about 9 months of age in child care, by current weekly hours in all arrangements, child characteristics, and family characteristics: 2001.....	65
Table B-8. Standard errors for the percentage of children about 9 months of age, by father type, child characteristics, and family characteristics: 2001	67
Table B-9. Standard errors for the percentage of children about 9 months of age in households where there is no resident biological father, by contact with their biological father, child characteristics, and family characteristics: 2001.....	68
Table B-10. Standard errors for the percentage of children about 9 months of age, by adequacy of prenatal care, child characteristics, and family characteristics: 2001	69
Table B-11. Standard errors for the percentage of children about 9 months of age, by method of payment for prenatal care, child characteristics, and family characteristics: 2001	70
Table B-12. Standard errors for the percentage of children about 9 months of age, by location where their mothers received prenatal care, child characteristics, and family characteristics: 2001	71

Appendix B: List of Tables–Continued

	Page
Table B-13. Standard errors for the percentage of children about 9 months of age whose mothers received prenatal care and talked to a medical professional about baby development, what to eat during pregnancy, breastfeeding, and safe medications, by child and family characteristics: 2001	72
Table B-14. Standard errors for the percentage of children about 9 months of age whose mothers received prenatal care and talked to a medical professional about what to do in case of early labor, how smoking during pregnancy affects the baby, and how drinking alcohol during pregnancy affects the baby, by child and family characteristics: 2001	73

List of Figures

	Page
Figure 1. Percentage distribution of American Indian and Alaska Native (AIAN) children born in 2001, by children's race/ethnicity: 2001	5
Figure 2. Percentage of American Indian and Alaska Native (AIAN) children demonstrating specific mental skills, by child's age at assessment: 2001	13
Figure 3. Percentage of American Indian and Alaska Native (AIAN) children demonstrating specific physical skills, by child's age at assessment: 2001	14
Figure 4. Percentage of American Indian and Alaska Native (AIAN) children, by primary care arrangement at about 9 months of age: 2001	19
Figure 5. Percentage of American Indian and Alaska Native (AIAN) children at about 9 months of age, by father type: 2001	28
Figure 6. Percentage of American Indian and Alaska Native (AIAN) children, by adequacy of prenatal care (APNCU Index): 2001	33

List of Exhibits

	Page
Exhibit A-1. Crosstabulation of the sample cases of the ECLS-B dichotomous race and ethnicity variables with the ECLS-B derived single composite race/ethnicity variable	41
Exhibit A-2. Rules for assigning infant's race/ethnicity based on parents' race/ethnicity from birth certificates in 9-month data collection: 2001-02	42

Introduction

The National Center for Education Statistics (NCES) within the Institute of Education Sciences (IES) in collaboration with several health, education and human services agencies is conducting a new study, the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B). The ECLS-B selected a national sample of children, born in the year 2001, to follow from birth through first grade. This E.D. TAB focuses on the American Indian and Alaska Native children born in the United States in 2001, at the request of the Office of Indian Education in the U.S. Department of Education. For ease of reporting, this E.D. TAB will use the abbreviation AIAN when referring to American Indian and Alaska Native children.

American Indian and Alaska Native Children and the ECLS-B

The ECLS-B is a nationally representative sample of the 3.9 million children born in the United States in the year 2001. In order to better study AIAN children born in 2001, the ECLS-B oversampled AIAN children born in the United States in 2001. This E.D. TAB focuses on the approximately 85,000 American Indian and Alaska Native children born in the United States in the year 2001.

The ECLS-B is a sample of children; however, this E.D. TAB presents information provided both by the children and their parents. During the first wave of the study, parents of 10,688 children provided information, and 10,221 children were directly assessed. Since the sampled children were born between January and December 2001, baseline data were collected on a rolling basis between the fall of 2001 and the fall of 2002. In this E.D. TAB, AIAN children were identified by parent report. Children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. To include the broadest population of AIAN children possible, this E.D. TAB included any children whose parents identified them as AIAN (they could have also indicated other races in addition to AIAN).¹ In the national sample, this definition yields a sample of 749 AIAN children, some of whom may have more than one race or ethnicity identified. When appropriately weighted to be nationally representative, this sample represents approximately 2 percent of children born in the United States in 2001.

The ECLS-B was designed to collect information from children and their families for the first time when the children were about 9 months of age (i.e., 8 to 10 months). However, information was collected from a few children as young as 6 months and as old as 22 months. The term "9 months" is used throughout this document to refer to the data collection that took place between fall 2001 and fall 2002, at which time most of the sampled children were about 9 months of age (65 percent of AIAN children were 8 to 10 months of age). For ease of reporting, this E.D. TAB uses the term "about 9 months of age" to refer to the entire population of children in the study. Four additional waves of data collection are planned: when the children are 2-year-olds (already collected in 2003), preschool-aged (e.g., age 4) (to be collected in 2005), and then when they are in kindergarten (information will be collected from the full sample in the fall of 2006, when about 75 percent of the children are in kindergarten; information will be collected in the fall of 2007 from those children who did not enter kindergarten in 2006 and are entering in fall of 2007).

The response rate for the 9-month data collection was 74.1 percent, based on weighted data.² The response rate is the number of completed parent interviews divided by the total eligible sample. To be considered complete, the parent interview had to have successfully passed through the child development section of the interview (that is the first three sections of the parent interview). The response rate for American Indian and Alaska Native cases for the 9-month data collection was 79.3 percent, based on

¹ More detail is provided in appendix A, Technical Notes section, on the determination of race and ethnicity in the ECLS-B and the determination of AIAN children in the ECLS-B.

² For this calculation, data were weighted by the base weight.

weighted data.³ For more information on response rates, data reliability, and test procedures, please refer to appendix A.

Focus of This E.D. TAB

This E.D. TAB provides descriptive information about the AIAN children born in the United States in the year 2001. It is meant to be a supplement to *Children Born in 2001: First Results From The Base Year Of The Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* with information on AIAN children. *Children Born in 2001* presented information on the entire population of children born in the United States in 2001 on certain child and family characteristics, children's mental and physical skills, children's first experiences in child care, and the presence of fathers in the children's lives. The estimates in this E.D. TAB apply to the 85,000 AIAN children born in the United States in 2001. For comparison purposes, appendix C includes the estimate and standard error tables from *Children Born in 2001*.

The first four sections of this E.D. TAB closely parallel the information presented in *Children Born in 2001*. The fifth section presents information not included in the original *Children Born in 2001* but is a snapshot of the information collected in the ECLS-B of interest regarding the AIAN population. The five sections are as follows:

- Demographic Characteristics of American Indian and Alaska Native Children and Their Families;
- American Indian and Alaska Native Children's Early Mental and Physical Skills;
- American Indian and Alaska Native Children's First Experiences in Child Care;
- Fathers in the Lives of American Indian and Alaska Native Children; and
- Prenatal Care of American Indian and Alaska Native Children.

Appendix A provides technical documentation for the findings presented here, as well as information about how to obtain these data. Appendix B provides the standard errors for the estimates.

³ For this calculation, data were weighted by the base weight.

Selected Findings

Demographic Characteristics of American Indian and Alaska Native Children and Their Families

Information on the demographic characteristics of AIAN children and their families was largely provided by children's mothers as part of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) parent interview and from information on the child's birth certificate.

In 2001, of AIAN children born in the United States (table 1)

- 23 percent were identified as AIAN, non-Hispanic; 40 percent were identified as AIAN and White, non-Hispanic; 23 percent as AIAN, Hispanic; and 14 percent as AIAN and other, non-Hispanic (figure 1).⁴
- 2 percent of AIAN babies born were twins, less than ½ percent were part of other multiple births (e.g., triplets, quadruplets), and 98 percent were single births.
- 11 percent of AIAN babies were born premature (i.e., less than 37 weeks gestation), 5 percent were low birth weight (i.e., more than 3.3 pounds to 5.5 pounds), and 1 percent were very low birth weight (i.e., 3.3 pounds or less).
- 11 percent of AIAN babies were born to teenage mothers (i.e., 15 to 19 years of age).⁵

When AIAN children were about 9 months of age (table 2)

- 34 percent of AIAN children were living in families whose household income was below the poverty threshold.⁶
- 45 percent of AIAN children were living with both of their married biological parents, 27 percent were living with cohabiting biological parents, and 24 percent were living with one parent.⁷
- 34 percent of AIAN children were living with mothers who had less than a high school education, and 9 percent of AIAN children were living with mothers who had a bachelor's degree or higher.⁸
- 27 percent were living with fathers who had less than a high school education, and 6 percent were living with fathers who had a bachelor's degree or higher.⁹

⁴ AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

⁵ Children's mothers who were 15 years of age or less at the time of the study child's birth were excluded from the study.

⁶ Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

⁷ *Married, two parents* and *Cohabiting, two parents* could be one biological parent and one nonbiological parent or two nonbiological parents (such as adoptive parents). Also, 95 percent of the time *Single parent, lives alone* refers to the biological mother.

⁸ Child's mother's education reflects the population of children living with their mother. Therefore, estimates may not sum to totals due to the omitted category *no mother in household*.

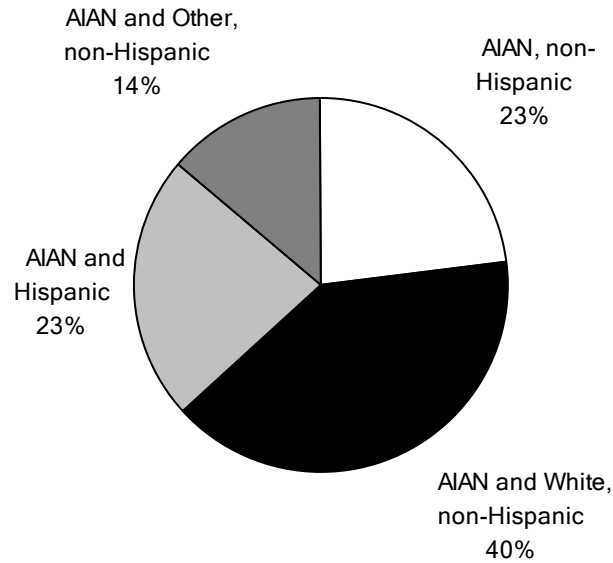
⁹ Child's father's education reflects the population of children living with their father. Therefore, estimates may not sum to totals due to the omitted category *no father in household*.

- In terms of primary home language, 94 percent of AIAN children lived in homes where the primary home language was English, 5 percent¹⁰ lived in homes where the primary home language was Spanish, and 1 percent lived in homes where the primary home language was a Native American language.
- 7 percent of AIAN children lived in homes where a Native American language was spoken.
- 11 percent of AIAN children lived in the Northeast of the United States, 22 percent in the Midwest, 29 percent in the South, and 38 percent in the West.¹¹

¹⁰ Interpret data with caution. Standard error is .33 or more of the estimate.

¹¹ Regions used for the ECLS-B are the same as those used by the U.S. Bureau of the Census. The following is a list of states that are included in each region. Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

Figure 1. Percentage distribution of American Indian and Alaska Native (AIAN) children born in 2001, by children's race/ethnicity: 2001



NOTE: Detail may not sum to totals due to rounding or missing data. Estimates weighted by W1R0. AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 1. Percentage distribution of children born in 2001, by child characteristics at time of birth: 2001

Characteristic	Percent
American Indian and Alaska Native children (AIAN)	
Child's sex	
Male	47
Female	53
AIAN children's race/ethnicity ¹	
AIAN, non-Hispanic	23
AIAN and White, non-Hispanic	40
AIAN and Hispanic	23
AIAN and Other, non-Hispanic	14
Child's mother's age at child's birth ²	
15-17 years	4
18-19 years	7
20-24 years	38
25-29 years	28
30-34 years	18
35-39 years	4
40 years or older	2 !
All children	
Child's sex	
Male	51
Female	49
Children's race/ethnicity	
White, non-Hispanic	54
Black, non-Hispanic	14
Hispanic	26
Asian, non-Hispanic	3
Native Hawaiian or Other Pacific Islander, non-Hispanic	#
American Indian, non-Hispanic	1
More than one race, non-Hispanic	4
Child's mother's age at child's birth ²	
15-17 years	4
18-19 years	7
20-24 years	25
25-29 years	26
30-34 years	24
35-39 years	11
40 years or older	2

See notes at the end of the table.

Table 1. Percentage distribution of children born in 2001, by child characteristics at time of birth: 2001–Continued

Characteristic	Percent
American Indian and Alaska Native children (AIAN)	
Birth status	
Single	98
Twin	2
Higher order (e.g., triplet)	#
Prematurity (less than 37 weeks gestation)	
No	89
Yes	11
Birth weight	
Normal birth weight (more than 5.5 pounds)	94
Moderately low birth weight (more than 3.3 to 5.5 pounds)	5
Very low birth weight (3.3 pounds or less)	1
All children	
Birth status	
Single	97
Twin	3
Higher order (e.g., triplet)	#
Prematurity (less than 37 weeks gestation)	
No	88
Yes	12
Birth weight	
Normal birth weight (more than 5.5 pounds)	93
Moderately low birth weight (more than 3.3 to 5.5 pounds)	6
Very low birth weight (3.3 pounds or less)	1

Rounds to zero.

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Children with mother's less than 15 years of age were excluded from the study.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 2. Percentage distribution of children born in 2001, by family characteristics when the children were about 9 months of age: 2001

Characteristic	Percent
American Indian and Alaska Native children (AIAN)	100
Poverty status ¹	
Below poverty threshold	34
At or above poverty threshold	66
Family type ²	
Married, two biological parents	45
Married, two parents	#
Cohabiting, two biological parents	27
Cohabiting, two parents	2 !
Single parent, lives alone	24
Other (guardian)	1
Child's mother's education ³	
Less than high school	34
High school diploma/GED	21
Some college/vocational or technical	34
Bachelor's degree or higher	9
Child's father's education ⁴	
Less than high school	27
High school diploma/GED	23
Some college/vocational or technical	21
Bachelor's degree or higher	6
All children	
Poverty status ¹	
Below poverty threshold	23
At or above poverty threshold	77
Family type ²	
Married, two biological parents	64
Married, two parents	1
Cohabiting, two biological parents	14
Cohabiting, two parents	1
Single parent, lives alone	20
Other (guardian)	1
Child's mother's education ³	
Less than high school	27
High school diploma/GED	22
Some college/vocational or technical	26
Bachelor's degree or higher	24
Child's father's education ⁴	
Less than high school	17
High school diploma/GED	18
Some college/vocational or technical	21
Bachelor's degree or higher	24

See notes at the end of the table.

Table 2. Percentage distribution of children born in 2001, by family characteristics when the children were about 9 months of age: 2001–Continued

Characteristic	Percent
American Indian and Alaska Native children (AIAN)	100
Primary home language	
English	94
Spanish	5 !
Native American	1
Other	1
Speaks a Native American language in the home	
Yes	7
No	93
Region ⁵	
Northeast	11
Midwest	22
South	29
West	38
Urbanicity ⁶	
Urban	74
Rural	26
All children	
Primary home language	
English	87
Spanish	9
Native American	#
Other	4
Speaks a Native American language in the home	
Yes	#
No	100
Region ⁵	
Northeast	17
Midwest	22
South	37
West	24
Urbanicity ⁶	
Urban	86
Rural	14

Rounds to zero.

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

²*Married, two parents* and *Cohabiting, two parents* could be one biological parent and one nonbiological parent or two nonbiological parents (such as adoptive parents). Also, 95 percent of the time *Single parent, lives alone* refers to the biological mother.

³Child's mother's education reflects the population of children living with their mother. Therefore, estimates may not sum to totals due to the omitted category *no mother in household*.

⁴Child's father's education reflects the population of children living with their father. Therefore, estimates may not sum to totals due to the omitted category *no father in household*.

⁵Regions used for the ECLS–B are the same as those used by the U.S. Bureau of the Census. The following is a list of states that are included in each region. Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

⁶Urbanicity is based on definitional criteria from the 2000 census. Urban refers to Urban, inside UA and Urban, inside UC, where "UA" refers to an urbanized area and "UC" refers to an urban cluster (i.e., less densely populated than a "UA" or urbanized area).

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

American Indian and Alaska Native Children's Early Mental and Physical Skills

The ECLS-B assessment of young children's mental and physical development relies on a direct measure of children—the Bayley Short Form-Research Edition (BSF-R), which was developed for use in the ECLS-B. The BSF-R is a shortened version of the Bayley Scales of Infant Development-Second Edition (BSID-II) (Bayley 1993), a standardized assessment of mental and physical developmental status for children from birth to 42 months of age.

This E.D. TAB presents information on AIAN children's specific mental and physical skills (i.e., proficiencies). Proficiency scores provide a means of distinguishing status in specific skills within a content area. Clusters of two to five test questions having similar content and difficulty were included at several points along the score scale of the BSF-R mental and physical assessments. Clusters of items provide a more reliable test of proficiency than do single items.¹²

Below are the five proficiencies for early mental skills.

- **Exploring Objects.** The child is reaching for and holding objects, he/she may have no specific purpose or goal except to play or discover.
- **Exploring Objects with a Purpose.** The child is manipulating objects with a purpose (e.g., to see what makes the ringing sound in a bell).
- **Babbling.** The child is making simple sounds and gestures (e.g., babbling or jabbering).
- **Early Problem Solving.** The child is using reasoning to interact with objects (e.g., if a toy is out of reach, using another object, like another toy, to bring the desired toy within reach).
- **Communicating with Words.** The child understands and uses words, both receptively (pointing to named objects) and expressively (saying words).

Below are the five proficiencies for early physical skills.

- **Eye-hand Coordination.** The child demonstrates good eye-hand coordination as he/she reaches for objects.
- **Sitting.** The child can sit alone, without leaning against something or other assistance.
- **Pre-walking.** The child is taking steps and supporting his/her weight while standing, with assistance (such as moving along furniture or holding onto someone's hand).
- **Independent Walking.** The child is walking alone, without assistance (without holding onto something or someone).
- **Balance.** The child can balance in various positions (e.g., squatting, standing on one foot).

¹² For more information on the content, administration and properties of the direct child assessment, please refer to appendix A of the E.D. Tab.

The ECLS-B was designed to collect information from children and their families for the first time when the children were about 9 months of age (i.e., 8 to 10 months). However, information was collected from a few children as young as 6 months and as old as 22 months. Young children's mental and physical skills develop rapidly. Therefore, this E.D. TAB presents information on young children's skills by their age at assessment in several ways. First, this E.D. TAB presents information on the AIAN children in the sample who were about 9 months old (ages 8 to 10 months) at the time of assessment. Next, the E.D. TAB presents information on the AIAN children in the sample who were about a year old (children 11 to 13 months). Tables 3 and 4 present age at assessment, month by month.

When AIAN children were 8 to 10 months old, in terms of their mental skills (table 3, figure 2)

- 99 percent were exploring objects in play;
- 87 percent were exploring objects with a purpose;
- 46 percent were babbling;
- 3 percent were demonstrating early problem solving; and
- less than ½ percent were using words.

When AIAN children were 8 to 10 months old, in terms of their physical skills (table 4, figure 3)

- 91 percent demonstrated eye-hand coordination;
- 94 percent were sitting;
- 75 percent were showing pre-walking skills;
- 19 percent were walking; and
- 1 percent could balance.

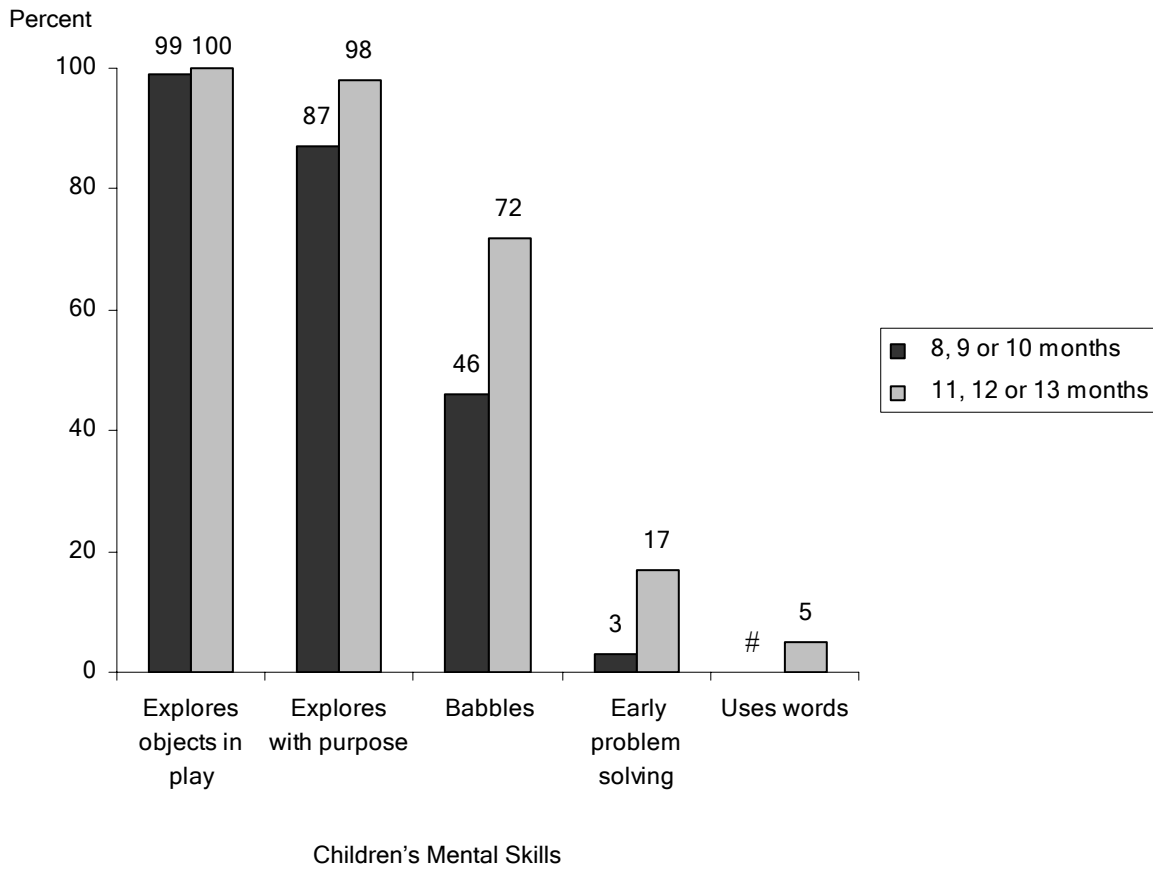
When AIAN children were 11 to 13 months old, in terms of their mental skills (table 3, figure 2)

- 100 percent were exploring objects in play;
- 98 percent were exploring objects with a purpose;
- 72 percent were babbling;
- 17 percent were demonstrating early problem solving; and
- 5 percent were using words.

When AIAN children were 11 to 13 months old, in terms of their physical skills (table 4, figure 3)

- 96 percent demonstrated good eye-hand coordination;
- 98 percent were sitting;
- 90 percent were showing pre-walking skills;
- 56 percent were walking; and
- 9 percent could balance.

Figure 2. Percentage of American Indian and Alaska Native (AIAN) children demonstrating specific mental skills, by child's age at assessment: 2001

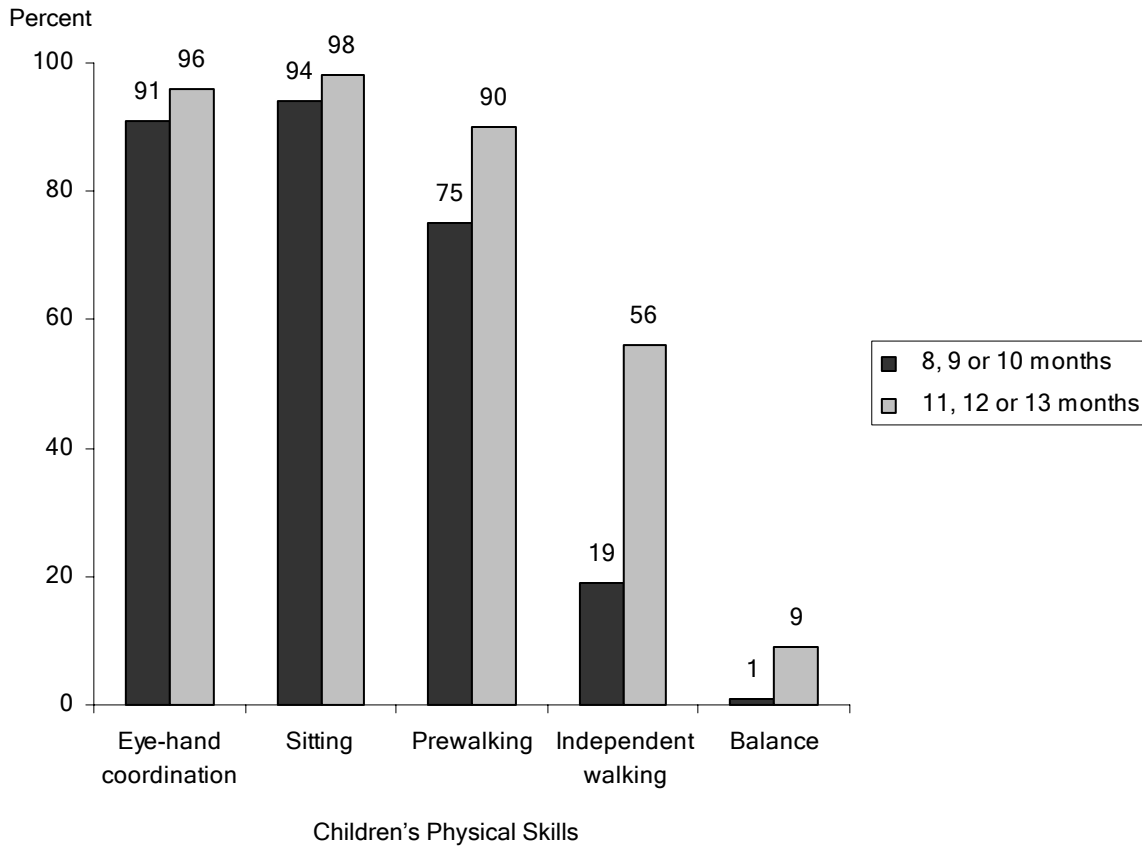


Rounds to zero.

NOTE. Children who were assessed at less than 8 months of age (about .4 percent of the sample) are not included in this table; however, unless otherwise noted they are included in the estimates produced in the remainder of the report. Estimates weighted by W1R0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File. NCES 2004-093.

Figure 3. Percentage of American Indian and Alaska Native (AIAN) children demonstrating specific physical skills, by child's age at assessment: 2001



NOTE. Children who were assessed at less than 8 months of age (about .4 percent of the sample) are not included in this table; however, unless otherwise noted they are included in the estimates produced in the remainder of the report. Estimates weighted by W1R0.
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File. NCES 2004-093.

Table 3. Percentage of children demonstrating specific mental skills, by children's age at assessment: 2001

Children's age at assessment	Percentage of children					
	Population percentage	Explores objects in play	Explores with purpose	Babbles	Early problem solving	Uses words
American Indian and Alaska Native children (AIAN)						
8, 9 or 10 months	65	99	87	46	3	#
8 months	15	99	79	36	1	#
9 months	34	99	88	45	3	#
10 months	17	100	94	57	7	1
11, 12 or 13 months	25	100	98	72	17	5
11 months	10	100	96	64	11	3
12 months	10	100	99	76	19	5
13 months	5	100	99	82	26	8
14 to 22 months	6	100	100	92	50	30
All children						
8, 9 or 10 months	72	99	88	47	3	#
8 months	16	99	80	38	1	#
9 months	35	99	88	45	3	#
10 months	21	99	94	56	6	1
11, 12 or 13 months	21	100	97	72	17	5
11 months	11	100	96	65	11	3
12 months	6	100	99	77	20	6
13 months	4	100	99	84	28	10
14 to 22 months	7	100	99	89	46	27

Rounds to zero.

NOTE: Estimates weighted by W1R0. Children who were assessed at less than 8 months of age (about .4 percent of the sample) are not reflected in this table; however, unless otherwise noted they are included in the estimates produced in the remainder of the report. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 4. Percentage of children demonstrating specific physical skills, by children's age at assessment: 2001

Children's age at assessment	Percentage of children					
	Population percentage	Eye-hand coordination	Sitting	Prewalking	Independent walking	Balance
American Indian and Alaska Native children (AIAN)						
8, 9 or 10 months	65	91	94	75	19	1
8 months	15	87	90	62	9	#
9 months	34	92	94	76	19	1
10 months	17	94	96	83	29	2
11, 12 or 13 months	25	96	98	90	56	9
11 months	10	94	96	84	45	7
12 months	10	97	99	94	58	8
13 months	5	98	99	96	73	17
14 to 22 months	6	99	100	99	93	52
All children						
8, 9 or 10 months	72	91	93	73	19	1
8 months	16	88	90	63	10	#
9 months	35	91	93	73	17	1
10 months	21	93	96	81	27	2
11, 12 or 13 months	21	96	98	91	55	10
11 months	11	95	97	88	43	5
12 months	6	97	99	94	62	13
13 months	4	98	99	96	76	20
14 to 22 months	7	99	100	98	89	43

Rounds to zero.

NOTE: Estimates weighted by W1R0. Children who were assessed at less than 8 months of age (about .4 percent of the sample) are not reflected in this table; however, unless otherwise noted they are included in the estimates produced in the remainder of the report. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

American Indian and Alaska Native Children's First Experiences In Child Care

As part of the parent interview, information was collected on AIAN children's first experiences in child care. Parents provided information on whether their child was in care, the type of care, the number of hours in care, and the age at which the child first entered care. The ECLS-B seeks to provide information on the care that children receive on a regular basis from persons other than their parents.¹³

When AIAN children were about 9 months of age (table 5),

- 48 percent were in some kind of regular child care arrangement, such as a center-based care arrangement or care provided by a nonrelative or relative in a private home (figure 4).
- 35 percent of AIAN children who were living below the poverty threshold were in a regular nonparental arrangement (65 percent of AIAN children who were living below the poverty threshold were not in a regular nonparental arrangement).

When AIAN children were about 9 months of age (table 5),

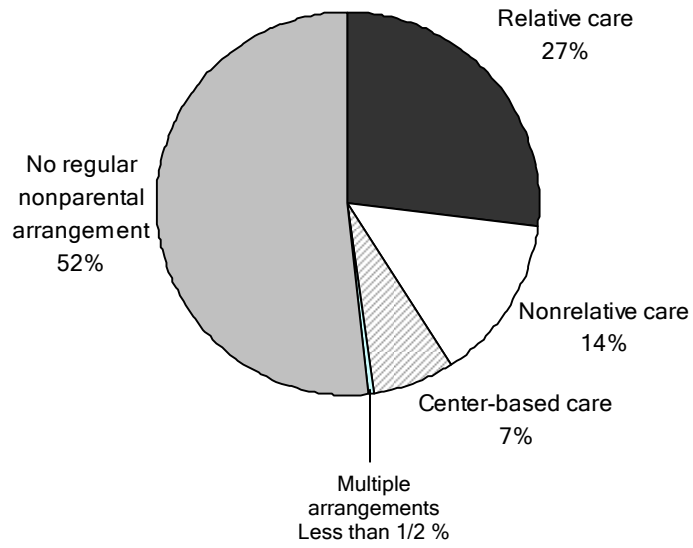
- 27 percent were in relative care as their primary arrangement, where they received care from someone related to them other than their parent, such as a grandparent, aunt, uncle, sibling, or some other relative. Relative care could be in the child's home or in the home of the caregiver.
- 14 percent were in nonrelative care as their primary arrangement, care provided by someone who is not related to them, such as a nanny, home-based care provider, regular sitter, or neighbor. This does not include day care centers or preschools. The care could be in the child's home or in the home of the caregiver.
- 7 percent were in center-based care as their primary arrangement, such as early learning centers, nursery schools, and preschools appropriate for infants (including Early Head Start).
- And, less than 1 percent had a primary arrangement that was actually multiple arrangements, where they spent equal numbers of hours across different care arrangement types (such as 20 hours a week with a relative and 20 hours a week in a center-based program).

¹³ Parents include biological and adoptive parents as well as stepparents and guardians.

Of AIAN children in regular child care at about 9 months of age (tables 6 and 7),

- 45 percent first received care from someone other than their parent(s) when they were younger than 3 months, 42 percent were 3 to 6 months old, and 14 percent started care when they were older than 6 months (table 6).
- 10 percent of AIAN children were in an arrangement 10 hours or less, 37 percent were in an arrangement 11 to 30 hours, 33 percent were in an arrangement 31 to 40 hours, and 21 percent were in an arrangement more than 40 hours (table 7).

Figure 4. Percentage of American Indian and Alaska Native (AIAN) children, by primary care arrangement at about 9 months of age: 2001



NOTE: Detail may not sum to totals due to rounding. Estimates weighted by W1R0.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File. NCES 2004-093.

Table 5. Percentage of children about 9 months of age, by primary type of arrangement, child characteristics, and family characteristics: 2001

Characteristic	Relative care	Nonrelative care	Center-based care	Multiple arrangements	No regular nonparental care arrangement
American Indian and Alaska Native children (AIAN)					
Total	27	14	7	#	52
Child's sex					
Male	23	17	5 !	#	54
Female	31	11	8	#	51
AIAN children's race/ethnicity ¹					
AIAN, non-Hispanic	28	6	12	1 !	54
AIAN and White, non-Hispanic	28	11 !	4 !	#	57
AIAN and Hispanic	26	20	2 !	1 !	51
AIAN and Other, non-Hispanic	25	24 !	12 !	1 !	39
Poverty status ²					
Below poverty threshold	23	5 !	6	1 !	65
At or above poverty threshold	30	18	7	#	45
All children					
Total	26	15	9	1	50
Child's sex					
Male	26	15	9	1	50
Female	26	16	8	1	50
Children's race/ethnicity ³					
White, non-Hispanic	21	17	9	1	51
Black, non-Hispanic	33	15	14	1	37
Hispanic	30	11	5	#	54
Asian, non-Hispanic	33	10	4	#	53
Other, non-Hispanic	28	14	10	1	46
Poverty status ²					
Below poverty threshold	28	8	7	1	57
At or above poverty threshold	25	17	9	1	48

See notes at the end of the table.

Table 5. Percentage of children about 9 months of age, by primary type of arrangement, child characteristics, and family characteristics: 2001–Continued

Characteristic	Relative care	Nonrelative care	Center-based care	Multiple arrangements	No regular nonparental care arrangement
American Indian and Alaska Native children (AIAN)					
Mother's employment status					
Full-time (35 hours or more)	31	27	14	1 !	27
Part-time (Less than 35 hours)	38	19 !	4	#	40
Looking for work	19 !	3 !	4 !	#	74
Not in work force	19	3 !	2 !	#	76
No mother in household	68 !	4 !	3 !	#	25 !
All children					
Mother's employment status					
Full-time (35 hours or more)	39	29	17	1	15
Part-time (Less than 35 hours)	38	21	8	2	33
Looking for work	22	6	7	#	65
Not in work force	9	4	3	#	84
No mother in household	37	2	17	#	45

Rounds to zero.

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, *Other, non-Hispanic* includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 6. Percentage of children about 9 months of age in child care, by age in months when children first began arrangement, child characteristics, and family characteristics: 2001

Characteristic	Age first began care		
	Younger than 3 months	3 to 6 months	More than 6 months
American Indian and Alaska Native children (AIAN)			
Total	45	42	14
Child's sex			
Male	54	31	16
Female	38	50	12
AIAN children's race/ethnicity ¹			
AIAN, non-Hispanic	42	38	20
AIAN and White, non-Hispanic	48	40	12 !
AIAN and Hispanic	44	44	13 !
AIAN and Other, non-Hispanic	41	48	11 !
Poverty status ²			
Below poverty threshold	37	47	16
At or above poverty threshold	48	39	13
All children			
Total	39	47	14
Child's sex			
Male	39	47	14
Female	39	46	14
Children's race/ethnicity ³			
White, non-Hispanic	39	47	14
Black, non-Hispanic	40	45	15
Hispanic	39	47	14
Asian, non-Hispanic	50	37	13
Other, non-Hispanic	38	49	13
Poverty status ²			
Below poverty threshold	41	41	18
At or above poverty threshold	39	48	13

See notes at the end of the table.

Table 6. Percentage of children about 9 months of age in child care, by age in months when children first began arrangement, child characteristics, and family characteristics: 2001–Continued

Characteristic	Age first began care		
	Younger than 3 months	3 to 6 months	More than 6 months
American Indian and Alaska Native children (AIAN)			
Mother's employment status			
Full-time (35 hours or more)	51	39	10
Part-time (Less than 35 hours)	43	36	22
Looking for work	36 !	51	13 !
Not in work force	33	51	16
No mother in household	72 !	15 !	14 !
Primary care arrangement			
Relative care	45	39	15
Non-relative care	53	37	10 !
Center care	33	52	15
Multiple arrangements	59 !	41 !	#
All children			
Mother's employment status			
Full-time (35 hours or more)	44	46	11
Part-time (Less than 35 hours)	30	52	18
Looking for work	42	41	17
Not in work force	37	44	19
No mother in household	49	16	35
Primary care arrangement			
Relative care	42	44	14
Non-relative care	37	50	14
Center care	38	46	16
Multiple arrangements	40	43	17

Rounds to zero.

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, *Other, non-Hispanic* includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 7. Percentage of children about 9 months of age in child care, by current weekly hours in all arrangements, child characteristics, and family characteristics: 2001

Characteristic	Total hours in child care arrangement(s)			
	10 hours or fewer	11 to 30 hours	31 to 40 hours	More than 40 hours
American Indian and Alaska Native children (AIAN)				
Total	10	37	33	21
Child's sex				
Male	12	38	30	20 !
Female	8	36	35	21
AIAN children's race/ethnicity ¹				
AIAN, non-Hispanic	11	36	33	20
AIAN and White, non-Hispanic	10 !	33	37	20 !
AIAN and Hispanic	13 !	42	18	26
AIAN and Other, non-Hispanic	4 !	38	43 !	15 !
Poverty status ²				
Below poverty threshold	12 !	36	37	16
At or above poverty threshold	9	37	31	22
All children				
Total	19	27	31	24
Child's sex				
Male	19	28	31	22
Female	18	27	31	25
Children's race/ethnicity ³				
White, non-Hispanic	21	29	30	21
Black, non-Hispanic	12	23	36	29
Hispanic	20	26	31	23
Asian, non-Hispanic	17	20	27	36
Other, non-Hispanic	12	31	33	24
Poverty status ²				
Below poverty threshold	18	31	31	20
At or above poverty threshold	18	26	31	24

See notes at the end of the table.

Table 7. Percentage of children about 9 months of age in child care, by current weekly hours in all arrangements, child characteristics, and family characteristics: 2001–Continued

Characteristic	Total hours in child care arrangement(s)			
	10 hours or fewer	11 to 30 hours	31 to 40 hours	More than 40 hours
American Indian and Alaska Native children (AIAN)				
Mother's employment status				
Full-time (35 hours or more)	5 !	22	40	33
Part-time	13	59	23 !	6
Looking for work	25 !	24 !	44 !	7 !
Not in work force	16 !	57	21 !	6 !
No mother in household	5 !	69 !	4 !	22 !
Primary care arrangement				
Relative care	12	36	30	21
Non-relative care	7 !	43	30	20 !
Center care	7 !	26 !	49	19
Multiple arrangements	#	44 !	#	56 !
All children				
Mother's employment status				
Full-time (35 hours or more)	10	15	42	33
Part-time	26	49	15	9
Looking for work	20	33	28	19
Not in work force	39	29	17	15
No mother in household	11	20	37	32
Primary care arrangement				
Relative care	22	31	27	21
Non-relative care	17	27	34	23
Center care	12	17	41	31
Multiple arrangements	13	22	5	58

Rounds to zero.

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Fathers in American Indian and Alaska Native Children's Lives

As part of the parent interview, information was collected on whether or not there was a father in the household (e.g., biological, nonbiological, no resident father). If there was no resident biological father in the household, information was collected on the amount of contact the biological father had with the child.

When AIAN children were about 9 months of age (table 8),

- 24 percent lived in households with no father (table 8, figure 5), and
- 47 percent of children living below the poverty threshold lived in households with no father (table 8).

In about 99 percent of the parent interviews, the child's biological mother was the respondent.¹⁴ According to the child's mother, when there was no resident biological father in the household (table 9),

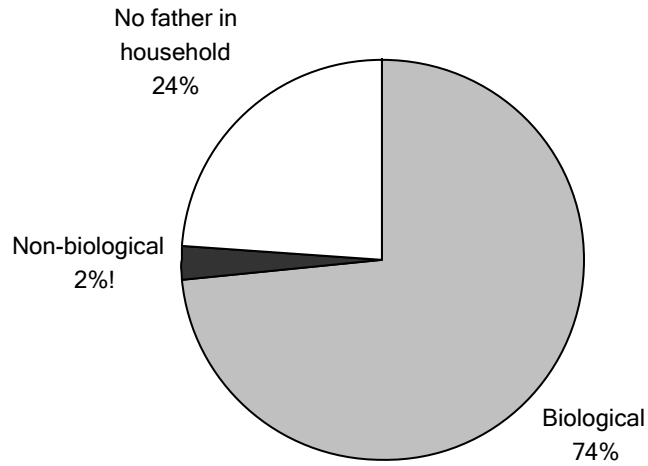
- 39 percent of AIAN children had contact with their father the same day as the home visit (when the parent interview was conducted);
- 45 percent of AIAN children had contact with their father within 2 to 7 days of the home visit;
- 7 percent¹⁵ of AIAN children had contact with their father within the last 8 to 14 days of the home visit;
- 1 percent¹⁶ of AIAN children had not seen their father in more than two weeks; and
- 8 percent of AIAN children had never seen their father.

¹⁴ In the ECLS-B, this was by design. When the home visit was conducted, the interviewer specifically asked for the biological mother to be the respondent.

¹⁵ Interpret data with caution. Standard error is .33 or more of the estimate.

¹⁶ Interpret data with caution. Standard error is .33 or more of the estimate.

Figure 5. Percentage of American Indian and Alaska Native (AIAN) children at about 9 months of age, by father type: 2001



! Interpret data with caution. Standard error is .33 or larger than the estimate.

NOTE: Detail may not sum to totals due to rounding. In the absence of a biological parent, the father designation (i.e., nonbiological) was assigned to the adoptive, step, foster/guardian, partner (including household members defined as spouses/partners of the parent respondent but were not identified by the respondent as mothers/female guardians or fathers/male guardians), or "unknown-type" parent. Estimates weighted by W1R0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File. NCES 2004-093.

Table 8. Percentage of children about 9 months of age, by father type, child characteristics, and family characteristics: 2001

Characteristic	Biological	Non-biological	No father in household
American Indian and Alaska Native children (AIAN)			
Total	74	2 !	24
Child's sex			
Male	78	3 !	19
Female	69	3 !	28
AIAN children's race/ethnicity¹			
AIAN, non-Hispanic	69	3 !	28
AIAN and White, non-Hispanic	83	2 !	15
AIAN and Hispanic	67	2 !	31
AIAN and Other, non-Hispanic	65	6 !	29
Poverty status²			
Below poverty threshold	49	3 !	47
At or above poverty threshold	86	3 !	11
All children			
Total	79	1	20
Child's sex			
Male	79	1	19
Female	78	1	20
Children's race/ethnicity³			
White, non-Hispanic	88	2	10
Black, non-Hispanic	41	1	58
Hispanic	78	1	20
Asian, non-Hispanic	93	#	6
Other, non-Hispanic	74	1	25
Poverty status²			
Below poverty threshold	53	1	45
At or above poverty threshold	86	1	12

Rounds to zero.

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 9. Percentage of children about 9 months of age in households where there is no resident biological father, by contact with their biological father, child characteristics, and family characteristics: 2001

Characteristic	Nonresident biological father's contact with child				
	Visited child the same day as parent interview	Visited child in the past 2 to 7 days	Visited child in the past 8 to 14 days	More than 2 weeks since last visited child	Never seen child
American Indian and Alaska Native children (AIAN)					
Total	39	45	7 !	1 !	8 !
Child's sex					
Male	37	48	5 !	#	10 !
Female	41	43	9 !	1 !	6 !
AIAN children's race/ethnicity ¹					
AIAN, non-Hispanic	47	37	7 !	1 !	8 !
AIAN and White, non-Hispanic	33 !	53 !	2 !	1 !	12 !
AIAN and Hispanic	42 !	45 !	5 !	#	8 !
AIAN and Other, non-Hispanic	33 !	45 !	19 !	#	2 !
Poverty status ²					
Below poverty threshold	46	42	4 !	1 !	8 !
At or above poverty threshold	26	52	14 !	1 !	7 !
All children					
Total	40	38	7	2	13
Child's sex					
Male	39	37	7	3	13
Female	40	38	6	2	14
Children's race/ethnicity ³					
White, non-Hispanic	33	41	7	1	18
Black, non-Hispanic	49	37	6	3	6
Hispanic	34	35	7	3	21
Asian, non-Hispanic	23	37	14	2	25
Other, non-Hispanic	40	42	5	2	12
Poverty status ²					
Below poverty threshold	42	37	6	3	12
At or above poverty threshold	37	39	7	2	15

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Prenatal Care of American Indian and Alaska Native Children

As part of the parent interview, children's mothers were asked about aspects related to the adequacy of prenatal care, how they paid for their prenatal care, and whether they received education connected to healthy prenatal behaviors.¹⁷ The Adequacy of Prenatal Care Utilization Index (APNCU index) is a commonly used index in the health field that provides information on the adequacy of prenatal care.¹⁸ The parent interview directly asked about when prenatal care began and how many prenatal visits occurred. The APNCU is a function of the month in which prenatal care began and the number of visits across the duration of the pregnancy. The APNCU categorizes adequacy of care in the following manner: inadequate, intermediate, adequate, and adequate plus (for more information, please see the Methods and Technical Notes section). In the parent interview, children's parents provided information about how prenatal care was paid and for the primary location of the prenatal care. In terms of payment, responses were categorized as: private health insurance, Medicaid, Indian Health Service, personal income, or other.¹⁹ In terms of location, the parent interview asked children's mothers where they went most of the time for their prenatal care: clinic or health center, doctor's office or HMO, hospital outpatient department, or other (hospital emergency room, midwife/birthing center, or other). In terms of healthy prenatal behaviors, the children's mothers were asked if, during any of the prenatal care visits, a doctor, nurse or other health care professional talked with them about the following: how the baby grows and develops during pregnancy, what the mother should eat during pregnancy, breast feeding, the kinds of medicines that are safe during pregnancy, what to do if labor begins early, how smoking could affect the baby, and how drinking alcohol could affect the baby.

- Of AIAN children's mothers, 19 percent determined on the basis of the APNCU index received inadequate prenatal care (table 10, figure 6).
- 30 percent of AIAN children's prenatal care was paid for via private health insurance, 38 percent by Medicaid, 8 percent by the Indian Health Service, 3 percent²⁰ by personal income, and 22 percent by some other form of payment (table 11).
- 34 percent of AIAN children's mothers went to a clinic or health care center for prenatal care most of the time, 58 percent went to a doctor's office or HMO most of the time, 5 percent went to a hospital outpatient center most of the time, and 3 percent went to another place most of the time (table 12).

In terms of healthy prenatal behaviors and AIAN children's mothers who received any prenatal care

- 95 percent received information about safe medications during pregnancy (table 13);
- 92 percent received information about baby development; and 92 percent received information about breastfeeding (table 13);
- 91 percent received information about what to do in case of early labor (table 14);

¹⁷ Information in this section was not presented in *Children Born in 2001*. Therefore, for comparison purposes, estimates of these characteristics for the general population related to adequacy of prenatal care, use of health insurance for prenatal care and education about healthy prenatal behaviors are presented in tables 10 through 13 in appendix C.

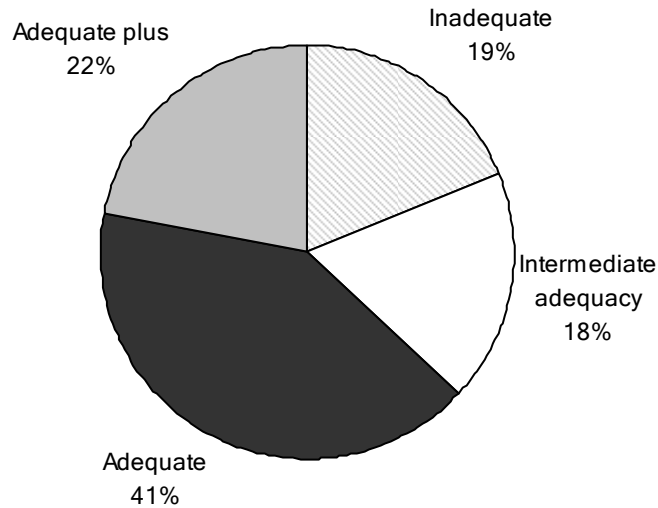
¹⁸ Kotelchuck (1994). *An evaluation of the Kessner Adequacy of Prenatal Care Index and a proposed Adequacy of Prenatal Care Utilization Index*. American Journal of Public Health, vol. 84, no. 9. The definition of adequacy as it relates to "how often" is as follows [based on the proportion of visits recommended by the American College of Obstetricians and Gynecologists (ACOG) for the gestational age of the child (i.e., for a 40 week pregnancy ACOG recommends 14 visits)]: adequate plus, greater than or equal to 110 percent; adequate, 80 to 109 percent; intermediate, 50 to 79 percent; and inadequate, less than 50 percent. The percentages are calculated with the following example in mind: for a 40 week pregnancy ACOG recommends 14 visits, if a mother received 12 visits, this proportion would be 85.7% (i.e., 12 visits is 85.7 percent of 14).

¹⁹ Private health insurance refers to when the respondent only indicated private health insurance. Medicaid refers to when the respondent only indicated Medicaid. Indian Health Service refers to when the respondent only indicated Indian Health Service. Personal income refers to when the respondent only indicated personal income. Other refers to city or county indigent fund, other government agency, no payment required, some other form of payment, or some combination of health insurance, Medicaid, Indian Health Service, personal income, city or county indigent fund, other government agency, no payment required, and/or some other form of payment.

²⁰ Interpret data with caution. Standard error is .33 or more of the estimate.

- 89 percent received information about how drinking alcohol during pregnancy affects the baby (table 14);
- 88 percent received information about how smoking during pregnancy affects the baby (table 14); and
- 86 percent received information about what to eat during pregnancy (table 13).

Figure 6. Percentage of American Indian and Alaska Native (AIAN) children, by adequacy of prenatal care (APNCU Index): 2001



NOTE: Detail may not sum to totals due to rounding. Estimates weighted by W1R0. The APNCU index is from: Kotelchuck (1994). *An evaluation of the Kessner Adequacy of Prenatal Care Index and a proposed Adequacy of Prenatal Care Utilization Index*. American Journal of Public Health, vol. 84, no. 9. The definition of adequacy as it relates to "how often" is as follows [based on the proportion of visits recommended by the American College of Obstetricians and Gynecologists (ACOG) for the gestational age of the child (i.e., for a 40 week pregnancy ACOF recommends 14 visits)]: adequate plus, greater than or equal to 110 percent; adequate, 80 to 109 percent; intermediate, 50 to 79 percent; and inadequate, less than 50 percent. The percentages are calculated with the following example in mind: for a 40 week pregnancy ACOG recommends 14 visits, if a mother received 12 visits, this proportion would be 85.7% (i.e., 12 visits is 85.7 percent of 14).
SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File. NCES 2004-093.

Table 10. Percentage of children about 9 months of age, by adequacy of prenatal care, child characteristics, and family characteristics: 2001

Characteristic	Adequacy of prenatal care ¹			
	Inadequate	Intermediate adequacy	Adequate	Adequate plus
American Indian and Alaska Native children (AIAN)				
Total	19	18	41	22
Child's sex				
Male	15	15	49	22
Female	23	21	34	23
AIAN children's race/ethnicity ²				
AIAN, non-Hispanic	20	17	42	21
AIAN and White, non-Hispanic	9 !	19	44	28
AIAN and Hispanic	36	15 !	29	21
AIAN and Other, non-Hispanic	21 !	21 !	49	10 !
Poverty status ³				
Below poverty threshold	27 !	20	33	20
At or above poverty threshold	16	17	44	23
All children				
Total	11	14	43	32
Child's sex				
Male	11	14	43	33
Female	11	15	43	31
Children's race/ethnicity ⁴				
White, non-Hispanic	7	15	46	33
Black, non-Hispanic	19	11	36	33
Hispanic	17	15	40	29
Asian, non-Hispanic	7	16	48	29
Other, non-Hispanic	11	21	37	31
Poverty status ³				
Below poverty threshold	23	13	36	28
At or above poverty threshold	7	15	45	33

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹Adequacy of prenatal care is based on the Adequacy of Prenatal Care Utilization index (APNCU). The APNCU index is from: Kotelchuck (1994). An evaluation of the Kessner Adequacy of Prenatal Care Index and a proposed Adequacy of Prenatal Care Utilization Index. *American Journal of Public Health*, vol. 84, no. 9. The definition of adequacy as it relates to "how often" is as follows [based on the proportion of visits recommended by the American College of Obstetricians and Gynecologists (ACOG) for the gestational age of the child (i.e., for a 40 week pregnancy ACOF recommends 14 visits): adequate plus, greater than or equal to 110 percent; adequate, 80 to 109 percent; intermediate, 50 to 79 percent; and inadequate, less than 50 percent. The percentages are calculated with the following example in mind: for a 40 week pregnancy ACOG recommends 14 visits, if a mother received 12 visits, this proportion would be 85.7% (i.e., 12 visits is 85.7 percent of 14).

²AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

³Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

⁴In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 11. Percentage of children about 9 months of age, by method of payment for prenatal care, child characteristics, and family characteristics: 2001

Characteristic	Method of payment				
	Private health insurance	Medicaid	Indian Health Service	Personal income	Other
American Indian and Alaska Native children (AIAN)					
Total	30	38	8	3 !	22
Child's sex					
Male	35	32	8	4 !	21
Female	25	43	8	2 !	23
AIAN children's race/ethnicity ¹					
AIAN, non-Hispanic	18	34	26	1 !	23
AIAN and White, non-Hispanic	19	49	3 !	2 !	27
AIAN and Hispanic	53	26	4 !	#	17 !
AIAN and Other, non-Hispanic	43	31	#	12 !	14
Poverty status ²					
Below poverty threshold	12	62	8	#	19
At or above poverty threshold	39	26	8	4 !	23
All children					
Total	48	33	#	3	16
Child's sex					
Male	49	32	#	4	16
Female	47	34	#	3	16
Children's race/ethnicity ³					
White, non-Hispanic	58	21	#	2	19
Black, non-Hispanic	30	61	#	2	18
Hispanic	37	45	#	6	12
Asian, non-Hispanic	64	15	#	4	18
Other, non-Hispanic	41	33	4	2	20
Poverty status ²					
Below poverty threshold	15	71	#	4	10
At or above poverty threshold	58	22	#	3	17

Rounds to zero.

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 12. Percentage of children about 9 months of age, by location where their mothers received prenatal care most of the time, child characteristics, and family characteristics: 2001

Characteristic	Clinic or health center	Doctor's office or HMO	Hospital outpatient center	Other
American Indian and Alaska Native children (AIAN)				
Total	34	58	5	3 !
Child's sex				
Male	40	53	5	3 !
Female	29	62	6	4 !
AIAN children's race/ethnicity ¹				
AIAN, non-Hispanic	40	46	11	3 !
AIAN and White, non-Hispanic	27	68	2 !	3 !
AIAN and Hispanic	46	49	3 !	1 !
AIAN and Other, non-Hispanic	29	58	7 !	5 !
Poverty status ²				
Below poverty threshold	33	57	7	4 !
At or above poverty threshold	35	58	4	3 !
All children				
Total	24	71	3	2
Child's sex				
Male	24	71	3	2
Female	25	71	3	1
Children's race/ethnicity ³				
White, non-Hispanic	14	83	2	2
Black, non-Hispanic	32	62	5	1
Hispanic	42	51	5	2
Asian, non-Hispanic	25	73	2	1
Other, non-Hispanic	26	68	3	3
Poverty status ²				
Below poverty threshold	46	48	5	2
At or above poverty threshold	18	78	3	2

! Interpret data with caution. Standard error is .33 or larger than the estimate.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 13. Percentage of children about 9 months of age whose mothers received prenatal care and talked to a medical professional about baby development, what to eat during pregnancy, breastfeeding, and safe medications, by child and family characteristics: 2001

Characteristic	Percentage that said "yes" to receiving information about			
	Baby development	What to eat during pregnancy	Breastfeeding	Safe medications during pregnancy
American Indian and Alaska Native children (AIAN)				
Total	92	86	92	95
Child's sex				
Male	93	86	92	94
Female	92	86	92	96
AIAN children's race/ethnicity ¹				
AIAN, non-Hispanic	93	82	94	95
AIAN and White, non-Hispanic	89	86	88	95
AIAN and Hispanic	97	92	96	98
AIAN and Other, non-Hispanic	94	85	93	92
Poverty status ²				
Below poverty threshold	91	84	96	95
At or above poverty threshold	93	87	90	95
All children				
Total	92	86	88	94
Child's sex				
Male	92	87	89	94
Female	93	86	87	95
Children's race/ethnicity ³				
White, non-Hispanic	91	85	85	95
Black, non-Hispanic	96	91	94	95
Hispanic	94	88	92	94
Asian, non-Hispanic	92	85	86	90
Other, non-Hispanic	91	84	87	93
Poverty status ²				
Below poverty threshold	93	87	92	93
At or above poverty threshold	92	86	87	95

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table 14. Percentage of children about 9 months of age whose mothers received prenatal care and talked to a medical professional about what to do in case of early labor, how smoking during pregnancy affects the baby, and how drinking alcohol during pregnancy affects the baby, by child and family characteristics: 2001

Characteristic	Percentage that said "yes" to receiving information around...		
	What to do in case of early labor	How smoking during pregnancy affects the baby	How drinking alcohol during pregnancy affects the baby
American Indian and Alaska Native children (AIAN)			
Total	91	88	89
Child's sex			
Male	92	87	89
Female	90	90	90
AIAN children's race/ethnicity¹			
AIAN, non-Hispanic	90	92	92
AIAN and White, non-Hispanic	90	88	88
AIAN and Hispanic	92	94	96
AIAN and Other, non-Hispanic	93	75	80
Poverty status²			
Below poverty threshold	92	97	91
At or above poverty threshold	90	84	88
All children			
Total	91	85	87
Child's sex			
Male	92	86	87
Female	91	85	86
Children's race/ethnicity³			
White, non-Hispanic	91	82	83
Black, non-Hispanic	94	82	92
Hispanic	91	90	91
Asian, non-Hispanic	89	81	82
Other, non-Hispanic	91	84	84
Poverty status²			
Below poverty threshold	91	91	91
At or above poverty threshold	91	84	85

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Appendix A
Technical Notes, Survey Methodology, and Glossary

Technical Notes

There are several ways to identify American Indian and Alaska Native children (AIAN) in the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B) for analytical purposes. The study collects information on race and ethnicity in two places: the parent interview and the birth certificate. This E.D. TAB uses the information from the parent interview. Children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. This E.D. TAB presents information on the 749 cases where the respondent said "yes" the child was AIAN. When weighted, these cases represent the approximately 85,000 AIAN children born in the United States in 2001.

The ECLS-B also offers a race/ethnicity composite variable [variable name: X1CHTRACE]. Information from the series of dichotomous variables was used to derive a single race/ethnicity variable. In this variable, Hispanicity takes priority over all other groupings. Also, if a respondent indicated AIAN along with another race, the child's race/ethnicity was coded as more than one race, non-Hispanic. Therefore, the number of AIAN cases identified through the use of the composite is much lower (293 AIAN, non-Hispanic children) than the total who said yes to AIAN. Exhibit A-1 shows the crosstabulation of the composite with the dichotomous variables.

Exhibit A-1. Crosstabulation of the sample cases of the ECLS-B dichotomous race and ethnicity variables with the ECLS-B derived single composite race/ethnicity variable

Dichotomous race and ethnicity variables (variable name)	ECLS-B Race/Ethnicity Composite (variable name: X1CHTRACE)							
	White, non-Hispanic	Black, non-Hispanic	Hispanic, race specified	Hispanic, no race specified	Asian, non-Hispanic	Native Hawaiian or other Pacific Islander, non-Hispanic	AIAN, non-Hispanic	More than one race, non-Hispanic
White, Yes (X1CHWHT)	4441	0	1297	0	0	0	0	701
Black, Yes (X1CHBLCK)	0	1698	131	0	0	0	0	249
Hispanic, Yes (X1CHHISP)	0	0	1514	679	0	0	0	0
Asian, Yes (X1CHASN)	0	0	89	0	1195	0	0	302
Pacific Islander, Yes (X1CHPCIL)	0	0	29	0	0	49	0	67
AIAN, Yes (X1CHAMIN)	0	0	137	0	0	0	293	319
More than one race, Yes (X1CHMLRC)	0	0	0	2	0	0	0	0

SOURCE: National Center for Education Statistics (NCES) (2004). *Early Childhood Longitudinal Study, Birth Cohort: 9-month Restricted-use Data File* (NCES 2004-093). Washington, DC: National Center for Education Statistics.

The ECLS-B also collects race and ethnicity information on the birth certificate. This information was used for sampling purposes (for analyses, the ECLS-B recommends the use of the information provided directly by the parent in the parent interview). To identify children as AIAN at the sampling stage, information from the birth certificate was used in the following manner (see Exhibit A-2):

Exhibit A-2. Rules for assigning infant's race/ethnicity based on parents' race/ethnicity from birth certificates, in 9-month data collection: 2001-02

Mother's race/ethnicity ¹	Father's race/ethnicity ¹						
	AIAN	Chinese	Asian/ Pacific Islander	Hispanic	Black, non- Hispanic	White, non- Hispanic	Missing
AIAN	AIAN	AIAN	AIAN	AIAN	AIAN	AIAN	AIAN
Chinese	AIAN	Chinese	Other Asian/PI	Other Asian/PI	Other Asian/PI	Other Asian/PI	Other Asian/PI
Asian/Pacific Islander (PI)	AIAN	Other Asian/PI	Other Asian/PI	Other Asian/PI	Other Asian/PI	Other Asian/PI	Other Asian/PI
Hispanic	AIAN	Other Asian/PI	Other Asian/PI	Hispanic	Hispanic	Hispanic	Hispanic
Black, non-Hispanic	AIAN	Other Asian/PI	Other Asian/PI	Black, non- Hispanic	Black, non- Hispanic	Black, non- Hispanic	Black, non- Hispanic
White, non-Hispanic	AIAN	Other Asian/PI	Other Asian/PI	Hispanic	Black, non- Hispanic	White, non- Hispanic	White, non- Hispanic
Missing	AIAN	Other Asian/PI	Other Asian/PI	Hispanic	Black, non- Hispanic	White, non- Hispanic	Other Asian/PI

¹In cases of multiple races, assignment to race/ethnicity is hierarchical from top to bottom for mother and from left to right for father. Thus, the child of a mother who is AIAN and Hispanic would be assigned race/ethnicity based on the first row of the table, i.e., "AIAN."
SOURCE: National Center for Education Statistics (NCES) (2004). *Early Childhood Longitudinal Study, Birth Cohort: 9-month Restricted-use Data Files User's Manual* (NCES 2004-093). Washington, DC: National Center for Education Statistics.

Information from the birth certificate yields the following number of cases:

- 543 mothers were classified as AIAN (variable name: BCMOMRC),
- 422 fathers were classified as AIAN (variable name: BCFTHRC), and
- 873 children were classified as AIAN (variable name: X1AISAMP).

In the ECLS-B, by design, in about 99 percent of cases the respondents to the parent interview was the child’s biological mother. Therefore, this E.D. TAB used children’s race and ethnicity information directly provided by the mother in the parent interview,²¹ and used the broader definition²² of AIAN children without excluding AIAN, Hispanic children and AIAN, more than one race children.

Table A-1 shows the distribution of family socioeconomic status by the three ways of identifying AIAN children in the ECLS-B.

Table A-1. Percentage of American Indian and Alaska Native (AIAN) children, by different ways of identifying AIAN children and family socioeconomic status

Socioeconomic status	AIAN, by dichotomous variables	AIAN, by race/ethnicity composite	AIAN, by birth certificate information
First quintile (lowest)	27	33	27
Second quintile	30	28	28
Third quintile	22	24	23
Fourth quintile	16	13	16
Fifth quintile (highest)	5	3	6

NOTE: Estimates are weighted by R1W0.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, 9-month Restricted-Use Data File (NCES 2004-093).

Survey Methodology

The ECLS-B is designed to provide detailed information on children’s development, health, and in- and out-of-home experiences in the years leading up to school. The children participating in the ECLS-B are being followed longitudinally for 6 years (through first grade). Estimates in this report are based on data collected from and about children during the first wave of data collection when they were approximately 9 months old. Westat, Incorporated conducted the first wave of the study.

In order to better study AIAN children born in 2001, the ECLS-B oversampled AIAN children born in the United States in 2001. In addition to the oversample of AIAN children, the sample includes children from different racial/ethnic and socioeconomic backgrounds, and also includes oversamples of Chinese and other Asian and Pacific Islander children, twins, and children with moderately low and very low birth weight. The ECLS-B is a nationally representative sample of 10,688 children born in the United States in 2001.

The sample of infants was selected using a clustered, list frame sampling design. The list frame was registered births in the National Center for Health Statistics’ (NCHS) vital statistics system (from lists provided by state registrars). Births were sampled from 96 core primary sampling units (PSU) representing all infants born in the United States in the year 2001. The PSUs were counties and county

²¹ Of the 749 cases included in this report identified as American Indian and Alaska Native children by the respondent (mother of child) to the parent interview, 633 were identified as American Indian and Alaska Native derived from birth certificate information.

²² In identifying children’s race/ethnicity, the information provided directly by the mother in the parent interview was used over the information extracted from the birth certificate. Direct information is given priority over the indirect information extracted from the birth certificate.

groups. To support the AIAN oversample, 18 additional PSUs were selected from a supplemental frame consisting of areas where the population has a higher proportion of AIAN births. The PSUs in the AIAN PSU sampling frame were counties or groups of counties that had at least an expected 50 AIAN sample births based on 1994-1996 NCHS natality detail files and that had relatively large proportions of AIAN births. Of the original 108 AIAN PSUs in the AIAN PSU sampling frame, 18 were selected, 6 with certainty. The AIAN PSU sampling frame comprised the following strata: Eastern, lower Midwest, upper Midwest, Oklahoma, upper Western, and lower Western. Therefore, the full AIAN sample consists of AIAN cases in 18 PSUs from the AIAN PSU frame and 92 PSUs selected from the core ECLS-B sample.

The Institutional Review Board of the Navajo Nation reservations did not approve participation in the study. Where cases were drawn from persons residing on a Navajo Nation reservation, those cases were treated as nonresponse. So, the Navajo Nation reservations are still in the sampling frames, but those cases are nonresponse (for more information see the *ECLS-B 9-month Data File User's Manual*²³). Navajos not living on reservations were included in the sample.

Sampling was based on occurrence of the birth as listed on the birth certificate. Sampled children subsequently identified by the state registrars as having died or who had been adopted after the issuance of the birth certificate were excluded from the sample. Also, infants whose birth mothers were younger than 15 years at the time of the child's birth were excluded.

The 9-month data were obtained from October 2001 through December 2002, during a visit in the child's home. This E.D. TAB presents information from the child assessments, parent interviews and father questionnaires. Each of these are described below.

- **Child Assessments.** Children participated in a variety of activities, with the parent's permission, to assess their early mental (e.g., mental status), physical, and socioemotional development. This report uses information from the mental and physical assessment. Children's mental and physical skills were measured through an untimed one-on-one assessment of the child in his/her home. A trained staff member assessed each child. Information was gathered using hard copy materials. Information about the child was recorded in a Child Activities Booklet that also contained administration and scoring instructions. The assessment—the Bayley Short Form-Research Edition (BSF-R) measured children's mental and physical skills. For families whose primary language was not English, the assessment was still administered. A Spanish version of the Child Activities Booklet was developed. If the family spoke a language other than English or Spanish, interviewers used an interpreter.
- **Parent Interview.** Parents/guardians were asked to provide key information about their children and themselves on such topics as family demographics (e.g., age, relation to child, race/ethnicity), family structure (household members and composition), parent attitudes, home educational activities, child care experience, child development and health, and parental education and employment status. In 99 percent of the cases, the biological mother was the parent respondent completing the interview. The parent interview included two instruments: the parent interview instrument and the parent self-administered questionnaire (PSAQ). The first was conducted in person by trained field interviewers using computer-assisted personal interviewing (CAPI) as part of the home visit. The PSAQ was a paper and pencil instrument, presented during the parent CAPI instrument for the respondent to complete and return in a provided envelope, and contained 23 questions on topics some people might prefer to answer privately. The parent interviews were conducted primarily in English, but provisions were made to interview parents who spoke other languages. Bilingual interviewers were trained to conduct the parent interview in either English or Spanish. A Spanish CAPI instrument was used when needed as the parent CAPI instrument was programmed in both English and Spanish. An interpreter, either a community or household

²³ National Center for Education Statistics (NCES) (2004). *Early Childhood Longitudinal Study, Birth Cohort: 9-month Restricted-use Data Files User's Manual* (NCES 2004-093). Washington, DC: National Center for Education Statistics.

member, was used for families who spoke languages other than English or Spanish. Fewer than 0.1 percent of the cases were not completed due to language difficulties.

- **Father Questionnaires.** Although the information in this E.D. TAB comes largely from the child assessment and the parent interview, the ECLS-B also collected data from fathers directly through two separate father questionnaires: the resident father questionnaire and the nonresident father questionnaire. Both father questionnaires were self-administered with telephone follow up. The father questionnaires were available in English and Spanish.

For more information on any of the components of the ECLS-B, please refer to the *ECLS-B 9-month Data File User's Manual*.²⁴

Response Rates

The ECLS-B is a nationally representative sample of the 3.9 million children born in the year 2001. The response rate for the 9-month data collection was 74.1 percent, based on weighted data. The response rate is the number of completed parent interviews divided by the total eligible sample. To be considered complete, the parent interview had to have successfully passed through the child development section of the interview (that is the first three sections of the parent interview). The response rate for American Indian and Alaska Native cases for the 9-month data collection was 79.3 percent, based on weighted data (data were weighted by the base weight).

Data Reliability

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

Sampling Errors and Weighting. The sample of children born in the United States during 2001 was just one of many possible samples of 2001 births that could have been selected. Therefore, estimates produced from the ECLS-B sample may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of children, rather than all children born in 2001.

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

In order to produce national estimates from the ECLS-B data collected during the 9-month data collection, the sample data were weighted. Weighting the data adjusts for unequal selection probabilities at the child level and the weights are adjusted for unit nonresponse. The parent weight (W1R0), which is the weight used to produce all estimates found in this report, is the weight that accounts for the probability of selection in the sample as well as nonresponse to the parent interview. Only those cases with completed parent interviews in the 9-month data collection are included in this weight. A parent interview is considered complete if the first three sections were finished (IN, FS, CD). A child assessment is designated complete if either (1) the BSF-R mental or (2) the BSF-R physical scale scores or (3) physical

²⁴ National Center for Education Statistics (2004). *Early Childhood Longitudinal Study, Birth Cohort: 9-month Restricted-use Data Files User's Manual* (NCES 2004-093). Washington, DC: National Center for Education Statistics.

measures (height and weight) are available. The parent-child weight sums to the population of all children born in the United States in 2001. The approach used to develop weights for the ECLS-B is described in Chapter 4 of the *ECLS-B 9-month Data File User's Manual*.²⁵

In addition to properly weighting the responses, special procedures for estimating the statistical significance of the estimates were employed, because the data were collected using a complex sample design. Complex sample designs, like that used in the ECLS-B, result in data that violate the assumptions that are normally required to assess the statistical significance of the results. Frequently, the standard errors of the estimates are larger than would be expected if the sample was a simple random sample and the observations were independent and identically distributed random variables.

Replication methods of variance estimation were used to reflect the actual sample design used in the ECLS-B. A form of the jackknife replication method (JK2) using 90 replicate weights was used to compute approximately unbiased estimates of the standard errors of the estimates in the report, using WesVar version 4.0. Jackknife methods were used to estimate the precision of the estimates of the reported national percentages and means. The standard errors of the estimates are presented in appendix B of this E.D. Tab.

Nonsampling Errors. Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations, as well as data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems like unit and item nonresponse, the differences in respondents' interpretations of the meaning of the questions, response differences related to the particular time the survey was conducted, and mistakes in data preparation.

In general, it is difficult to identify and estimate either the amount of nonsampling error or the bias caused by this error. In the ECLS-B efforts were made to prevent such errors from occurring and to compensate for them where possible. The design phase entailed a pilot test of the Bayley Short Form-Research Edition (BSF-R) and a field test that evaluated the implementation of the study. And in the main study administration of the BSF-R there was rigorous training, certification, and monitoring of the assessors administering the instrument.

Another potential source of nonsampling error is respondent bias that occurs when respondents systematically misreport (intentionally or unintentionally) information in a study. One potential source of respondent bias in this survey is social desirability bias. If there are no systematic differences among specific groups under study in their tendency to give socially desirable responses, then comparisons of the different groups will accurately reflect differences among the groups. An associated error occurs when respondents give unduly positive assessments about those close to them. For example, parents may give higher assessments of their children's physical accomplishments (like feeding themselves) than might be obtained from direct assessment.

Readers should be aware that respondent bias may be present in this survey as in any survey. It is not possible to state precisely how such bias may affect the results. NCES has tried to minimize some of these biases by conducting one-on-one, untimed assessments, and by asking some of the same questions about the sampled child of both the mother and father (e.g., activities the father engages in with the child).

A nonresponse bias analysis was conducted (Early Childhood Longitudinal Study, Birth Cohort (ECLS-B), Sampling Report for the Nine-Month Data Collection, U.S. Department of Education, National Center for Education Statistics, forthcoming.) The evaluation consisted of the following elements:

- Evaluation of response rates;
- Comparison of frame data between respondents and nonrespondents;
- Comparison of survey data between respondents and "proxy" nonrespondents;
- Sensitivity analysis of potential for nonresponse;

²⁵ National Center for Education Statistics (NCES) (2004). *Early Childhood Longitudinal Study, Birth Cohort: 9-month Restricted-use Data Files User's Manual* (NCES 2004-093). Washington, DC: National Center for Education Statistics.

- Comparison of ECLS-B data with other surveys; and
- Analysis of factors that influence likelihood of survey response; and
- Evaluation of the impact of substitution on nonresponse bias.

The analysis benefited from the usually rich information available on the frame. The birth record contains a number of important variables on the mother and the child that support many comparisons between respondents and nonrespondents. Findings from these analyses suggest that there is not a bias due to nonresponse.

Glossary: Constructs and Variables Used in Analysis

Child and Family Characteristics

Several of the variables used in this report were derived by combining information from one or more questions in the ECLS-B parent CAPI instrument or from other study sources. The name of the source variable as presented on the ECLS-B Restricted-Use Data File is shown after the description in all capital letters within brackets. More information on the derivation of key variables is described in Chapter 7 of the *ECLS-B 9-month Data File User's Manual*.²⁶

- **American Indian and Alaska Native [X1CHAMIN]** Children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. To include the broadest population of AIAN children possible, this E.D. TAB included any children whose parents identified them as AIAN (that is, because it was code-all-that-apply, they could have also indicated other races in addition to AIAN). Estimates included in this report are for children whose race was AIAN.
- **American Indian or Alaska Native, Race/Ethnicity [derived from X1CHWHT, X1CHBLCK, X1CHHISP, X1CHPCIL, X1CHAMIN, X1CHMLRC]** Children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent only indicated yes to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander. Table A-2 shows the different race/ethnicity categorizations within the AIAN population by poverty status and region.

²⁶ National Center for Education Statistics (NCES) (2004). *Early Childhood Longitudinal Study, Birth Cohort: 9-month Restricted-use Data Files User's Manual* (NCES 2004-093). Washington, DC: National Center for Education Statistics.

Table A-2. Percentage of American Indian and Alaska Native (AIAN) children born in 2001, by race/ethnicity and family characteristics: 2001

Characteristic	AIAN, non-Hispanic	AIAN and White, non-Hispanic	AIAN, Hispanic	AIAN, and other non-Hispanic
Total	100	100	100	100
Poverty status				
Below poverty threshold	47	29	32	33
At or above poverty threshold	53	71	68	67
Region ¹				
Northeast	4	11	12	22
Midwest	22	30	13	16
South	36	35	9	30
West	38	24	65	32

¹Regions used for the ECLS-B are the same as those used by the U.S. Bureau of the Census. The following is a list of states that are included in each region. Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming. SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File. NCES 2004-093

- **Children’s sex [X1CHSEX]** This composite is mainly taken from the birth certificate information used for sampling and the information was confirmed in the parent interview. If the parent interview indicated a sex different from the birth certificate, then the parent interview information took priority.
- **Children’s birth status [X1MBRTST]** This composite is derived from information on the birth certificate that states whether the child was part of a single birth, twin birth, or other multiple births (e.g., triplets, quadruplets).
- **Children’s prematurity [BCGESTWK]** This is variable from the birth certificate that presents information on gestational age in weeks—36 weeks or less is considered premature.
- **Children’s birth weight [X1BTHWGT]** Child’s birth weight is derived from information on the birth certificate and then categorized into “normal” (greater than 5.5 pounds), “low” (more than 3.3 pounds to 5.5 pounds) and “very low” (3.3 pounds or less).
- **Maternal age at child’s birth [BCMOMAGE]** This is a single variable that is drawn from the birth certificate that presents the child’s mother’s age in years at the time of the child’s birth.
- **Family type [derived from: X1MARSTA; P1PARTNR; P1NFTHHH]** Information on family type was provided in the parent interview. In order to construct this family type variable, information from X1MARSTA (marital status of parent—married, separated, divorced, widowed), P1PARTNR (spouse or partner living in the household), and P1NFTHHH (confirmation of biological father not living in household) was used. *Married, two biological parents* includes biological mothers and biological fathers who are married. *Married, two parents* includes biological mother and other father, biological father and other mother, two adoptive parents, or two same sex parents. *Cohabiting, two biological parents* includes unmarried biological mother and father. *Cohabiting, two parents* includes unmarried biological mother and other father, biological father and other mother, or two same sex parents. *Single parent live alone* includes a single biological mother, a single biological father or a single adoptive parent (95 percent of the time single parent, lives alone refers to the biological mother). Other (guardian) includes related guardians or unrelated guardians, and/or foster parents.
- **Child’s mother’s education [X1MOMED]** This composite presents the highest level of education the child’s mother received. This variable includes only birth, adoptive, step-, or foster mothers residing in the household. For example, if the child did not have birth,

adoptive, step- or foster parents but was living with another relative (such as an aunt) who served as the parent respondent, the education of the relative and his or her spouse was not used in the creation of the composites. Priority was given to information directly provided from the mother. For example, if the mother was the respondent to the parent interview, priority was given to her responses. At 9 months of age, less than one percent of the children did not have at least one parent in the household.

- **Child's father's education [X1FTHED]** Information on the child's father's education was provided in potentially two places: the parent interview and the father questionnaire. This composite presents the highest level of education the father received. This variable includes only birth, adoptive, step-, or foster fathers residing in the household. For example, if the child did not have birth, adoptive, step-, or foster parents but was living with another relative (such as an aunt) who served as the parent respondent, the education of the relative and his or her spouse was not used in the creation of the composites. Priority was given to information collected directly from the father. For example, if the father completed a resident father questionnaire, priority was given to the information he provided over the information the respondent to the parent interview provided about the spouse (if applicable) residing in the home. At 9 months of age, less than one percent of the children did not have at least one parent in the household.
- **Children's age at assessment [X1ASAGE]** The composite variable X1ASAGE defines child's age at assessment in terms of the child's chronological age in decimal months. If the child's date of birth on the birth record was determined to be correct by the parent respondent (P1CHDOBC = 1), then the child's age was calculated by determining the number of days between the date when the child completed the ECLS-B direct child assessments and the child's date of birth indicated on the birth record. If the child's date of birth on the birth record was determined to be incorrect by the parent respondent, then the child's age was calculated by determining the number of days between the date when the child completed the direct child assessment and the child's date of birth reported in the parent CAPI instrument. The total number of days was then divided by 30 to calculate the age in months.
- **Primary care arrangement [X1PRIMNW]** Information on child care was collected in the parent interview. This composite presents information on the type of care in which the child spent the most hours. To create the composite, the hours for relative care, nonrelative care, and center-based care were compared to select the primary care arrangement with the most number of hours. If the number of hours of care was equal for two or more types of care, X1PRIMNW was coded as "multiple care arrangements". If the indicator variables for regular receipt of relative, nonrelative, and center-based care all equal to "no care" then X1PRIMNW was coded as "no child care". Note, the term "regular" is not specifically defined to the respondent; therefore the respondent interprets "regular" as whatever it means to them.
- **Age first began care [X1AGCARE]** Information on child care was collected in the parent interview. This composite indicates the earliest age in months the child first began any type of child care on a regular basis. The composite is coded as follows: If all the indicator variables for regular receipt of relative, nonrelative, and center-based care were equal to "no regular receipt" and all the indicator variables for ever receiving regular care from a relative, nonrelative, and center-based program were equal to 2 "no regular receipt ever", X1AGCARE is coded as "Not applicable". For the remaining cases, if any of the indicator variables for regular receipt of care of any type was equal to "yes, regular receipt", or if any of the indicator variables for ever receiving care of any type was equal to "yes, regular receipt ever", X1AGCARE is coded as the single youngest age in months the child first received care of any type. Otherwise, if any of the indicator variables for regular receipt of care or ever receiving care of any type was equal to "yes", but the age in months the child first received care of that type was missing, X1AGCARE is coded as "not ascertained".
- **Total hours in care [X1HRSCAR]** Information on child care was collected in the parent interview. This composite indicates the total number of hours per week the focal child spent in all primary and secondary care arrangements at the time of the 9-month parent CAPI

instrument. The variable combines hours in child care arrangements in which the child spent the most time with hours from additional regular child care arrangements.

- **Father in household [X1FTHTYP]** As part of providing information on who lives in the household, the household respondent could identify one of the people within the household as the child's father, these individuals were located within the household roster, and their relationship to the child (biological, adoptive, foster, step-, partner of parent, or unknown) was established. For households containing more than one father, a hierarchy was used to designate the "current" or residential father. The biological parent, if present, was always the current father. In the absence of a biological parent, the current father designation was assigned to the adoptive, step-, foster/guardian, partner (including household members defined as spouses/partners of the parent respondent but were not identified by the respondent as fathers/male guardians), or "unknown-type" parent. If there were no household members that could be identified as one of the father types outlined above, the composite variables were set to equal 7 (no resident father).
- **When nonresident father last visited child [P1BFLAST]** This is an item from the parent interview that asks the respondent, when there is no biological father in the household, when is the last time the child had contact with their biological father.
- **Children's race/ethnicity [X1CHRACE]** The ECLS-B collected information on children's race and ethnicity in a code-all-that-apply fashion. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. Then, parents were shown a card with race response options and asked to identify all the races that applied. The options were as follows: White, Black or African American, American Indian or Alaska Native (AIAN) Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. From these responses, a series of six dichotomous race variables were created that indicated separately whether the child belonged to each of five main specified race groups, including White, Black, Asian (including Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, and Other Asian), American Indian, and Native Hawaiian or other Pacific Islander (including Native Hawaiian, Guamanian or Chamorro, Samoan, and Other Pacific Islander). In addition, one more dichotomous variable was created for parent respondents who had simply indicated that the child was more than one race without specifying a race (e.g., biracial). Data were collected on ethnicity as well. Specifically, respondents were asked whether the child was of Hispanic or Latino origin. Using the six race dichotomous variables and the Hispanic ethnicity variable, the race/ethnicity composite variable (X1CHRACE) was created. The categories were White, non-Hispanic; Black or African American, non-Hispanic; Hispanic, race specified; Hispanic, no race specified; Asian, non-Hispanic; Native Hawaiian or other Pacific Islander, non-Hispanic; American Indian or Alaska Native, non-Hispanic; and more than one race specified, non-Hispanic. A child was classified as Hispanic if a parent respondent indicated the child's ethnicity was Hispanic regardless of whether a race was identified and what that race was.
- **Adequacy of prenatal care [X1APNCU]** The APNCU index is a function of when prenatal care began and how many visits occurred across the duration of the pregnancy. Essentially, there are two dimensions that are combined into one overall index: when and how often. The definition of adequacy as it relates to "when" is as follows: adequate plus, first or second month; adequate, third or fourth month; intermediate, fifth or sixth month; and inadequate, seventh month or later or no prenatal visits. The definition of adequacy as it relates to "how often" is as follows [based on the proportion of visits recommended by the American College of Obstetricians and Gynecologists (ACOG) for the gestational age of the child (i.e., for a 40 week pregnancy ACOF recommends 14 visits)]: adequate plus, greater than or equal to 110 percent; adequate, 80 to 109 percent; intermediate, 50 to 79 percent; and inadequate, less than 50 percent. The percentages are calculated with the following example in mind: for a 40 week pregnancy ACOG recommends 14 visits, if a mother received 12 visits, this proportion would be 85.7% (i.e., 12 visits is 85.7 percent of 14). For more information see Kotelchuck (1994). *An evaluation of the Kessner Adequacy of Prenatal Care Index and a proposed*

Adequacy of Prenatal Care Utilization Index. American Journal of Public Health, vol. 84, no. 9.

- **Prenatal health insurance [P1PNCMCD P1PNCSLF P1PNCINS P1PNCIHS P1PNCFND P1PNOGOV P1NOPYMT P1PNCOTH]** The parent interview directly asked about payment for prenatal care. The respondent could provide multiple responses, which were in turn coded into the following categories: health insurance, Medicaid, Indian Health Service, personal income, or other.
- **Place of prenatal care [P1PLCVST]** The parent interview also asked about where children's mothers went most of the time for their prenatal care: clinic or health center, doctor's office or HMO, hospital outpatient department, or hospital emergency room, midwife/birthing center, or other. In the table, the following categories were collapsed into "other": hospital emergency room, midwife/birthing center and other.
- **Prenatal behaviors [P1PGBBDV P1PGEAT P1PGBRFD P1PGMEDS P1PGELBR P1PGSMK P1PGDRNK]** In terms of healthy prenatal behaviors, the respondent was asked if, during any of the prenatal care visits, a doctor, nurse or other health care professional talked with them about the following: how the baby grows and develops during pregnancy, what the mother should eat during pregnancy, breast feeding, the kinds of medicines that are safe during pregnancy, what to do if labor begins early, how smoking could affect the baby, and how drinking alcohol could affect the baby.

Direct Child Assessment, Mental and Physical Development

The Bayley Short Form-Research Edition (BSF-R) was used to assess children's mental and physical skills, which is a shortened form of the Bayley Scales of Infant Development-Second Edition (BSID-II).²⁷ Like the BSID-II, the BSF-R has two scales—a mental scale and a physical (motor development) scale.

- The **mental scale** includes items designed to assess early cognitive and language ability. These included memory, means-end behavior (e.g., ringing a bell to hear a sound), problem solving, concept attainment, exploration of objects, and preverbal communication (both vocalizations and gestures). Children were presented with tasks such as putting blocks in a cup, ringing a bell, and responding to a parent's request (e.g., peek-a-boo). The main factor assessed by the mental scale is general cognitive ability. The reliability of the estimate of the 9-month BSF-R mental scale (IRT-based theta) was .79.
- The **physical scale** includes items designed to assess gross and fine motor skills (e.g., picking up objects, crawling, walking), perceptual-motor integration, and problem solving. Children participated in tasks such as picking up small objects, grasping a pencil, rolling over from being on their backs, sitting and standing unsupported, and walking with help. The reliability of the estimate of the 9-month BSF-R physical scale (IRT-based theta) was .92.

Specific Mental and Physical Skills—Proficiency Level Probability Scores. Proficiency scores provide a means of distinguishing status in specific skills within a content area from the developmental status measured by the IRT scale scores. Clusters of two to five test items having similar content and difficulty were included at several points along the score scale of the BSF-R mental and physical assessments. Clusters of items provide a more reliable test of proficiency than do single items, because of the possibility of children getting the item correct by chance. The nature of the BSF-R (with basal and ceiling supplements) is that not all children receive all items. To calculate proficiency estimates for all children, an IRT model was employed. For the purpose of IRT calibration, the item clusters were treated as single

²⁷ Bayley, N. (1993). *Bayley Scales of Infant Development, Second Edition Manual*. San Antonio, TX: The Psychological Corporation.

items. The hierarchical nature of the skill sets justified the use of the IRT model in this way.²⁸

The ECLS-B offers 5 proficiency levels based on the BSF-R mental scale: (1) explores objects in play, (2) explores purposefully, (3) babbles, (4) early problem solving, and (5) uses words. *Explores objects in play* measures children's exploration of objects, for example reaching for and holding objects, but with no specific purpose or goal except to play or discover. *Explores purposefully* refers to children's purposeful exploration of objects; that is, the child now touches and works with the objects for a reason, such as to seek out what makes the ringing noise in a bell. *Babbles* refers to children's communication through sounds and gestures, and babbling or jabbering. *Early problem solving* refers to using reasoning to interact with objects. And, *uses words* measures children's early verbal communication using words, both receptive (pointing to named objects) and expressive (saying words).

The ECLS-B offers 5 proficiency levels based on the BSF-R physical scale: (1) eye-hand coordination, (2) sitting, (3) pre-walking, (4) independent walking, and (5) balance. *Eye-hand coordination* is children's ability to grasp and obtain objects. *Sitting* refers to children's mastery at supporting themselves while sitting. *Pre-walking* means that children demonstrate skills such as taking steps and supporting their weight while standing. *Independent walking* measures children's ability to walk without help from people or holding onto furniture. *Balance* refers to children's ability to balance in various positions (e.g., squatting, standing on one foot).

²⁸ For more information on the BSF-R scale and score formation, see Chapter 3 of the ECLS-B 9-month Data File Users' Manual [National Center for Education Statistics (NCES) (2004). *Early Childhood Longitudinal Study, Birth Cohort: 9-month Restricted-use Data Files User's Manual* (NCES 2004-093). Washington, DC: National Center for Education Statistics].

Appendix B

Standard Error Tables

Table B-1. Standard errors for the percentage distribution of children born in 2001, by child characteristics at time of birth: 2001

Characteristic	Percent
American Indian and Alaska Native children (AIAN)	
Child's sex	
Male	3.44
Female	3.44
AIAN children's race/ethnicity ¹	
AIAN, non-Hispanic	3.21
AIAN and White, non-Hispanic	4.48
AIAN and Hispanic	3.53
AIAN and Other, non-Hispanic	3.21
Child's mother's age at child's birth ²	
15-17 years	0.69
18-19 years	1.43
20-24 years	3.35
25-29 years	4.31
30-34 years	2.68
35-39 years	0.98
40 years or older	0.79
All children	
Child's sex	
Male	0.09
Female	0.09
Children's race/ethnicity	
White, non-Hispanic	0.52
Black, non-Hispanic	0.23
Hispanic	0.36
Asian, non-Hispanic	0.10
Native Hawaiian or Other Pacific Islander, non-Hispanic	—
American Indian, non-Hispanic	0.06
More than one race, non-Hispanic	0.27
Child's mother's age at child's birth ²	
15-17 years	0.19
18-19 years	0.19
20-24 years	0.04
25-29 years	0.03
30-34 years	0.03
35-39 years	0.01
40 years or older	0.02

See notes at the end of the table.

Table B-1. Standard errors for the percentage distribution of children born in 2001, by child characteristics at time of birth: 2001–
Continued

Characteristic	Percent
American Indian and Alaska Native children (AIAN)	
Birth status	
Single	0.56
Twin	0.56
Higher order (e.g., triplet)	—
Prematurity (less than 37 weeks gestation)	
No	1.91
Yes	1.91
Birth weight	
Normal birth weight (more than 5.5 pounds)	0.91
Moderately low birth weight (more than 3.3 to 5.5 pounds)	0.86
Very low birth weight (3.3 pounds or less)	0.21
All children	
Birth status	
Single	0.01
Twin	0.01
Higher order (e.g., triplet)	—
Prematurity (less than 37 weeks gestation)	
No	0.42
Yes	0.42
Birth weight	
Normal birth weight (more than 5.5 pounds)	0.02
Moderately low birth weight (more than 3.3 to 5.5 pounds)	0.02
Very low birth weight (3.3 pounds or less)	0.01

—Not available.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Children with mother's less than 15 years of age were excluded from the study.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-2. Standard errors for the percentage distribution of children born in 2001, by family characteristics when the children were about 9 months of age: 2001

Characteristic	Percent
American Indian and Alaska Native children (AIAN)	
Poverty status ¹	
Below poverty threshold	3.20
At or above poverty threshold	3.20
Family type ²	
Married, two biological parents	3.12
Married, two parents	—
Cohabiting, two biological parents	2.94
Cohabiting, two parents	1.01
Single parent, lives alone	2.91
Other (guardian)	0.25
Child's mother's education ³	
Less than high school	3.47
High school diploma/GED	2.90
Some college/vocational or technical	2.64
Bachelor's degree or higher	1.55
Child's father's education ⁴	
Less than high school	3.00
High school diploma/GED	2.72
Some college/vocational or technical	2.85
Bachelor's degree or higher	1.43
All children	
Poverty status ¹	
Below poverty threshold	0.60
At or above poverty threshold	0.60
Family type ²	
Married, two biological parents	0.57
Married, two parents	0.09
Cohabiting, two biological parents	0.48
Cohabiting, two parents	0.11
Single parent, lives alone	0.49
Other (guardian)	0.10
Child's mother's education ³	
Less than high school	0.65
High school diploma/GED	0.64
Some college/vocational or technical	0.43
Bachelor's degree or higher	0.30
Child's father's education ⁴	
Less than high school	0.61
High school diploma/GED	0.52
Some college/vocational or technical	0.57
Bachelor's degree or higher	0.52

See notes at the end of the table.

Table B-2. Standard errors for the percentage distribution of children born in 2001, by family characteristics when the children were about 9 months of age: 2001-Continued

Characteristic	Percent
American Indian and Alaska Native children (AIAN)	
Primary home language	
English	1.87
Spanish	1.90
Native American	0.25
Other	0.17
Speaks a Native American language in the home	
Yes	1.27
No	1.27
Region ⁵	
Northeast	3.14
Midwest	4.11
South	4.18
West	4.05
Urbanicity ⁶	
Urban	3.29
Rural	3.29
All children	
Primary home language	
English	0.50
Spanish	0.45
Native American	—
Other	0.25
Speaks a Native American language in the home	
Yes	—
No	0.03
Region ⁵	
Northeast	0.09
Midwest	0.12
South	0.14
West	0.12
Urbanicity ⁶	
Urban	0.72
Rural	0.72

—Not available.

¹Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

²*Married, two parents* and *Cohabiting, two parents* could be one biological parent and one nonbiological parent or two nonbiological parents (such as adoptive parents). Also, 95 percent of the time *Single parent, lives alone* refers to the biological mother.

³Child's mother's education reflects the population of children living with their mother. Therefore, estimates may not sum to totals due to the omitted category *no mother in household*.

⁴Child's father's education reflects the population of children living with their father. Therefore, estimates may not sum to totals due to the omitted category *no father in household*.

⁵Regions used for the ECLS-B are the same as those used by the U.S. Bureau of the Census. The following is a list of states that are included in each region. Northeast: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont. Midwest: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin. South: Alabama, Arkansas, Delaware, District of Columbia, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia. West: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oregon, Utah, Washington, Wyoming.

⁶Urbanicity is based on definitional criteria from the 2000 census. Urban refers to Urban, inside UA and Urban, inside UC, where "UA" refers to an urbanized area and "UC" refers to an urban cluster (i.e., less densely populated than a "UA" or urbanized area).

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-3. Standard errors for the percentage of children demonstrating specific mental skills, by children's age at assessment: 2001

Children's age at assessment	Percentage of children				
	Explores objects in play	Explores with purpose	Babbles	Early problem solving	Uses words
American Indian and Alaska Native children (AIAN)					
8, 9 or 10 months	0.07	1.20	1.33	0.35	—
8 months	0.11	1.95	1.12	0.12	—
9 months	0.11	1.81	1.63	0.29	—
10 months	0.06	0.97	1.84	0.74	0.16
11, 12 or 13 months	0.02	0.46	2.04	1.58	0.61
11 months	0.05	0.89	3.28	1.76	0.53
12 months	0.02	0.38	2.41	2.47	1.08
13 months	0.02	0.17	3.06	3.60	1.58
14 to 22 months	—	0.05	1.34	5.10	5.16
All children					
8, 9 or 10 months	0.03	0.38	0.41	0.11	—
8 months	0.06	0.75	0.48	0.08	—
9 months	0.02	0.31	0.33	0.07	—
10 months	0.03	0.27	0.53	0.21	0.05
11, 12 or 13 months	0.02	0.14	0.43	0.46	0.25
11 months	0.04	0.26	0.57	0.49	0.23
12 months	0.01	0.08	0.63	0.77	0.42
13 months	—	0.05	0.57	0.98	0.66
14 to 22 months	0.01	0.10	0.62	1.47	1.42

—Not available.

NOTE: Estimates weighted by W1R0. EChildren who were assessed at less than 8 months of age (about .4 percent of the sample) are not reflected in this table; however, unless otherwise noted they are included in the estimates produced in the remainder of the report. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-4. Standard errors for the percentage of children demonstrating specific physical skills, by children's age at assessment: 2001

Children's age at assessment	Percentage of children				
	Eye-hand coordination	Sitting	Prewalking	Independent walking	Balance
American Indian and Alaska Native children (AIAN)					
8, 9 or 10 months	0.64	0.66	2.12	1.66	0.12
8 months	1.18	1.38	3.27	1.10	—
9 months	0.79	0.85	2.67	1.59	0.09
10 months	0.56	0.49	1.94	3.32	0.31
11, 12 or 13 months	0.64	0.62	2.05	3.85	1.34
11 months	1.40	1.35	4.56	7.06	2.06
12 months	0.42	0.36	1.08	4.74	1.63
13 months	0.33	0.23	1.06	3.57	3.03
14 to 22 months	0.10	0.04	0.17	1.89	4.29
All children					
8, 9 or 10 months	0.13	0.13	0.40	0.37	0.04
8 months	0.25	0.28	0.75	0.44	—
9 months	0.16	0.16	0.49	0.41	0.03
10 months	0.13	0.13	0.44	0.63	0.10
11, 12 or 13 months	0.11	0.08	0.33	1.06	0.50
11 months	0.16	0.13	0.52	1.33	0.36
12 months	0.16	0.12	0.47	1.77	0.95
13 months	0.17	0.12	0.53	1.93	1.34
14 to 22 months	0.09	0.06	0.22	1.04	1.86

—Not available.

NOTE: Estimates weighted by W1R0. Children who were assessed at less than 8 months of age (about .4 percent of the sample) are not reflected in this table; however, unless otherwise noted they are included in the estimates produced in the remainder of the report. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-5. Standard errors for the percentage of children about 9 months of age, by primary type of arrangement, child characteristics, and family characteristics: 2001

Characteristic	Relative care	Nonrelative care	Center-based care	Multiple arrangements	No regular nonparental care arrangement
American Indian and Alaska Native children (AIAN)					
Total	2.42	2.86	1.41	—	3.07
Child's sex					
Male	3.88	4.47	1.81	—	4.48
Female	3.59	3.09	2.08	—	4.23
AIAN children's race/ethnicity¹					
AIAN, non-Hispanic	3.12	1.37	2.35	0.44	2.96
AIAN and White, non-Hispanic	4.09	3.71	2.33	—	5.24
AIAN and Hispanic	6.61	6.86	1.13	0.57	8.43
AIAN and Other, non-Hispanic	6.50	7.25	5.54	0.56	10.23
Poverty status²					
Below poverty threshold	3.86	1.74	1.69	0.53	4.37
At or above poverty threshold	3.75	3.90	1.91	—	3.84
All children					
Total	0.69	0.44	0.46	0.13	0.79
Child's sex					
Male	0.85	0.56	0.57	0.17	0.87
Female	0.95	0.63	0.57	0.19	1.20
Children's race/ethnicity³					
White, non-Hispanic	0.78	0.65	0.68	0.19	1.20
Black, non-Hispanic	1.48	1.15	1.23	0.37	1.63
Hispanic	1.18	0.84	0.64	—	1.31
Asian, non-Hispanic	1.72	1.07	0.59	—	2.00
Other, non-Hispanic	2.05	1.95	1.52	0.56	2.53
Poverty status²					
Below poverty threshold	1.20	0.55	0.73	0.15	1.20
At or above poverty threshold	0.73	0.56	0.54	0.13	0.90

See notes at the end of the table.

Table B-5. Standard errors for the percentage of children about 9 months of age, by primary type of arrangement, child characteristics, and family characteristics: 2001–Continued

Characteristic	Relative care	Nonrelative care	Center-based care	Multiple arrangements	No regular nonparental care arrangement
American Indian and Alaska Native children (AIAN)					
Mother's employment status					
Full-time (35 hours or more)	6.17	6.81	3.69	0.50	8.54
Part-time (Less than 35 hours)	5.58	7.55	1.09	—	8.60
Looking for work	6.75	1.20	1.96	—	6.17
Not in work force	3.63	2.29	0.78	—	4.00
No mother in household	35.18	5.98	4.82	—	27.13
All children					
Mother's employment status					
Full-time (35 hours or more)	1.19	0.96	1.03	0.24	0.94
Part-time (Less than 35 hours)	1.36	1.45	0.80	0.42	1.46
Looking for work	1.89	1.08	1.15	—	1.93
Not in work force	0.62	0.40	0.40	—	0.88
No mother in household	10.26	1.25	8.26	—	8.76

—Not available.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, *Other, non-Hispanic* includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-6. Standard errors for the percentage of children about 9 months of age in child care, by age in months when children first began arrangement, child characteristics, and family characteristics: 2001

Characteristic	Age first began care		
	Younger than 3 months	3 to 6 months	More than 6 months
American Indian and Alaska Native children (AIAN)			
Total	3.34	3.26	2.37
Child's sex			
Male	4.12	3.86	3.75
Female	4.94	5.59	3.48
AIAN children's race/ethnicity ¹			
AIAN, non-Hispanic	2.42	3.98	4.36
AIAN and White, non-Hispanic	7.05	6.87	4.61
AIAN and Hispanic	10.64	10.12	4.75
AIAN and Other, non-Hispanic	12.71	10.54	5.87
Poverty status ²			
Below poverty threshold	6.04	6.39	3.13
At or above poverty threshold	5.06	4.51	3.10
All children			
Total	1.00	1.20	0.60
Child's sex			
Male	1.21	1.24	0.85
Female	1.26	1.33	0.95
Children's race/ethnicity ³			
White, non-Hispanic	1.64	1.62	0.92
Black, non-Hispanic	1.84	1.74	1.10
Hispanic	2.26	2.06	1.15
Asian, non-Hispanic	2.35	2.41	1.47
Other, non-Hispanic	2.38	2.80	1.91
Poverty status ²			
Below poverty threshold	1.82	2.00	1.16
At or above poverty threshold	1.17	1.10	0.69

See notes at the end of the table.

Table B-6. Standard errors for the percentage of children about 9 months of age in child care, by age in months when children first began arrangement, child characteristics, and family characteristics: 2001–Continued

Characteristic	Age first began care		
	Younger than 3 months	3 to 6 months	More than 6 months
American Indian and Alaska Native children (AIAN)			
Mother's employment status			
Full-time (35 hours or more)	5.34	5.23	2.38
Part-time (Less than 35 hours)	6.15	7.18	6.29
Looking for work	12.04	12.48	4.96
Not in work force	8.27	10.42	8.26
No mother in household	49.04	26.05	24.06
Primary care arrangement			
Relative care	9.05	6.32	4.57
Non-relative care	5.72	7.65	4.26
Center care	7.98	9.63	4.87
Multiple arrangements	35.84	35.84	—
All children			
Mother's employment status			
Full-time (35 hours or more)	1.29	1.13	0.68
Part-time (Less than 35 hours)	1.99	2.01	1.52
Looking for work	2.92	2.62	2.41
Not in work force	2.00	2.09	1.74
No mother in household	9.79	6.97	10.88
Primary care arrangement			
Relative care	1.28	1.26	0.89
Non-relative care	1.46	1.59	1.09
Center care	2.76	2.56	1.73
Multiple arrangements	7.94	7.46	6.14

—Not available.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, *Other, non-Hispanic* includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-7. Standard errors for the percentage of children about 9 months of age in child care, by current weekly hours in all arrangements, child characteristics, and family characteristics: 2001

Characteristic	Total hours in child care arrangement(s)			
	10 hours or fewer	11 to 30 hours	31 to 40 hours	More than 40 hours
American Indian and Alaska Native children (AIAN)				
Total	2.16	4.68	4.68	4.51
Child's sex				
Male	3.72	7.44	5.58	7.06
Female	2.07	6.55	7.35	5.01
AIAN children's race/ethnicity ¹				
AIAN, non-Hispanic	3.30	7.85	6.02	3.30
AIAN and White, non-Hispanic	3.73	8.14	10.18	7.06
AIAN and Hispanic	5.43	12.13	5.94	10.49
AIAN and Other, non-Hispanic	2.72	13.89	14.59	8.85
Poverty status ²				
Below poverty threshold	4.61	6.94	8.48	3.92
At or above poverty threshold	2.13	5.66	5.37	5.89
All children				
Total	0.95	0.86	1.07	0.81
Child's sex				
Male	1.31	1.12	1.27	0.93
Female	0.99	1.25	1.41	1.20
Children's race/ethnicity ³				
White, non-Hispanic	1.44	1.29	1.50	1.18
Black, non-Hispanic	1.49	1.17	2.03	1.92
Hispanic	1.43	1.69	1.71	1.57
Asian, non-Hispanic	1.54	2.02	2.30	2.22
Other, non-Hispanic	2.05	3.48	3.73	2.48
Poverty status ²				
Below poverty threshold	1.45	1.78	1.88	1.51
At or above poverty threshold	1.08	1.00	1.22	0.89

See notes at the end of the table.

Table B-7. Standard errors for the percentage of children about 9 months of age in child care, by current weekly hours in all arrangements, child characteristics, and family characteristics: 2001–Continued

Characteristic	Total hours in child care arrangement(s)			
	10 hours or fewer	11 to 30 hours	31 to 40 hours	More than 40 hours
American Indian and Alaska Native children (AIAN)				
Mother's employment status				
Full-time (35 hours or more)	2.40	5.57	6.43	6.99
Part-time	4.06	9.94	9.46	1.91
Looking for work	14.47	13.40	24.62	5.26
Not in work force	6.22	13.12	11.49	2.96
No mother in household	12.99	69.40	10.30	48.37
Primary care arrangement				
Relative care	3.01	6.32	7.06	5.23
Non-relative care	3.99	11.09	8.40	10.57
Center care	3.69	8.65	11.40	4.62
Multiple arrangements	—	35.65	—	35.65
All children				
Mother's employment status				
Full-time (35 hours or more)	0.93	0.89	1.50	1.18
Part-time	1.80	2.11	1.34	0.97
Looking for work	2.55	2.81	2.71	2.87
Not in work force	2.78	2.35	1.90	1.80
No mother in household	6.69	10.92	13.39	8.50
Primary care arrangement				
Relative care	1.21	1.42	1.24	1.18
Non-relative care	1.56	1.50	1.94	1.45
Center care	1.49	1.52	2.27	2.04
Multiple arrangements	6.26	6.47	3.01	8.27

—Not available.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-8. Standard errors for the percentage of children about 9 months of age, by father type, child characteristics, and family characteristics: 2001

Characteristic	Biological	Non-biological	No father in household
American Indian and Alaska Native children (AIAN)			
Total	2.89	1.03	2.87
Child's sex			
Male	3.20	1.22	3.09
Female	4.22	1.60	4.12
AIAN children's race/ethnicity ¹			
AIAN, non-Hispanic	4.45	1.06	3.98
AIAN and White, non-Hispanic	3.90	1.39	3.92
AIAN and Hispanic	8.48	1.01	8.57
AIAN and Other, non-Hispanic	7.30	4.91	7.70
Poverty status ²			
Below poverty threshold	5.59	1.76	5.64
At or above poverty threshold	2.61	1.26	2.43
All children			
Total	0.50	0.10	0.50
Child's sex			
Male	0.73	0.23	0.68
Female	0.75	0.20	0.75
Children's race/ethnicity ³			
White, non-Hispanic	0.63	0.24	0.61
Black, non-Hispanic	1.67	0.19	1.65
Hispanic	1.37	0.31	1.30
Asian, non-Hispanic	1.10	—	1.10
Other, non-Hispanic	2.40	0.50	2.34
Poverty status ²			
Below poverty threshold	1.32	0.30	1.34
At or above poverty threshold	0.46	0.17	0.41

—Not available.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-9. Standard errors for the percentage of children about 9 months of age in households where there is no resident biological father, by contact with their biological father, child characteristics, and family characteristics: 2001

Characteristic	Nonresident biological father's contact with child				
	Visited child the same day as parent interview	Visited child in the past 2 to 7 days	Visited child in the past 8 to 14 days	More than 2 weeks since last visited child	Never seen child
American Indian and Alaska Native children (AIAN)					
Total	6.51	5.39	3.30	0.49	2.63
Child's sex					
Male	6.15	7.17	2.07	—	5.83
Female	10.15	7.75	5.07	0.79	2.33
AIAN children's race/ethnicity ¹					
AIAN, non-Hispanic	7.49	5.60	3.59	1.40	3.20
AIAN and White, non-Hispanic	15.49	17.84	1.39	1.51	8.20
AIAN and Hispanic	22.22	18.55	2.90	—	4.79
AIAN and Other, non-Hispanic	13.33	14.20	13.16	—	1.84
Poverty status ²					
Below poverty threshold	8.85	7.02	1.75	0.51	3.60
At or above poverty threshold	6.63	10.23	8.61	1.14	3.07
All children					
Total	1.42	1.49	0.72	0.45	1.07
Child's sex					
Male	2.04	2.24	1.16	0.70	1.47
Female	1.76	2.22	0.87	0.49	1.49
Children's race/ethnicity ³					
White, non-Hispanic	2.72	2.67	1.12	0.70	2.01
Black, non-Hispanic	1.63	1.95	1.11	0.70	0.86
Hispanic	3.80	3.42	1.52	0.91	2.62
Asian, non-Hispanic	6.51	8.49	7.40	1.61	6.67
Other, non-Hispanic	5.66	5.10	2.01	1.03	3.08
Poverty status ²					
Below poverty threshold	1.91	1.77	0.78	0.61	1.23
At or above poverty threshold	1.99	2.17	1.00	0.56	1.51

—Not available.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-10. Standard errors for the percentage of children about 9 months of age, by adequacy of prenatal care, child characteristics, and family characteristics: 2001

Characteristic	Adequacy of prenatal care ¹			
	Inadequate	Intermediate adequacy	Adequate	Adequate plus
American Indian and Alaska Native children (AIAN)				
Total	3.90	2.60	3.76	2.78
Child's sex				
Male	3.62	3.74	5.85	4.06
Female	6.14	3.69	3.77	4.37
AIAN children's race/ethnicity ²				
AIAN, non-Hispanic	2.99	2.63	4.23	3.84
AIAN and White, non-Hispanic	3.20	4.10	5.32	4.86
AIAN and Hispanic	9.75	5.43	7.43	5.67
AIAN and Other, non-Hispanic	7.02	7.04	9.76	3.37
Poverty status ³				
Below poverty threshold	10.17	5.85	5.36	4.45
At or above poverty threshold	3.44	3.46	4.88	3.43
All children				
Total	0.34	0.45	0.62	0.52
Child's sex				
Male	0.47	0.63	0.95	0.80
Female	0.64	0.63	0.88	0.72
Children's race/ethnicity ⁴				
White, non-Hispanic	0.48	0.63	0.87	0.76
Black, non-Hispanic	1.09	1.08	1.50	1.60
Hispanic	0.83	1.01	1.36	1.23
Asian, non-Hispanic	0.97	1.53	2.41	1.92
Other, non-Hispanic	1.32	2.29	2.70	2.36
Poverty status ³				
Below poverty threshold	0.99	0.90	1.39	1.19
At or above poverty threshold	0.36	0.57	0.71	0.59

¹Adequacy of prenatal care is based on the Adequacy of Prenatal Care Utilization index (APNCU). The APNCU index is from: Kotelchuck (1994). An evaluation of the Kessner Adequacy of Prenatal Care Index and a proposed Adequacy of Prenatal Care Utilization Index. *American Journal of Public Health*, vol. 84, no. 9. The definition of adequacy as it relates to "how often" is as follows [based on the proportion of visits recommended by the American College of Obstetricians and Gynecologists (ACOG) for the gestational age of the child (i.e., for a 40 week pregnancy ACOF recommends 14 visits)]: adequate plus, greater than or equal to 110 percent; adequate, 80 to 109 percent; intermediate, 50 to 79 percent; and inadequate, less than 50 percent. The percentages are calculated with the following example in mind: for a 40 week pregnancy ACOG recommends 14 visits, if a mother received 12 visits, this proportion would be 85.7% (i.e., 12 visits is 85.7 percent of 14).

²AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

³Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

⁴In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-11. Standard errors for the percentage of children about 9 months of age, by method of payment for prenatal care, child characteristics, and family characteristics: 2001

Characteristic	Method of payment				
	Private health insurance	Medicaid	Indian Health Service	Personal income	Other
American Indian and Alaska Native children (AIAN)					
Total	3.66	3.61	1.56	1.21	3.09
Child's sex					
Male	4.84	4.63	1.84	2.39	3.76
Female	4.85	4.40	1.69	0.74	4.05
AIAN children's race/ethnicity ¹					
AIAN, non-Hispanic	3.06	3.62	5.02	0.58	4.94
AIAN and White, non-Hispanic	4.49	5.81	1.09	1.08	5.05
AIAN and Hispanic	8.15	6.09	1.37	—	6.24
AIAN and Other, non-Hispanic	8.72	7.85	—	6.20	4.49
Poverty status ²					
Below poverty threshold	3.06	5.58	2.13	—	4.66
At or above poverty threshold	4.49	4.09	1.68	1.75	4.18
All children					
Total	1.22	0.75	—	0.24	1.12
Child's sex					
Male	1.57	0.88	—	0.38	1.19
Female	1.31	1.09	—	0.29	1.29
Children's race/ethnicity ³					
White, non-Hispanic	1.67	1.11	—	0.29	1.66
Black, non-Hispanic	1.97	1.88	—	0.43	0.99
Hispanic	1.63	1.44	—	0.84	1.24
Asian, non-Hispanic	2.32	1.60	—	0.61	1.89
Other, non-Hispanic	2.61	2.44	0.73	0.60	2.29
Poverty status ²					
Below poverty threshold	1.29	1.43	—	0.45	1.07
At or above poverty threshold	1.50	0.83	—	0.26	1.31

—Not available.

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-12. Standard errors for the percentage of children about 9 months of age, by location where their mothers received prenatal care most of the time, child characteristics, and family characteristics: 2001

Characteristic	Clinic or health center	Doctor's office or HMO	Hospital outpatient center	Other
American Indian and Alaska Native children (AIAN)				
Total	3.26	3.87	1.11	1.15
Child's sex				
Male	4.46	4.78	1.53	1.61
Female	4.70	4.95	1.19	1.82
AIAN children's race/ethnicity ¹				
AIAN, non-Hispanic	4.73	6.29	2.77	1.09
AIAN and White, non-Hispanic	3.83	5.04	0.75	2.36
AIAN and Hispanic	8.19	8.30	1.11	1.11
AIAN and Other, non-Hispanic	8.54	11.12	3.61	4.32
Poverty status ²				
Below poverty threshold	5.80	6.26	2.17	2.96
At or above poverty threshold	4.15	4.51	1.04	1.22
All children				
Total	1.20	1.31	0.27	0.21
Child's sex				
Male	1.28	1.40	0.33	0.32
Female	1.36	1.50	0.35	0.26
Children's race/ethnicity ³				
White, non-Hispanic	1.54	1.73	0.31	0.24
Black, non-Hispanic	2.42	2.63	0.83	0.24
Hispanic	1.79	1.77	0.60	0.48
Asian, non-Hispanic	1.66	1.75	0.51	0.35
Other, non-Hispanic	2.01	2.63	0.80	1.28
Poverty status ²				
Below poverty threshold	2.24	2.43	0.59	0.35
At or above poverty threshold	1.09	1.16	0.26	0.23

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-13. Standard errors for the percentage of children about 9 months of age whose mothers received prenatal care and talked to a medical professional about baby development, what to eat during pregnancy, breastfeeding, and safe medications, by child and family characteristics: 2001

Characteristic	Percentage that said "yes" to receiving information around...			
	Baby development	What to eat during pregnancy	Breastfeeding	Safe medications during pregnancy
American Indian and Alaska Native children (AIAN)				
Total	1.73	2.50	1.74	1.23
Child's sex				
Male	2.75	3.61	3.07	2.56
Female	2.64	3.18	2.39	1.62
AIAN children's race/ethnicity¹				
AIAN, non-Hispanic	1.43	4.56	1.65	0.98
AIAN and White, non-Hispanic	3.61	4.11	3.38	2.23
AIAN and Hispanic	1.38	3.24	1.35	0.92
AIAN and Other, non-Hispanic	3.43	6.30	3.71	4.59
Poverty status²				
Below poverty threshold	3.79	5.38	1.07	2.53
At or above poverty threshold	1.79	2.84	2.62	1.64
All children				
Total	0.41	0.54	0.55	0.36
Child's sex				
Male	0.57	0.73	0.62	0.44
Female	0.54	0.69	0.73	0.48
Children's race/ethnicity³				
White, non-Hispanic	0.66	0.79	0.87	0.51
Black, non-Hispanic	0.50	0.91	0.77	0.58
Hispanic	0.64	0.90	0.78	0.74
Asian, non-Hispanic	0.98	1.20	1.47	0.94
Other, non-Hispanic	1.50	1.84	1.79	1.49
Poverty status²				
Below poverty threshold	0.59	0.94	0.93	0.76
At or above poverty threshold	0.50	0.59	0.63	0.43

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.

Table B-14. Standard errors for the percentage of children about 9 months of age whose mothers received prenatal care and talked to a medical professional about what to do in case of early labor, how smoking during pregnancy affects the baby, and how drinking alcohol during pregnancy affects the baby, by child and family characteristics: 2001

Characteristic	Percentage that said "yes" to receiving information around...		
	What to do in case of early labor	How smoking during pregnancy affects the baby	How drinking alcohol during pregnancy affects the baby
American Indian and Alaska Native children (AIAN)			
Total	1.75	1.94	2.50
Child's sex			
Male	2.46	3.28	3.38
Female	2.82	2.82	2.63
AIAN children's race/ethnicity ¹			
AIAN, non-Hispanic	1.45	1.72	1.75
AIAN and White, non-Hispanic	2.90	3.39	4.76
AIAN and Hispanic	4.44	2.91	1.44
AIAN and Other, non-Hispanic	3.04	7.74	7.76
Poverty status ²			
Below poverty threshold	1.74	0.98	2.92
At or above poverty threshold	2.81	2.98	2.77
All children			
Total	0.39	0.66	0.60
Child's sex			
Male	0.51	0.69	0.65
Female	0.59	0.88	85.00
Children's race/ethnicity ³			
White, non-Hispanic	0.59	0.97	0.96
Black, non-Hispanic	0.65	0.99	1.05
Hispanic	0.81	0.77	0.80
Asian, non-Hispanic	0.97	1.25	1.53
Other, non-Hispanic	1.38	1.70	1.90
Poverty status ²			
Below poverty threshold	0.78	0.98	0.99
At or above poverty threshold	0.42	0.75	0.67

¹AIAN children's race/ethnicity is defined by a series of variables from the parent interview. Parents were asked whether their child was of Spanish, Hispanic, or Latino origin. The parents were then shown a card with race response options and asked to choose one or more of the following options: White, Black or African American, American Indian or Alaska Native (AIAN), Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese, Other Asian, Native Hawaiian, Guamanian or Chamorro, Samoan, Other Pacific Islander, and/or another race. American Indian and Alaska Native, non-Hispanic (AIAN, non-Hispanic) means the respondent indicated yes only to AIAN and no to all others. AIAN and White means the respondent indicated yes to AIAN and White, and no to all others. AIAN and Hispanic, means the respondent indicated yes to AIAN and Hispanic, with the possibility of indicating other races as well. AIAN and Other means the respondent indicated yes to AIAN and multiple others but not Hispanic, such as a combination of White, Black, Asian, and/or Pacific Islander.

²Poverty status is based on Census guidelines from 2001, where, for example, a family of 4 with an income of less than \$18,104.00 was considered to be living in poverty.

³In children's race/ethnicity, Other, non-Hispanic includes Native Hawaiian, other Pacific Islander, American Indian or Alaska Native, and more than one race non-Hispanic.

NOTE: Detail may not sum to totals because of rounding. Estimates weighted by W1R0. Estimates for "all children" were first published in Flanagan, K. and West, J. (2004). *Born in 2001: First Results From the Base Year of the Early Childhood Longitudinal Study, Birth Cohort (ECLS-B)* (NCES 2005-036). U.S. Department of Education, Washington DC: National Center for Education Statistics.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Birth Cohort, Restricted-Use File, NCES 2004-093.