

A Child's Day: 2006 (Selected Indicators of Child Well-Being)

Issued December 2009

Household Economic Studies

P70-118

INTRODUCTION

This is the fourth report examining children's well-being and their daily activities both at home and at school based on data from the Survey of Income and Program Participation (SIPP). Since the SIPP data are now available for various years between 1998 and 2006, this report highlights trends in parental interaction with children, children's participation in extracurricular activities, and school engagement. This report focuses on two outcome measures: (1) school engagement and (2) whether children are academically on-track. Further, it considers the relative importance of characteristics such as race, Hispanic origin, and parental education on those outcomes.

The data in this report were collected by the U.S. Census Bureau from June through September 2006 as part of the child well-being topical module in the eighth wave (interview) of the 2004 Panel of the SIPP.¹ The population represented is the civilian noninstitutionalized population living in the United States. The 2006 data were collected from a national sample of 12,755 "designated parents" (see definition box) and their 23,587 children, which represented 73.2 million children living in households with at least one designated parent.²

¹A description of the SIPP survey design and the wording of the questions on the child well-being topical module can be found at <www.census.gov/sipp/>. Since, this is the first time data collection for the child well-being topical module has taken place in the summer, there may be some minor comparability issues with prior surveys.

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

Designated Parent

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

Current Population Reports

Jane Lawler Dye
and
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PARENTAL INTERACTION

Research shows that positive parental involvement has a direct influence on children, which results in fewer behavioral problems.³ This section examines four indicators of the degree of parental involvement: (1) family television rules, (2) parents spending time talking or playing with children, (3) the extent to which parents praise their children, and (4) the number of days parents eat dinner with their children.

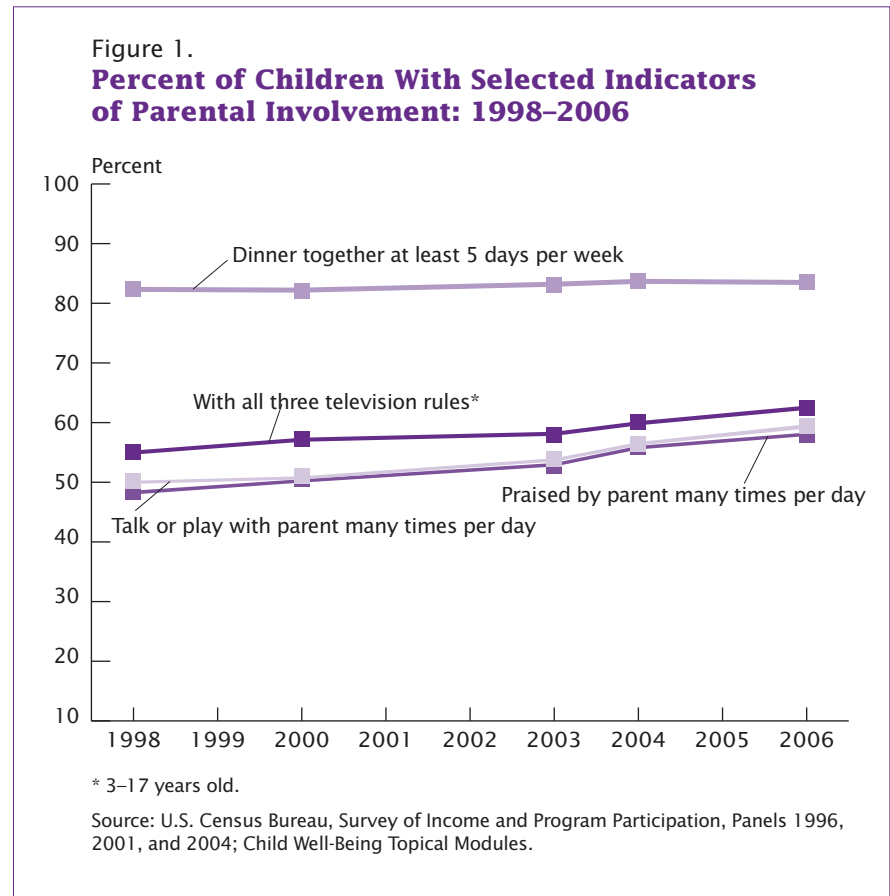
Television Viewing

Numerous studies have pointed to an association between children's television viewing habits and aggressive behavior.⁴ Other research shows links between television watching and eating disorders among girls and junk food consumption.⁵ While the SIPP data does not permit any correlations between television viewing and behavior, it does provide a measure of parental control over children's viewing habits.

³ For more detailed discussions of the effects of parental involvement on children, see P.R. Amato and F. Rivera, "Paternal Involvement and Children's Behavior Problems," *Journal of Marriage & the Family*, Vol. 61, No. 2, 1999, pp. 375-384 and T.M. Videon and C.K. Manning, "Influences on Adolescent Eating Patterns: The Importance of Family Meals," *Journal of Adolescent Health*; Vol. 32, 2003, pp. 365-373.

⁴ A.C. Huston, E. Donnerstein, H. Fairchild, N.D. Feshbach, P.A. Katz, J. P. Murray, E.A. Rubinstein, B. Wilcox and D. Zuckerman, *Big World, Small Screen: The Role of Television in American Society*, University of Nebraska Press, Lincoln, NE, 1992. R. Felson, "Media Effects on Violent Behavior," *Annual Review of Sociology*, Vol. 22, 1996, pp. 103-128. J. Johnson, P. Cohen, E. Smailes, S. Kasen, J. S. Brook, "Television Viewing and Aggressive Behavior During Adolescence and Adulthood," *Science*, New Series, Vol. 296, No. 5564, March 29, 2002, pp. 2468-71. J.P. Murray, "Media Violence: The Effects are Both Real and Strong," *The American Behavioral Scientist*, Vol. 51, No. 8, April 2008, pp. 1212-30.

⁵ C. Moriarty, K. Harrison, "Television Exposure and Disordered Eating Among Children: A Longitudinal Panel Study," *Journal of Communication*, Vol. 58, No. 2, June 2008, pp. 361-81. H. Dixon, M. Scully, M. Wakefield, V. White, D. Crawford, "The Effects of Television Advertisements for Junk Food versus Nutritious Food on Children's Food Attitudes and Preferences," *Social Science & Medicine*, Vol. 65, No. 7, October 2007, pp. 1311-23.



Parents were asked if they placed any restriction on their children's television viewing—rules about the type of program children could watch, the time of day (how early or late) the television was on, and the number of hours they could watch. Parental restrictions on watching television have increased in recent years. From 1998 to 2006, the percent of children 3 to 17 years old with all three television rules went from 55 percent to 63 percent (Figure 1).⁶ Older children were less likely to have all three restrictions placed on their television viewing compared with younger children (Table 1). About 49 percent of 12- to 17-year-olds had all three television rules, compared with 72 percent of younger children age 6 to 11 years. Non-Hispanic White children (58 percent) were least likely to have all three

⁶ There is no statistical difference between 2000 and 2003.

television rules, compared with Black (63 percent) and Hispanic children (64 percent) (Figure 2).⁷ However, the percentages of Black and Hispanic children with all three

⁷ Federal surveys now give respondents the option of reporting more than one race. Therefore, two basic ways of defining a race group are possible. A group such as Asian may be defined as those who reported Asian and no other race (the race-alone or single-race concept) or as those who reported Asian regardless of whether they also reported another race (the race-alone or in-combination concept). The body of this report (text, figures, and tables) shows data for people who reported they were the single-race White and not Hispanic, those who reported the single-race White, those who reported the single-race Black, and those who reported the single-race Asian. Use of the single-race populations does not imply that it is the preferred method of presenting or analyzing data. The Census Bureau uses a variety of approaches. For more information, see the Census 2000 Brief Overview of Race and Hispanic Origin, 2000 (C2KBR/01-1) at <www.census.gov/population/www/cen2000/briefs.html>. Hispanics may be any race. Data for the American Indian and Alaska Native population are not shown in this report because of their small sample size in the SIPP. This report will refer to the White-alone population as White, the Black-alone population as Black, the Asian-alone population as Asian, and the White-alone non-Hispanic population as White non-Hispanic.

television rules are not statistically different from each other. Whether or not these television habits are related to children's academic performance will be examined in subsequent sections.

Play and Praise

The amount of time parents and children spend together has increased in recent years, despite increases in women's labor force participation.⁸ Research shows that adolescents who feel close to a parent are less likely to smoke, drink alcohol, use drugs, be sexually active, and have suicidal thoughts. In addition, these children attain higher grade point averages and are more likely to intend to go to college.⁹

Parents were asked how often they talk or play with their child for 5 minutes or more just for fun. The percentage of children and parents who talk or play together three or more times in a typical day increased from 50 percent in 1998 to 59 percent in 2006 (Figure 1). Girls were more likely than boys to talk or play with a parent—61 percent compared with 58 percent.¹⁰ Younger children were more involved with parents than older children. Seventy-six percent of children under 6 years old, 58 percent of children 6 to 11 years old,

⁸ J.F. Sandberg and S.L. Hofferth, "Changes in Children's Time with Parents: United States, 1981–1997," *Demography*, Vol. 38, No. 3, Aug 2001, pp. 423–436. Research suggests that quality time is defined as "time specifically set aside from normal daily routines for special family activities such as a vacation or . . . trip to a museum." The same study found others who defined quality time as having "intimate heart-to-heart talks." See K.A. Snyder, "A Vocabulary of Motives: Understanding How Parents Define Quality Time," *Journal of Marriage and Family*, Vol. 69, May 2007, pp. 320–340.

⁹ U.S. Council of Economic Advisors 2000, "Teens and their parents in the 21st century: An Examination of Trends in Teen Behavior and the Role of Parental Involvement," Council of Economic Advisors White Paper, available on the Internet at <http://clinton3.nara.gov/WH/EOP/CEA/html/Teens_Paper_Final.pdf>, accessed July 16, 2008.

¹⁰ See Detailed Table 5 available on the Internet at <www.census.gov/population/www/socdemo/2006_detailedtables.html>.

Table 1.

Parental Interaction With Children Under 18 Years Old: 2006

(Numbers in thousands)

Type of interaction	Total	Age of child		
		Under 6 years	6 to 11 years	12 to 17 years
Number of children	73,212	24,428	23,664	25,120
Percent with all three television rules ¹	56.0	70.2	72.4	48.9
Child talked or played with for five minutes or more just for fun three or more times per day	59.4	75.9	57.5	45.1
Child praised by parent three or more times per day	57.9	75.0	57.5	41.7
Percent of children who ate dinner with a parent five or more times per week	83.6	88.1	87.1	75.8

¹ There were 16,517 children in the youngest age group, children 3 to 5 years old. Family television rules include which programs, how early or late, and how many hours children are allowed to watch television.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2004 Panel, Wave 8; Child Well-Being Topical Module.

and 45 percent of children 12 to 17 years old spent time talking or playing with a parent three or more times in a typical day (Table 1). Figure 2 shows that non-Hispanic White children were the most likely to talk or play with a parent (53 percent), compared with Black and Hispanic children (50 and 48 percent, respectively).¹¹

The percentage of children whose parents praise them three or more times per day showed a similar trend, increasing from 48 percent in 1998 to 58 percent in 2006 (Figure 1).¹² While 75 percent of children under 6 years old were praised three or more times per day on average, only 42 percent of children 12 to 17 years old were praised that often (Table 1). There were no statistically significant differences among racial groups by praise from parents.

¹¹ The percentage of Black and Hispanic children whose parents talked with or played with them many times per day is not statistically different.

¹² The percentage of children whose parents praised them three or more times per day in 1998 is not statistically different from 2000.

Meals

Research suggests that family dinners promote health, well-being, and positive youth development among adolescents.¹³ Higher scores on cognitive tests and fewer behavioral problems among 3- to 12-year-old children have also been linked to eating meals together.¹⁴ Child health, parent-child harmony, academic achievement, increased sense of personal identity, less stress in single-parent families, and better adjustment in children after a divorce are all reported to improve when families have meals together.¹⁵ Frequency of family meals also

¹³ N. Zarrett and R.M. Lerner, "Ways to Promote the Positive Development of Children and Youth," Research-to-Results Brief, No. 2008-11, Child Trends, Washington, DC, 2008. M.E. Eisenber, R.E. Olson, D. Neumar-Sztainer, M. Story, L.H. Bearinger, "Correlations Between Family Meals and Psychosocial Well-Being Among Adolescents," *Archives of Pediatrics and Adolescent Medicine*, Vol. 58, 2004, pp. 792–796.

¹⁴ S.L. Hofferth and J.F. Sandberg, "How American Children Spend Their Time," *Journal of Marriage and the Family*, Vol. 63, 2001, pp. 295–308.

¹⁵ B.H. Fiese, T.J. Tomcho, M. Douglas, K. Josephs, S. Poltrock, and T. Baker, "A Review of 50 Years of Research on Naturally Occurring Family Routines and Rituals: Cause for Celebration?" *Journal of Family Psychology*, Vol. 16, 2002, pp. 381–390.

Table 5.

Percent of Children Aged 6 to 17 Years Old Who Are Academically On-Track by Selected Characteristics: 2006—Con.

(Numbers in thousands)

	Total		6 to 11 years old		12 to 17 years old	
	Number of children currently enrolled	Percent on-track	Number of children currently enrolled	Percent on-track	Number of children currently enrolled	Percent on-track
Total children, 2004	48,186	75.6	23,632	78.8	24,554	72.6
Total children, 2003	47,718	78.7	23,602	82.6	24,116	74.9
Total children, 2000	NA	NA	NA	NA	23,008	71.8
Total children, 1998	NA	NA	NA	NA	22,782	71.1

NA Not applicable. Data not tabulated for years.

¹ Does not include the normal progression and graduation from elementary and middle schools.² Married includes married, spouse present and married, spouse absent (excluding separated).³ Includes only children in households for which poverty status was determined.

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

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2004 Panel, Wave 8 (2006 data); 2004 Panel, Wave 3 (2004 data); 2001 Panel, Wave 7 (2003 data); 1996 Panel, Waves 6 and 12 (1998 and 2000 data); Child Well-Being Topical Modules.

Children who participated in after-school clubs (83 percent) were more likely to be on-track than children who did not participate in after-school clubs (77 percent). Children who attended a religious activity at least once a month were more likely to be on-track (80 percent) than those who attended less often or not at all (78 percent).

More disruptive experiences adversely affecting school attendance such as suspension and expulsion are related to noticeably larger differences in school progress. Children who had ever been expelled or suspended were less likely to be on-track (70 percent) than children who had never been expelled or suspended (80 percent). Conversely, children in gifted classes were much more likely to be on-track than children not in gifted classes (86 percent and 77 percent, respectively).

Multivariate Analysis of Children Academically On-Track

This analysis shows the relationship between children who are academically on-track in school and the level of parental interaction,

after-school activities, and parent's educational expectations, while controlling for demographic characteristics of the children, their parents, and the households they live in. It will show if the parental interaction and after-school activities, which were significantly and positively related to highly motivating children in school, persist to the same degree in keeping children academically on-track. The results, while not predicting causation, will show the relative importance of these indicators with respect to being on-track in school. An odds ratio of 1.0 indicates that a child with a select characteristic is as likely to be on-track as a child with the specified reference or comparison characteristic. Ratios under 1.0 or over 1.0 indicate that a child is less likely or more likely to be on-track, respectively.

Children 6 to 11 years old had greater odds (78 percent) of being academically on-track than children 12 to 17 years old (Table 6). Girls had 45 percent greater odds of being academically on-track than boys. This was similar to the findings from the school engagement index.

School experience is a key factor in the odds of children being academically on-track. Children 12 to 17 years old who were in gifted classes, and those who had never been suspended or expelled from school, had greater odds of being academically on-track than those who were not in gifted classes, or had been expelled from school (48 percent higher and 34 percent higher, respectively). Children 6 to 11 years old who had never changed schools had greater odds of being academically on-track (36 percent) than those who had changed schools. Participation in a club was the only after-school activity associated with the greater odds of being academically on-track and that was only for children 6 to 11 years old (26 percent).

Parental expectations greatly impact the odds of whether children 12 to 17 years old will be academically on-track. Children had about 42 percent greater odds of being academically on-track when parents had high expectations. This result may not be causal. It is likely that those who are highly engaged in school and on-track academically foster higher expectations from their parents.

Some, but not all, parental characteristics have shown to be related to whether or not children are academically on-track. Children 6 to 11 years old whose parents have some college or more had 56 percent greater odds of being academically on-track than children whose parent had less than a high school degree. Children 6 to 17 years old whose family income was \$3000 or more per month had 16 percent greater odds of being academically on-track than those with less family income. Children 6 to 17 years old had 18 percent greater odds of being academically on-track if they lived in a metropolitan area than a nonmetropolitan area. However, these latter two relationships were not evident for children in individual age groups (6 to 11 and 12 to 17 years old). Finally, children had greater odds of being academically on-track if they lived in the Northeast and the West compared with the South (33 percent and 30 percent, respectively). Those in the Midwest had 14 percent lower odds of being on-track than those in the South.

In sum, parent's educational attainment, family income, place of residence, school experience, and parent's expectations contribute significantly to the odds of children being academically on-track in school. Unlike the previous analysis of indicators that motivate children to be highly engaged in school, parent-child interaction and participation in after-school activities appear to be not significantly related to the more basic issue of keeping children in the modal grade for their age.

Parental Interaction and After-School Activities

Two indices are created and shown in Table 7 based on the number of parental interactions children experience and the number of extracurricular activities in which they are participants. This index ranges from 0 to 4—the higher the number, the more different ways children experience interactions with parents on a daily basis or the more they participate in activities. For each index level, Table 7 shows the percentage of children who are highly engaged in school and who are academically on-track.

Students who scored highest on the parental interaction index (an index score of 4) were almost twice as likely to be highly engaged in school as those students who had the least amount of daily interaction with their parents (an index score of 0). However, they were no more likely to be on-track (84 percent compared with 82 percent, respectively).²⁶

Similarly, children who had the highest score on the index of after-school activities were more highly engaged in school (66 percent) than children who had the lowest level of participation (45 percent). Positive, but smaller, differences were found in this instance between participation in activities and being on-track between the two groups at either end of the index (86 percent and 79 percent, respectively).

These findings suggest that parental interaction and children's activities may promote a great deal of enthusiasm for schoolwork among children, but may not be significantly related to the progress of children graduating each year to a higher grade. The characteristics related to being on-track are the

²⁶ The difference is not statistically significant.

more basic indicators of parental educational and household income levels and residential and regional characteristics that could reflect resources of both families and school systems. The examination of both these measures provides a more complete picture of the well-being of children as they progress through their formative years in school.

SOURCE OF THE DATA

The population represented (the population universe) in the 2004 SIPP is the civilian noninstitutionalized population living in the United States. The SIPP is a longitudinal survey conducted at 4-month intervals. The data in this report were collected from June through September 2006 in the eighth wave of the 2004 SIPP Panel. The institutionalized population, which is excluded from the population universe, is composed primarily of the population in correctional institutions and nursing homes (91 percent of the 4.1 million institutionalized population in Census 2000).

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

ACCURACY OF THE DATA

Statistics from surveys are subject to sampling and nonsampling error. All comparisons presented in this report have taken sampling error into account and are significant at the 90 percent confidence level unless otherwise noted. This means the 90 percent confidence interval for the difference between the estimates being compared does not include zero. Nonsampling errors in surveys may be attributed to a variety of sources, such as how the

Table 6.

Odds of Children 6 to 17 Years Old Being Academically On-Track in School by Selected Child and Parent Characteristics: 2006

(Universe: children enrolled in school)

	Total		6 to 11 years old		12 to 17 years old	
	Odds ratio	Significance	Odds ratio	Significance	Odds ratio	Significance
CHILD CHARACTERISTICS						
Age						
6 to 11 years	1.776	***				
12 to 17 years	R					
Sex						
Female	1.451	***	1.319	*	1.531	***
Male	R		R		R	
Race and Hispanic Origin						
Non-Hispanic White	R		R		R	
Non-Hispanic Black	1.071	n.s.	1.160	n.s.	1.058	n.s.
Non-Hispanic Asian	1.386	n.s.	1.273	n.s.	1.473	n.s.
Non-Hispanic other race	0.942	n.s.	1.168	n.s.	0.849	n.s.
Hispanic	1.112	n.s.	1.158	n.s.	1.061	n.s.
Parental Interaction						
Praised three or more times per day	1.034	n.s.	1.234	n.s.	0.929	n.s.
Praised less often	R		R		R	
Talk or play with parent three or more times per day	1.043	n.s.	0.974	n.s.	1.090	n.s.
Talk or play with parent less often	R		R		R	
All three television rules	0.855	*	0.913	n.s.	0.819	*
Less than all three television rules	R		R		R	
Eat dinner together 5 days per week or more	0.882	n.s.	0.952	n.s.	0.844	n.s.
Eat dinner together less than 5 days per week	R		R		R	
Activities						
Participate in sports	1.041	n.s.	0.885	n.s.	1.151	n.s.
Do not participate in sports	R		R		R	
Participate in lessons	1.096	n.s.	1.023	n.s.	1.171	n.s.
Do not participate in lessons	R		R		R	
Participate in clubs	1.193	*	1.257	+	1.139	n.s.
Do not participate in clubs	R		R		R	
Attend religious activities once a month or more	1.042	n.s.	0.984	n.s.	1.066	n.s.
Attend religious activities less than once a month	R		R		R	
School experience						
Ever changed schools ¹	R		R		R	
Never changed schools	1.171	*	1.359	*	1.047	n.s.
Ever suspended or expelled	NA		NA		R	
Never suspended or expelled					1.345	*
In gifted classes	1.378	***	1.127	n.s.	1.477	**
Not in gifted classes	R		R		R	

See footnotes at end of table.

Table 6.

Odds of Children 6 to 17 Years Old Being Academically On-Track in School by Selected Child and Parent Characteristics: 2006—Con.

(Universe: children enrolled in school)

	Total		6 to 11 years old		12 to 17 years old	
	Odds ratio	Significance	Odds ratio	Significance	Odds ratio	Significance
FAMILY AND PARENT CHARACTERISTICS						
Marital Status						
Married ²	1.085	n.s.	1.015	n.s.	1.114	n.s.
Unmarried	R		R		R	
Educational Attainment						
Less than high school	R		R		R	
High school graduate	1.227	+	1.382	+	1.127	n.s.
Some college or more	1.333	*	1.562	*	1.205	n.s.
Parent's Educational Expectations						
Expect child to go beyond high school	1.310	*	0.992	n.s.	1.415	*
Expect child to complete high school or less education	R		R		R	
Monthly Family Income						
Under \$3,000 ³	R		R		R	
\$3,000 or more	1.163	+	1.200	n.s.	1.129	n.s.
Metro/Nonmetropolitan Residence						
Metropolitan	1.184	+	1.200	n.s.	1.182	n.s.
Nonmetropolitan	R		R		R	
Region						
Northeast	1.331	**	1.511	*	1.219	n.s.
Midwest	0.864	+	0.819	n.s.	0.906	n.s.
West	1.295	**	1.314	+	1.280	+
South	R		R		R	

R Reference group.

+ 0.05 ≤ p < 0.1.

* Significant at 0.01 ≤ p < 0.05.

** Significant at 0.001 ≤ p < 0.01.

*** Significant at p < 0.001.

n.s. Not statistically significant.

NA Not applicable. Question not asked for children 6 to 11 years old.

¹ Does not include the normal progression and graduation from elementary and middle schools.² Married includes married, spouse present and married, spouse absent (excluding separated).³ Data only shown for people with reported income.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2004 Panel, Wave 8; Child Well-Being Topical Module.

survey was designed, how respondents interpret questions, how able and willing respondents are to provide correct answers, and how accurately the answers are coded and classified. The Census Bureau employs quality control procedures throughout the production process—including the overall design of surveys, the wording of questions, review of the work of interviewers and coders, and statistical review of reports—to minimize these errors. The SIPP weighting procedure uses ratio estimation,

whereby sample estimates are adjusted to independent estimates of the national population by age, race, sex, and Hispanic origin. This weighting partially corrects for bias due to undercoverage, but biases may still be present when people who are missed by the survey differ from those interviewed in ways other than age, race, sex, and Hispanic origin. How this weighting procedure affects other variables in the survey is not precisely known. All of these considerations affect comparisons across different

surveys or data sources. The SIPP 2004 Panel Wave 8 experienced a 33.1 percent attrition of the original sample since Wave 1, which had a nonresponse rate of 14.9 percent.

For further information on the source of the data and accuracy of the estimates including standard errors and confidence intervals, go to [http://www.census.gov/sipp/sourceac/S&A04_W1toW12\(S&A-10\).pdf](http://www.census.gov/sipp/sourceac/S&A04_W1toW12(S&A-10).pdf) or contact Stephen Clark of the Census Bureau's Demographic Statistical Methods

Table 7.

Percent of Children 6 to 17 Years Old Who are Highly Engaged and On-Track in School by Parental Interaction Index and Participation in Activities Index: 2006

(Universe: children enrolled in school)

		Highly engaged	On-track
	Total	55.3	82.7
Parental interaction index ¹	0	35.3	81.6
	1	46.5	80.1
	2	53.8	82.7
	3	58.7	84.1
	4	65.2	83.8
Participation in activities index ²	0	45.2	79.0
	1	53.6	81.4
	2	56.3	83.9
	3	61.7	85.5
	4	66.4	86.4

¹ Parental interaction index includes praise and/or talking or playing three or more times per day, dinner 5 days per week, and all three television rules.

² Participation in activities index includes sports, lessons, clubs, and religious activities.

Source: U.S. Census Bureau, Survey of Income and Program Participation, 2004 Panel, Wave 8; Child Well-Being Topical Module.

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Additional information on the SIPP can be found at the following Web sites: <www.sipp.census.gov/sipp/> (main SIPP Web site), <www.sipp.census.gov/sipp/workpapr/wp230.pdf> (SIPP Quality Profile), and <www.sipp.census.gov/sipp/usrguide/sipp2004.pdf> (SIPP User's Guide).

MORE INFORMATION

The report and the detailed tables are available on the Internet at <www.census.gov>; search for child well-being data by clicking on the letter "C" in the "Subjects A to Z" section on the Web page and selecting "Children." The previous reports *A Child's Day: 2003 (Selected Indicators of Child Well-Being) (P70-109)*; *A Child's Day: 2000 (Selected Indicators of Child Well-Being)*; and *A Child's Day: Home, School, and Play (Selected Indicators of Child Well-Being)* with 1994 data are also found on this page.

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

CONTACT

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

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USER COMMENTS

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