# Before- and After-School Care Arrangements and Activities of School-Age Language Minority Children 

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## Executive Summary

Language minority children constitute a major subgroup of children who are potential participants in out of school activities. The number of these children has increased dramatically in the past two and one-half decades (NCES 2005), resulting in a population of children that requires attention both when they are in school and during non-school hours. The representation of language minority children in the National Household Education Survey (NHES) provides researchers the opportunity to analyze the before- and after-school care and activities of language minority children. Thus, this report is a complement to previous research using data from the National Household Education Surveys (NHES) for the general population in the Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001.

Language minority children in this report are defined as those children coming from homes in which the child, the child's mother, the child's father, or the child's guardian indicated speaking a language other than English most of the time or at least equally with English in the home environment. The language minority children in NHES were primarily from Spanish or English speaking (75 percent) households from Hispanic backgrounds. Interpretations of findings should be made with the understanding that this was the predominant language background in the sample but also that the survey methodology provided only for English or Spanish administration. This limits the ability to generalize the findings
to language minority families from non-Spanish speaking backgrounds, including more recent immigrants and refugees from other language backgrounds.

Key findings for the participation of language minority children and language minority children with disabilities in before- and after- school care arrangements are highlighted in this Executive Summary. The findings were chosen from among the significant observations discussed in the report, with particular emphasis given to those with larger effect sizes and potential implications for the field.

## Language Minority Children Participation in Before- and After- School Care Arrangements and Activities

Overall, more non-language minority children (75 percent) participated in one or more of three types of care arrangements (relative care, non-relative care, and center-based program care) and non-program activities before or after school than did language minority children (52 percent). Also, a slightly higher percentage of non-language minority children (16 percent) were responsible for themselves in self care compared to language minority children (11 percent) (figure $A$ ).

Further analyses that examined participation in non-program activities such as arts, sports, and academics indicated more statistically robust results. These showed the participation of language minority children in non-program activities to be much lower than non-language minority children ( 24 percent vs. 52 percent).

Figure A. Percent of children who receive before- and after-school care, by language minority status and type of care arrangements


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

The time that language minority children spent in care arrangements was most related to the child's ethnicity or grade in school. White non-Hispanic language minority children spent less time in self care than language minority children from other ethnic groups, though this effect size was small. Also, among language minority children in relative care, those in grades 3 to 5 received the fewest hours of care with relatives compared to language minority children in younger and older grades.

Language minority children receiving relative care were more likely to be cared for in their own homes than some other location. This contrasted with nonlanguage minority children in this care arrangement who were equally likely to be cared for in their own homes as some other location.

## Moderating Factors Between Language Minority Status and Participation in Activities

Another significant finding, though with smaller effect size, was that participation of language minority children in activities such as computers, arts, non-academic work/chores, eating, and watching TV/videos in after-school center-based care decreased as their grade level increased (from 67 percent in grades K to 2 to 40 percent in grades 6 to 8 ). In contrast, the participation of nonlanguage minority children remained almost the same across all grade levels (from 41 percent to 49 percent).

Participation in specific non-program activities, such as arts, clubs, volunteering, and religious activities was fairly comparable across language minority and non-language minority children. A significant difference was found for scouting and sports, where fewer language minority children participated than their non-language minority peers (figure B).

Figure B. Percent of children who engage in non-program activities, by language minority status and type of non-program activities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

Although children's engagement in non-program academic activities was comparable, there was a significant difference in participation in academic activities in before-school center-based care. Language minority children's participation in academic activities in this setting was much lower than their nonlanguage minority peers in center-based care (77 percent vs. 46 percent).

## Comparison by School Outcomes

Comparing participation in before- and after-school arrangements and activities by parent-reported school outcomes, such as reported academic work and behavior problems, did not show many significant differences for language minority children compared to their peers. However, a significant finding with a large effect size, showed differences for children participating in interactive activities in after-school center-based care arrangements. More language minority children participating in interactive activities (e.g., outdoor play, indoor play, talking on the telephone, talking to a caregiver, and talking with friends) in this care arrangement had problems at school (had "Work and behavior problems", "Behavior problems", or "Work problems," as reported by their teachers) whereas fewer of their non-language minority peers participating in these activities had school problems (figure C).

Figure C. Percent of school problems, by language minority status and engagement in interactive activities in after-school center-based care


NOTE: Those not participating in after-school center-based care may have participated in other type of care.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

## Language Minority Children with Disabilities' Participation in Before- and After-School Care Arrangements and Activities

Children with disabilities were identified by their parents or guardians in NHES:2001 by indicating they had either an individualized education program (IEP), a Family Service Plan, or individualized family service plan (IFSP) /Educational Program and by indicating the categories of their disabilities. Different estimates were obtained from the two approaches. Because the former (IEP identification) is more likely to be an underestimate, in this report children with disabilities were defined as those children for whom a category of disability had been identified by their parent/guardian. However, this approach produced a total estimated population of children with disabilities in grades K through 8 that
is larger than the number served by special education in the U.S. Even if some of the children are served on 504 accommodation plans, the number seems sufficiently large to warrant caution in interpretation of the findings in this report for language minority children with disabilities.

There were comparable percentages of language minority children with disabilities and non-language minority children with disabilities participating in the three care types (relative, non-relative, and center-based) and self care. At the most, there was only a four percent difference between language minority children with disabilities in relative care and center-based care compared to their peers (16 percent vs. 20 percent and 17 percent vs. 21 percent, respectively) (figure D). None of these differences was significant.

Figure D. Percent of children who receive before- and after-school care, by language minority status and type of care, for children with disabilities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

Although participation for both groups across care arrangements was comparable, there was a significant difference in the participation of language minority children with disabilities and non-language minority children with disabilities in non-program activities. Strengthened by a large effect size, this
finding showed that the overall participation of language minority children with disabilities in non-program activities such as sports, arts, and so on, was much lower than non-language minority children with disabilities (18 percent vs. 44 percent).

Another strong finding indicated that ethnicity has a moderating effect for children receiving non-relative care. For language minority children with disabilities, white non-Hispanic children were much more likely to receive nonrelative care (29 percent) than were language minority children from other ethnic backgrounds (7 percent). However, ethnic background did not have a similar effect for non-language minority children with disabilities receiving non-relative care; there was 8 percent participation across both ethnic groupings (figure E).

Figure E. Percent of children who receive non-relative care, by language minority status and ethnicity, for children with disabilities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

This report is a first look at the before- and after-school care, programs, and activities of language minority children based on the National Household Education Survey: 2001. It describes the characteristics of the children and their
before- and after-school care, programs, and activities, and also examines the relationship of some of these to school grades and school problems, two important outcome variables. The report also looks for the first time at the group of language minority children who also have disabilities. It is the intention of this report to provide information from a large-scale study on the important growing population of language minority children, to both assist in the understanding of their current before- and after-school experiences, and to pave the way for additional research.

## Chapter I: Introduction

Half of all children in kindergarten through grade 8 are in after school arrangements outside of their parents' care and 20 percent are in such arrangements before school (Kleiner, Nolin, and Chapman 2004). The overall characteristics of children in these arrangements as well as the activities in which they are engaged have been described in the report Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001.

Language minority children constitute a major subgroup of children included in the sample of the National Household Education Survey (NHES) on which the Before- and After-School report was based. These children reflect a diverse group of 5-17 year olds from non-English speaking backgrounds that has increased in number between 1979 and 2003 from 9 percent to 19 percent of all children in that age span, for an overall increase of 161 percent (NCES 2005). Like their non-language minority peers, these children are potential participants in out of school activities, both within and outside of formalized school and community programs. Yet our knowledge about these children's participation in such activities is sparse.

This report on the before- and after-school care and activities of language minority children is a complement to previous research using data from the National Household Education Surveys (NHES) for the general population in the Before- and After-School Care, Programs, and Activities of Children in Kindergarten Through Eighth Grade: 2001 (Kleiner et al. 2004). It uses the
results from the national survey of families with school-age children: 2001 Before- and After- School Programs and Activities Survey of the National Household Education Surveys Program (ASPA-NHES:2001). Based on this survey for the present project, a child was considered language minority if the child, the child's mother, the child's father, or the child's guardian indicated speaking a language other than English most of the time or at least equally with English in the home environment.

This report includes analyses of similarities and differences in the beforeand after-school program participation between language minority and nonlanguage minority children with attention to: time and type of after-school care, academic vs. non academic activities, language of care, household income, disability, and achievement and behavior data, among other factors. Five types of before- and after-school care are included in the analysis. Relative care either takes place in the home of the child or with a relative. These relatives could include grandparents, siblings, or other extended family members. Non-relative care includes care provided by someone other than a family member (e.g., neighbors, residential child care providers, etc.). This care could also take place in the home of the child, or may take place in some other home. Center or school based program before- or after-school care includes all other non-relative nonresidential care (e.g., school or community setting). A fourth type of before- or after-school care includes non-program activities that are not parts of organized center or school based programs but may serve similar purposes. Activities may include an assortment of academic and non-academic activities such as
arts/drama, organized sports, girl or boy scouts, religious education, and doing homework. Finally, self-care is an arrangement where a student takes care of himself or herself at home before or after school.

## Previous Research

Relatively little reliable, statistically defensible population information exists about the characteristics of language minority children in the United States, particularly in relation to their participation in before- and after-school activities. The U.S. Department of Education provided such statistically defensible population information on language minority students in The Condition of Education 2003, for those individuals who were 5 - to 24 - years old. These data revealed the dramatic increases in the percentage of individuals who spoke a language other than English during the period of the past two decades, and also important household and other demographic characteristics of these individuals. For example, Spanish was the language spoken most frequently by those who spoke a language other than English at home.

One of the first nationally representative estimates of the number of children with disabilities who also were limited English proficient (LEP) in public schools in grades 4 and 8 emerged from the 1996 National Assessment of Educational Progress (NAEP) (O'Sullivan, Reese, and Mazzeo 1997; Reese, Miller, Mazzeo, and Dossey 1997). In both Science and Math, grade 4, approximately 1 percent of all public school students were students who had both disabilities and limited English proficiency. The NAEP reports did not provide data on other characteristics of these students, nor did they provide data on the performance of these students on the NAEP assessments.

A nationally representative study sponsored by the U.S. Department of Education (Zehler, Fleischman, Hopstock, Stephenson, Pendzick, and Sapru 2003) characterized the school experiences of LEP children, including a representative sample of LEP children with disabilities. It found that approximately 9 percent of all language minority students were receiving disability services.

Although before- and after-school activities can have benefits for all students, their potential as a strategy for helping students at risk for lowachievement is particularly important (U.S. Department of Education 2000). Researchers who looked at the effects of after-school programs found the programs to be useful in curbing problem behaviors in youth at risk, even when the care activities were not focused on academic content (Holloway 2000; NRPA 1994; U.S. Department of Education 2000). A research synthesis on the effects of before- and after-school strategies to help low achieving students in reading and math (Lauer, Akiba, Wilkerson, Apthorp, Snow, and Martin-Glenn 2004) found that the strategies

- can positively affect achievement of low achievers;
- are effective regardless of timeframe (e.g., after or summer school);
- are more effective for improving reading in elementary grades and more effective for math among older students;
- can have positive effects even if not focused on academics; and
- are especially effective for one-on-one tutoring in reading.

This synthesis excluded studies on special populations such as limited English proficient students. Yet many students in the excluded groups are at risk for low
achievement and stand to gain from participation in out-of-school activities. Therefore it is particularly important to gauge language minority students' participation in out-of-school activities for these reasons.

Extended instructional opportunities with supplemental services such as after-school classes, tutoring, and other types of special programs meant to enhance instruction are among some of the promising activities geared toward language minority students. These types of activities, involving a broad offering of academic courses in Spanish and English combined with out of school learning opportunities, produced positive academic outcomes for language minority Spanish-speaking students in a study on effective high schools (Lucas, Henze, and Donato 1990).

## Parents and Home

Several studies with non-language minority populations have underscored the importance of home activities and parent education. It is commonly thought that children from minority language backgrounds are put at a disadvantage by having to balance the linguistic and socio-cultural demands of home and school. Although this may be true for many students, research indicates that some families, owing to different characteristics, have a range of success in fostering multi-lingual growth by encouraging language use through home environment and activities (Daqenais and Day 1999). Daqenais and Day did not discuss the level or equivalence of academic growth across reading, writing, speaking and listening. Further the parents in this study were literate in at least two languages,
thus reinforcing the importance of parent education on the influence of literate behaviors and academic development in their children.

Although before- and after-school activities play a part in the success of children in school, many language minority children may be limited from certain programs engaged in by their peers due to limited income. This may put students at a further disadvantage. Therefore it is important to examine language minority children's activities in comparison to their peers, recognizing that socioeconomic status may contribute to their participation in certain activities (Gonzalez 2001).

## Language Minority Children with Disabilities

Recent publications on the achievement gap between students who are English language learners (ELLs) with disabilities and their peers (non-ELLs with disabilities and ELLs without disabilities) show that ELLs with disabilities exhibit the greatest discrepancies in performance of all three groups (Albus, Thurlow, Barrera, Guven, and Shyyan 2004; Albus, Barrera, Thurlow, Guven, and Shyyan 2004). In these studies ELLs were defined by the schools as those students who were limited in their English proficiency. Thus it is important to examine the before- and after-school activities of these students compared to their peers, especially given that family views on disabilities may vary cross-culturally, possibly affecting family expectations and activities encouraged outside of school.

Previous research on out-of-school activities for students with disabilities has shown that there are marked differences in care arrangements and activities by several factors including disability category, parental expectations, and
cultural or ethnic background. In the nationally representative study sponsored by the U.S. Department of Education, Office of Special Education Programs, the Special Education Elementary Longitudinal Study (SEELS), the outside of school care arrangements for 2000-2001 for non-language minority students with disabilities showed that most went home to adult supervision (80 percent), while 6.1 percent went home to no adult supervision. Another 14 percent participated in after-school activities, with the highest percentages within that category being child care (57 percent) or extracurricular activities (18 percent) (Wagner, Cadwallader, Marder, Newman, Garza, and Blackorby 2002). The remaining percentage in after-school activities was either cared for by others such as babysitters, relatives, or tutors, or they had appointments for services such as therapy.

Overall participation in extracurricular activities showed 50 percent to 81 percent of the children had participated in some kind of activity after school that was not self care (Wagner et al. 2002). Among those, disability-related differences existed, evidenced by 51 percent involvement of students with mental retardation in contrast to 80 percent involvement for students with other health impairments. Of the activities in which children were engaged, community sponsored group activities were the most common form of extracurricular participation for all categories. Although participation in sports was the most common activity overall, a sampling of other findings showed differences in participation by disability type:

- Religious group activities more likely for students with mental retardation, visual or orthopedic impairments or autism
- Disability-related group activities most common for students with mental retardation (10 percent), autism (14 percent), or multiple disabilities (11 percent)
- Sports and scouting activities more likely among students with speech/language disorders
- Special interest or youth groups more common among students with emotional/behavioral disorders

Observations of cultural differences within the SEELs data showed influences along racial/ethnic categories for types of academic support children received at home (Wagner et al. 2002). For example, children from Asian and Pacific-Islander backgrounds were least likely to be read to by their parents, get homework help, or be asked to talk about school-related subjects. Yet these children were most likely to have access to a computer at home and to use them with an educational purpose. Participation in specific extracurricular activities showed variation along racial/ethnic groups. For example, 33 percent of white students took lessons or enrichments classes compared to slightly fewer African American students (24 percent) and Hispanic students (23 percent). Asian/ Pacific Islander students were even less likely to participate in these types of activities.

## Chapter 2: Language Minority Children

Participation of language minority children in before- and after-school programs is described in this chapter. A brief description of the children's characteristics is included, followed by information on their participation in beforeand after-school care arrangements and activities, including relative and nonrelative care as well as center-based care. In each case, comparisons are made to the participation of non-language minority children. Information is provided on two types of school outcomes for these children - their school grades and problems encountered in school - as reported by their parents/guardians. Variables related to these school outcomes are explored.

The estimated number of children identified as language minority in the survey population was $4,738,421$, or 13 percent of the estimated entire survey population ( $\mathrm{N}=36,679,001$ ). Because the survey was administered only in English and Spanish, the findings in this report should be interpreted with caution. They do not include households in which the parents were not able to complete the survey because their first or second language was not English or Spanish.

### 2.1 Description of Language Minority Children

This section describes the language minority population in the study database. Descriptive characteristics include: gender, ethnicity, family type, and language spoken most often by the children and their parents. For all student characteristics, except for language spoken most at home, the comparison to non-language minority students is shown.

There were roughly equal percentages of males (51 percent and 52 percent) and females (48 percent and 49 percent) in the language minority and non-language minority populations (figure 1) (table A1). The percentages of male and female language minority children (52 percent and 48 percent) were similar as were the percentages of male and female non-language minority children (51 percent and 49 percent).

Figure 1. Percent of language minority and non-language minority children by gender


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

The majority of language minority students were Hispanic (72 percent), with smaller percentages from Asian/Pacific Islander (12 percent), White (11 percent), Black (4 percent) and Other ethnicities (1 percent). Non-language minority children were predominantly White (70 percent), with smaller percentages of Black (18 percent), Hispanic (7 percent) and Other ethnicities (3 percent) (figure 2) (table A1).

Figure 2. Percent of language minority and non-language minority children by ethnicity

Percent


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

The majority of language minority children ( 70 percent) and non-language minority children ( 62 percent) came from families with two parents and siblings (figure 3) (table A1). For both groups, the family type that was next most prevalent was one parent and siblings - 18 percent of language minority children and 22 percent of non-language minority children came from this type of family.

Figure 3. Percent of language minority and non-language minority children by family type


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

The languages spoken most often by language minority children were
Spanish (35 percent), English (29 percent), and a combination of Spanish and

English (21 percent) (figure 4) (table A1). Another 10 percent of children spoke another language most often.

Overall, mothers and fathers of language minority children spoke Spanish most at home, with 57 percent of mothers and 54 percent of fathers speaking Spanish most often at home. Other patterns of most frequent language use attaining or exceeding 10 percent for mothers of language minority children were Only English (10 percent), Spanish/English (10 percent) and English and the first language (15 percent). The corresponding rates among fathers of language minority children exceeding 10 percent were only English (11 percent) and English and the first language (17 percent) (table A1).

Figure 4. Percent of children, their mothers, and their fathers who speak each language most at home


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### 2.2 Time in Before- and After- School Care Arrangements and Activities

This section focuses on how time spent on before- and after-school care arrangements and activities differs by language minority status. In ASPANHES:2001, time in those care arrangements and activities is reported for each of the four types of care (relative, non-relative, center-based, and self care) and non-program activities (see appendix C for their definitions). Analysis of variance (ANOVA) was conducted separately for each of the care types and the nonprogram activities. In each ANOVA, time is the dependent variable, and language minority status is the only independent variable. The effect of language minority status was tested as the main effect, and its effect size ${ }^{1}$ was measured by the partial eta-squared ${ }^{2}$ (see appendix $C$ for methodological details).

When in the before- or after-school care of a relative, children as a whole received more hours of care after school than before school, but language minority children spent a higher average number of hours per week under such care than did non-language minority children (before-school was 6 hours for language minority to 5 hours non-language minority, and after school 10 hours language minority compared to 9 hours non-language minority) (figure 5) (tables A2 and A3). Partial eta-squared (.006 and .004, respectively) (table B1) for these comparisons, however, indicated that these were very small effects of language minority status.

[^1]Figure 5. Average hours per week in before- and after-school relative care, by language minority status


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

A significant effect of language minority status was found for the average number of hours that children spent per week in center-based care both before and after school (figure 6). Language minority children had significantly fewer average hours per week in center-based care (2 hours before school and 6 hours after school) than non-language minority children (5 hours before school and 7 hours after school) (tables A6 and A7). The corresponding effect sizes based on partial eta-squared, were . 040 and .004 , respectively, which indicate there were small changes in average hours spent in center-based care both before and after school due to language minority status (table B1).

Figure 6. Average hours per week in before- and after-school center-based care, by language minority status


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

### 2.3 Moderating Factors Between Language Minority Status and Time in Activities

The previous section described how language minority status affects time spent on before- and after-school care and activities. However, the effect of language minority status may be moderated by other factors. Moderating factors considered were disability status, ethnicity, income level, parent education level, and grade level (see appendix C for their detailed definitions). A moderating effect of each factor was tested by ANOVA in which time in activities is the dependent variable and language minority status and the factor were the independent variables. In ANOVA, the moderating effect is represented by the interaction between language minority status and the factor considered, given the presence of main effects of both language minority status and that factor. A separate ANOVA was conducted for each of the moderating factors. The size of effect is evaluated by the partial eta-squared as well (see appendix $C$ for methodological details).

To obtain sufficient numbers to examine the significance of relationships, many variables had to be combined. For example, to examine ethnicity, children from White non-Hispanic backgrounds were compared with children from all Other backgrounds. The "Other" variable combines Black, Hispanic, Asian, and All Other Races. These combinations of variables are explained in appendix C. Differences in time spent in certain care arrangements within the language minority population were found in some comparisons to be significantly associated with ethnicity, parent education level, and the grades in which children were enrolled.

There was a significant moderating effect of parent education level for hours spent in after-school relative care (figure 7). Non-language minority children with parents whose highest education level was less than high school tend to spend more time in relative care (14.6 hours per week) than other nonlanguage minority children with parents with higher education levels (8.9 and 8.3 hours per week). On the other hand, there was little difference in time spent in relative care across all levels of parent education for language minority children (9.7 to 10.6 hours per week) (table A3). The effect size of this moderating factor was very small (partial eta-squared $=.005)($ table B1).

Figure 7. Average hours per week in after-school relative care, by language minority status and parent education level
Hours

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

There was also a significant interaction by grade level (figure 8).
Language minority children in grades 3 to 5 spent fewer hours per week in before-school child care arrangements with relatives in comparison to the average time spent by language minority children in kindergarten to grade 2 and language minority children in grades 6 to 8 (table A2). The size of this moderating effect of grade level was small to medium (partial eta-squared $=.017$ ) (table B1).

Figure 8. Average hours per week in before-school relative care, by language minority status and grade


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

With regard to participation in non-program child care activities, such as sports, arts, etc., there was no overall difference in average number of hours per week spent in non-program activities before and after school by language minority and non-language minority children. However, a significant interaction was detected between language minority status and grade level for participation in after-school non-program activities (figure 9). Language minority children had almost the same average number of hours per week regardless of grade level. For non-language minority children, however, the average number of hours was lower in the $K$ to grade 2 grade range, about the same across grades 3 to 5 , and highest in the range of grades 6 to 8 (table A9). The effect size of this interaction was very small (partial eta-squared $=.002$ ) (table B1).

Figure 9. Average hours per week in after-school non-program activities, by language minority status and grade


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

With regard to after school arrangements involving self care, there were no significant differences between hours spent per week under this arrangement between the language minority group and non-language minority group.

However, consideration of ethnic background produced a significant interaction: language minority children from ethnicities other than white non-Hispanic spent more time in self care, while non-language minority children spent almost the same time in after-school self care across ethnicity categories (figure 10) (table A11). The size of the effect was very small (partial eta-squared $=.003$ ) (table B1).

Figure 10. Average hours per week in after-school self-care, by language minority status and ethnicity


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

### 2.4 Where Care Takes Place and Who Provides It Before- and After-School

In this section, type of persons who provided care (in relative care) and places where care was provided (in relative, non-relative, and center-based care) were compared by language minority status.

For relative care, caregivers were classified into four categories: grandparents, aunts/uncles, siblings, and other relatives. A chi-square test was conducted to test whether language minority children tend to receive care from different type of relatives compared to non-language minority children. The corresponding effect size, $w$, was also calculated (see appendix C for methodological details). Within the population of children that received care from a relative, most received it from grandparents (figure 11). This is the case for both language minority children (50 percent) and non-language minority children (60 percent). In more detail, differences in who provided care to children for language minority vs. non-language minority students were significant, with
language minority children tending to have most care provided by grandparents or aunts/uncles compared to non-language minority children (tables A12 and A13). The differences that language minority status makes were small ( $\mathrm{w}=$ $0.13^{3}$ ) (table B2).

Figure 11. Percent of children who receive relative care, by language minority status and type of relative


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

Location where care takes place was coded as either "Own home" or "Other home". A chi-square test was conducted to test whether there is a difference in location by language minority status for each of relative care, nonrelative care, and center-based care. The location of where relative care was received before or after school was also significant. A higher percentage (71 percent) of language minority children received relative care in their own home versus some other location (29 percent). In contrast, the percent of non-language minority children receiving relative care was almost equally split between their

[^2]own home and another location (figure 12) (tables A14 and A15). This difference is considered small but cannot be ignored $(w=0.10)$ (table B2).

Figure 12. Percent of children who receive relative care, by language minority status and location


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

### 2.5 Types of Activities In Which Children Participate During Before- and After-School Arrangements

ASPA-NHES:2001 provides detailed categories for what children do when they receive before- and after-school care or participate in non-program activities. The detailed categories for care arrangements were aggregated into three, more general categories: academic, interactive, and other (see appendix $C$ for the detailed definitions; no aggregation was made to the categories for nonprogram activities). Each category is coded as either 'Yes' (i.e., engaging in that type of activities) or 'No' for each student.

The analytic methodology for this section is logistic regression, which is an analogue of ANOVA when the dependent variable takes only two possible values (i.e., 'Yes' or 'No') as in this case. The proportion of children who engaged in a
specific type of activity was compared by language minority status and also by language minority status in combination with possible moderating factors, which were the same as those considered in section 2.3: disability status, ethnicity, income level, parent education level, and grade level. For each activity type, the main effect of language minority status was tested using a model in which language minority status was the only independent variable. Then, the effect of each moderating factor was tested using a model that involves the interaction between language minority status and that factor and their main effects. A significance interaction was regarded as an indication of the moderating effect. Each of the moderating effects was tested in a separate model run. The size of effect is evaluated by the log odds ratio (see appendix $C$ for methodological details).

Across care arrangements, 52 percent of language minority students and 75 percent of non-language minority students either participated in one of three types of before- or after-school care (relative care, non-relative care, or centerbased program) or engaged in non-program activities (table A44), or were responsible for themselves (Self care-11 percent language minority and 16 percent non-language minority) (figure 13) (table A43).

There was a statistically significant difference in the percentage of children in relative care by language minority status with 14 percent for language minority children and 19 percent for non-language minority children (tables A19). Another statistically significant difference was found in the percentage of children involved in self care, where language minority children were 11 percent and non-language
minority children were 16 percent (tables A43). In each case, fewer language minority children participated than did non-language minority children. However, these effects were fairly small (log odds ratios ${ }^{4}$ are -0.37 and -0.39 , respectively) (tables B3 and B8).

Figure 13. Percent of children who receive before- and after-school care, by language minority status and type of care arrangements


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

Statistically significant effects of language minority status were also detected for participation in some non-program activities (figure 14). More nonlanguage minority children (71 percent) than language minority children (55 percent) participated in sports (table A32). The corresponding log odds ratio was -0.69, which indicates that there was a difference but it was not very large (table B7). Similarly, more non-language children (24 percent) than language minority children (9 percent) participated in scouts (table A37). This difference (log odds ratio $=-1.15)($ table $B 7)$ was much larger than for sports. On the other hand,

[^3]more language minority children (19 percent) than non-language minority children (14 percent) participated in academic activities other than those included in arts or clubs (table A34). There was a weak positive effect here (log odds ratio $=0.42$ ) (table B7). Overall participation in non-program activities for language minority students (24 percent) also was significantly less than for non-language minority students (52 percent) (table A39). The corresponding log odds ratio of 1.25 indicates that this difference was substantial (table B7).

Figure 14. Percent of children who engage in non-program activities, by language minority status and type of non-program activities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

There was a significant difference in participation in all before- or afterschool activities except for self care was at 52 percent for language minority children compared to 75 percent for non-language minority children (table A44). The corresponding effect size was substantial (log odds ratio was -0.99) (table B9). Overall, language minority children were less likely to participate in any type of before- or after- school activity, including non-program activities, compared to non-language minority children.

In addition to the findings of an effect of language minority status, several moderating effects were found. Language minority children from households with incomes under 25,000 were less likely ( 12 percent vs. 24 percent) to be participating in relative care arrangements after-school compared to nonlanguage minority children. However, in households with incomes 25,000 or above, there was almost no difference in rate of after-school relative care between language minority and non-language minority children (figure 15) (table A19). The size of this moderating effect was medium ( $\log$ odds ratio $=0.85$ ) (table B3).

Figure 15. Percent of children who receive relative care, by language minority status and income level


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

There was a significant moderating effect of parent education level for receiving relative care (figure 16). When parents with less than high school and college, vocational, technical education were compared, the percent of nonlanguage minority children receiving relative care decreased from 23 percent to 17 percent, but slightly increased from 11 percent to 14 percent for language
minority children (table A19). The log odds ratio was 0.66 , which indicates a small effect (table B3).

Figure 16. Percent of children who receive relative care, by language minority status and parent education level


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

Language minority status of children was significantly related to the incidence of academic activities as part of before-school center-based child care. More language minority children participated in academic activities (77 percent vs. 46 percent) (figure 17) (table A24). The corresponding effect size was fairly large $(\log$ odds ratio $=1.36)($ table B5 $)$.

Figure 17. Percent of children who receive before-school center-based care, by language minority status and type of activities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

In contrast to before-school center- based care, language minority and non-language minority children were equally likely to be participating in academic activities in after-school center-based care. However, language minority children were less likely to be participating in interactive activities (53 percent vs. 66 percent) (table A28) or other non-academic and non-interactive activities (45 percent vs. 55 percent) compared to non-language minority children (figure 18). However, effect sizes indicated that these differences were small (log odds ratios are -0.55 and -0.39 , respectively) (table B6).

Figure 18. Percent of children who receive after-school center-based care, by language minority status and type of activities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

Children's participation in after-school center-based care for "other activities" (which include computers, arts, non-academic work/chores, eating, and watching TV/videos) was significantly associated with children's grade level. Language minority children were less likely than non-language minority children to participate in after-school center-based care in kindergarten to grade two. For non-language minority children, a child's increasing grade level was directly related to lower participation in after-school center-based care (67 percent down
to 40 percent). In contrast, this pattern was not seen for language minority children. Their participation in after-school center-based care was relatively flat, and increased slightly in grades 3 to 5 (41 percent to 49 percent) and then decreased only slightly in grades 6 to 8 (49 percent to 46 percent) (figure 19) (table A29). The effect sizes for these interactions were substantial (log odds ratios are 0.95 to 1.33 ) (table B6).

Figure 19. Percent of children who engage in "other activities" in after-school centerbased care, by language minority status and grade


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

There was also a significant moderating effect of grade level for any before- and after-school center-based care (figure 20). When two grade levels, K-2 and 6-8, were compared, the rate of participation decreased from 24 percent to 15 percent for non-language minority children. In contrast, the rate increased from 18 percent to 22 percent for language minority children (table A30). The effect size was small (log odds ratio $=0.86$ ) (table B6).

Figure 20. Percent of children who receive before- and after-school center-based care, by language minority status and grade


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

Overall, participation in non-program activities increased with higher parent education levels (from 17 percent to 59 percent) (figure 21). However, this tendency was much stronger for non-language minority children than for language minority children. The effect of parent education level was significant when less than high school and college, vocational, and technical school were compared. More non-language minority children (62 percent) participated in nonprogram activities than language minority children ( 36 percent) if their parents had had at least some college, vocational, or technical schooling, while the difference was small if the education level of parents was less than high school (20 percent vs. 14 percent) (table A39). However, the corresponding log odds ratio was -0.63 , which is small (table B7).

Figure 21. Percent of children who engage in non-program activities, by language minority status and parent education level


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

The percentage of non-language minority children who are responsible for themselves tended to decrease as parent education level increased, while the corresponding percentage for language minority children remained almost the same for all levels of parent education. It is significant that the percentage decreased from 22 percent to 14 percent between less than high school and college, vocational, and technical school levels for non-language minority children, but it slightly increased from 10 percent to 11 percent for language minority children (figure 22) (table A43). However, the effect size was small (log odds ratio $=0.69$ ) (table B8).

Figure 22. Percent of children who are responsible for themselves, by language minority status and parent education level


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

### 2.6 School Outcomes

In this section, we examine how school outcomes are affected by language minority status and also by moderating factors. Two variables were taken as representing school outcomes: (a) grades that parents reported their children most often received at school ("grades") and (b) type of problems that had been reported by teachers ("school problems"). Both variables have ordered categories; the grades have "Mostly A's," "Mostly B's," and "C's or below," and the school problems have "Work and behavior problems," "Behavior problems," "Work problems," and "None," from highest to lowest (see appendix C for details). Moderating factors that were considered were type of activities (academic, interactive, and other for each type of care arrangements, and the categories for non-program activities) and those that have been considered in the previous sections (i.e., disability status, ethnicity, income level, parent education level, and grade level).

School outcomes were analyzed by ordinal regression to examine how the distribution of grades or school problems differed across levels of independent variables (i.e., language minority status and moderating factors). For each of the outcome variables, the effect of language minority status was estimated and tested. Then, each of the moderating effects was estimated as an interaction with language minority status as well as in the previous sections. Individual moderating factors were tested in separate models in which an interaction between language minority status and a moderating factor and their main effects were involved. The measure of effect size in ordinal regression is the log odds ratio as well. A positive log odds ratio indicates that the distribution of grades or school problems is shifted toward higher categories. For example, language minority children tend to receive higher grades than non-minority children if the log odds ratio for language minority status is positive.

Grades reported by parents were comparable across language minority and non-language minority children, with 39 to 40 percent receiving A's, 33 to 34 percent receiving B's, and 25 to 27 percent receiving C's or below (figure 23) (tables A45 and A46).

Figure 23. Percent of grades that a child most often receives, by language minority status


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

There was a significant moderating effect of participation in any beforeand after-school care or activities on the grades children received (table B10). Although participation in any before- and after-school care or activities was associated with increased likelihood of receiving higher grades for both language minority and non-language minority children, this effect was not notable for language minority children receiving C grades or below. For non-language minority children, the percentage receiving C grades or below decreased from 34 percent (not participating in any before- and after-school care or activities) to 23 percent (participating in any before- and after-school care/activities), whereas the corresponding percentages for language minority children were 28 percent and 27 percent, respectively. Therefore, language minority children's participation in before- and after-school care or activities was not related to a reduced likelihood of receiving grades of C or below (figure 24) (tables A45 and A46). However, the effect size for these differences between language minority and non-language minority children was small (log odds ratio $=-0.34)($ table B10).

Figure 24. Percent of grades that a child most often receives, by language minority status and participation in any before- or after-school care/activities


NOTE: Those not participating in any before and after school activities include children in self care and children who are not reported to participate in any before- and after-school activities.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

The moderating effect of parent education level to language minority status was significant (figure 25) (table B11). For non-language minority children, parent education level was positively associated with grades that children most often receive; the percent of children who received C or below decreased from 48 percent to 20 percent for those with parents at higher education levels, and the percent of children who received A's increased from 24 percent to 46 percent with higher parent education levels. However, this pattern was less clear for language minority children (table A47). The corresponding log odds ratios were 0.47 and -0.69 , so the size of this moderating effect was small (table B11).

Figure 25. Percent of grades that a child most often receives, by language minority status and parent education level


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

Income level was another significant moderating factor to language minority status that affects grades received by children. Language minority children receiving C's and below with parent income levels below 25,000 were nine percent less likely to participate in before- and after- school child care activities than their non-language minority peers with similar grades and income. However, income was much less a factor in participation for language minority children receiving A's, where 10 percent more language minority children participated than their peers with similar grades and income (figure 26). The corresponding effect size was small (log odds ratio $=-0.52$ ) (table B11).

Figure 26. Percent of grades that a child most often receives, by language minority status and income level


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

Turning to incidence of school problems, language minority children had a lower number of school problems reported for them than their non-language minority peers. This relationship held regardless of school problem type. No school problems were reported for six percent more language minority children than non-language minority children. Overall, language minority children were reported to have 1 to 4 percent lower incidence of problems of academic work and both work and behavior problems than their non-language minority peers and equal incidence (8 percent) reported behavior problems (figure 27) (tables A49 and A50). Although these differences were statistically significant, the magnitude of percent differences was quite small and this is reflected by the corresponding small effect size (log odds ratio $=-0.27$ ) (table B12).

Figure 27. Percent of school problems, by language minority status


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

Language minority status and receipt of non-relative care showed a significant interaction with the incidence of reported school problems. The percentages of non-language minority children with school problems did not vary as a function of receipt of non-relative child care. For language minority children, however, receiving any type of non-relative care increased the likelihood of having behavior problems (from 7 percent to 16 percent) and both work and behavior problems (from 7 percent to 14 percent) (figure 28) (tables A49 and A50). The log odds ratio of 0.66 indicates that the size of this interaction effect between language minority status and the other variables was small despite its statistical significance (table B12).

Figure 28. Percent of school problems, by language minority status and participation in non-relative care


NOTE: Those not participating in non-relative care may have participated in other type of care.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

With two exceptions, language minority status was not associated with the incidence of specific types of school problems children were reported to have. The two exceptions were that language minority children who engaged in interactive activities in non-relative care were more likely to have a work problem (from 11 percent to 14 percent) or a behavior problem (from 2 percent to 14 percent), whereas non-language minority children's engagement in similar activities corresponded to a decrease in the likelihood of school problems. For this latter group, the percentage with no school problem increased from 53 percent to 68 percent (figure 29) (tables A49 and A50). This moderating effect of participation in interactive activities in after-school center-based care was sizable $(\log$ odds ratio $=1.34)($ table B12).

Figure 29. Percent of school problems, by language minority status and participation in interactive activities in after-school center-based care


NOTE: Those not participating in after-school center-based care may have participated in other type of care.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

As we saw, language minority children were less likely to have problems at school. However, this effect is slightly but significantly attenuated if they participated in any before- and after-school care/activities (log odds ratio $=0.48$ ) (table B12). The percentage of language minority students having a work problem increased from 9 percent for those not participating in any before- and after-school activities to 12 percent for those who did participate in any beforeand after-school care or activities. But, for non-language minority children who participated, it decreased from 16 percent to 14 percent. Similarly, the percentage of children with behavior problems increased from 7 percent to 9 percent for language minority children, and decreased from 9 percent to 8 percent for non-language minority children. As a result, the overall percentages of language minority and non-language minority children with reported school
problems were very similar for those participating in any before- and after- school care or activities. On the other hand, language minority children were much less likely to have problems at school than non-language minority children if they did not participate in any before- and after-school care or activities (figure 30) (tables A49 and A50).

Figure 30. Percent of school problems, by language minority status and participation in any before- or after-school activities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

## Chapter 3: Language Minority Children with Disabilities

Participation of language minority children with disabilities in before- and after-school programs is described in this chapter. A brief description of their characteristics is included, followed by a summary of their participation in beforeand after-school care arrangements and activities, including relative and nonrelative care as well as center-based care. In each case, comparisons are made to participation rates of non-language minority children with disabilities. Information is provided on two types of school outcomes for these children - their school grades and problems encountered in school - as reported by their parents/guardians. Variables related to these school outcomes are explored.

### 3.1 Description of Language Minority Children with Disabilities

This section describes the characteristics of language minority children with disabilities. These characteristics include the children's gender and ethnicity. Also described are the family type and the language spoken most often by the children and by their parents. This section also presents information on the children's grades of enrollment in school and the children's disabilities, as identified by their parents or guardians. Many of the characteristics are described in relation to the characteristics of the non-language minority population of children with disabilities.

Children with disabilities were identified by their parents or guardians in two ways: (1) they indicated the child was receiving special education services through an individualized education program (IEP), a Family Service Plan, or individualized family service plan (IFSP)/Education Program; and (2) they
identified one or more categories of disability that characterized the child. Both ways could be used to estimate the population of children with disabilities.

In this report children with disabilities were selected on the basis of having had at least one category of disability identified. This approach is likely to be more inclusive of children. ${ }^{5}$

The NHES:2001 survey produced a total estimated population of 818,001 language minority children with disabilities and 7,066,010 non-language minority children with disabilities, resulting in a total population of $7,884,011$ children with disabilities in grades kindergarten through grade 8 . This number of children with disabilities is higher than the number of children ages $5-13$ receiving Part $B$ special education services reported by the U.S. Department of Education $(2002)^{6}$, which for the school year 2000-2001 was $4,089,932$. The difference in numbers may be due in part to the possibility that some of the children identified by parents are not receiving special education services in the schools. It is possible that they are on 504 accommodation plans, but there are no national counts of 504 accommodation plan students. However, it also may be that parent/guardian responses to questions about children's disabilities are different from school definitions of disability. Because we do not know the reasons for the difference, conclusions drawn about the population of language minority children with disabilities in this report should reflect appropriate caution.

[^4]Based on the NHES:2001 survey, males comprised 54 percent and females comprised 46 percent of language minority children with disabilities in the U.S. For non-language minority children with disabilities, males comprised 64 percent and females comprised 36 percent (figure 31) (table A53).

Figure 31. Percent of language minority and non-language minority children with disabilities by gender


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

The ethnicity of the language minority children with disabilities was predominantly Hispanic (74 percent). This compares to non-language minority children with disabilities, who were primarily White (68 percent) (figure 32) (table A53). The only ethnicities reaching more than 10 percent of the population in either group were Black non-language minority children with disabilities (19 percent) and White language minority children with disabilities (12 percent).

Figure 32. Percent of language minority and non-language minority children with disabilities by ethnicity


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

No significant differences were observed in the family types of language minority children with disabilities and non-language minority children with disabilities. Language minority children with disabilities primarily lived in two parent families with a sibling or siblings ( 62 percent). The next most common family type for language minority children with disabilities was one parent and siblings (30 percent) (figure 33) (table A53). This was similar to non-language minority children with disabilities, who lived primarily in two parent families with a sibling or siblings (52 percent), or next most commonly, one parent and siblings (28 percent).

Figure 33. Percent of language minority and non-language minority children with disabilities by family type


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

The largest percentage of language minority children with disabilities spoke Spanish most at home (34 percent), followed by language minority children with disabilities who spoke English (24 percent) and language minority children who spoke English and Spanish equally (24 percent) (table A53).

The majority of mothers of language minority children with disabilities spoke Spanish most at home (53 percent), only English (20 percent) or Spanish and English equally (15 percent). The majority of fathers of language minority children with disabilities spoke Spanish most at home (61 percent). Eighteen percent of fathers spoke only English and 16 percent spoke English and the first language as well (figure 34) (table A53).

Figure 34. Percent of children with disabilities, their mothers, and their fathers who speak each language most at home


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

The distribution of enrollment of the language minority children with disabilities across grades ranged from kindergarten (8 percent) through grade 8 (12 percent), but the largest percentages of students were in grades 2 and 3 , where the percentages were about 15 percent of all language minority children with disabilities (table A53). Non-language minority children with disabilities had 8 percent in kindergarten and 12 percent in grade 8. The largest percentage of non-language minority children with disabilities in a grade was 13 percent in grade 6. These were not significant differences in distributions between the two groups of children.

Parents and guardians identified the disability categories of language minority and non-language minority children with disabilities. Children with disabilities made up 17 percent of language minority children, according to parent/guardian identification of disabilities. As noted earlier, children with
disabilities made up 22 percent of non-language minority children according to their parents/guardians (table A1).

The specific disabilities that were identified most often were learning disabilities, attention deficit disorder/attention deficit hyperactivity disorder (ADD/ADHD), speech, blindness (and visual impairments), and other health impairment (figure 35) (table A54). Because parents and guardians were able to identify as many disabilities as they thought applied, the percentages add up to more than 100 percent. Logistic regression analyses (see appendix C) revealed statistically significant differences in the percentages of language minority children and non-language minority children identified by their parents as having mental retardation, speech impairment, blindness, orthopedic impairment, autism, ADD/ADHD, and other health impairment (log odds ratios are 1.40, 0.53, $0.78,0.98,1.27,-1.25$, and -0.55 , respectively) (table B14). More language minority than non-language minority children were identified as having mental retardation, speech impairment, blindness, orthopedic impairment, and autism, whereas more non-language minority children than language minority children were identified as having ADD/ADHD and other health impairment. The effect sizes for mental retardation, autism, and ADD/ADHD were large relative to other disabilities.

Figure 35. Percent of children with specific type of disabilities, by language minority status and disability category


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

### 3.2 Time in Before- and After- School Care Arrangements and Activities

Overall, 52 percent of language minority children with disabilities and 71 percent of non-language minority children with disabilities participated in some type of before- or after-school activities (except for self care) (table A97). 15 percent of language minority children with disabilities and 17 percent of nonlanguage minority children with disabilities took care of themselves before or after school (table A96).

Language minority children with disabilities and non-minority language children with disabilities spent time in an array of before- and after-school care arrangements, including care from a relative, care from a non-relative, attending a center-based program, or being responsible for themselves (figure 36) (tables A72, A76, A83, and A96). Individual children may spend time in more than one of these care arrangements in a single week.

Figure 36. Percent of children who receive before- and after-school care, by language minority status and type of care arrangements, for children with disabilities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

Time spent on before- and after-school care arrangements and activities was analyzed in the same manner as in section 2.2; time in different care arrangements and activities were compared by language minority status using ANOVA (see section 2.2 and appendix C).

There were no significant differences in the time spent in the various care arrangements between language minority children with disabilities and nonlanguage minority children with disabilities, except for the overall statistically significant effect of language minority status for non-relative care after school (table B15). Language minority children with disabilities spent an average of 13 hours per week in non-relative care after school, whereas non-language minority children with disabilities spent an average of 9 hours per week in non-relative care after school (table A58). While this effect was statistically significant, the corresponding effect size was small to medium (partial eta-squared = .042) (table B15).

No significant relationship between language minority status was detected for participation in non-program activities before and after school for students with disabilities. Non-program activities included such activities as arts, and sports, clubs (figure 37) (tables A84 through A91).

Figure 37. Percent of children who engage in non-program activities, by language minority status and type of non-program activities, for children with disabilities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

### 3.3 Moderating Factors Between Language Minority Status and Time in Activities for Children with Disabilities

Due to the limited number of children with disabilities who were also language minority children in the sample, a reliable examination was possible only of the significance of income level for after-school relative care, after-school center-based care, and after-school self care. The moderating effects of income level were tested by ANOVA as in section 3.3 (see also appendix C), but none of these were significant.

### 3.4 Where Care Takes Place and Who Provides It Before and After School for Children with Disabilities

Children with disabilities who receive care from relatives or non-relatives, or in centers may receive such care in either their own home or the home of another either for relative or non-relative care. Alternatively, they may receive such care in a school or other location (for center-based care). As in section 2.4, chi-square tests were used to determine whether there are differences in places where care is provided between language minority and non-language minority children with disabilities (see also appendix C for methodological details). The numbers of survey respondents used to determine the percentages of children with various relatives or in various locations were small in many cases and, especially for language minority children with disabilities, may not generate statistically significant and stable estimates of proportions for the entire population of students with disabilities.

None of the relationships among type of relatives providing care were significant. This is the case even though it appears that most children who receive care from relatives were in the care of grandparents (figure 38) (tables A65, A66, and B16).

Figure 38. Percent of children who receive relative care, by language minority status and type of relative, for children with disabilities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

The locations in which relative care and non-relative care occur are either the home of the child or the home of another person (relative in relative care or other person in non-relative care). Center-based care occurs in a school or other location (figure 39) (tables A67 and A68).

Figure 39. Percent of children who receive before- and after-school care, by language minority status and location, for children with disabilities


[^5]None of the relationships between language minority status of students or students with disabilities for location were significant except for the location of non-relative care. More language minority children with disabilities received nonrelative care in their own homes (74 percent) and fewer in the homes of others (26 percent) than did non-language minority children with disabilities (37 percent received non-relative care in their own homes while 63 percent received nonrelative care in the homes of others) (tables A67 and A68). The size of this effect was medium (w = 0.25) (table B16).

### 3.5 Types of Activities in Which Children with Disabilities Participate During Before- and After- School Care Arrangements

Children with disabilities may participate in a number of before- and afterschool care arrangements. These arrangements include: academic activities, interactive activities, or other activities. Within each type of care arrangement, it is possible that one type of activity may be more prevalent than another. Analyses of the activities of children with disabilities were conducted using logistic regression as described in section 2.5 (see also appendix C).

Moderating factor considered are ethnicity, income level, parent education level, and grade level. The results indicated that only within the non-relative care arrangement were there any moderating effects based on language minority status - this effect was for ethnic background. Specifically, the overall percent of activities in which a child engaged during before- or after-school arrangements in non-relative care was significantly greater when the language minority child with disabilities was from a White (Non-Hispanic) background than when the child was from an Other ethnic background ( 29 percent vs. 7 percent). This was not
the case for non-language minority children with disabilities (8 percent vs. 8 percent) (figure 40) (table A76). The size of the moderating effect of ethnicity was fairly large (log odds ratio $=-1.54$ ) (table B18).

Figure 40. Percent of children who receive non-relative care, by language minority status and ethnicity, for children with disabilities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

An effect was also found for non-program activities. Language minority children with disabilities were less likely, overall, to participate in any nonprogram activity than were non-language minority children with disabilities (18 percent vs. 44 percent) (tables A92). The corresponding effect size was found to be large in the negative direction (log odds ratio $=-1.25$ ) (table B21). A similar effect was found for participating in all before- or after-school activities except for self care, again with language minority children with disabilities less often participating in these activities than language-minority children with disabilities (52 percent vs. 71 percent) (table A97). However, the size of this effect was
smaller than the one for non-program activities (log odds ratio $=-0.80$ ) (table B23).

### 3.6 School Outcomes

Two outcome variables were available for review in ASPA-NHES: 2001 grades the child most often receives in school, and problems at school. Both of these variables were examined for possible relations between the before- and after-school care arrangements and activities of language minority children with disabilities versus non-language minority children with disabilities. Both variables were analyzed in the same manner as described in section 2.6 (see also appendix C). For each outcome variable, the effect of language minority status was tested first, and then moderating effects were tested. Moderating factors considered are the types of activities, ethnicity, income level, parent education level, and grade level.

The grades that the children most often received were summarized as Mostly A's, Mostly B's, and C's or below. The overall grades for language minority and non-language minority children with disabilities were most often characterized as C's or below (figure 41) (tables A98 and A99). However, no significant relationship was found across grades received as a function of language minority status of children with disabilities (table B24).

Figure 41. Percent of grades that a child most often receives, by language minority status, for children with disabilities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

School problems were categorized as either none, work-related, behaviorrelated, or both work-related and behavior-related, and reflected the number of contacts from the school to home for each of the indicated reasons. Most children with disabilities, whether language minority or non-language minority, were reported to have no school problems (figure 42) (tables A102 and A103). Among children with disabilities, language minority children were significantly less likely to have problems at school than non-language minority children. However, the corresponding effect size is very small ( $\log$ odds ratio $=-0.37$ ) (table B26). So while the relationship is statistically significant, the observed difference may be of little practical importance. The percentage of families contacted by the school because of school problems was 46 percent for language minority children with disabilities and 56 percent for non-language minority children. Similar percentages were evident for each specific type of school problem, with children with disabilities who were language minority demonstrating fewer problems overall than non-language minority children.

Figure 42. Percent of school problems, by language minority status, for children with disabilities


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

## Chapter 4: Summary and Conclusions

This report reflects the results of analyses of children's before- and afterschool care, programs, and activities based on the samples of language minority and non-language minority children in the 2001 National Household Education Survey (NHES:2001). The language minority children in the sample were primarily Spanish or English speaking (75 percent) households from Hispanic backgrounds (72 percent). Analyses were also conducted for the group of language minority children with disabilities who were identified in the sample by their parents/guardians.

A large database such as that generated by NHES:2001 necessarily generates a wealth of data and findings of potential interest. The findings of statistical significance are bolstered by the large sample sizes, which necessitate a reliance on effect sizes to help identify those findings of practical significance. In this chapter the findings that were both statistically significant and that had larger effect sizes are pulled out and summarized. At the same time, those findings that may not quite reach this criterion but that are interesting for other reasons are discussed as well, but with notes that the criterion of significance and effect sizes was not met.

Before summarizing these findings, two cautions are in order. First, in general, the survey has most likely picked up only a portion of language minority children in the U.S. The survey methodology included interviews only in English or Spanish, thus eliminating language minority parents/guardians who could not participate in the survey in either English or Spanish. This limits the ability to
generalize the findings to language minority families from non-Spanish speaking backgrounds, including more recent immigrants and refugees in the U.S. Second, the population of children with disabilities may be over-estimated. Parents/guardians were asked to identify children's disabilities. Even when the possibility that some of them are served on 504 accommodation plans is recognized, the significantly larger numbers identified in the survey population than are currently served in school special education programs also warrants some caution in interpretation of the findings in this report.

Despite these cautions, NHES:2001 provides a rich source of information about before- and after-school care, programs, and activities for language minority children that is not available elsewhere. Although there may be some small scale studies on aspects of these issues, there is no other nationally representative study that includes the populations included in this study with the depth that this study has. This report addressed both a descriptive examination of the data for language minority children, as well as a comparison of those children to non-language minority children. In addition, to various aspects of before- and after-school care, programs, and activities, it also attempted to relate these to the two school outcomes available in the database (grades and school problems). Finally, the report did this whenever possible for language minority children with disabilities, a group of children rapidly increasing in number.

## Before- and After-School Care Arrangements of Language Minority Children

Across the three before- and after-school care arrangements (i.e., relative care, non-relative care, and center-based care) and non-program activities, nonlanguage minority children participated at a higher rate than did language minority children (75 percent vs. 52 percent). Also, fewer language minority children participated in non-program activities overall. Although significantly more non-language minority children than language minority children participated in sports (16 percent more) and scouts (15 percent more), more language minority children participated in academic activities other than those included in arts or clubs (19 percent vs. 14 percent).

There were some significant differences in the amount of time that children spent in care arrangements by language minority status. Language minority children spent less time in center-based care than their non-language minority peers before- and after-school (3 hours less and 1 hour less, respectively). Also, language minority children spent significantly more hours per week on average in relative care than non-language minority children, both before school (6 hours vs. 5 hours) and after school (10 hours vs. 9 hours). Differences in time spent in care were sometimes related to the child's ethnicity and grade of enrollment. For example, language minority children from ethnicities other than white non-Hispanic spent more time in self care than non-language minority children, though this effect size was small. Also, among language minority children in relative care, those in grades 3 to 5 received the fewest hours on average of care with relatives compared to language minority children in
younger and older grades. For children responsible for their own care, there was little difference in time spent in this arrangement.

## Language Minority Children in the Care of their Relatives

Most children in relative care arrangements received care from their grandparents (50 to 60 percent) regardless of whether they were language minority or non-language minority children. However, slightly more language minority children tended to be in the care of their grandparents or the care of aunts/uncles than non-language minority children.

For language minority children, relative care most often occurred in their own homes (71 percent) rather than at some other locations. Comparatively, non-language minority children were almost evenly split between receiving relative care in their own home versus another location.

## Participation of Language Minority Children in Before- and After-School Activities

More non-language minority children (75 percent) participated in some type of before- or after-school care/activities except for self care than language minority children (52 percent). This is a general tendency that applies to specific types of care/activities as well. Also, several moderating factors were found.

Children with family incomes under $\$ 25,000$ were especially less likely to be spending time in the care of relatives compared to their non-language minority peers (12 percent vs. 24 percent). However, for language minority households with incomes of $\$ 25,000$ or more, there was little if any difference in the percentages receiving relative care.

Although no significant differences were found in language minority and non-language minority children's overall participation in non-program activities (i.e., arts, sports, clubs, etc.), there was an interaction by parent education level. Although both language minority and non-language minority children's participation increased as parent education level got higher, the amount of increase was larger for non-language minority children (20 to 60 percent) than language minority children (14 to 36 percent).

Also more specifically, for activities in before-school center-based care, although more language minority children participated in academic activities before school in center-based care ( 77 percent vs. 46 percent), participation in these activities after school was nearly equal to that of non-language minority children. Language minority children's participation in "other" type of activities (i.e., computers, arts, non-academic work/chores, eating, and watching TV/videos) in after-school center-based care was affected by grade of enrollment, with slightly more children participating in grades 3 to 5 (41 percent to 49 percent) and slightly fewer participating in grades 6 to 8 (49 percent to 46 percent).

## Language Minority Children's Participation and School Outcomes

Two types of outcomes were examined - school grades and problems in school. Although grades reported by parents were comparable for language minority and non-language minority students, there were significant differences in how grades interacted with participation for the comparison groups. Although participation in any before- and after-school care and activities increased the
likelihood of receiving higher grades for both groups, this effect was slightly weaker for language minority children.

Parent education level was positively associated with grades that children most often receive at school for non-language minority children, with students receiving A's increasing from 24 percent to 46 percent with increases in parents' education level. However, this pattern was not as clear for language minority children.

Children receiving C's or below in a household income level below $\$ 25,000$ had 9 percent fewer participating in before- or after-school activities than their non-language minority peers with similar grades and income. Yet 10 percent more language minority children who received A's participated in activities compared to non-language minority peers who had received similar grades.

Further analysis of reported schoolwork problems identified some relationships of interest. Language minority children who engaged in interactive activities in non-relative care were more likely to have an academic work problem or behavior problem, whereas the participation of non-language minority children in similar activities corresponded to a lower level of reported school problems. Although language minority children were less likely, overall, than non-language minority children to have reported problems at school, this effect was significantly weakened if they participated in any before and after-school care or activities.

## Care Arrangements of Language Minority Children with Disabilities

Language minority status had an overall effect on the participation of children with disabilities in non-relative care after school. Specifically, language
minority children with disabilities received more hours on average in this care arrangement than non-language minority peers (13 hours per week vs. 9 hours). For other related variables, such as non-program activities (e.g., arts, sports, and clubs), there was no significant difference between language minority and nonlanguage minority children with disabilities. The number of children with disabilities in the language minority population was small of course, and the numbers were sufficient for running statistical analyses for only a few variables (after-school relative care, after-school center-based care, after-school self care). There were no significant findings.

Children may receive care from relatives or non-relative caregivers, either in their own home or in the home of the caregiver. Because the numbers of children in the NHES:2001 sample who were language minority and who had disabilities were very small, the following observations should be interpreted with caution.

Language minority children with disabilities who received care from relatives most often were cared for by grandparents; this finding was not statistically meaningful. Also, there were no significant relationships found for the location of where the relative or non-relative care was provided, except that more language minority children with disabilities received non-relative care in their homes than the homes of their care-givers ( 74 percent vs. 26 percent). This contrasted with non-language minority children with disabilities who had a higher percentage receiving non-relative care outside the child's home (63 percent) compared care in their own homes (37 percent).

## Participation of Language Minority Children with Disabilities in Activities

Analyses of the activities of language minority and non-language minority children with disabilities indicated that only within the non-relative care arrangement was there a moderating effect - this effect was for ethnic background. Specifically, the overall percent of activities in which a child engaged during before- or after- school arrangements in non-relative care was significantly greater when the language minority child with disabilities was from a white, non-Hispanic background than when the child was from another ethnic background ( 29 percent vs. 7 percent). This was not the case for non-language minority children with disabilities ( 8 percent across categories).

An effect was also found for non-program activities, where language minority children with disabilities were less likely overall to participate in any nonprogram activity than were non-language minority children with disabilities (18 percent vs. 44 percent). A similar effect was found for participating in any beforeor after-school activity, again with language minority children with disabilities less often participating in these activities than language-minority children with disabilities ( 52 percent vs. 71 percent).

## Language Minority Children with Disabilities' Participation and School Outcomes

School grades and problems in school were also the outcome variables for language minority children with disabilities. The overall reported grades for language minority and non-language minority children with disabilities were most often C's or below. No variables showed significant interactions or moderating effects related to these grade outcomes. Further, although most children with
disabilities, regardless of language minority status, were reported to have no school problems (e.g., academic, behavioral or both), language minority children with disabilities were less likely to have reported school problems (46 percent of families contacted by school) than non-language minority children with disabilities (56 percent of families contacted by school). This pattern was observed consistently across each type of school problem.

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## Appendix A: Tables of Means and Standard Errors

TABLE A1. Characteristics of children: percent of disability status, gender, ethnicity, family type, language of child, mother, and father, and grade/equivalent and standard errors, by language minority status

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-language minority |  | Language minority |  |
|  | \% | $S E^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| Language minority status |  |  |  |  |  |  |
| Non-language minority | 87.1 | 0.45 | 100.0 | - | 0 | - |
| Language minority | 12.9 | 0.45 | 0 | - | 100.0 | - |
| Disability status |  |  |  |  |  |  |
| No disability | 78.5 | 0.55 | 77.9 | 0.59 | 82.7 | 1.40 |
| Disability | 21.5 | 0.55 | 22.1 | 0.59 | 17.3 | 1.40 |
| Gender |  |  |  |  |  |  |
| Male | 51.5 | 0.66 | 51.4 | 0.71 | 52.1 | 1.85 |
| Female | 48.5 | 0.66 | 48.6 | 0.71 | 47.9 | 1.85 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 62.5 | 0.64 | 70.1 | 0.65 | 11.5 | 1.18 |
| Black (non-Hispanic) | 16.0 | 0.49 | 17.8 | 0.54 | 3.8 | 0.71 |
| Hispanic | 15.7 | 0.48 | 7.4 | 0.37 | 71.6 | 1.67 |
| Asian/Pacific islander | 2.7 | 0.21 | 1.3 | 0.16 | 11.9 | 1.20 |
| Other | 3.1 | 0.23 | 3.4 | 0.26 | 1.2 | 0.40 |
| Family type |  |  |  |  |  |  |
| 2 parents and |  |  |  |  |  |  |
| sibling(s) | 62.8 | 0.64 | 61.7 | 0.69 | 69.9 | 1.70 |
| 2 parents, no sibling | 7.1 | 0.34 | 7.1 | 0.37 | 6.8 | 0.93 |
| 1 parent and sibling(s) | 21.2 | 0.54 | 21.7 | 0.59 | 18.2 | 1.43 |
| 1 parent, no sibling | 6.1 | 0.32 | 6.5 | 0.35 | 3.3 | 0.66 |
| Other | 2.8 | 0.22 | 3.0 | 0.24 | 1.7 | 0.48 |
| Child's language |  |  |  |  |  |  |
| English | 90.8 | 0.38 | 100.0 | - | 28.9 | 1.68 |
| Spanish | 4.6 | 0.28 | 0 | - | 35.4 | 1.77 |
| English \& Spanish | 2.7 | 0.21 | 0 | - | 20.6 | 1.49 |
| English \& other | 0.5 | 0.09 | 0 | - | 3.6 | 0.69 |
| Child does not speak | 0.2 | 0.06 | 0 | - | 1.8 | 0.49 |
| Another language | 1.3 | 0.15 | 0 | - | 9.7 | 1.10 |

See notes at end of table.

TABLE A1. Characteristics of children: percent of disability status, gender, ethnicity, family type, language of child, mother, and father, and grade/equivalent and standard errors, by language minority status-Continued

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-language minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | $S E^{1}$ |
| Mother's language |  |  |  |  |  |  |
| English | 88.2 | 0.44 | 100.0 | - | 9.9 | 1.12 |
| Spanish | 7.4 | 0.35 | 0 | - | 56.6 | 1.85 |
| English \& Spanish | 1.3 | 0.16 | 0 | - | 10.2 | 1.13 |
| English \& other | 0.6 | 0.10 | 0 | - | 4.2 | 0.75 |
| English \& 1st language | 1.9 | 0.18 | 0 | - | 14.5 | 1.31 |
| Another language | 0.6 | 0.10 | 0 | - | 4.6 | 0.78 |
| Father's language |  |  |  |  |  |  |
| English | 87.7 | 0.51 | 100.0 | - | 10.9 | 1.30 |
| Spanish | 7.4 | 0.41 | 0 | - | 53.7 | 2.08 |
| English \& Spanish | 1.3 | 0.17 | 0 | - | 9.3 | 1.21 |
| English \& other | 0.8 | 0.14 | 0 | - | 5.6 | 0.96 |
| English \& 1st language | 2.3 | 0.23 | 0 | - | 16.9 | 1.56 |
| Another language | 0.5 | 0.11 | 0 | - | 3.7 | 0.79 |
| Grade/equivalent |  |  |  |  |  |  |
| Kindergarten | 10.4 | 0.41 | 10.2 | 0.43 | 12.4 | 1.22 |
| 1st grade | 11.8 | 0.43 | 11.6 | 0.46 | 13.5 | 1.27 |
| 2nd grade | 10.7 | 0.41 | 10.3 | 0.43 | 13.4 | 1.26 |
| 3 rd grade | 11.8 | 0.43 | 11.9 | 0.46 | 11.2 | 1.17 |
| 4th grade | 11.5 | 0.42 | 11.5 | 0.45 | 11.6 | 1.18 |
| 5 th grade | 11.3 | 0.42 | 11.6 | 0.46 | 9.7 | 1.10 |
| 6 th grade | 11.0 | 0.42 | 11.2 | 0.45 | 9.4 | 1.08 |
| 7th grade | 10.6 | 0.41 | 10.8 | 0.44 | 9.2 | 1.07 |
| 8th grade | 10.8 | 0.41 | 11.0 | 0.45 | 9.5 | 1.09 |

- Not available.
${ }^{1}$ Standard error of percent.
NOTE: Numbers in each section in a column may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A2. Average hours per week in before-school relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 4.66 | 0.194 | 4.53 | 0.194 | 5.76 | 0.825 |
| Disability status |  |  |  |  |  |  |
| No disability | 4.70 | 0.227 | 4.53 | 0.224 | 6.05 | 0.979 |
| Disability | 4.53 | 0.369 | 4.53 | 0.388 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 3.98 | 0.226 | 4.00 | 0.228 | $\ddagger$ | $\ddagger$ |
| Other | 5.35 | 0.309 | 5.19 | 0.323 | 6.00 | 0.867 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 4.83 | 0.339 | 4.76 | 0.352 | 5.25 | 1.109 |
| \$25,000 or more | 4.54 | 0.230 | 4.39 | 0.225 | 6.44 | 1.252 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 5.28 | 0.584 | 5.15 | 0.646 | $5.70{ }^{1}$ | 1.395 |
| High school grad | 4.76 | 0.333 | 4.55 | 0.317 | 6.72 | 1.722 |
| College, voc, tech | 4.44 | 0.258 | 4.41 | 0.265 | 4.89 | 1.090 |
| Grade |  |  |  |  |  |  |
| K-2 | 4.86 | 0.345 | 4.52 | 0.341 | 6.71 | 1.180 |
| 3-5 | 4.62 | 0.308 | 4.70 | 0.316 | 3.35 | 1.337 |
| 6-8 | 4.37 | 0.320 | 4.30 | 0.335 | 5.19 ' | 1.061 |

$\ddagger$ Reporting standards not met.
! Interpret data with caution.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A3. Average hours per week in after-school relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 9.06 | 0.251 | 8.93 | 0.267 | 10.18 | 0.712 |
| Disability status |  |  |  |  |  |  |
| No disability | 9.16 | 0.285 | 8.99 | 0.303 | 10.52 | 0.806 |
| Disability | 8.74 | 0.528 | 8.72 | 0.561 | 8.90 | 1.524 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 7.42 | 0.281 | 7.38 | 0.282 | $9.27{ }^{\text {! }}$ | 2.472 |
| Other | 10.96 | 0.414 | 11.12 | 0.482 | 10.30 | 0.744 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 10.18 | 0.495 | 10.22 | 0.553 | 9.88 | 0.943 |
| \$25,000 or more | 8.49 | 0.279 | 8.30 | 0.288 | 10.41 | 1.034 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 13.25 | 1.146 | 14.64 | 1.528 | 10.31 | 1.368 |
| High school grad | 9.05 | 0.439 | 8.87 | 0.466 | 10.61 | 1.300 |
| College, voc, tech | 8.43 | 0.297 | 8.33 | 0.308 | 9.73 | 1.103 |
| Grade |  |  |  |  |  |  |
| K-2 | 9.47 | 0.449 | 9.33 | 0.483 | 10.57 | 1.201 |
| 3-5 | 8.67 | 0.366 | 8.61 | 0.390 | 9.22 | 1.056 |
| 6-8 | 9.01 | 0.495 | 8.82 | 0.523 | 10.85 | 1.489 |

'Interpret data with caution.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A4. Average hours per week in before-school non-relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 5.38 | 0.309 | 5.36 | 0.330 | 5.54 | 0.904 |
| Disability status |  |  |  |  |  |  |
| No disability | 5.06 | 0.359 | 5.09 | 0.384 | 4.84 | 1.055 |
| Disability | 6.44 | 0.580 | 6.28 | 0.627 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 5.45 | 0.402 | 5.38 | 0.413 | $\ddagger$ | $\ddagger$ |
| Other | 5.25 | 0.479 | 5.33 | 0.542 | $5.01{ }^{\text {! }}$ | 1.054 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 6.33 | 0.610 | 6.24 | 0.696 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 4.98 | 0.351 | 5.02 | 0.367 | $4.48{ }^{\text {! }}$ | 1.272 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $4.07{ }^{\text {! }}$ | 1.491 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 7.00 | 0.627 | 7.15 | 0.679 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 4.69 | 0.338 | 4.61 | 0.351 | $5.44{ }^{\text {! }}$ | 1.248 |
| Grade |  |  |  |  |  |  |
| K-2 | 5.67 | 0.470 | 5.58 | 0.510 | $6.20{ }^{\prime}$ | 1.247 |
| 3-5 | 5.16 | 0.477 | 5.22 | 0.502 | $\ddagger$ | $\ddagger$ |
| 6-8 | 4.88 | 0.739 | 4.97 | 0.807 | $\ddagger$ | $\ddagger$ |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A5. Average hours per week in after-school non-relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 9.00 | 0.335 | 8.80 | 0.351 | 10.50 | 1.067 |
| Disability status |  |  |  |  |  |  |
| No disability | 8.73 | 0.382 | 8.65 | 0.404 | 9.36 | 1.193 |
| Disability | 9.85 | 0.689 | 9.26 | 0.706 | $13.24{ }^{\text {! }}$ | 2.101 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 7.81 | 0.367 | 7.56 | 0.357 | $\ddagger$ | $\ddagger$ |
| Other | 10.97 | 0.613 | 11.54 | 0.730 | 9.47 | 1.102 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 10.30 | 0.654 | 9.94 | 0.691 | $12.00{ }^{\prime}$ | 1.836 |
| \$25,000 or more | 8.46 | 0.384 | 8.36 | 0.403 | 9.39 | 1.250 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 9.01 | 1.423 | $10.30{ }^{\prime}$ | 1.909 | 6.75 | 1.917 |
| High school grad | 9.18 | 0.646 | 8.98 | 0.713 | 10.54 ! | 1.345 |
| College, voc, tech | 8.93 | 0.409 | 8.63 | 0.411 | 11.73 | 1.705 |
| Grade |  |  |  |  |  |  |
| K-2 | 9.33 | 0.480 | 9.19 | 0.528 | 10.15 | 1.143 |
| 3-5 | 8.75 | 0.561 | 8.49 | 0.551 | $11.37^{\text {! }}$ | 2.834 |
| 6-8 | 8.52 | 0.845 | 8.29 | 0.867 | $10.47^{\text {! }}$ | 3.311 |
| Interpret data with caution. |  |  |  |  |  |  |
| $\ddagger$ Reporting standards not met. |  |  |  |  |  |  |
| ${ }^{1}$ Standard error of mean. |  |  |  |  |  |  |
| SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and |  |  |  |  |  |  |
| After-School Programs and Activities Survey of the National Household Education Surveys |  |  |  |  |  |  |
| Program, ASPA-NHES:200 |  |  |  |  |  |  |

TABLE A6. Average hours per week in before-school center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 4.38 | 0.228 | 4.53 | 0.239 | $2.36{ }^{\text {! }}$ | 0.450 |
| Disability status |  |  |  |  |  |  |
| No disability | 4.23 | 0.246 | 4.38 | 0.257 | $\ddagger$ | $\ddagger$ |
| Disability | 4.91 | 0.560 | 5.07 | 0.598 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 4.52 | 0.290 | 4.54 | 0.291 | $\ddagger$ | $\ddagger$ |
| Other | 4.12 | 0.367 | 4.51 | 0.422 | $2.45{ }^{\text {! }}$ | 0.468 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 4.30 | 0.491 | 4.73 | 0.520 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 4.40 | 0.257 | 4.49 | 0.269 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 4.74 | 0.512 | 4.88 | 0.533 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 4.33 | 0.263 | 4.43 | 0.274 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 4.67 | 0.348 | 4.79 | 0.360 | $\ddagger$ | $\ddagger$ |
| 3-5 | 4.58 | 0.351 | 4.79 | 0.367 | $\ddagger$ | $\ddagger$ |
| 6-8 | 2.79 | 0.410 | 2.81 | 0.442 | $\ddagger$ | $\ddagger$ |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A7. Average hours per week in after-school center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 6.94 | 0.175 | 7.11 | 0.193 | 5.89 | 0.386 |
| Disability status |  |  |  |  |  |  |
| No disability | 6.91 | 0.200 | 7.09 | 0.223 | 5.90 | 0.424 |
| Disability | 7.06 | 0.359 | 7.19 | 0.384 | 5.83 | 0.917 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 6.67 | 0.261 | 6.71 | 0.267 | $5.16{ }^{\prime}$ | 1.008 |
| Other | 7.20 | 0.234 | 7.61 | 0.276 | 5.97 | 0.415 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 7.20 | 0.291 | 7.50 | 0.342 | 6.14 | 0.514 |
| \$25,000 or more | 6.81 | 0.219 | 6.94 | 0.234 | 5.61 | 0.584 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 6.10 | 0.492 | 6.96 | 0.681 | 5.04 | 0.679 |
| High school grad | 7.26 | 0.360 | 7.48 | 0.397 | 5.64 | 0.686 |
| College, voc, tech | 6.92 | 0.216 | 6.97 | 0.231 | 6.46 | 0.597 |
| Grade |  |  |  |  |  |  |
| K-2 | 8.41 | 0.328 | 8.67 | 0.360 | 6.66 | 0.717 |
| 3-5 | 6.52 | 0.251 | 6.59 | 0.270 | 6.02 | 0.694 |
| 6-8 | 5.31 | 0.280 | 5.41 | 0.320 | 4.84 | 0.526 |

? Interpret data with caution.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A8. Average hours per week in before-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 1.99 | 0.125 | 2.00 | 0.133 | 1.86 | 0.258 |
| Disability status |  |  |  |  |  |  |
| No disability | 1.91 | 0.136 | 1.92 | 0.145 | 1.80 ! | 0.261 |
| Disability | 2.44 | 0.303 | 2.44 | 0.315 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 2.03 | 0.158 | 2.02 | 0.162 | $\ddagger$ | $\ddagger$ |
| Other | 1.87 | 0.158 | 1.91 | 0.185 | 1.70 | 0.280 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 2.08 ! | 0.268 | 2.15 | 0.299 | $\ddagger$ | $\pm$ |
| \$25,000 or more | 1.97 | 0.138 | 1.97 | 0.146 | 1.94 | 0.318 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 2.03 | 0.247 | 2.04 | 0.265 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 1.98 | 0.146 | 1.99 | 0.154 | 1.85 | 0.320 |
| Grade |  |  |  |  |  |  |
| K-2 | 1.56 | 0.162 | $1.46{ }^{\prime}$ | 0.169 | $\ddagger$ | $\ddagger$ |
| 3-5 | 1.85 | 0.162 | 1.85 | 0.168 | $\ddagger$ | $\ddagger$ |
| 6-8 | 2.22 | 0.218 | 2.24 | 0.228 | $\ddagger$ | t |
| ${ }^{7}$ Interpret data with caution. |  |  |  |  |  |  |
| $\ddagger$ Reporting standards not met. |  |  |  |  |  |  |
| ${ }^{1}$ Standard error of mean. |  |  |  |  |  |  |
| SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and |  |  |  |  |  |  |
| After-School Programs and Activities Survey of the National Household Education Surveys |  |  |  |  |  |  |
| Program, ASPA-NHES:200 |  |  |  |  |  |  |

TABLE A9. Average hours per week in after-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 3.69 | 0.061 | 3.69 | 0.063 | 3.70 | 0.257 |
| Disability status |  |  |  |  |  |  |
| No disability | 3.70 | 0.067 | 3.70 | 0.069 | 3.75 | 0.273 |
| Disability | 3.68 | 0.155 | 3.69 | 0.159 | 3.42 | 0.770 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 3.57 | 0.067 | 3.56 | 0.068 | 3.77 | 0.647 |
| Other | 4.09 | 0.139 | 4.20 | 0.159 | 3.69 | 0.281 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 3.93 | 0.168 | 3.94 | 0.183 | 3.85 | 0.410 |
| \$25,000 or more | 3.65 | 0.066 | 3.65 | 0.067 | 3.63 | 0.328 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 3.31 | 0.298 | 3.29 | 0.400 | 3.35 | 0.452 |
| High school grad | 3.75 | 0.147 | 3.74 | 0.153 | 3.93 | 0.541 |
| College, voc, tech | 3.69 | 0.069 | 3.69 | 0.070 | 3.75 | 0.362 |
| Grade |  |  |  |  |  |  |
| K-2 | 2.68 | 0.077 | 2.62 | 0.074 | 3.52 | 0.539 |
| 3-5 | 3.38 | 0.085 | 3.37 | 0.087 | 3.59 | 0.413 |
| 6-8 | 4.77 | 0.124 | 4.82 | 0.128 | 4.00 | 0.409 |

${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A10. Average hours per week in before-school self care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 3.48 | 0.140 | 3.50 | 0.153 | 3.35 | 0.346 |
| Disability status |  |  |  |  |  |  |
| No disability | 3.41 | 0.159 | 3.43 | 0.174 | 3.29 | 0.389 |
| Disability | 3.65 | 0.290 | 3.68 | 0.316 | 3.50 | 0.750 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 3.15 | 0.174 | 3.19 | 0.177 | $\ddagger$ | $\ddagger$ |
| Other | 3.73 | 0.209 | 3.80 | 0.246 | 3.49 | 0.370 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 3.55 | 0.221 | 3.54 | 0.246 | 3.60 | 0.495 |
| \$25,000 or more | 3.43 | 0.182 | 3.47 | 0.196 | 3.09 | 0.488 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 4.04 | 0.414 | 4.06 | 0.509 | 4.00 | 0.738 |
| High school grad | 3.48 | 0.237 | 3.52 | 0.259 | 3.19 | 0.530 |
| College, voc, tech | 3.31 | 0.185 | 3.35 | 0.197 | 2.83 | 0.493 |
| Grade |  |  |  |  |  |  |
| K-2 | 2.82 | 0.555 | $2.67{ }^{\text {! }}$ | 0.748 | $\ddagger$ | $\ddagger$ |
| 3-5 | 3.22 | 0.256 | 3.27 | 0.297 | 3.05 | 0.509 |
| 6-8 | 3.61 | 0.173 | 3.61 | 0.182 | 3.68 | 0.567 |
| ${ }^{\top}$ Interpret data with caution. |  |  |  |  |  |  |
| $\ddagger$ Reporting standards not met. |  |  |  |  |  |  |
| ${ }^{1}$ Standard error of mean. |  |  |  |  |  |  |
| SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and |  |  |  |  |  |  |
| After-School Programs and Activities Survey of the National Household Education Surveys |  |  |  |  |  |  |
| Program, ASPA-NHES:200 |  |  |  |  |  |  |

TABLE A11. Average hours per week in after-school self care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children | 4.81 | 0.160 | 4.73 | 0.158 | 5.60 | 0.752 |
| Disability status |  |  |  |  |  |  |
| No disability | 4.82 | 0.189 | 4.70 | 0.184 | 5.87 | 0.904 |
| Disability | 4.79 | 0.298 | 4.80 | 0.308 | 4.58 | 1.160 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 4.60 | 0.183 | 4.63 | 0.185 | $3.42{ }^{\text {! }}$ | 1.051 |
| Other | 5.11 | 0.288 | 4.91 | 0.289 | 5.87 | 0.831 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 5.04 | 0.355 | 4.85 | 0.351 | 6.09 | 1.261 |
| \$25,000 or more | 4.71 | 0.170 | 4.68 | 0.170 | 5.13 | 0.862 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 5.69 | 0.698 | 5.29 | 0.687 | 6.77 | 1.813 |
| High school grad | 4.93 | 0.318 | 4.77 | 0.305 | 6.30 | 1.583 |
| College, voc, tech | 4.61 | 0.179 | 4.63 | 0.187 | 4.27 | 0.639 |
| Grade |  |  |  |  |  |  |
| K-2 | 3.73 | 0.713 | $3.87{ }^{\text {! }}$ | 0.946 | $\ddagger$ | $\ddagger$ |
| 3-5 | 4.11 | 0.335 | 3.72 | 0.296 | 6.11 | 1.357 |
| 6-8 | 5.07 | 0.187 | 5.03 | 0.185 | 5.69 | 1.064 |
| Interpret data with caution. |  |  |  |  |  |  |
| $\ddagger$ Reporting standards not met. |  |  |  |  |  |  |
| ${ }^{1}$ Standard error of mean. |  |  |  |  |  |  |
| SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and |  |  |  |  |  |  |
| After-School Programs and Activities Survey of the National Household Education Surveys |  |  |  |  |  |  |
| Program, ASPA-NHES:200 |  |  |  |  |  |  |

TABLE A12. Percent of type of relative care, by language minority status

| Language minority <br> status | Grand- <br> parents | Aunt/ <br> uncle | Siblings | Other |
| :--- | ---: | ---: | ---: | ---: |
|  | 59.0 | 14.8 | 20.4 | 5.8 |
|  | 60.0 | 13.4 | 21.1 | 5.5 |
| Language minority | 50.1 | 27.2 | 13.9 | 8.8 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A13. Standard errors for table A12—Percent of type of relative care, by language minority status

|  | Type of relative care |  |  |  |
| :--- | ---: | ---: | ---: | ---: |
| Language minority <br> status | Grand- <br> parents | Aunt/ <br> uncle | Siblings | Other |
| All children | 1.55 | 1.12 | 1.27 | 0.73 |
| Non-language minority | 1.62 | 1.13 | 1.35 | 0.75 |
| Language minority | 4.98 | 4.43 | 3.44 | 2.82 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A14. Percent of locations of relative care, non-relative care, and centerbased care, by language minority status

| Language minority status | Location of relative care |  | Location of nonrelative care |  | Location of centerbased care |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Own Home | Other Home | Own Home | Other Home | School/ College | Other |
| All children | 55.4 | 44.6 | 31.4 | 68.6 | 67.0 | 33.0 |
| Non-language minority | 53.6 | 46.4 | 30.6 | 69.4 | 66.2 | 33.8 |
| Language minority | 70.9 | 29.1 | 37.9 | 62.1 | 72.7 | 27.3 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and
After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A15. Standard errors for table A14—Percent of locations of relative care, non-relative care, and center-based care, by language minority status

| Language minority status | Location of relative care |  | Location of nonrelative care |  | Location of centerbased care |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Own Home | Other Home | Own Home | Other Home | School/ College | Other |
| All children | 1.56 | 1.56 | 2.28 | 2.28 | 1.40 | 1.40 |
| Non-language minority | 1.65 | 1.65 | 2.39 | 2.39 | 1.52 | 1.52 |
| Language minority | 4.52 | 4.52 | 7.38 | 7.38 | 3.67 | 3.67 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and
After-School Programs and Activities Survey of the National Household Education Surveys
Program, ASPA-NHES:2001.

TABLE A16. Percent of children who engage in academic activities in afterschool relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 76.2 | 1.40 | 76.1 | 1.48 | 77.2 | 4.35 |
| Disability status |  |  |  |  |  |  |
| No disability | 79.0 | 1.53 | 78.4 | 1.64 | 84.2 | 4.28 |
| Disability | 67.2 | 3.20 | 68.9 | 3.32 | 51.3 | 11.44 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 72.9 | 1.99 | 72.6 | 2.02 | 83.9 ' | 11.51 |
| Other | 80.1 | 1.94 | 81.1 | 2.12 | 76.2 | 4.71 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 75.0 | 2.44 | 76.0 | 2.59 | 68.6 | 7.32 |
| \$25,000 or more | 76.8 | 1.71 | 76.2 | 1.81 | 83.8 | 5.12 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 68.8 | 5.26 | 67.9 | 6.45 | 70.8 | 9.25 |
| High school grad | 73.8 | 2.48 | 73.3 | 2.64 | 78.0 | 7.37 |
| College, voc, tech | 78.8 | 1.78 | 78.6 | 1.85 | 80.8 | 6.64 |
| Grade |  |  |  |  |  |  |
| K-2 | 68.0 | 2.51 | 68.7 | 2.65 | 62.4 | 7.78 |
| 3-5 | 83.4 | 2.02 | 82.7 | 2.15 | 90.1 | 5.46 |
| 6-8 | 78.1 | 2.71 | 77.4 | 2.89 | 85.2 | 7.54 |

Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A17. Percent of children who engage in interactive activities in afterschool relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 56.0 | 1.64 | 56.2 | 1.72 | 53.5 | 5.17 |
| Disability status |  |  |  |  |  |  |
| No disability | 54.9 | 1.87 | 55.1 | 1.98 | 53.0 | 5.85 |
| Disability | 59.6 | 3.35 | 60.0 | 3.51 | 55.3 | 11.38 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 57.8 | 2.21 | 58.2 | 2.24 | $40.1{ }^{\text {! }}$ | 15.36 |
| Other | 53.8 | 2.42 | 53.4 | 2.70 | 55.3 | 5.50 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 59.7 | 2.77 | 61.1 | 2.95 | 50.8 | 7.88 |
| \$25,000 or more | 54.0 | 2.02 | 53.8 | 2.12 | 55.6 | 6.91 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 62.6 | 5.50 | 70.3 | 6.32 | 46.2 | 10.14 |
| High school grad | 61.7 | 2.74 | 62.0 | 2.89 | 59.0 | 8.76 |
| College, voc, tech | 51.6 | 2.17 | 51.4 | 2.25 | 53.7 | 8.40 |
| Grade |  |  |  |  |  |  |
| K-2 | 64.0 | 2.58 | 64.2 | 2.74 | 62.7 | 7.77 |
| 3-5 | 53.3 | 2.71 | 54.1 | 2.84 | 45.1 | 9.08 |
| 6-8 | 47.8 | 3.27 | 47.6 | 3.45 | 49.1 | 10.61 |

Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A18. Percent of children who engage in other activities in after-school relative care by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 79.2 | 1.34 | 79.1 | 1.41 | 80.1 | 4.14 |
| Disability status |  |  |  |  |  |  |
| No disability | 78.5 | 1.55 | 78.3 | 1.64 | 80.6 | 4.63 |
| Disability | 81.3 | 2.66 | 81.5 | 2.78 | 78.5 | 9.41 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 82.8 | 1.69 | 82.9 | 1.71 | $77.0{ }^{\text {! }}$ | 13.19 |
| Other | 74.9 | 2.11 | 73.6 | 2.39 | 80.6 | 4.38 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 74.4 | 2.46 | 74.7 | 2.63 | 72.7 | 7.02 |
| \$25,000 or more | 81.6 | 1.57 | 81.2 | 1.66 | 85.9 | 4.84 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 79.1 | 4.62 | 78.9 | 5.64 | 79.4 | 8.23 |
| High school grad | 74.7 | 2.45 | 74.9 | 2.59 | 73.3 | 7.88 |
| College, voc, tech | 81.8 | 1.68 | 81.5 | 1.75 | 86.8 | 5.70 |
| Grade |  |  |  |  |  |  |
| K-2 | 79.1 | 2.19 | 78.4 | 2.35 | 84.2 | 5.87 |
| 3-5 | 79.9 | 2.18 | 80.3 | 2.26 | 75.5 | 7.85 |
| 6-8 | 78.3 | 2.70 | 78.1 | 2.85 | 79.5 | 8.57 |
| ${ }^{\top}$ Interpret data with caution. |  |  |  |  |  |  |
| ${ }^{1}$ Standard error of percent. |  |  |  |  |  |  |
| SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and |  |  |  |  |  |  |
| After-School Programs and Activities Survey of the National Household Education Surveys |  |  |  |  |  |  |
| Program, ASPA-NHES:200 |  |  |  |  |  |  |

TABLE A19. Percent of children who receive any type of before- and afterschool relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 18.3 | 0.52 | 19.0 | 0.57 | 14.0 | 1.28 |
| Disability status |  |  |  |  |  |  |
| No disability | 17.9 | 0.58 | 18.6 | 0.64 | 13.5 | 1.39 |
| Disability | 19.8 | 1.15 | 20.2 | 1.23 | 16.3 | 3.32 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 16.3 | 0.63 | 16.4 | 0.64 | 14.8 | 3.91 |
| Other | 21.6 | 0.90 | 25.0 | 1.13 | 13.9 | 1.36 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 21.2 | 1.01 | 24.2 | 1.21 | 11.7 | 1.62 |
| \$25,000 or more | 17.1 | 0.60 | 17.1 | 0.63 | 16.7 | 2.04 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 17.1 | 1.70 | 22.8 | 2.61 | 10.8 | 2.04 |
| High school grad | 21.8 | 1.03 | 22.5 | 1.12 | 17.4 | 2.64 |
| College, voc, tech | 16.8 | 0.64 | 17.1 | 0.67 | 14.0 | 2.05 |
| Grade |  |  |  |  |  |  |
| K-2 | 21.1 | 0.96 | 22.2 | 1.06 | 15.6 | 2.14 |
| 3-5 | 19.3 | 0.90 | 20.1 | 0.98 | 13.6 | 2.23 |
| 6-8 | 14.5 | 0.83 | 14.8 | 0.89 | 12.3 | 2.30 |

${ }^{\top}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A20. Percent of children who engage in academic activities in afterschool non-relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 63.2 | 2.56 | 62.3 | 2.74 | 70.1 | 7.20 |
| Disability status |  |  |  |  |  |  |
| No disability | 61.6 | 2.97 | 61.5 | 3.15 | 62.3 | 9.12 |
| Disability | 68.1 | 5.01 | 64.8 | 5.55 | 88.6! | 9.47 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 56.8 | 3.33 | 56.2 | 3.38 | $\ddagger$ | $\ddagger$ |
| Other | 73.9 | 3.82 | 76.0 | 4.35 | 68.2 | 7.91 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 66.2 | 4.67 | 65.1 | 5.17 | 71.4! | 11.05 |
| \$25,000 or more | 62.0 | 3.07 | 61.2 | 3.23 | 69.1 | 9.69 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 67.2 | 10.47 | 77.6 ! | 11.69 | 48.0! | 19.77 |
| High school grad | 64.1 | 4.93 | 63.1 | 5.31 | 71.6! | 13.66 |
| College, voc, tech | 62.5 | 3.14 | 61.0 | 3.32 | 76.7 | 9.19 |
| Grade |  |  |  |  |  |  |
| K-2 | 48.7 | 3.80 | 45.3 | 4.09 | 68.5 | 9.48 |
| 3-5 | 73.2 | 4.01 | 73.9 | 4.16 | $66.1{ }^{\text {! }}$ | 15.51 |
| 6-8 | 86.0 | 4.59 | 86.3 | 4.81 | 83.3 ' | 16.51 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys

Program, ASPA-NHES:2001.

TABLE A21. Percent of children who engage in interactive activities in afterschool non-relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 71.4 | 2.40 | 71.2 | 2.56 | 73.1 | 6.98 |
| Disability status |  |  |  |  |  |  |
| No disability | 73.5 | 2.70 | 73.8 | 2.85 | 70.9 | 8.55 |
| Disability | 65.1 | 5.13 | 62.9 | 5.61 | $78.1{ }^{\text {! }}$ | 12.33 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 76.8 | 2.83 | 76.7 | 2.88 | $\ddagger$ | $\ddagger$ |
| Other | 62.3 | 4.22 | 58.9 | 5.01 | 71.6 | 7.66 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 67.8 | 4.61 | 67.0 | 5.10 | $71.3{ }^{\text {! }}$ | 11.06 |
| \$25,000 or more | 72.9 | 2.81 | 72.7 | 2.95 | 74.3 | 9.16 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 62.8 | 10.78 | $63.5{ }^{\text {! }}$ | 13.50 | $61.4{ }^{\text {! }}$ | 19.27 |
| High school grad | 67.9 | 4.80 | 66.5 | 5.19 | $78.1{ }^{\text {! }}$ | 12.54 |
| College, voc, tech | 73.5 | 2.86 | 73.5 | 3.01 | 74.3 | 9.50 |
| Grade |  |  |  |  |  |  |
| K-2 | 81.6 | 2.94 | 82.4 | 3.13 | 77.1 | 8.58 |
| 3-5 | 66.8 | 4.27 | 66.4 | 4.47 | 70.8 ! | 14.91 |
| 6-8 | 50.5 | 6.61 | 49.3 | 6.99 | $60.5{ }^{\text {! }}$ | 21.62 |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys

Program, ASPA-NHES:2001.

TABLE A22. Percent of children who engage in other activities in after-school non-relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 74.8 | 2.31 | 74.6 | 2.46 | 76.3 | 6.69 |
| Disability status |  |  |  |  |  |  |
| No disability | 71.9 | 2.75 | 71.5 | 2.92 | 74.7 | 8.19 |
| Disability | 83.7 | 3.98 | 84.3 | 4.23 | $80.1{ }^{1}$ | 11.91 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 76.3 | 2.86 | 75.7 | 2.92 | $\ddagger$ | $\ddagger$ |
| Other | 72.3 | 3.90 | 72.0 | 4.58 | 73.0 | 7.54 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 81.7 | 3.82 | 82.0 | 4.17 | 80.3 ! | 9.74 |
| \$25,000 or more | 71.9 | 2.84 | 71.8 | 2.99 | 73.3 | 9.28 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 81.9 | 8.58 | $78.3{ }^{1}$ | 11.56 | 88.6 ! | 12.57 |
| High school grad | 73.5 | 4.54 | 73.4 | 4.86 | 73.6 | 13.35 |
| College, voc, tech | 74.7 | 2.82 | 74.8 | 2.96 | 73.6 | 9.58 |
| Grade |  |  |  |  |  |  |
| K-2 | 80.3 | 3.02 | 81.1 | 3.21 | 75.3 | 8.80 |
| 3-5 | 66.1 | 4.29 | 65.6 | 4.50 | 72.2 ! | 14.68 |
| 6-8 | 76.4 | 5.62 | 75.1 | 6.05 | 87.0! | 14.87 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys

Program, ASPA-NHES:2001.

TABLE A23. Percent of children who receive any type of before- and afterschool non-relative care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 7.5 | 0.36 | 7.8 | 0.39 | 6.1 | 0.88 |
| Disability status |  |  |  |  |  |  |
| No disability | 7.3 | 0.40 | 7.6 | 0.44 | 5.2 | 0.91 |
| Disability | 8.3 | 0.80 | 8.2 | 0.84 | 10.0 | 2.69 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 7.8 | 0.46 | 7.8 | 0.46 | 7.2 | 2.85 |
| Other | 7.1 | 0.56 | 7.7 | 0.70 | 5.9 | 0.93 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 7.3 | 0.64 | 8.0 | 0.77 | 4.9 | 1.09 |
| \$25,000 or more | 7.6 | 0.43 | 7.7 | 0.45 | 7.4 | 1.44 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 4.6 | 0.95 | 5.6 | 1.43 | 3.6 | 1.22 |
| High school grad | 7.2 | 0.65 | 7.3 | 0.70 | 6.2 | 1.68 |
| College, voc, tech | 8.1 | 0.47 | 8.1 | 0.49 | 8.0 | 1.60 |
| Grade |  |  |  |  |  |  |
| K-2 | 10.8 | 0.73 | 11.1 | 0.80 | 9.1 | 1.70 |
| 3-5 | 8.1 | 0.62 | 8.6 | 0.68 | 4.8 | 1.39 |
| 6-8 | 3.6 | 0.44 | 3.7 | 0.47 | 3.3 | 1.25 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A24. Percent of children who engage in academic activities in beforeschool center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 48.4 | 3.62 | 46.3 | 3.74 | 77.0 ! | 12.11 |
| Disability status |  |  |  |  |  |  |
| No disability | 49.4 | 4.10 | 47.9 | 4.24 | $\ddagger$ | $\ddagger$ |
| Disability | 44.6 | 7.74 | 40.3 | 7.94 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 41.6 | 4.42 | 41.2 | 4.42 | $\ddagger$ | $\ddagger$ |
| Other | 61.2 | 6.02 | 58.0 | 6.77 | $75.6{ }^{\text {! }}$ | 12.79 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 59.2 | 8.27 | 53.2 | 9.01 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 45.8 | 4.01 | 44.8 | 4.11 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 42.7 | 7.47 | 39.0 | 7.60 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 48.0 | 4.23 | 47.2 | 4.34 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 40.5 | 4.95 | 39.4 | 5.05 | $\ddagger$ | $\ddagger$ |
| 3-5 | 58.1 | 6.12 | 56.6 | 6.41 | $\ddagger$ | $\ddagger$ |
| 6-8 | 53.7 | 9.87 | 47.4 | 10.56 | $\ddagger$ | $\ddagger$ |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A25. Percent of children who engage in interactive activities in beforeschool center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 57.6 | 3.58 | 59.4 | 3.68 | 33.4 ! | 13.57 |
| Disability status |  |  |  |  |  |  |
| No disability | 59.9 | 4.02 | 61.1 | 4.14 | $\ddagger$ | $\ddagger$ |
| Disability | 49.5 | 7.79 | 53.1 | 8.08 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 62.9 | 4.33 | 63.3 | 4.33 | $\ddagger$ | $\ddagger$ |
| Other | 47.6 | 6.17 | 50.4 | 6.86 | 35.5 | 14.24 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 36.1 | 8.08 | 35.8 | 8.66 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 62.6 | 3.89 | 64.4 | 3.96 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 46.2 | 7.53 | 48.2 | 7.79 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 61.1 | 4.12 | 62.7 | 4.21 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 65.0 | 4.81 | 65.5 | 4.91 | $\ddagger$ | $\ddagger$ |
| 3-5 | 53.9 | 6.18 | 56.4 | 6.41 | $\ddagger$ | $\ddagger$ |
| 6-8 | 39.3 | 9.66 | 42.3 | 10.45 | $\ddagger$ | $\ddagger$ |

${ }^{T}$ Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A26. Percent of children who engage in other activities in before-school center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 68.9 | 3.35 | 69.5 | 3.45 | $60.7{ }^{\text {! }}$ | 14.06 |
| Disability status |  |  |  |  |  |  |
| No disability | 67.1 | 3.85 | 68.4 | 3.95 | $\ddagger$ | $\ddagger$ |
| Disability | 75.4 | 6.71 | 73.5 | 7.14 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 73.6 | 3.95 | 74.1 | 3.94 | $\ddagger$ | $\ddagger$ |
| Other | 60.1 | 6.05 | 59.1 | 6.74 | 64.6' | 14.23 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 70.1 | 7.70 | 75.8 | 7.74 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 68.7 | 3.73 | 68.2 | 3.85 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 79.5 | 6.09 | 82.6 | 5.91 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 67.5 | 3.96 | 67.2 | 4.09 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 74.5 | 4.39 | 75.0 | 4.47 | $\ddagger$ | $\ddagger$ |
| 3-5 | 71.7 | 5.58 | 71.5 | 5.84 | $\ddagger$ | $\ddagger$ |
| 6-8 | 41.1 | 9.74 | 42.4 | 10.45 | $\ddagger$ | $\ddagger$ |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A27. Percent of children who engage in academic activities in afterschool center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 62.7 | 1.52 | 62.4 | 1.63 | 64.5 | 4.11 |
| Disability status |  |  |  |  |  |  |
| No disability | 63.2 | 1.70 | 63.3 | 1.84 | 62.9 | 4.46 |
| Disability | 60.7 | 3.36 | 59.3 | 3.54 | 74.7 | 10.33 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 52.8 | 2.21 | 53.3 | 2.23 | 34.9 ' | 13.30 |
| Other | 72.8 | 1.98 | 74.4 | 2.24 | 67.8 | 4.23 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 68.9 | 2.52 | 69.4 | 2.82 | 67.0 | 5.56 |
| \$25,000 or more | 59.6 | 1.89 | 59.4 | 1.98 | 61.7 | 6.11 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 66.6 | 5.14 | 68.1 | 6.81 | 64.7 | 7.93 |
| High school grad | 61.9 | 2.94 | 62.4 | 3.11 | 58.7 | 8.98 |
| College, voc, tech | 62.5 | 1.89 | 62.0 | 2.00 | 67.0 | 5.73 |
| Grade |  |  |  |  |  |  |
| K-2 | 61.2 | 2.49 | 60.6 | 2.67 | 65.1 | 6.91 |
| 3-5 | 68.8 | 2.38 | 68.1 | 2.56 | 73.9 | 6.49 |
| 6-8 | 55.9 | 3.13 | 56.5 | 3.42 | 53.1 | 7.83 |

${ }^{T}$ Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A28. Percent of children who engage in interactive activities in afterschool center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 64.1 | 1.50 | 65.9 | 1.60 | 52.8 | 4.28 |
| Disability status |  |  |  |  |  |  |
| No disability | 64.5 | 1.69 | 66.7 | 1.80 | 52.0 | 4.62 |
| Disability | 62.7 | 3.32 | 63.2 | 3.47 | 57.8 | 11.73 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 70.5 | 2.01 | 70.8 | 2.04 | 63.0 ' | 13.47 |
| Other | 57.6 | 2.20 | 59.5 | 2.52 | 51.7 | 4.52 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 59.4 | 2.67 | 61.3 | 2.99 | 52.3 | 5.91 |
| \$25,000 or more | 66.5 | 1.81 | 67.9 | 1.89 | 53.4 | 6.27 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 45.2 | 5.42 | 43.5 | 7.24 | 47.4 | 8.29 |
| High school grad | 60.0 | 2.96 | 60.0 | 3.15 | 59.9 | 8.94 |
| College, voc, tech | 68.3 | 1.81 | 70.2 | 1.89 | 52.5 | 6.08 |
| Grade |  |  |  |  |  |  |
| K-2 | 77.2 | 2.14 | 78.7 | 2.24 | 66.7 | 6.83 |
| 3-5 | 60.3 | 2.52 | 63.0 | 2.65 | 40.9 | 7.27 |
| 6-8 | 50.2 | 3.15 | 50.3 | 3.45 | 49.9 | 7.85 |

? Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A29. Percent of children who engage in other activities in after-school center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 53.5 | 1.56 | 54.8 | 1.68 | 45.0 | 4.27 |
| Disability status |  |  |  |  |  |  |
| No disability | 53.8 | 1.76 | 55.1 | 1.90 | 46.0 | 4.61 |
| Disability | 52.4 | 3.43 | 53.7 | 3.59 | 39.1 | 11.59 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 56.7 | 2.19 | 56.6 | 2.22 | 61.3 ! | 13.58 |
| Other | 50.3 | 2.23 | 52.6 | 2.56 | 43.2 | 4.48 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 51.8 | 2.71 | 55.4 | 3.05 | 38.7 | 5.76 |
| \$25,000 or more | 54.3 | 1.91 | 54.6 | 2.01 | 52.2 | 6.28 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 46.7 | 5.44 | 51.0 | 7.30 | 41.3 | 8.17 |
| High school grad | 47.7 | 3.02 | 49.8 | 3.21 | 31.3 | 8.46 |
| College, voc, tech | 56.8 | 1.93 | 57.2 | 2.04 | 53.3 | 6.07 |
| Grade |  |  |  |  |  |  |
| K-2 | 63.9 | 2.45 | 67.2 | 2.56 | 41.0 | 7.13 |
| 3-5 | 51.6 | 2.57 | 52.0 | 2.75 | 48.7 | 7.39 |
| 6-8 | 40.6 | 3.09 | 39.6 | 3.37 | 45.6 | 7.82 |

Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A30. Percent of children who receive any type of before- and afterschool center-based care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 20.3 | 0.54 | 20.3 | 0.58 | 20.3 | 1.49 |
| Disability status |  |  |  |  |  |  |
| No disability | 20.3 | 0.61 | 20.2 | 0.66 | 20.9 | 1.66 |
| Disability | 20.4 | 1.16 | 20.7 | 1.24 | 17.2 | 3.38 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 16.9 | 0.64 | 16.9 | 0.65 | 18.6 | 4.28 |
| Other | 25.8 | 0.95 | 28.1 | 1.18 | 20.5 | 1.59 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 21.8 | 1.02 | 22.6 | 1.18 | 19.2 | 1.99 |
| \$25,000 or more | 19.7 | 0.64 | 19.5 | 0.67 | 21.5 | 2.25 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 17.9 | 1.73 | 19.1 | 2.44 | 16.6 | 2.44 |
| High school grad | 18.5 | 0.97 | 18.9 | 1.05 | 15.7 | 2.54 |
| College, voc, tech | 21.5 | 0.70 | 21.0 | 0.73 | 26.5 | 2.60 |
| Grade |  |  |  |  |  |  |
| K-2 | 23.2 | 0.99 | 24.2 | 1.09 | 17.6 | 2.25 |
| 3-5 | 21.8 | 0.95 | 21.7 | 1.01 | 22.4 | 2.72 |
| 6-8 | 15.7 | 0.86 | 15.0 | 0.89 | 21.7 | 2.89 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A31. Percent of children who engage in arts in before- and after-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 39.0 | 0.94 | 39.2 | 0.98 | 35.7 | 3.64 |
| Disability status |  |  |  |  |  |  |
| No disability | 40.5 | 1.05 | 40.9 | 1.09 | 35.9 | 3.91 |
| Disability | 32.2 | 2.11 | 32.1 | 2.16 | 35.0 | 10.26 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 38.5 | 1.09 | 38.4 | 1.09 | 44.8 | 9.71 |
| Other | 40.6 | 1.90 | 42.5 | 2.17 | 34.1 | 3.93 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 32.3 | 2.21 | 33.1 | 2.39 | 27.2 | 5.73 |
| \$25,000 or more | 40.4 | 1.04 | 40.4 | 1.07 | 40.4 | 4.64 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 20.9 | 4.43 | 19.7 | 5.55 | 22.7 | 7.43 |
| High school grad | 29.4 | 1.95 | 30.2 | 2.04 | 19.1 | 6.43 |
| College, voc, tech | 42.3 | 1.09 | 42.1 | 1.12 | 46.1 | 4.94 |
| Grade |  |  |  |  |  |  |
| K-2 | 32.9 | 1.73 | 33.0 | 1.80 | 31.9 | 6.58 |
| 3-5 | 42.5 | 1.59 | 42.9 | 1.64 | 35.8 | 6.05 |
| 6-8 | 40.2 | 1.58 | 40.3 | 1.63 | 39.0 | 6.40 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A32. Percent of children who engage in sports in before- and afterschool non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 69.6 | 0.89 | 70.6 | 0.91 | 54.6 | 3.79 |
| Disability status |  |  |  |  |  |  |
| No disability | 70.7 | 0.97 | 71.9 | 1.00 | 54.9 | 4.06 |
| Disability | 64.4 | 2.17 | 64.9 | 2.21 | 52.4 | 10.74 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 72.2 | 1.00 | 72.3 | 1.01 | 60.5 | 9.55 |
| Other | 61.7 | 1.88 | 64.0 | 2.10 | 53.5 | 4.13 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 52.2 | 2.36 | 53.5 | 2.53 | 43.4 | 6.38 |
| \$25,000 or more | 73.1 | 0.94 | 73.7 | 0.96 | 60.7 | 4.62 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 50.2 | 5.45 | 52.3 | 6.97 | 46.8 | 8.85 |
| High school grad | 64.3 | 2.05 | 64.6 | 2.13 | 60.9 | 7.99 |
| College, voc, tech | 71.8 | 1.00 | 72.7 | 1.01 | 54.7 | 4.93 |
| Grade |  |  |  |  |  |  |
| K-2 | 63.2 | 1.78 | 64.4 | 1.83 | 46.1 | 7.04 |
| 3-5 | 69.1 | 1.48 | 70.0 | 1.52 | 56.7 | 6.25 |
| 6-8 | 74.9 | 1.40 | 75.9 | 1.42 | 59.8 | 6.43 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A33. Percent of children who engage in clubs in before- and after-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 10.8 | 0.60 | 10.7 | 0.62 | 12.9 | 2.55 |
| Disability status |  |  |  |  |  |  |
| No disability | 10.9 | 0.67 | 10.7 | 0.69 | 13.4 | 2.78 |
| Disability | 10.4 | 1.38 | 10.4 | 1.41 | 9.8 | 6.39 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 11.0 | 0.70 | 11.0 | 0.70 | 9.3 | 5.69 |
| Other | 10.2 | 1.17 | 9.3 | 1.27 | 13.6 | 2.84 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 9.5 | 1.38 | 9.5 | 1.49 | 9.8 | 3.83 |
| \$25,000 or more | 11.1 | 0.67 | 10.9 | 0.68 | 14.6 | 3.34 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 4.7 | 2.30 | 4.0 | 2.73 | 5.7 | 4.12 |
| High school grad | 8.8 | 1.21 | 8.0 | 1.21 | 18.8 | 6.39 |
| College, voc, tech | 11.6 | 0.71 | 11.5 | 0.73 | 13.0 | 3.33 |
| Grade |  |  |  |  |  |  |
| K-2 | 5.4 | 0.83 | 5.3 | 0.85 | 7.6 | 3.75 |
| 3-5 | 9.7 | 0.95 | 9.4 | 0.97 | 14.6 | 4.45 |
| 6-8 | 16.0 | 1.18 | 16.1 | 1.22 | 15.7 | 4.77 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A34. Percent of children who engage in other academic activities in before- and after-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 14.0 | 0.67 | 13.6 | 0.69 | 19.4 | 3.01 |
| Disability status |  |  |  |  |  |  |
| No disability | 12.4 | 0.71 | 11.9 | 0.72 | 19.6 | 3.24 |
| Disability | 21.1 | 1.85 | 21.3 | 1.90 | 18.3 | 8.31 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 11.8 | 0.72 | 11.5 | 0.72 | 27.2 | 8.69 |
| Other | 20.7 | 1.57 | 21.5 | 1.80 | 18.0 | 3.18 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 18.3 | 1.82 | 18.6 | 1.98 | 16.2 | 4.74 |
| \$25,000 or more | 13.1 | 0.72 | 12.7 | 0.73 | 21.2 | 3.86 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 13.8 | 3.76 | 10.4 | 4.26 | 19.2 | 6.99 |
| High school grad | 11.8 | 1.38 | 11.5 | 1.42 | 14.7 | 5.80 |
| College, voc, tech | 14.6 | 0.78 | 14.3 | 0.79 | 21.2 | 4.05 |
| Grade |  |  |  |  |  |  |
| K-2 | 9.5 | 1.08 | 9.0 | 1.09 | 15.8 | 5.15 |
| 3-5 | 12.6 | 1.07 | 12.2 | 1.09 | 19.1 | 4.96 |
| 6-8 | 18.9 | 1.26 | 18.6 | 1.30 | 22.8 | 5.51 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A35. Percent of children who engage in volunteer work in before- and after-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 16.2 | 0.71 | 16.4 | 0.74 | 14.0 | 2.64 |
| Disability status |  |  |  |  |  |  |
| No disability | 16.0 | 0.78 | 16.1 | 0.82 | 14.3 | 2.85 |
| Disability | 17.2 | 1.71 | 17.4 | 1.76 | 12.4 | 7.08 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 16.4 | 0.83 | 16.4 | 0.83 | 20.8 | 7.92 |
| Other | 15.5 | 1.40 | 16.3 | 1.62 | 12.8 | 2.77 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 11.5 | 1.51 | 11.1 | 1.60 | 14.0 | 4.46 |
| \$25,000 or more | 17.2 | 0.80 | 17.3 | 0.82 | 14.1 | 3.29 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 9.7 | 3.22 | 9.7 | 4.13 | 9.6 | 5.23 |
| High school grad | 11.9 | 1.39 | 11.5 | 1.42 | 16.5 | 6.07 |
| College, voc, tech | 17.6 | 0.84 | 17.8 | 0.87 | 14.6 | 3.49 |
| Grade |  |  |  |  |  |  |
| K-2 | 7.9 | 0.99 | 7.8 | 1.02 | 8.6 | 3.97 |
| 3-5 | 12.7 | 1.07 | 12.9 | 1.11 | 9.3 | 3.67 |
| 6-8 | 26.2 | 1.42 | 26.3 | 1.47 | 23.8 | 5.59 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A36. Percent of children who engage in religious activities in before- and after-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 46.7 | 0.97 | 46.8 | 1.00 | 45.2 | 3.78 |
| Disability status |  |  |  |  |  |  |
| No disability | 46.6 | 1.07 | 46.7 | 1.11 | 45.1 | 4.06 |
| Disability | 47.0 | 2.26 | 47.1 | 2.31 | 45.4 | 10.71 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 46.5 | 1.11 | 46.6 | 1.12 | 34.7 | 9.30 |
| Other | 47.3 | 1.93 | 47.4 | 2.19 | 47.1 | 4.13 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 45.2 | 2.35 | 44.1 | 2.52 | 52.1 | 6.43 |
| \$25,000 or more | 47.0 | 1.06 | 47.3 | 1.09 | 41.4 | 4.66 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 41.7 | 5.38 | 41.1 | 6.86 | 42.8 | 8.78 |
| High school grad | 39.9 | 2.10 | 38.7 | 2.17 | 55.0 | 8.14 |
| College, voc, tech | 48.7 | 1.11 | 49.1 | 1.14 | 42.3 | 4.89 |
| Grade |  |  |  |  |  |  |
| K-2 | 39.6 | 1.80 | 39.4 | 1.87 | 42.5 | 6.98 |
| 3-5 | 47.2 | 1.60 | 46.6 | 1.66 | 54.9 | 6.28 |
| 6-8 | 51.6 | 1.61 | 52.6 | 1.66 | 37.0 | 6.34 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A37. Percent of children who engage in scouts in before- and afterschool non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 22.8 | 0.81 | 23.8 | 0.85 | 9.0 | 2.18 |
| Disability status |  |  |  |  |  |  |
| No disability | 22.7 | 0.90 | 23.8 | 0.94 | 8.3 | 2.25 |
| Disability | 23.3 | 1.91 | 23.7 | 1.97 | 13.6 | 7.38 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 25.7 | 0.98 | 25.9 | 0.99 | 13.4 | 6.66 |
| Other | 14.1 | 1.35 | 15.7 | 1.60 | 8.2 | 2.27 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 17.9 | 1.81 | 19.5 | 2.01 | 7.8 | 3.45 |
| \$25,000 or more | 23.8 | 0.90 | 24.6 | 0.94 | 9.7 | 2.80 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 12.4 | 3.59 | 16.9 | 5.22 | 5.2 | 3.93 |
| High school grad | 20.3 | 1.73 | 21.4 | 1.82 | 6.1 | 3.92 |
| College, voc, tech | 23.9 | 0.94 | 24.6 | 0.98 | 11.3 | 3.14 |
| Grade |  |  |  |  |  |  |
| K-2 | 28.4 | 1.66 | 29.7 | 1.75 | 11.2 | 4.45 |
| 3-5 | 27.3 | 1.43 | 28.5 | 1.50 | 10.3 | 3.84 |
| 6-8 | 14.0 | 1.12 | 14.6 | 1.17 | 5.7 | 3.05 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A38. Percent of children who engage in any other activities in beforeand after-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 7.1 | 0.50 | 7.2 | 0.52 | 6.5 | 1.87 |
| Disability status |  |  |  |  |  |  |
| No disability | 6.9 | 0.54 | 6.9 | 0.56 | 6.7 | 2.05 |
| Disability | 8.2 | 1.24 | 8.4 | 1.28 | 4.9 | 4.64 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 7.3 | 0.58 | 7.4 | 0.59 | 1.9 | 2.65 |
| Other | 6.5 | 0.95 | 6.3 | 1.06 | 7.4 | 2.16 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 8.8 | 1.33 | 8.2 | 1.39 | 12.6 | 4.27 |
| \$25,000 or more | 6.8 | 0.53 | 7.0 | 0.56 | 3.2 | 1.66 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 6.7 | 2.72 | 6.3 | 3.39 | 7.3 | 4.61 |
| High school grad | 7.7 | 1.14 | 7.8 | 1.19 | 6.4 | 4.01 |
| College, voc, tech | 7.0 | 0.56 | 7.0 | 0.58 | 6.3 | 2.41 |
| Grade |  |  |  |  |  |  |
| K-2 | 6.5 | 0.91 | 6.4 | 0.93 | 8.0 | 3.83 |
| 3-5 | 5.9 | 0.76 | 5.9 | 0.79 | 5.3 | 2.82 |
| 6-8 | 8.9 | 0.92 | 9.0 | 0.95 | 6.5 | 3.24 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A39. Percent of children who participate in any before- and after-school non-program activities and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 48.4 | 0.67 | 52.1 | 0.72 | 23.8 | 1.58 |
| Disability status |  |  |  |  |  |  |
| No disability | 50.4 | 0.76 | 54.6 | 0.82 | 25.0 | 1.76 |
| Disability | 40.9 | 1.42 | 43.5 | 1.51 | 18.1 | 3.45 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 58.5 | 0.84 | 59.2 | 0.85 | 32.6 | 5.17 |
| Other | 31.8 | 1.02 | 35.8 | 1.26 | 22.7 | 1.65 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 27.3 | 1.10 | 31.0 | 1.31 | 15.5 | 1.82 |
| \$25,000 or more | 57.3 | 0.79 | 59.5 | 0.82 | 33.7 | 2.59 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 17.3 | 1.70 | 20.2 | 2.50 | 14.0 | 2.27 |
| High school grad | 34.1 | 1.19 | 36.4 | 1.29 | 18.5 | 2.70 |
| College, voc, tech | 59.5 | 0.84 | 61.7 | 0.87 | 35.7 | 2.82 |
| Grade |  |  |  |  |  |  |
| K-2 | 40.5 | 1.15 | 44.7 | 1.27 | 17.8 | 2.26 |
| 3-5 | 50.9 | 1.15 | 54.3 | 1.22 | 27.0 | 2.89 |
| 6-8 | 53.6 | 1.18 | 56.8 | 1.24 | 28.8 | 3.17 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A40. Percent of children who engage in academic activities in afterschool self care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 70.9 | 1.67 | 70.6 | 1.77 | 73.6 | 5.17 |
| Disability status |  |  |  |  |  |  |
| No disability | 74.0 | 1.86 | 73.7 | 1.97 | 77.5 | 5.57 |
| Disability | 61.1 | 3.64 | 61.2 | 3.82 | 60.2 | 12.56 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 72.7 | 2.15 | 72.3 | 2.18 | $90.7{ }^{\text {! }}$ | 10.32 |
| Other | 68.3 | 2.67 | 67.5 | 3.03 | 71.3 | 5.67 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 61.2 | 3.25 | 59.5 | 3.57 | 70.2 | 7.72 |
| \$25,000 or more | 75.2 | 1.91 | 75.0 | 1.99 | 77.0 | 6.98 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 60.7 | 5.87 | 56.9 | 6.99 | 71.1 | 10.72 |
| High school grad | 69.8 | 3.00 | 69.0 | 3.20 | 76.2 | 8.72 |
| College, voc, tech | 73.1 | 2.14 | 73.1 | 2.21 | 73.2 | 8.27 |
| Grade |  |  |  |  |  |  |
| K-2 | 65.9 | 8.84 | 60.6 | 10.82 | 79.4 | 14.93 |
| 3-5 | 66.1 | 3.76 | 65.5 | 4.11 | 69.4 | 9.47 |
| 6-8 | 72.6 | 1.91 | 72.4 | 1.99 | 75.1 | 6.89 |

${ }^{\text {I }}$ Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A41. Percent of children who engage in interactive activities in afterschool self care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 41.6 | 1.82 | 41.6 | 1.92 | 42.1 | 5.80 |
| Disability status |  |  |  |  |  |  |
| No disability | 40.9 | 2.09 | 40.3 | 2.20 | 45.4 | 6.64 |
| Disability | 44.0 | 3.71 | 45.3 | 3.90 | 30.4 | 11.80 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 40.4 | 2.36 | 40.2 | 2.39 | $48.7{ }^{\text {! }}$ | 17.80 |
| Other | 43.4 | 2.84 | 44.0 | 3.21 | 41.2 | 6.17 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 54.6 | 3.32 | 53.8 | 3.63 | 59.0 | 8.31 |
| \$25,000 or more | 35.9 | 2.12 | 36.7 | 2.22 | 25.8 | 7.25 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 56.6 | 5.96 | 57.9 | 6.97 | 53.3 | 11.79 |
| High school grad | 44.2 | 3.25 | 44.9 | 3.44 | 38.3 | 9.95 |
| College, voc, tech | 37.8 | 2.34 | 37.7 | 2.42 | 38.1 | 9.06 |
| Grade |  |  |  |  |  |  |
| K-2 | 66.5 | 8.80 | 77.4 | 9.26 | $38.7{ }^{\text {! }}$ | 17.96 |
| 3-5 | 42.8 | 3.93 | 43.9 | 4.28 | 37.0 | 9.92 |
| 6-8 | 39.9 | 2.10 | 39.4 | 2.17 | 45.9 | 7.93 |

${ }^{\text {I }}$ Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A42. Percent of children who engage in other activities in after-school self care and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 83.6 | 1.37 | 84.1 | 1.42 | 79.0 | 4.79 |
| Disability status |  |  |  |  |  |  |
| No disability | 83.1 | 1.59 | 83.7 | 1.65 | 77.8 | 5.54 |
| Disability | 85.0 | 2.67 | 85.2 | 2.78 | 83.0 | 9.64 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 87.0 | 1.62 | 87.0 | 1.64 | 91.0! | 10.22 |
| Other | 78.7 | 2.35 | 79.0 | 2.63 | 77.3 | 5.25 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 80.1 | 2.66 | 79.6 | 2.93 | 82.8 | 6.38 |
| \$25,000 or more | 85.1 | 1.58 | 85.9 | 1.60 | 75.3 | 7.15 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 74.3 | 5.26 | 73.1 | 6.26 | 77.4 | 9.88 |
| High school grad | 83.1 | 2.45 | 82.8 | 2.61 | 85.5 | 7.21 |
| College, voc, tech | 85.4 | 1.70 | 86.2 | 1.72 | 74.5 | 8.14 |
| Grade |  |  |  |  |  |  |
| K-2 | 60.3 | 9.13 | $56.8{ }^{\text {! }}$ | 10.97 | 69.2 ! | 17.03 |
| 3-5 | 83.3 | 2.96 | 85.8 | 3.01 | 69.5 | 9.46 |
| 6-8 | 84.9 | 1.53 | 84.8 | 1.60 | 86.7 | 5.40 |

${ }^{T}$ Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A43. Percent of children who are responsible for themselves before or after school and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 15.1 | 0.48 | 15.7 | 0.52 | 11.2 | 1.17 |
| Disability status |  |  |  |  |  |  |
| No disability | 14.5 | 0.54 | 15.2 | 0.59 | 10.4 | 1.24 |
| Disability | 17.0 | 1.09 | 17.2 | 1.15 | 15.0 | 3.21 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 14.0 | 0.59 | 14.1 | 0.60 | 11.1 | 3.46 |
| Other | 16.8 | 0.82 | 19.3 | 1.03 | 11.2 | 1.24 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 15.6 | 0.89 | 17.3 | 1.07 | 10.1 | 1.52 |
| \$25,000 or more | 14.9 | 0.57 | 15.1 | 0.60 | 12.5 | 1.81 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 16.3 | 1.66 | 22.2 | 2.58 | 9.7 | 1.94 |
| High school grad | 16.9 | 0.94 | 17.5 | 1.02 | 12.9 | 2.34 |
| College, voc, tech | 14.0 | 0.59 | 14.3 | 0.62 | 11.1 | 1.86 |
| Grade |  |  |  |  |  |  |
| K-2 | 1.9 | 0.32 | 1.7 | 0.33 | 3.4 | 1.07 |
| 3-5 | 9.7 | 0.68 | 9.5 | 0.72 | 10.9 | 2.03 |
| 6-8 | 34.1 | 1.12 | 35.6 | 1.20 | 22.5 | 2.92 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A44. Percent of children who receive or participate in any before- or after-school care/activities (except for self care) and standard errors, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children | 71.9 | 0.60 | 74.8 | 0.63 | 52.5 | 1.85 |
| Disability status |  |  |  |  |  |  |
| No disability | 72.7 | 0.68 | 75.9 | 0.70 | 52.5 | 2.03 |
| Disability | 69.1 | 1.34 | 71.1 | 1.38 | 52.4 | 4.48 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 76.0 | 0.73 | 76.5 | 0.73 | 56.3 | 5.46 |
| Other | 65.2 | 1.04 | 71.1 | 1.19 | 52.0 | 1.97 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 59.4 | 1.21 | 64.5 | 1.35 | 43.2 | 2.49 |
| \$25,000 or more | 77.2 | 0.67 | 78.5 | 0.69 | 63.4 | 2.64 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 46.5 | 2.25 | 54.4 | 3.10 | 37.9 | 3.18 |
| High school grad | 62.7 | 1.21 | 64.7 | 1.28 | 49.4 | 3.48 |
| College, voc, tech | 79.8 | 0.69 | 81.1 | 0.70 | 66.5 | 2.78 |
| Grade |  |  |  |  |  |  |
| K-2 | 70.3 | 1.07 | 74.2 | 1.12 | 49.8 | 2.96 |
| 3-5 | 73.9 | 1.01 | 76.7 | 1.03 | 54.3 | 3.25 |
| 6-8 | 71.4 | 1.07 | 73.6 | 1.11 | 54.4 | 3.48 |

${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A45. Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{aligned} & \mathrm{C} \text { or } \\ & \text { below } \end{aligned}$ | B | A |
| All children | 25.9 | 33.9 | 40.2 | 25.7 | 34.1 | 40.2 | 27.0 | 33.1 | 39.9 |
| Relative care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 36.6 | 35.2 | 28.2 | 35.9 | 36.1 | 28.0 | 42.9 | 26.1 | 30.9 |
| Yes | 27.9 | 33.0 | 39.0 | 28.0 | 33.3 | 38.7 | 27.3 | 30.9 | 41.8 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 24.7 | 33.7 | 41.6 | 24.1 | 34.2 | 41.7 | 29.6 | 29.1 | 41.3 |
| Yes | 34.2 | 33.4 | 32.4 | 34.4 | 33.7 | 31.8 | 32.0 | 30.5 | 37.5 |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 26.3 | 35.1 | 38.6 | 26.8 | 34.4 | 38.8 | 21.8 | 41.5 | 36.8 |
| Yes | 31.0 | 33.1 | 35.9 | 30.7 | 33.9 | 35.4 | 33.1 | 27.0 | 39.9 |
| Receiving relative care |  |  |  |  |  |  |  |  |  |
| No | 24.9 | 33.9 | 41.2 | 24.6 | 33.9 | 41.5 | 26.6 | 33.8 | 39.6 |
| Yes | 30.2 | 34.2 | 35.7 | 30.3 | 34.8 | 34.9 | 29.1 | 28.9 | 42.0 |
| Non-relative care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 25.4 | 40.3 | 34.3 | 26.1 | 39.3 | 34.6 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 26.7 | 36.9 | 36.4 | 23.5 | 38.5 | 38.0 | 48.2 | 25.8 | 25.9 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 25.3 | 41.1 | 33.6 | 24.9 | 42.2 | 32.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 26.6 | 36.9 | 36.5 | 24.3 | 37.4 | 38.3 | 43.5 | 33.3 | 23.3 |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 19.1 | 30.5 | 50.4 | 15.3 | 31.7 | 53.0 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 28.6 | 40.7 | 30.7 | 27.6 | 41.2 | 31.2 | 36.1 | 36.8 | 27.1 |
| Receiving nonrelative care |  |  |  |  |  |  |  |  |  |
| No | 25.9 | 33.7 | 40.5 | 25.8 | 33.7 | 40.5 | 26.3 | 33.2 | 40.5 |
| Yes | 25.6 | 37.5 | 36.9 | 24.3 | 38.2 | 37.5 | 36.9 | 31.6 | 31.5 |

See notes at end of table.

TABLE A45. Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{aligned} & \mathrm{C} \text { or } \\ & \text { below } \end{aligned}$ | B | A |
| Before-school centerbased care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 23.2 | 28.8 | 48.0 | 23.9 | 29.7 | 46.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 25.5 | 41.4 | 33.1 | 24.2 | 42.1 | 33.7 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 24.6 | 37.7 | 37.7 | 22.7 | 37.2 | 40.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 24.1 | 32.8 | 43.0 | 25.0 | 34.2 | 40.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 20.4 | 43.9 | 35.7 | 20.8 | 43.6 | 35.6 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 26.1 | 30.9 | 43.1 | 25.5 | 31.8 | 42.7 | $\ddagger$ | $\pm$ | $\ddagger$ |
| After-school centerbased care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 23.8 | 35.3 | 41.0 | 24.9 | 34.0 | 41.1 | 16.0 | 44.0 | 40.0 |
| Yes | 30.2 | 34.6 | 35.2 | 29.4 | 36.1 | 34.5 | 34.9 | 25.2 | 39.9 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 32.5 | 37.9 | 29.6 | 33.3 | 39.8 | 26.9 | 28.9 | 29.2 | 42.0 |
| Yes | 25.2 | 33.1 | 41.7 | 24.9 | 32.9 | 42.2 | 27.5 | 34.4 | 38.1 |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 29.7 | 36.3 | 34.0 | 29.6 | 36.8 | 33.5 | 30.3 | 33.2 | 36.5 |
| Yes | 26.1 | 33.6 | 40.3 | 26.2 | 34.0 | 39.8 | 25.6 | 30.3 | 44.2 |
| Receiving centerbased care |  |  |  |  |  |  |  |  |  |
| No | 25.4 | 33.6 | 41.0 | 25.2 | 33.7 | 41.2 | 26.5 | 33.6 | 39.9 |
| Yes | 27.8 | 35.1 | 37.0 | 27.7 | 35.7 | 36.6 | 28.8 | 31.3 | 39.9 |

See notes at end of table.

TABLE A45. Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Non-program activities |  |  |  |  |  |  |  |  |  |
| Arts |  |  |  |  |  |  |  |  |  |
| No | 22.5 | 34.1 | 43.4 | 22.3 | 34.4 | 43.3 | 24.3 | 30.5 | 45.2 |
| Yes | 11.5 | 33.1 | 55.4 | 11.6 | 33.0 | 55.5 | 9.8 | 35.2 | 55.1 |
| Sports |  |  |  |  |  |  |  |  |  |
| No | 22.2 | 32.9 | 44.9 | 22.1 | 33.5 | 44.4 | 22.9 | 27.2 | 49.9 |
| Yes | 16.4 | 34.1 | 49.5 | 16.4 | 33.9 | 49.6 | 16.0 | 36.3 | 47.7 |
| Clubs |  |  |  |  |  |  |  |  |  |
| No | 19.2 | 34.3 | 46.5 | 19.1 | 34.4 | 46.5 | 20.2 | 33.3 | 46.5 |
| Yes | 9.7 | 28.8 | 61.5 | 9.5 | 29.2 | 61.4 | 11.9 | 24.7 | 63.5 |
| Other academic activities |  |  |  |  |  |  |  |  |  |
| No | 16.6 | 33.5 | 49.9 | 16.6 | 33.6 | 49.9 | 17.7 | 32.7 | 49.6 |
| Yes | 27.7 | 34.9 | 37.4 | 27.9 | 35.4 | 36.7 | 25.2 | 29.9 | 44.9 |
| Volunteer work |  |  |  |  |  |  |  |  |  |
| No | 18.9 | 34.1 | 46.9 | 18.8 | 34.4 | 46.8 | 20.5 | 30.4 | 49.1 |
| Yes | 14.2 | 31.6 | 54.3 | 14.4 | 30.9 | 54.7 | 10.7 | 43.0 | 46.3 |
| Religious activities |  |  |  |  |  |  |  |  |  |
| No | 20.9 | 34.0 | 45.1 | 21.1 | 34.2 | 44.8 | 18.6 | 31.8 | 49.6 |
| Yes | 15.1 | 33.3 | 51.6 | 14.7 | 33.4 | 51.9 | 19.7 | 32.6 | 47.7 |
| Scouts |  |  |  |  |  |  |  |  |  |
| No | 18.1 | 33.8 | 48.1 | 18.0 | 33.8 | 48.2 | 19.3 | 32.8 | 47.9 |
| Yes | 18.4 | 33.5 | 48.1 | 18.5 | 33.7 | 47.8 | 17.2 | 26.0 | 56.7 |
| Any other activities |  |  |  |  |  |  |  |  |  |
| No | 18.3 | 33.6 | 48.1 | 18.2 | 33.8 | 48.1 | 19.6 | 31.1 | 49.3 |
| Yes | 17.1 | 35.0 | 48.0 | 17.4 | 34.2 | 48.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in any non-program activity |  |  |  |  |  |  |  |  |  |
| No | 33.1 | 34.2 | 32.8 | 33.9 | 34.4 | 31.7 | 29.4 | 33.4 | 37.2 |
| Yes | 18.2 | 33.7 | 48.1 | 18.1 | 33.8 | 48.1 | 19.1 | 32.2 | 48.7 |

See notes at end of table.

TABLE A45. Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Self care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 40.5 | 33.3 | 26.2 | 38.5 | 34.9 | 26.6 | 60.2 | 16.9 | 22.8 |
| Yes | 22.9 | 37.6 | 39.6 | 23.6 | 37.3 | 39.1 | 16.4 | 39.9 | 43.7 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 24.6 | 36.2 | 39.2 | 24.9 | 36.2 | 39.0 | 22.2 | 36.9 | 40.9 |
| Yes | 32.7 | 36.5 | 30.8 | 32.4 | 37.2 | 30.4 | 35.9 | 29.5 | 34.6 |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 33.8 | 33.5 | 32.8 | 33.7 | 33.5 | 32.8 | 34.3 | 33.3 | 32.4 |
| Yes | 26.9 | 36.9 | 36.2 | 26.9 | 37.2 | 35.9 | 26.3 | 34.0 | 39.8 |
| Responsible for self |  |  |  |  |  |  |  |  |  |
| No | 25.5 | 33.5 | 41.0 | 25.3 | 33.5 | 41.1 | 26.8 | 33.1 | 40.1 |
| Yes | 27.7 | 36.6 | 35.7 | 27.6 | 37.0 | 35.5 | 28.7 | 33.2 | 38.1 |
| Receiving/participating in any before- or afterschool care/activities except self care |  |  |  |  |  |  |  |  |  |
| No | 32.7 | 33.8 | 33.5 | 34.1 | 33.4 | 32.4 | 27.5 | 35.3 | 37.2 |
| Yes | 23.2 | 34.0 | 42.8 | 22.8 | 34.3 | 42.9 | 26.5 | 31.1 | 42.4 |

$\ddagger$ Reporting standards not met.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys

Program, ASPA-NHES:2001.

TABLE A46. Standard errors for table A45—Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| All children | 0.59 | 0.64 | 0.66 | 0.63 | 0.68 | 0.71 | 1.64 | 1.74 | 1.81 |
| Relative care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 3.26 | 3.23 | 3.05 | 3.42 | 3.42 | 3.20 | 10.94 | 9.71 | 10.22 |
| Yes | 1.69 | 1.78 | 1.84 | 1.79 | 1.88 | 1.94 | 5.27 | 5.47 | 5.83 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 2.14 | 2.35 | 2.45 | 2.25 | 2.50 | 2.59 | 6.99 | 6.95 | 7.54 |
| Yes | 2.09 | 2.08 | 2.06 | 2.20 | 2.19 | 2.16 | 6.64 | 6.56 | 6.90 |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 3.18 | 3.45 | 3.52 | 3.37 | 3.62 | 3.71 | 9.82 | 11.72 | 11.47 |
| Yes | 1.71 | 1.74 | 1.78 | 1.80 | 1.85 | 1.87 | 5.46 | 5.15 | 5.68 |
| Receiving relative care |  |  |  |  |  |  |  |  |  |
| No | 0.64 | 0.70 | 0.73 | 0.69 | 0.76 | 0.79 | 1.77 | 1.89 | 1.95 |
| Yes | 1.44 | 1.49 | 1.51 | 1.52 | 1.58 | 1.58 | 4.52 | 4.51 | 4.91 |
| Non-relative care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 3.82 | 4.30 | 4.17 | 4.05 | 4.51 | 4.39 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 2.96 | 3.23 | 3.22 | 3.04 | 3.49 | 3.48 | 9.43 | 8.27 | 8.28 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 4.33 | 4.90 | 4.70 | 4.57 | 5.22 | 4.96 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 2.78 | 3.03 | 3.03 | 2.87 | 3.24 | 3.26 | 9.16 | 8.71 | 7.81 |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 4.17 | 4.89 | 5.31 | 4.05 | 5.24 | 5.62 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 2.78 | 3.02 | 2.83 | 2.93 | 3.22 | 3.03 | 8.68 | 8.72 | 8.03 |
| Receiving nonrelative care |  |  |  |  |  |  |  |  |  |
| No | 0.61 | 0.66 | 0.69 | 0.66 | 0.71 | 0.74 | 1.68 | 1.80 | 1.88 |
| Yes | 2.14 | 2.38 | 2.37 | 2.23 | 2.52 | 2.51 | 7.34 | 7.07 | 7.06 |

See notes at end of table.

TABLE A46. Standard errors for table A45—Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Before-school centerbased care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 4.26 | 4.57 | 5.04 | 4.37 | 4.68 | 5.11 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.55 | 5.14 | 4.91 | 4.74 | 5.46 | 5.23 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 4.80 | 5.41 | 5.41 | 4.95 | 5.71 | 5.79 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.09 | 4.49 | 4.73 | 4.22 | 4.62 | 4.79 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 5.27 | 6.48 | 6.25 | 5.54 | 6.78 | 6.55 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 3.83 | 4.03 | 4.32 | 3.92 | 4.19 | 4.45 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| After-school centerbased care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 2.19 | 2.46 | 2.53 | 2.38 | 2.61 | 2.71 | 5.31 | 7.19 | 7.10 |
| Yes | 1.82 | 1.88 | 1.89 | 1.95 | 2.05 | 2.03 | 5.10 | 4.65 | 5.24 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 2.46 | 2.54 | 2.39 | 2.72 | 2.83 | 2.56 | 5.68 | 5.70 | 6.19 |
| Yes | 1.70 | 1.84 | 1.93 | 1.80 | 1.95 | 2.05 | 5.29 | 5.63 | 5.75 |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 2.10 | 2.21 | 2.18 | 2.29 | 2.42 | 2.37 | 5.33 | 5.47 | 5.59 |
| Yes | 1.88 | 2.03 | 2.10 | 2.00 | 2.16 | 2.23 | 5.60 | 5.90 | 6.38 |
| Receiving centerbased care |  |  |  |  |  |  |  |  |  |
| No | 0.66 | 0.71 | 0.74 | 0.70 | 0.76 | 0.80 | 1.83 | 1.96 | 2.03 |
| Yes | 1.34 | 1.43 | 1.44 | 1.44 | 1.54 | 1.55 | 3.73 | 3.82 | 4.04 |

See notes at end of table.

TABLE A46. Standard errors for table A45—Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Non-program activities |  |  |  |  |  |  |  |  |  |
| Arts |  |  |  |  |  |  |  |  |  |
| No | 1.03 | 1.17 | 1.23 | 1.07 | 1.22 | 1.27 | 4.08 | 4.37 | 4.73 |
| Yes | 0.99 | 1.46 | 1.54 | 1.02 | 1.50 | 1.59 | 3.79 | 6.10 | 6.36 |
| Sports |  |  |  |  |  |  |  |  |  |
| No | 1.46 | 1.65 | 1.75 | 1.53 | 1.74 | 1.83 | 4.76 | 5.04 | 5.66 |
| Yes | 0.86 | 1.10 | 1.16 | 0.88 | 1.13 | 1.19 | 3.78 | 4.96 | 5.15 |
| Clubs |  |  |  |  |  |  |  |  |  |
| No | 0.81 | 0.97 | 1.02 | 0.83 | 1.01 | 1.06 | 3.27 | 3.84 | 4.07 |
| Yes | 1.74 | 2.67 | 2.87 | 1.80 | 2.79 | 2.99 | 6.98 | 9.30 | 10.39 |
| Other academic activities |  |  |  |  |  |  |  |  |  |
| No | 0.78 | 0.98 | 1.04 | 0.80 | 1.02 | 1.08 | 3.23 | 3.98 | 4.24 |
| Yes | 2.32 | 2.47 | 2.50 | 2.43 | 2.60 | 2.62 | 7.58 | 8.00 | 8.69 |
| Volunteer work |  |  |  |  |  |  |  |  |  |
| No | 0.83 | 1.00 | 1.05 | 0.86 | 1.04 | 1.09 | 3.31 | 3.77 | 4.10 |
| Yes | 1.68 | 2.24 | 2.40 | 1.74 | 2.29 | 2.46 | 6.38 | 10.22 | 10.30 |
| Religious activities |  |  |  |  |  |  |  |  |  |
| No | 1.08 | 1.26 | 1.32 | 1.12 | 1.30 | 1.36 | 4.01 | 4.79 | 5.15 |
| Yes | 1.01 | 1.34 | 1.42 | 1.04 | 1.38 | 1.46 | 4.52 | 5.32 | 5.67 |
| Scouts |  |  |  |  |  |  |  |  |  |
| No | 0.85 | 1.04 | 1.10 | 0.88 | 1.08 | 1.15 | 3.15 | 3.74 | 3.98 |
| Yes | 1.57 | 1.91 | 2.03 | 1.59 | 1.94 | 2.05 | 9.85 | 11.45 | 12.92 |
| Any other activities |  |  |  |  |  |  |  |  |  |
| No | 0.78 | 0.95 | 1.00 | 0.80 | 0.98 | 1.04 | 3.12 | 3.64 | 3.93 |
| Yes | 2.73 | 3.46 | 3.63 | 2.84 | 3.55 | 3.74 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in any non-program activity |  |  |  |  |  |  |  |  |  |
| No | 0.88 | 0.89 | 0.88 | 0.99 | 0.99 | 0.97 | 1.93 | 2.00 | 2.05 |
| Yes | 0.75 | 0.91 | 0.97 | 0.77 | 0.95 | 1.00 | 2.99 | 3.55 | 3.80 |

See notes at end of table.

TABLE A46. Standard errors for table A45—Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Self care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 3.36 | 3.23 | 3.01 | 3.49 | 3.42 | 3.17 | 11.42 | 8.75 | 9.80 |
| Yes | 1.84 | 2.12 | 2.14 | 1.97 | 2.24 | 2.26 | 5.08 | 6.72 | 6.81 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 2.08 | 2.32 | 2.36 | 2.20 | 2.44 | 2.48 | 6.44 | 7.49 | 7.63 |
| Yes | 2.68 | 2.75 | 2.64 | 2.82 | 2.92 | 2.77 | 8.77 | 8.34 | 8.69 |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 4.32 | 4.31 | 4.29 | 4.62 | 4.62 | 4.59 | 12.48 | 12.39 | 12.30 |
| Yes | 1.79 | 1.95 | 1.94 | 1.88 | 2.05 | 2.03 | 5.83 | 6.27 | 6.48 |
| Responsible for self |  |  |  |  |  |  |  |  |  |
| No | 0.64 | 0.69 | 0.72 | 0.68 | 0.74 | 0.77 | 1.74 | 1.85 | 1.93 |
| Yes | 1.55 | 1.67 | 1.66 | 1.63 | 1.76 | 1.75 | 5.04 | 5.24 | 5.41 |
| Receiving/participating in any before- or afterschool care/activities except self care |  |  |  |  |  |  |  |  |  |
| No | 1.19 | 1.20 | 1.20 | 1.37 | 1.36 | 1.35 | 2.40 | 2.57 | 2.60 |
| Yes | 0.67 | 0.75 | 0.79 | 0.70 | 0.79 | 0.83 | 2.26 | 2.37 | 2.53 |

$\ddagger$ Reporting standards not met.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys

Program, ASPA-NHES:2001.

TABLE A47. Percent of grades that a child most often receives, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Disability status |  |  |  |  |  |  |  |  |  |
| No disability | 21.1 | 34.2 | 44.7 | 20.9 | 34.2 | 45.0 | 22.6 | 34.1 | 43.4 |
| Disability | 43.1 | 33.1 | 23.7 | 42.6 | 33.7 | 23.8 | 48.3 | 28.5 | 23.2 |
| Ethnicity |  |  |  |  |  |  |  |  |  |
| White (non-Hispanic) | 23.4 | 32.8 | 43.8 | 23.3 | 33.0 | 43.7 | 26.4 | 22.8 | 50.7 |
| Other | 30.0 | 35.8 | 34.3 | 31.3 | 36.4 | 32.4 | 27.0 | 34.5 | 38.5 |
| Income level |  |  |  |  |  |  |  |  |  |
| Under \$25,000 | 36.8 | 33.0 | 30.2 | 38.9 | 33.3 | 27.9 | 30.3 | 32.1 | 37.6 |
| \$25,000 or more | 21.2 | 34.3 | 44.4 | 21.1 | 34.3 | 44.6 | 23.1 | 34.3 | 42.6 |
|  |  |  |  |  |  |  |  |  |  |
| Less than high school | 38.6 | 32.4 | 29.0 | 47.5 | 28.0 | 24.5 | 28.6 | 37.3 | 34.1 |
| High school grad | 33.5 | 36.4 | 30.1 | 34.1 | 36.5 | 29.5 | 29.7 | 36.0 | 34.3 |
| College, voc, tech | 20.5 | 33.0 | 46.5 | 20.2 | 33.5 | 46.3 | 23.7 | 27.7 | 48.6 |
| Grade |  |  |  |  |  |  |  |  |  |
| K-2 | 29.5 | 31.9 | 38.6 | 29.5 | 32.0 | 38.6 | 29.8 | 31.4 | 38.8 |
| 3-5 | 23.1 | 33.8 | 43.1 | 22.9 | 34.2 | 43.0 | 24.4 | 31.3 | 44.3 |
| 6-8 | 25.2 | 36.2 | 38.7 | 25.1 | 36.0 | 38.9 | 25.8 | 37.6 | 36.6 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and
After-School Programs and Activities Survey of the National Household Education Surveys
Program, ASPA-NHES:2001.

TABLE A48. Standard errors for table A47—Percent of grades that a child most often receives, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Disability status |  |  |  |  |  |  |  |  |  |
| No disability | 0.62 | 0.72 | 0.76 | 0.67 | 0.78 | 0.82 | 1.70 | 1.93 | 2.02 |
| Disability | 1.43 | 1.36 | 1.23 | 1.51 | 1.44 | 1.30 | 4.48 | 4.05 | 3.79 |
| Ethnicity |  |  |  |  |  |  |  |  |  |
| White (non-Hispanic) | 0.72 | 0.80 | 0.85 | 0.73 | 0.81 | 0.86 | 4.85 | 4.62 | 5.50 |
| Other | 1.00 | 1.05 | 1.03 | 1.21 | 1.26 | 1.23 | 1.75 | 1.87 | 1.92 |
| Income level |  |  |  |  |  |  |  |  |  |
| Under \$25,000 | 1.19 | 1.16 | 1.13 | 1.38 | 1.33 | 1.27 | 2.31 | 2.35 | 2.44 |
| \$25,000 or more | 0.66 | 0.76 | 0.80 | 0.68 | 0.80 | 0.83 | 2.31 | 2.60 | 2.71 |
| Parent education level |  |  |  |  |  |  |  |  |  |
| Less than high school | 2.19 | 2.11 | 2.04 | 3.11 | 2.79 | 2.67 | 2.96 | 3.17 | 3.10 |
| High school grad | 1.18 | 1.20 | 1.15 | 1.27 | 1.29 | 1.22 | 3.18 | 3.34 | 3.31 |
| College, voc, tech | 0.69 | 0.80 | 0.85 | 0.72 | 0.84 | 0.89 | 2.51 | 2.64 | 2.95 |
| Grade |  |  |  |  |  |  |  |  |  |
| K-2 | 1.07 | 1.09 | 1.14 | 1.16 | 1.19 | 1.24 | 2.71 | 2.74 | 2.88 |
| 3-5 | 0.96 | 1.08 | 1.13 | 1.03 | 1.16 | 1.21 | 2.80 | 3.02 | 3.24 |
| 6-8 | 1.02 | 1.13 | 1.15 | 1.09 | 1.20 | 1.22 | 3.06 | 3.39 | 3.37 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and
After-School Programs and Activities Survey of the National Household Education Surveys
Program, ASPA-NHES:2001.

TABLE A49. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| All children | 69.4 | 13.9 | 8.2 | 8.5 | 68.6 | 14.4 | 8.3 | 8.7 | 74.5 | 10.5 | 7.6 | 7.3 |
| Relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 61.8 | 16.0 | 9.5 | 12.7 | 62.7 | 16.3 | 9.1 | 12.0 | 54.1 | 13.2 | 13.7 | 19.0 |
| Yes | 66.2 | 16.2 | 9.1 | 8.5 | 65.4 | 16.8 | 9.5 | 8.4 | 73.5 | 10.6 | 5.7 | 10.1 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 66.6 | 16.5 | 7.0 | 9.9 | 65.7 | 17.8 | 7.1 | 9.3 | 74.4 | 5.3 | 6.2 | 14.1 |
| Yes | 64.0 | 15.8 | 10.9 | 9.3 | 64.0 | 15.8 | 11.1 | 9.1 | 64.5 | 16.4 | 8.7 | 10.5 |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 62.3 | 17.7 | 11.9 | 8.0 | 64.3 | 15.8 | 11.6 | 8.4 | 44.5 | 36.0 | 14.8 | 4.7 |
| Yes | 65.9 | 15.7 | 8.5 | 9.9 | 64.8 | 16.9 | 8.8 | 9.4 | 75.2 | 5.1 | 5.7 | 14.0 |
| Receiving relative <br> care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 70.4 | 13.4 | 8.0 | 8.3 | 69.6 | 13.8 | 8.1 | 8.5 | 75.1 | 10.5 | 7.7 | 6.7 |
| Yes | 65.2 | 16.4 | 9.0 | 9.5 | 64.5 | 17.0 | 9.2 | 9.3 | 70.9 | 10.7 | 7.2 | 11.2 |

TABLE A49. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities—Continued

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Non-relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 74.4 | 14.1 | 5.8 | 5.7 | 74.7 | 15.4 | 4.9 | 5.0 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 62.2 | 13.9 | 11.5 | 12.4 | 63.4 | 14.0 | 10.4 | 12.2 | 54.5 | 13.2 | 18.6 | 13.8 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 59.9 | 15.3 | 9.6 | 15.2 | 58.6 | 16.2 | 10.2 | 14.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 69.4 | 13.4 | 9.3 | 7.9 | 71.3 | 13.8 | 7.6 | 7.3 | 55.5 | 10.7 | 21.8 | 12.1 |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 70.8 | 10.4 | 11.0 | 7.8 | 71.6 | 11.4 | 8.7 | 8.3 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 65.3 | 15.2 | 8.8 | 10.7 | 66.3 | 15.5 | 8.2 | 9.9 | 57.8 | 12.5 | 13.4 | 16.4 |
| Receiving nonrelative care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 69.6 | 13.9 | 8.1 | 8.4 | 68.7 | 14.4 | 8.3 | 8.6 | 75.3 | 10.6 | 7.1 | 7.0 |
| Yes | 67.2 | 14.0 | 9.1 | 9.7 | 67.8 | 14.5 | 8.3 | 9.4 | 61.9 | 9.4 | 16.2 | 12.5 |
| Before-school centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 68.8 | 10.9 | 11.9 | 8.4 | 70.1 | 10.0 | 11.2 | 8.7 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 58.8 | 20.2 | 12.5 | 8.6 | 58.8 | 19.4 | 12.8 | 9.0 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 54.8 | 24.1 | 13.4 | 7.7 | 55.1 | 23.3 | 13.7 | 7.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 70.7 | 9.0 | 11.2 | 9.1 | 71.6 | 8.2 | 10.8 | 9.5 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 64.9 | 18.7 | 7.8 | 8.5 | 62.6 | 20.5 | 7.6 | 9.3 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 63.5 | 13.9 | 14.1 | 8.5 | 65.9 | 11.6 | 13.8 | 8.6 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE A49. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| After-school centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 69.2 | 11.5 | 11.9 | 7.5 | 67.3 | 12.1 | 12.5 | 8.0 | 81.7 | 6.9 | 7.5 | 3.9 |
| Yes | 61.7 | 16.9 | 10.0 | 11.5 | 60.7 | 17.1 | 10.2 | 12.1 | 68.3 | 15.3 | 8.6 | 7.8 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 58.3 | 19.5 | 8.4 | 13.9 | 53.4 | 21.3 | 9.7 | 15.5 | 80.8 | 10.9 | 2.0 | 6.3 |
| Yes | 68.0 | 12.3 | 12.0 | 7.8 | 68.2 | 12.1 | 11.7 | 8.0 | 66.1 | 13.6 | 13.8 | 6.5 |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 62.7 | 17.1 | 9.2 | 11.0 | 61.5 | 17.7 | 8.8 | 12.0 | 68.9 | 14.1 | 11.1 | 5.9 |
| Yes | 66.1 | 12.9 | 11.9 | 9.1 | 64.6 | 13.2 | 12.9 | 9.4 | 78.1 | 10.2 | 4.7 | 7.0 |
| Receiving centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 70.8 | 13.6 | 7.5 | 8.2 | 70.1 | 14.2 | 7.5 | 8.2 | 75.3 | 9.6 | 7.4 | 7.7 |
| Yes | 64.1 | 15.0 | 11.1 | 9.8 | 63.0 | 15.1 | 11.5 | 10.4 | 71.3 | 14.1 | 8.6 | 5.9 |
| Non-program activities |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 70.8 | 14.2 | 7.2 | 7.8 | 70.7 | 14.1 | 7.3 | 7.9 | 72.8 | 15.8 | 6.1 | 5.3 |
| Yes | 79.0 | 11.4 | 5.1 | 4.4 | 79.2 | 11.5 | 5.0 | 4.3 | 76.4 | 9.6 | 7.5 | 6.5 |
| Sports |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 72.9 | 14.7 | 5.7 | 6.8 | 72.5 | 14.6 | 5.8 | 7.1 | 76.1 | 16.1 | 4.4 | 3.3 |
| Yes | 74.5 | 12.4 | 6.7 | 6.3 | 74.6 | 12.5 | 6.6 | 6.3 | 72.4 | 11.4 | 8.5 | 7.7 |
| Clubs |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 73.2 | 13.4 | 6.7 | 6.7 | 73.3 | 13.3 | 6.6 | 6.8 | 72.3 | 15.0 | 7.1 | 5.6 |
| Yes | 80.8 | 10.9 | 4.1 | 4.2 | 80.3 | 11.5 | 4.2 | 4.0 | 86.2 | 4.0 | 3.2 | 6.6 |

See notes at end of table.

TABLE A49. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Non-program activities |  |  |  |  |  |  |  |  |  |  |  |  |
| Other academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 76.4 | 11.3 | 6.4 | 5.9 | 76.6 | 11.2 | 6.3 | 5.9 | 74.0 | 13.8 | 7.3 | 4.9 |
| Yes | 59.1 | 24.2 | 6.6 | 10.1 | 57.6 | 25.4 | 6.9 | 10.2 | 74.2 | 12.7 | 3.8 | 9.3 |
| Volunteer work |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 74.2 | 12.6 | 6.6 | 6.5 | 74.3 | 12.5 | 6.6 | 6.6 | 73.3 | 14.0 | 6.9 | 5.8 |
| Yes | 72.8 | 15.7 | 5.4 | 6.1 | 72.4 | 16.0 | 5.4 | 6.2 | 78.8 | 11.1 | 5.1 | 5.1 |
| Religious activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 72.2 | 13.8 | 7.1 | 6.8 | 72.1 | 14.0 | 7.0 | 6.9 | 74.0 | 11.3 | 8.6 | 6.1 |
| Yes | 76.1 | 12.4 | 5.5 | 6.0 | 76.2 | 12.1 | 5.6 | 6.1 | 74.2 | 16.3 | 4.3 | 5.3 |
| Scouts |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 74.4 | 13.0 | 6.3 | 6.3 | 74.4 | 12.9 | 6.3 | 6.3 | 74.2 | 13.4 | 6.7 | 5.7 |
| Yes | 72.7 | 13.7 | 6.7 | 7.0 | 72.7 | 13.6 | 6.7 | 7.0 | 72.6 | 15.7 | 5.8 | 5.9 |
| Any other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 74.3 | 13.1 | 6.2 | 6.4 | 74.3 | 13.1 | 6.1 | 6.5 | 73.8 | 13.6 | 7.0 | 5.6 |
| Yes | 70.5 | 13.6 | 9.1 | 6.8 | 70.0 | 13.6 | 9.6 | 6.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in any <br> non-program <br> activity |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 65.1 | 14.7 | 9.9 | 10.4 | 62.8 | 15.9 | 10.4 | 11.0 | 74.7 | 9.6 | 7.9 | 7.8 |
| Yes | 74.0 | 13.1 | 6.4 | 6.5 | 74.0 | 13.1 | 6.4 | 6.5 | 74.1 | 13.6 | 6.6 | 5.7 |

See notes at end of table.

TABLE A49. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Self care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 51.2 | 18.4 | 13.3 | 17.0 | 51.2 | 18.0 | 14.1 | 16.7 | 51.5 | 22.9 | 5.5 | 20.1 |
| Yes | 70.3 | 13.4 | 5.9 | 10.4 | 68.7 | 14.7 | 6.0 | 10.6 | 84.2 | 2.9 | 4.7 | 8.2 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 67.0 | 15.5 | 7.1 | 10.4 | 65.7 | 16.1 | 7.5 | 10.8 | 79.0 | 10.3 | 3.8 | 6.9 |
| Yes | 61.6 | 14.1 | 9.4 | 15.0 | 60.5 | 15.0 | 9.7 | 14.7 | 70.9 | 5.3 | 6.4 | 17.4 |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 65.2 | 13.3 | 9.1 | 12.4 | 65.3 | 12.7 | 9.5 | 12.4 | 64.7 | 17.0 | 6.4 | 11.9 |
| Yes | 64.6 | 15.2 | 7.9 | 12.3 | 63.2 | 16.2 | 8.2 | 12.4 | 78.5 | 5.8 | 4.5 | 11.2 |
| Responsible for self |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 70.2 | 13.7 | 8.2 | 7.8 | 69.6 | 14.2 | 8.3 | 8.0 | 74.4 | 10.8 | 8.0 | 6.9 |
| Yes | 64.8 | 15.0 | 8.1 | 12.1 | 63.6 | 15.7 | 8.4 | 12.3 | 75.7 | 8.7 | 4.9 | 10.7 |
| Receiving/participating in any before- or afterschool care/activities except self care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 67.6 | 14.1 | 8.8 | 9.5 | 64.8 | 15.7 | 9.4 | 10.1 | 77.3 | 8.7 | 6.7 | 7.4 |
| Yes | 70.1 | 13.8 | 8.0 | 8.1 | 69.9 | 14.0 | 7.9 | 8.2 | 72.0 | 12.2 | 8.5 | 7.3 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A50. Standard errors for table A49—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| All children | 0.62 | 0.47 | 0.37 | 0.37 | 0.67 | 0.51 | 0.40 | 0.41 | 1.61 | 1.14 | 0.98 | 0.96 |
| Relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 3.29 | 2.48 | 1.99 | 2.25 | 3.45 | 2.63 | 2.05 | 2.31 | 11.01 | 7.48 | 7.60 | 8.68 |
| Yes | 1.79 | 1.39 | 1.09 | 1.05 | 1.90 | 1.49 | 1.17 | 1.10 | 5.22 | 3.65 | 2.74 | 3.57 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.34 | 1.84 | 1.27 | 1.48 | 2.50 | 2.01 | 1.35 | 1.53 | 6.68 | 3.44 | 3.69 | 5.34 |
| Yes | 2.11 | 1.61 | 1.37 | 1.28 | 2.23 | 1.69 | 1.46 | 1.34 | 6.81 | 5.27 | 4.01 | 4.36 |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 3.51 | 2.76 | 2.34 | 1.96 | 3.65 | 2.78 | 2.44 | 2.11 | 11.83 | 11.42 | 8.45 | 5.01 |
| Yes | 1.76 | 1.35 | 1.03 | 1.11 | 1.87 | 1.47 | 1.11 | 1.14 | 5.01 | 2.55 | 2.69 | 4.03 |
| Receiving relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.68 | 0.51 | 0.40 | 0.41 | 0.74 | 0.55 | 0.44 | 0.45 | 1.73 | 1.23 | 1.06 | 1.00 |
| Yes | 1.50 | 1.16 | 0.90 | 0.92 | 1.59 | 1.25 | 0.96 | 0.96 | 4.52 | 3.07 | 2.58 | 3.14 |

TABLE A50. Standard errors for table A49—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups |  |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | All children |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Non-relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 3.83 | 3.06 | 2.05 | 2.04 | 4.01 | 3.33 | 1.99 | 2.01 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 3.24 | 2.31 | 2.13 | 2.21 | 3.45 | 2.48 | 2.19 | 2.35 | 9.40 | 6.39 | 7.34 | 6.50 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 4.88 | 3.59 | 2.94 | 3.57 | 5.20 | 3.90 | 3.19 | 3.77 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 2.90 | 2.14 | 1.82 | 1.69 | 3.03 | 2.31 | 1.78 | 1.74 | 9.19 | 5.72 | 7.62 | 6.02 |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 4.83 | 3.24 | 3.32 | 2.85 | 5.08 | 3.58 | 3.17 | 3.11 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 2.92 | 2.20 | 1.74 | 1.90 | 3.09 | 2.37 | 1.80 | 1.96 | 8.93 | 5.97 | 6.15 | 6.69 |
| Receiving nonrelative care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.64 | 0.48 | 0.38 | 0.39 | 0.70 | 0.53 | 0.41 | 0.42 | 1.65 | 1.18 | 0.98 | 0.97 |
| Yes | 2.30 | 1.70 | 1.41 | 1.45 | 2.42 | 1.83 | 1.43 | 1.51 | 7.38 | 4.43 | 5.60 | 5.03 |
| Before-school centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 4.68 | 3.14 | 3.27 | 2.81 | 4.69 | 3.07 | 3.24 | 2.89 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 5.14 | 4.19 | 3.45 | 2.92 | 5.44 | 4.38 | 3.69 | 3.16 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 5.55 | 4.77 | 3.80 | 2.97 | 5.87 | 4.99 | 4.06 | 3.19 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.35 | 2.73 | 3.02 | 2.75 | 4.40 | 2.67 | 3.02 | 2.86 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 6.23 | 5.10 | 3.51 | 3.65 | 6.61 | 5.52 | 3.62 | 3.98 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.20 | 3.01 | 3.04 | 2.43 | 4.27 | 2.89 | 3.11 | 2.53 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE A50. Standard errors for table A49—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities—Continued

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| After-school centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.37 | 1.64 | 1.66 | 1.36 | 2.58 | 1.80 | 1.82 | 1.50 | 5.60 | 3.66 | 3.83 | 2.80 |
| Yes | 1.93 | 1.48 | 1.19 | 1.26 | 2.09 | 1.61 | 1.29 | 1.39 | 4.98 | 3.86 | 3.01 | 2.87 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.59 | 2.08 | 1.45 | 1.81 | 2.88 | 2.37 | 1.71 | 2.09 | 4.94 | 3.91 | 1.75 | 3.04 |
| Yes | 1.83 | 1.29 | 1.27 | 1.05 | 1.93 | 1.35 | 1.34 | 1.13 | 5.61 | 4.06 | 4.09 | 2.92 |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.23 | 1.73 | 1.33 | 1.44 | 2.44 | 1.91 | 1.43 | 1.63 | 5.37 | 4.03 | 3.65 | 2.74 |
| Yes | 2.03 | 1.44 | 1.39 | 1.23 | 2.18 | 1.54 | 1.52 | 1.33 | 5.31 | 3.89 | 2.72 | 3.27 |
| Receiving centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.69 | 0.52 | 0.40 | 0.41 | 0.74 | 0.57 | 0.43 | 0.44 | 1.79 | 1.22 | 1.08 | 1.10 |
| Yes | 1.43 | 1.07 | 0.94 | 0.89 | 1.55 | 1.15 | 1.02 | 0.98 | 3.73 | 2.87 | 2.32 | 1.94 |
| Non-program activities |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.13 | 0.87 | 0.64 | 0.66 | 1.17 | 0.89 | 0.67 | 0.69 | 4.23 | 3.46 | 2.28 | 2.13 |
| Yes | 1.26 | 0.98 | 0.68 | 0.64 | 1.30 | 1.02 | 0.70 | 0.65 | 5.43 | 3.76 | 3.37 | 3.15 |
| Sports |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.56 | 1.24 | 0.81 | 0.88 | 1.65 | 1.30 | 0.86 | 0.95 | 4.83 | 4.16 | 2.32 | 2.03 |
| Yes | 1.01 | 0.77 | 0.58 | 0.57 | 1.04 | 0.79 | 0.59 | 0.58 | 4.61 | 3.28 | 2.87 | 2.76 |
| Clubs |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.91 | 0.70 | 0.51 | 0.51 | 0.94 | 0.72 | 0.53 | 0.53 | 3.65 | 2.91 | 2.10 | 1.87 |
| Yes | 2.32 | 1.84 | 1.17 | 1.18 | 2.44 | 1.96 | 1.23 | 1.20 | 7.44 | 4.21 | 3.79 | 5.36 |

See notes at end of table.

TABLE A50. Standard errors for table A49—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities—Continued

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Non-program activities |  |  |  |  |  |  |  |  |  |  |  |  |
| Other academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.89 | 0.66 | 0.51 | 0.49 | 0.91 | 0.68 | 0.52 | 0.51 | 3.72 | 2.92 | 2.21 | 1.83 |
| Yes | 2.55 | 2.22 | 1.28 | 1.56 | 2.68 | 2.36 | 1.37 | 1.64 | 7.64 | 5.82 | 3.32 | 5.07 |
| Volunteer work |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.92 | 0.70 | 0.52 | 0.52 | 0.96 | 0.72 | 0.54 | 0.54 | 3.63 | 2.84 | 2.08 | 1.93 |
| Yes | 2.14 | 1.75 | 1.09 | 1.15 | 2.21 | 1.81 | 1.12 | 1.19 | 8.44 | 6.48 | 4.52 | 4.53 |
| Religious activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.19 | 0.91 | 0.68 | 0.67 | 1.23 | 0.95 | 0.70 | 0.70 | 4.52 | 3.26 | 2.88 | 2.46 |
| Yes | 1.21 | 0.93 | 0.65 | 0.67 | 1.25 | 0.95 | 0.67 | 0.70 | 4.97 | 4.19 | 2.29 | 2.54 |
| Scouts |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.96 | 0.74 | 0.54 | 0.54 | 1.00 | 0.77 | 0.56 | 0.56 | 3.49 | 2.71 | 1.99 | 1.85 |
| Yes | 1.81 | 1.39 | 1.01 | 1.03 | 1.83 | 1.41 | 1.03 | 1.05 | 11.64 | 9.50 | 6.11 | 6.13 |
| Any other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.88 | 0.68 | 0.48 | 0.49 | 0.91 | 0.70 | 0.50 | 0.51 | 3.46 | 2.70 | 2.00 | 1.81 |
| Yes | 3.31 | 2.49 | 2.09 | 1.83 | 3.43 | 2.57 | 2.21 | 1.88 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in any non-program activity |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.89 | 0.66 | 0.56 | 0.57 | 1.01 | 0.76 | 0.64 | 0.65 | 1.85 | 1.25 | 1.15 | 1.14 |
| Yes | 0.85 | 0.65 | 0.47 | 0.48 | 0.88 | 0.68 | 0.49 | 0.49 | 3.33 | 2.60 | 1.89 | 1.77 |

See notes at end of table.

TABLE A50. Standard errors for table A49—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities-Continued

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Self care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 3.42 | 2.65 | 2.33 | 2.57 | 3.59 | 2.76 | 2.50 | 2.68 | 11.66 | 9.81 | 5.33 | 9.34 |
| Yes | 2.00 | 1.49 | 1.03 | 1.33 | 2.15 | 1.64 | 1.10 | 1.42 | 5.01 | 2.30 | 2.89 | 3.77 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.27 | 1.75 | 1.24 | 1.47 | 2.41 | 1.87 | 1.34 | 1.58 | 6.32 | 4.71 | 2.97 | 3.94 |
| Yes | 2.78 | 1.99 | 1.67 | 2.04 | 2.95 | 2.16 | 1.79 | 2.14 | 8.31 | 4.10 | 4.47 | 6.94 |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 4.35 | 3.10 | 2.63 | 3.01 | 4.66 | 3.26 | 2.87 | 3.23 | 12.57 | 9.88 | 6.43 | 8.52 |
| Yes | 1.93 | 1.45 | 1.09 | 1.32 | 2.04 | 1.56 | 1.16 | 1.40 | 5.44 | 3.10 | 2.74 | 4.18 |
| Responsible for self |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 0.67 | 0.50 | 0.40 | 0.39 | 0.72 | 0.55 | 0.43 | 0.43 | 1.72 | 1.22 | 1.06 | 0.99 |
| Yes | 1.66 | 1.24 | 0.95 | 1.13 | 1.76 | 1.33 | 1.01 | 1.20 | 4.77 | 3.14 | 2.40 | 3.44 |
| Receiving/participating in any before- or afterschool care/activities except self care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.19 | 0.88 | 0.72 | 0.74 | 1.38 | 1.05 | 0.84 | 0.87 | 2.25 | 1.51 | 1.34 | 1.40 |
| Yes | 0.73 | 0.55 | 0.43 | 0.43 | 0.77 | 0.58 | 0.45 | 0.46 | 2.30 | 1.68 | 1.43 | 1.33 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A51. Percent of school problems, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Disability status |  |  |  |  |  |  |  |  |  |  |  |  |
| No disability | 75.5 | 11.6 | 7.2 | 5.6 | 75.1 | 12.1 | 7.2 | 5.6 | 78.4 | 8.6 | 7.1 | 5.8 |
| Disability | 47.4 | 22.2 | 11.7 | 18.7 | 46.4 | 22.5 | 11.9 | 19.2 | 55.9 | 19.7 | 10.0 | 14.5 |
| Ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |
| White (non-Hispanic) | 72.7 | 13.7 | 6.9 | 6.7 | 72.4 | 13.9 | 7.0 | 6.7 | 86.9 | 5.1 | 4.4 | 3.6 |
| Other | 64.0 | 14.2 | 10.3 | 11.4 | 60.1 | 15.5 | 11.3 | 13.1 | 72.9 | 11.3 | 8.0 | 7.8 |
| Income level |  |  |  |  |  |  |  |  |  |  |  |  |
| Under \$25,000 | 62.3 | 15.5 | 10.8 | 11.5 | 58.3 | 17.3 | 11.7 | 12.6 | 74.7 | 9.5 | 7.8 | 8.0 |
| \$25,000 or more | 72.5 | 13.3 | 7.1 | 7.2 | 72.3 | 13.4 | 7.1 | 7.2 | 74.3 | 11.8 | 7.4 | 6.5 |
| Parent education level |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 63.3 | 14.7 | 9.5 | 12.4 | 57.3 | 16.4 | 12.6 | 13.7 | 70.0 | 12.8 | 6.1 | 11.0 |
| High school grad | 65.1 | 14.8 | 9.5 | 10.6 | 63.7 | 15.5 | 9.7 | 11.1 | 74.5 | 10.3 | 8.1 | 7.1 |
| College, voc, tech | 72.3 | 13.4 | 7.4 | 6.9 | 71.7 | 13.8 | 7.3 | 7.2 | 78.2 | 8.8 | 8.6 | 4.4 |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |
| K-2 | 72.6 | 10.4 | 10.2 | 6.8 | 72.4 | 10.5 | 10.3 | 6.9 | 73.9 | 10.2 | 9.7 | 6.2 |
| 3-5 | 69.1 | 14.9 | 7.4 | 8.6 | 68.1 | 15.5 | 7.6 | 8.8 | 76.2 | 10.6 | 6.0 | 7.2 |
| 6-8 | 66.5 | 16.4 | 7.0 | 10.0 | 65.6 | 17.1 | 7.1 | 10.2 | 74.0 | 11.0 | 6.7 | 8.3 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the
National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A52. Standard errors for table A51—Percent of school problems, by language minority status, disability status, ethnicity, income level, parent education level, and grade

| Subgroups | All children |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Disability status |  |  |  |  |  |  |  |  |  |  |  |  |
| No disability | 0.65 | 0.49 | 0.39 | 0.35 | 0.71 | 0.53 | 0.42 | 0.38 | 1.67 | 1.14 | 1.05 | 0.95 |
| Disability | 1.44 | 1.20 | 0.93 | 1.13 | 1.52 | 1.27 | 0.99 | 1.20 | 4.46 | 3.57 | 2.69 | 3.16 |
| Ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |
| White (non-Hispanic) | 0.76 | 0.59 | 0.43 | 0.43 | 0.77 | 0.60 | 0.44 | 0.43 | 3.71 | 2.41 | 2.25 | 2.06 |
| Other | 1.05 | 0.76 | 0.66 | 0.69 | 1.28 | 0.95 | 0.83 | 0.88 | 1.75 | 1.24 | 1.07 | 1.05 |
| Income level |  |  |  |  |  |  |  |  |  |  |  |  |
| Under \$25,000 | 1.19 | 0.89 | 0.76 | 0.79 | 1.39 | 1.07 | 0.91 | 0.94 | 2.19 | 1.47 | 1.35 | 1.36 |
| \$25,000 or more | 0.72 | 0.54 | 0.41 | 0.41 | 0.75 | 0.57 | 0.43 | 0.44 | 2.39 | 1.77 | 1.43 | 1.35 |
| Parent education level |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 2.17 | 1.60 | 1.32 | 1.49 | 3.08 | 2.30 | 2.07 | 2.14 | 3.00 | 2.19 | 1.56 | 2.05 |
| High school grad | 1.19 | 0.89 | 0.73 | 0.77 | 1.29 | 0.97 | 0.79 | 0.84 | 3.04 | 2.12 | 1.90 | 1.79 |
| College, voc, tech | 0.76 | 0.58 | 0.45 | 0.43 | 0.80 | 0.61 | 0.46 | 0.46 | 2.43 | 1.67 | 1.65 | 1.21 |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |
| K-2 | 1.04 | 0.72 | 0.71 | 0.59 | 1.14 | 0.78 | 0.78 | 0.65 | 2.60 | 1.79 | 1.75 | 1.43 |
| 3-5 | 1.06 | 0.81 | 0.60 | 0.64 | 1.14 | 0.88 | 0.65 | 0.69 | 2.77 | 2.01 | 1.54 | 1.68 |
| 6-8 | 1.11 | 0.87 | 0.60 | 0.71 | 1.19 | 0.94 | 0.64 | 0.76 | 3.07 | 2.19 | 1.74 | 1.93 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the
National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A53. Characteristics of children: percent of gender, ethnicity, family type, language of child, mother, and father, and grade/equivalent and standard errors, by language minority status, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-language minority |  | Language minority |  |
|  | \% | $S E^{1}$ | \% | $S E^{1}$ | \% | SE ${ }^{1}$ |
| Language minority status |  |  |  |  |  |  |
| Non-language minority | 89.6 | 0.87 | 100.0 | - | 0 | - |
| Language minority | 10.4 | 0.87 | 0 | - | 100.0 | - |
| Gender |  |  |  |  |  |  |
| Male | 63.0 | 1.38 | 64.0 | 1.45 | 54.5 | 4.45 |
| Female | 37.0 | 1.38 | 36.0 | 1.45 | 45.5 | 4.45 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 62.4 | 1.39 | 68.2 | 1.41 | 12.1 | 2.91 |
| Black (non-Hispanic) | 17.9 | 1.10 | 19.4 | 1.20 | 5.4 | 2.02 |
| Hispanic | 14.7 | 1.01 | 7.8 | 0.81 | 74.5 | 3.89 |
| Asian/Pacific islander | 1.5 | 0.35 | 0.8 | 0.26 | 7.8 | 2.39 |
| Other | 3.6 | 0.53 | 3.9 | 0.59 | 0.2 | 0.43 |
| Family type |  |  |  |  |  |  |
| 2 parents and sibling(s) | 52.9 | 1.43 | 51.8 | 1.51 | 62.3 | 4.33 |
| 2 parents, no sibling | 6.6 | 0.71 | 6.9 | 0.77 | 3.8 | 1.71 |
| 1 parent and sibling(s) | 28.0 | 1.29 | 27.8 | 1.36 | 29.8 | 4.09 |
| 1 parent, no sibling | 7.7 | 0.76 | 8.2 | 0.83 | 3.3 | 1.59 |
| Other | 4.8 | 0.61 | 5.3 | 0.68 | 0.7 | 0.74 |
| Child's language |  |  |  |  |  |  |
| English | 92.1 | 0.77 | 100.0 | - | 24.3 | 3.83 |
| Spanish | 3.6 | 0.53 | 0 | - | 34.4 | 4.24 |
| English \& Spanish | 2.5 | 0.45 | 0 | - | 24.0 | 3.81 |
| English \& other | 0.3 | 0.16 | 0 | - | 3.0 | 1.53 |
| Child does not speak | 1.1 | 0.29 | 0 | - | 10.2 | 2.70 |
| Another language | 0.4 | 0.19 | 0 | - | 4.0 | 1.76 |
| Mother's language |  |  |  |  |  |  |
| English | 91.5 | 0.81 | 100.0 | - | 20.1 | 3.60 |
| Spanish | 5.7 | 0.67 | 0 | - | 53.3 | 4.47 |
| English \& Spanish | 1.6 | 0.36 | 0 | - | 14.7 | 3.18 |
| English \& other | 0.4 | 0.18 | 0 | - | 3.8 | 1.71 |
| English \& 1st language | 0.7 | 0.25 | 0 | - | 7.0 | 2.29 |
| Another language | 0.1 | 0.10 | 0 | - | 1.0 | 0.91 |

TABLE A53. Characteristics of children: percent of gender, ethnicity, family type, language of child, mother, and father, and grade/equivalent and standard errors, by language minority status, for children with disabilities-Continued

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-language minority |  | Language minority |  |
|  | \% | $S E^{1}$ | \% | $S E^{1}$ | \% | $S E^{1}$ |
| Father's language |  |  |  |  |  |  |
| English | 91.0 | 1.04 | 100.0 | - | 18.4 | 4.24 |
| Spanish | 6.7 | 0.91 | 0 | - | 60.8 | 5.33 |
| English \& Spanish | 0.8 | 0.32 | 0 | - | 7.2 | 2.83 |
| English \& other | 0.2 | 0.17 | 0 | - | 2.0 | 1.54 |
| English \& 1st language | 1.2 | 0.39 | 0 | - | 10.7 | 3.38 |
| Another language | 0.1 | 0.10 | 0 | - | 0.8 | 0.95 |
| Grade/equivalent |  |  |  |  |  |  |
| Kindergarten | 8.2 | 0.79 | 8.1 | 0.83 | 8.5 | 2.51 |
| 1st grade | 10.2 | 0.87 | 10.1 | 0.91 | 11.4 | 2.86 |
| 2 nd grade | 9.5 | 0.84 | 8.8 | 0.86 | 15.4 | 3.24 |
| 3 rd grade | 12.8 | 0.96 | 12.5 | 1.00 | 15.2 | 3.22 |
| 4th grade | 11.6 | 0.92 | 11.8 | 0.98 | 9.8 | 2.67 |
| 5 th grade | 11.1 | 0.90 | 11.3 | 0.96 | 9.4 | 2.62 |
| 6 th grade | 13.0 | 0.96 | 13.4 | 1.03 | 9.3 | 2.61 |
| 7th grade | 11.9 | 0.93 | 12.2 | 0.99 | 8.9 | 2.55 |
| 8th grade | 11.8 | 0.92 | 11.7 | 0.97 | 12.0 | 2.92 |

- Not available.
${ }^{1}$ Standard error of percent.
NOTE: Numbers in each section in a column may not sum to 100 because of rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A54. Percent of children who have specific type of disabilities and standard errors, by language minority status, for children with disabilities

| Disability categories | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-language minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| Learning disability | 39.5 | 1.40 | 39.7 | 1.48 | 38.3 | 4.34 |
| Mental retardation | 4.7 | 0.61 | 3.7 | 0.57 | 13.5 | 3.05 |
| Speech impairment | 21.9 | 1.19 | 20.8 | 1.23 | 31.0 | 4.13 |
| Emotional disturbance | 10.4 | 0.88 | 10.5 | 0.93 | 9.9 | 2.66 |
| Hearing problem | 6.0 | 0.68 | 5.6 | 0.70 | 9.4 | 2.61 |
| Blindness | 19.3 | 1.13 | 17.8 | 1.16 | 32.2 | 4.17 |
| Orthopedic impairment | 5.4 | 0.65 | 4.7 | 0.64 | 11.7 | 2.87 |
| Other health problem | 26.8 | 1.27 | 27.8 | 1.36 | 18.1 | 3.44 |
| Autism | 3.1 | 0.50 | 2.5 | 0.47 | 8.3 | 2.46 |
| ADD/ADHD ${ }^{2}$ | 34.1 | 1.36 | 36.4 | 1.46 | 14.0 | 3.10 |

${ }^{2}$ Attention deficit disorder/attention deficit hyperactivity disorder.
NOTE: Percent total in a column exceeds 100 because some children have multiple disabilities.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A55. Average hours per week in before-school relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 4.53 | 0.369 | 4.53 | 0.388 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 4.20 | 0.388 | 4.20 | 0.388 | - | - |
| Other | 4.94 | 0.676 | 5.03 | 0.791 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 4.73 | 0.584 | 4.70 | 0.637 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 4.33 | 0.457 | 4.37 | 0.471 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $5.07{ }^{\text {! }}$ | 0.899 | 4.83 ! | 0.952 | $\ddagger$ | $\ddagger$ |
| High school grad | 4.60 | 0.589 | 4.65 | 0.604 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 4.27 | 0.556 | 4.30 | 0.593 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 4.87 | 0.788 | 4.94 | 0.911 | $\ddagger$ | $\ddagger$ |
| 3-5 | 4.06 | 0.451 | 4.10 | 0.456 | $\ddagger$ | $\ddagger$ |
| 6-8 | 4.74 | 0.658 | 4.67 | 0.681 | $\ddagger$ | $\ddagger$ |

- Not available.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A56. Average hours per week in after-school relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 8.74 | 0.528 | 8.72 | 0.561 | 8.90 | 1.524 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 7.73 | 0.640 | 7.75 | 0.643 | $\ddagger$ | $\ddagger$ |
| Other | 10.06 | 0.870 | 10.32 | 1.020 | 9.06 | 1.574 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 9.85 | 1.011 | 9.97 | 1.142 | $9.07{ }^{\text {! }}$ | 1.791 |
| \$25,000 or more | 8.00 | 0.561 | 7.96 | 0.572 | 8.65 | 2.882 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 12.51 | 2.188 | 13.98' | 3.230 | 10.28! | 2.572 |
| High school grad | 8.35 | 0.974 | 8.33 | 1.034 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 8.24 | 0.569 | 8.31 | 0.581 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 8.45 | 1.027 | 8.31 | 1.137 | 9.25 | 2.391 |
| 3-5 | 8.40 | 0.659 | 8.44 | 0.685 | $\ddagger$ | $\ddagger$ |
| 6-8 | 9.55 | 1.090 | 9.57 | 1.154 | $\ddagger$ | $\ddagger$ |

- Not available.
! Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A57. Average hours per week in before-school non-relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | $S E^{1}$ |
| All children with disabilities | 6.44 | 0.580 | 6.28 | 0.627 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 6.30 | 0.752 | 5.91 | 0.816 | $\ddagger$ | $\ddagger$ |
| Other | 6.70 ! | 0.922 | 6.93 ! | 0.981 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 8.58 ! | 0.847 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 5.31 | 0.675 | 5.37 | 0.721 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 8.30 ! | 1.130 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 5.87 | 0.683 | 5.37 | 0.737 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 6.70 ! | 0.990 | 5.87 ! | 1.112 | $\ddagger$ | $\ddagger$ |
| 3-5 | 6.25 ! | 0.838 | 6.29 ! | 0.867 | $\ddagger$ | $\ddagger$ |
| 6-8 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

- Not available.
! Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A58. Average hours per week in after-school non-relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 9.85 | 0.689 | 9.26 | 0.706 | 13.24 ! | 2.101 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 9.10 | 0.769 | 8.35 | 0.731 | $\ddagger$ | $\ddagger$ |
| Other | 11.38 | 1.363 | 11.67 | 1.606 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 10.89 | 1.292 | 10.23 | 1.314 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 9.34 | 0.807 | 8.84 | 0.838 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 10.47 | 1.482 | 10.22 | 1.701 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 9.94 | 0.833 | 8.95 | 0.782 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 10.53 | 1.121 | 9.57 | 1.170 | $\ddagger$ | $\ddagger$ |
| 3-5 | 8.66 | 0.958 | 8.22 | 0.925 | $\ddagger$ | $\ddagger$ |
| 6-8 | 11.01 | 1.822 | 11.01 | 1.991 | $\ddagger$ | $\ddagger$ |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A59. Average hours per week in before-school center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 4.91 | 0.560 | 5.07 | 0.598 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 4.80 | 0.765 | 4.80 | 0.765 | - | - |
| Other | 5.05 ! | 0.844 | 5.48 ! | 0.978 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - |
| \$25,000 or more | 4.63 | 0.730 | 4.85 | 0.815 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | - | - | - | - | - | - |
| High school grad | $6.02{ }^{\text {! }}$ | 1.341 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 4.38 | 0.513 | 4.53 | 0.560 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 6.12 ! | 0.959 | $6.15{ }^{\text {! }}$ | 0.960 | $\ddagger$ | $\ddagger$ |
| 3-5 | $3.98{ }^{\text {! }}$ | 0.548 | 4.22 ! | 0.668 | $\ddagger$ | $\ddagger$ |
| 6-8 | $3.16{ }^{\text {! }}$ | 0.842 | $3.16{ }^{\text {! }}$ | 0.879 | $\ddagger$ | $\ddagger$ |

- Not available.
! Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A60. Average hours per week in after-school center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 7.06 | 0.359 | 7.19 | 0.384 | 5.83 | 0.917 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 6.57 | 0.537 | 6.64 | 0.548 | $\ddagger$ | $\ddagger$ |
| Other | 7.54 | 0.476 | 7.80 | 0.529 | 6.14 | 1.026 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 6.78 | 0.516 | 6.98 | 0.572 | 5.46 ! | 1.039 |
| \$25,000 or more | 7.30 | 0.499 | 7.35 | 0.519 | $6.47{ }^{\text {! }}$ | 1.848 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 7.30 | 0.953 | 7.82 ! | 1.180 | $6.01{ }^{\text {! }}$ | 1.577 |
| High school grad | 7.12 | 0.702 | 7.41 | 0.748 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 6.97 | 0.464 | 6.95 | 0.480 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 8.72 | 0.682 | 9.30 | 0.756 | $\ddagger$ | $\ddagger$ |
| 3-5 | 6.93 | 0.531 | 6.89 | 0.537 | $\ddagger$ | $\ddagger$ |
| 6-8 | 5.43 | 0.616 | 5.43 | 0.670 | $5.44{ }^{\text {! }}$ | 1.504 |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A61. Average hours per week in before-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 2.44 | 0.303 | 2.44 | 0.315 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 2.57 | 0.366 | 2.59 | 0.380 | $\ddagger$ | $\ddagger$ |
| Other | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 2.34 | 0.346 | 2.35 | 0.360 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | - | - | - | - | - | - |
| High school grad | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 2.40 | 0.362 | 2.41 | 0.363 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - |
| 3-5 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - |
| 6-8 | 2.44 | 0.396 | 2.45 | 0.422 | $\ddagger$ | $\ddagger$ |

- Not available.
! Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A62. Average hours per week in after-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 3.68 | 0.155 | 3.69 | 0.159 | 3.42 | 0.770 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 3.51 | 0.168 | 3.51 | 0.170 | $\ddagger$ | $\ddagger$ |
| Other | 4.19 | 0.359 | 4.31 | 0.390 | 3.46 | 0.930 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 3.98 | 0.335 | 4.02 | 0.350 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 3.58 | 0.175 | 3.59 | 0.178 | $3.45{ }^{\text {! }}$ | 1.043 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $3.92{ }^{\text {! }}$ | 0.674 | 4.39! | 0.810 | $\ddagger$ | $\ddagger$ |
| High school grad | 3.87 | 0.356 | 3.90 | 0.367 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 3.60 | 0.177 | 3.59 | 0.179 | $3.76{ }^{\text {! }}$ | 1.206 |
| Grade |  |  |  |  |  |  |
| K-2 | 2.83 | 0.214 | 2.85 | 0.222 | $\ddagger$ | $\ddagger$ |
| 3-5 | 3.02 | 0.213 | 2.99 | 0.209 | $\ddagger$ | $\ddagger$ |
| 6-8 | 4.67 | 0.282 | 4.69 | 0.290 | $4.04{ }^{\text {! }}$ | 1.064 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A63. Average hours per week in before-school self care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 3.65 | 0.290 | 3.68 | 0.316 | $3.50{ }^{\text {! }}$ | 0.750 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 3.17 | 0.338 | 3.18 | 0.340 | $\ddagger$ | $\ddagger$ |
| Other | 4.04 | 0.444 | 4.19 | 0.532 | $3.55{ }^{\text {! }}$ | 0.768 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 3.91 | 0.441 | 3.92 | 0.481 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 3.38 | 0.373 | 3.41 | 0.407 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 4.49 | 0.826 | 4.90 ! | 1.114 | $\ddagger$ | $\ddagger$ |
| High school grad | 3.70 | 0.470 | 3.67 | 0.489 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 3.27 | 0.390 | 3.36 | 0.423 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| 3-5 | 3.35 | 0.540 | 3.42 ! | 0.616 | $\ddagger$ | $\ddagger$ |
| 6-8 | 3.87 | 0.358 | 3.89 | 0.380 | $3.70^{\prime}$ | 1.124 |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A64. Average hours per week in after-school self care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ | Mean | SE ${ }^{1}$ |
| All children with disabilities | 4.79 | 0.298 | 4.80 | 0.308 | 4.58 | 1.160 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 4.57 | 0.359 | 4.56 | 0.361 | $\ddagger$ | $\ddagger$ |
| Other | 5.10 | 0.510 | 5.23 | 0.566 | $4.55{ }^{\text {! }}$ | 1.207 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 4.71 | 0.503 | 4.79 | 0.548 | $4.10^{\prime}$ | 1.198 |
| \$25,000 or more | 4.83 | 0.369 | 4.81 | 0.369 | $5.11^{\prime}$ | 2.128 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 5.07 | 0.955 | 4.93 | 0.928 | $\ddagger$ | $\ddagger$ |
| High school grad | 5.08 | 0.523 | 5.11 | 0.543 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 4.54 | 0.391 | 4.59 | 0.411 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| 3-5 | 3.93 | 0.689 | 4.03 | 0.798 | $\ddagger$ | $\ddagger$ |
| 6-8 | 5.14 | 0.344 | 5.10 | 0.343 | 5.94 ! | 2.347 |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of mean.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A65. Percent of type of relative care, by language minority status, for children with disabilities

|  | Type of relative care |  |  |  |
| :--- | ---: | ---: | ---: | ---: |
| Language minority status | Grand- <br> parents | Aunt/ <br> uncle | Siblings | Other |
| All children with disabilities | 55.8 | 14.6 | 21.3 | 8.3 |
| Non-language minority | 56.9 | 13.0 | 22.0 | 8.1 |
| Language minority | 44.4 | 32.3 | 13.5 | 9.7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A66. Standard errors for table A65—Percent of type of relative care, by language minority status, for children with disabilities

|  | Type of relative care |  |  |  |
| :--- | ---: | ---: | ---: | ---: |
| Language minority status | Grand- <br> parents | Aunt/ <br> uncle | Siblings | Other |
| All children with disabilities | 3.23 | 2.30 | 2.66 | 1.79 |
| Non-language minority | 3.37 | 2.28 | 2.82 | 1.86 |
| Language minority | 11.28 | 10.61 | 7.76 | 6.73 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A67. Percent of locations of relative care, non-relative care, and centerbased care, by language minority status, for children with disabilities

| Language minority status | Location of relative care |  | Location of nonrelative care |  | Location of centerbased care |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Own Home | Other Home | Own Home | Other Home | School/ College | Other |
| All children with disabilities | 52.1 | 47.9 | 41.9 | 58.1 | 63.9 | 36.1 |
| Non-language minority | 51.5 | 48.5 | 37.3 | 62.7 | 63.7 | 36.3 |
| Language minority | 58.4 | 41.6 | 74.2 ! | 25.8 ! | 65.9 | 34.1 |

? Interpret data with caution.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A68. Standard errors for table A67-Percent of locations of relative care, non-relative care, and center-based care, by language minority status, for children with disabilities

| Language minority status | Location of relative care |  | Location of nonrelative care |  | Location of centerbased care |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Own Home | Other Home | $\begin{array}{r} \text { Own } \\ \text { Home } \end{array}$ | Other Home | School/ College | Other |
| All children with disabilities | 3.25 | 3.25 | 4.96 | 4.96 | 3.08 | 3.08 |
| Non-language minority | 3.40 | 3.40 | 5.20 | 5.20 | 3.23 | 3.23 |
| Language minority | 11.19 | 11.19 | 12.89 | 12.89 | 10.47 | 10.47 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and
After-School Programs and Activities Survey of the National Household Education Surveys
Program, ASPA-NHES:2001.

TABLE A69. Percent of children who engage in academic activities in afterschool relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 67.2 | 3.20 | 68.9 | 3.32 | 51.3 | 11.44 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 66.1 | 4.25 | 66.2 | 4.26 | $\ddagger$ | $\ddagger$ |
| Other | 68.7 | 4.89 | 73.5 | 5.25 | 51.2 | 11.68 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 64.8 | 5.13 | 68.3 | 5.40 | 43.5 | 14.65 |
| \$25,000 or more | 68.9 | 4.10 | 69.2 | 4.22 | $64.1{ }^{\text {! }}$ | 18.65 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 58.8 | 10.46 | 67.4 ! | 13.04 | $45.7{ }^{\text {! }}$ | 17.38 |
| High school grad | 59.3 | 5.48 | 60.5 | 5.66 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 74.8 | 4.13 | 75.0 | 4.22 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 58.5 | 5.79 | 62.2 | 6.18 | 37.2 ! | 15.35 |
| 3-5 | 76.0 | 4.73 | 77.2 | 4.78 | $\ddagger$ | $\ddagger$ |
| 6-8 | 66.3 | 6.19 | 65.1 | 6.49 | 81.5 | 21.15 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A70. Percent of children who engage in interactive activities in afterschool relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 59.6 | 3.35 | 60.0 | 3.51 | 55.3 | 11.38 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 62.8 | 4.34 | 62.9 | 4.35 | + | $\ddagger$ |
| Other | 55.2 | 5.24 | 55.1 | 5.92 | 55.6 | 11.60 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 65.1 | 5.12 | 67.0 | 5.46 | 53.2 ! | 14.74 |
| \$25,000 or more | 55.8 | 4.40 | 55.7 | 4.54 | $58.7{ }^{\text {! }}$ | 19.14 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 58.2 | 10.48 | $63.6{ }^{1}$ | 13.38 | 50.0 ! | 17.45 |
| High school grad | 65.0 | 5.32 | 64.7 | 5.54 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 55.9 | 4.72 | 56.2 | 4.83 | $\pm$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 65.8 | 5.57 | 66.9 | 6.00 | 59.6 | 15.58 |
| 3-5 | 57.3 | 5.47 | 57.1 | 5.64 | $\ddagger$ | $\ddagger$ |
| 6-8 | 54.9 | 6.52 | 56.2 | 6.76 | 38.8 ' | 26.55 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A71. Percent of children who engage in other activities in after-school relative care, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 81.3 | 2.66 | 81.5 | 2.78 | 78.5 | 9.41 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 86.8 | 3.04 | 87.0 | 3.03 | $\ddagger$ | $\ddagger$ |
| Other | 73.6 | 4.65 | 72.1 | 5.34 | 79.4 | 9.45 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 72.6 | 4.79 | 73.4 | 5.13 | $68.1{ }^{\text {! }}$ | 13.77 |
| \$25,000 or more | 87.1 | 2.97 | 86.6 | 3.11 | $95.5{ }^{\text {! }}$ | 8.09 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 69.8 | 9.76 | 70.4 | 12.70 | 69.0! | 16.14 |
| High school grad | 73.3 | 4.94 | 72.8 | 5.15 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 89.4 | 2.93 | 89.2 | 3.02 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 85.1 | 4.18 | 84.1 | 4.67 | 91.3! | 8.93 |
| 3-5 | 78.6 | 4.54 | 80.4 | 4.52 | $\ddagger$ | $\ddagger$ |
| 6-8 | 80.1 | 5.23 | 80.2 | 5.43 | 79.0! | 22.18 |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A72. Percent of children who receive any type of before- and afterschool relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 19.8 | 1.15 | 20.2 | 1.23 | 16.3 | 3.32 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 18.8 | 1.43 | 19.1 | 1.45 | 4.9 ' | 5.70 |
| Other | 21.5 | 1.94 | 22.6 | 2.27 | 17.9 | 3.68 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 21.0 | 1.89 | 22.1 | 2.11 | 15.9 | 4.15 |
| \$25,000 or more | 19.1 | 1.45 | 19.2 | 1.50 | 17.1 | 5.56 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 18.4 | 3.33 | 18.2 | 4.12 | 19.0 | 5.68 |
| High school grad | 23.5 | 2.15 | 24.3 | 2.28 | 16.2 | 6.28 |
| College, voc, tech | 18.0 | 1.48 | 18.3 | 1.54 | 13.3 | 5.36 |
| Grade |  |  |  |  |  |  |
| K-2 | 23.5 | 2.31 | 23.3 | 2.47 | 24.6 | 6.55 |
| 3-5 | 21.2 | 2.00 | 22.3 | 2.14 | 11.4 | 4.95 |
| 6-8 | 15.7 | 1.74 | 16.0 | 1.83 | 12.6 | 5.50 |

Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A73. Percent of children who engage in academic activities in afterschool non-relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 68.1 | 5.01 | 64.8 | 5.55 | 88.6 ! | 9.47 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 65.0 | 6.28 | 62.2 | 6.64 | $\ddagger$ | $\ddagger$ |
| Other | 74.5 | 8.29 | 71.5 | 10.13 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 71.4 | 8.41 | 68.4 | 9.69 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 66.4 | 6.28 | 63.1 | 6.81 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 66.7 | 9.91 | 61.0 | 11.13 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 66.9 | 6.33 | 63.7 | 6.86 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 53.6 | 8.71 | 48.1 | 9.39 | $\ddagger$ | $\ddagger$ |
| 3-5 | 76.0 | 7.08 | 73.7 | 7.83 | $\ddagger$ | $\ddagger$ |
| 6-8 | 81.8 | 9.99 | 81.9 | 11.18 | $\ddagger$ | $\ddagger$ |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A74. Percent of children who engage in interactive activities in afterschool non-relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 65.1 | 5.13 | 62.9 | 5.61 | $78.1{ }^{1}$ | 12.33 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 63.8 | 6.33 | 60.9 | 6.68 | $\ddagger$ | $\ddagger$ |
| Other | 67.6 | 8.90 | 68.2 | 10.46 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 73.6 | 8.21 | 74.0 | 9.15 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 60.6 | 6.50 | 57.7 | 6.98 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 61.6 | 10.23 | 57.7 | 11.28 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 67.7 | 6.29 | 64.6 | 6.83 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 77.1 | 7.34 | 75.5 | 8.08 | $\ddagger$ | $\ddagger$ |
| 3-5 | 52.8 | 8.28 | 51.4 | 8.89 | $\ddagger$ | $\ddagger$ |
| 6-8 | 67.4 | 12.14 | 62.6 | 14.04 | $\ddagger$ | $\ddagger$ |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A75. Percent of children who engage in other activities in after-school non-relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 83.7 | 3.98 | 84.3 | 4.23 | $80.1{ }^{1}$ | 11.91 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 88.2 | 4.25 | 87.6 | 4.51 | $\ddagger$ | $\ddagger$ |
| Other | 74.5 | 8.29 | 75.5 | 9.66 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 88.3 | 5.97 | 87.8 | 6.82 | $\ddagger$ | $\ddagger$ |
| \$25,000 or more | 81.3 | 5.19 | 82.6 | 5.36 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| High school grad | 79.7 | 8.45 | 83.7 | 8.43 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 86.2 | 4.64 | 85.9 | 4.96 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 91.6 | 4.86 | 90.3 | 5.57 | $\ddagger$ | $\ddagger$ |
| 3-5 | 83.3 | 6.18 | 86.6 | 6.05 | $\ddagger$ | $\ddagger$ |
| 6-8 | 67.3 | 12.15 | 64.1 | 13.92 | $\ddagger$ | $\ddagger$ |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A76. Percent of children who receive any type of before- and afterschool non-relative care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 8.3 | 0.80 | 8.2 | 0.84 | 10.0 | 2.69 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 8.7 | 1.03 | 8.3 | 1.02 | 28.6 | 11.93 |
| Other | 7.7 | 1.25 | 7.8 | 1.45 | 7.4 | 2.51 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 7.2 | 1.20 | 7.1 | 1.31 | 7.5 | 2.99 |
| \$25,000 or more | 9.1 | 1.06 | 8.7 | 1.08 | 14.2 | 5.17 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 6.1 | 2.05 | 6.5 | 2.64 | 5.4 | 3.27 |
| High school grad | 7.1 | 1.31 | 6.8 | 1.34 | 10.4 | 5.21 |
| College, voc, tech | 9.5 | 1.13 | 9.2 | 1.15 | 15.1 | 5.65 |
| Grade |  |  |  |  |  |  |
| K-2 | 10.8 | 1.69 | 10.9 | 1.83 | 10.1 | 4.57 |
| 3-5 | 10.9 | 1.52 | 10.8 | 1.60 | 11.3 | 4.93 |
| 6-8 | 4.0 | 0.93 | 3.5 | 0.92 | 8.8 | 4.70 |

Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A77. Percent of children who engage in academic activities in beforeschool center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 44.6 | 7.74 | 40.3 | 7.94 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 29.3 | 9.52 | 29.3 | 9.52 | - | - |
| Other | 64.4 ! | 11.49 | 57.4 ! | 13.06 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - |
| \$25,000 or more | 39.3 | 9.43 | 31.9 | 9.56 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | - | - | - | - | - | - |
| High school grad | 23.5 | 11.42 | $21.4{ }^{\text {! }}$ | 11.21 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 55.9 | 9.66 | 51.3 | 10.25 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 31.3 ! | 10.12 | 30.9 ! | 10.12 | $\ddagger$ | $\ddagger$ |
| 3-5 | 60.3 ! | 13.96 | 50.5 ! | 16.10 | $\ddagger$ | $\ddagger$ |
| 6-8 | $56.7{ }^{\text {! }}$ | 20.31 | 54.9 ! | 20.88 | $\ddagger$ | $\ddagger$ |

- Not available.
! Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A78. Percent of children who engage in interactive activities in beforeschool center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 49.5 | 7.79 | 53.1 | 8.08 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 56.1 | 10.38 | 56.1 | 10.38 | - | - |
| Other | 41.0! | 11.80 | 48.3 ! | 13.20 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - |
| \$25,000 or more | 59.6 | 9.48 | 66.4 | 9.68 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | - | - | - | - | - | - |
| High school grad | 37.4 ! | 13.03 | 37.6 ! | 13.23 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 56.1 | 9.65 | 62.0 | 9.95 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 52.5 | 10.90 | 52.3 ! | 10.93 | $\ddagger$ | $\ddagger$ |
| 3-5 | 52.3 ! | 14.25 | 65.3 ! | 15.33 | $\ddagger$ | $\ddagger$ |
| 6-8 | 34.8 ! | 19.52 | $36.2{ }^{\text {! }}$ | 20.17 | $\ddagger$ | $\ddagger$ |

- Not available.
! Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A79. Percent of children who engage in other activities in before-school center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | $S E^{1}$ |
| All children with disabilities | 75.4 | 6.71 | 73.5 | 7.14 | $\ddagger$ | $\ddagger$ |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 73.1 | 9.27 | 73.1 | 9.27 | - | - |
| Other | $78.3{ }^{1}$ | 9.89 | 74.0! | 11.58 | $\ddagger$ | $\ddagger$ |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - |
| \$25,000 or more | 72.5 | 8.62 | 69.1 | 9.47 | $\ddagger$ | $\ddagger$ |
| Parent education level |  |  |  |  |  |  |
| Less than high school | - | - | - | - | - | - |
| High school grad | 85.2 ! | 9.56 | $84.8{ }^{\text {! }}$ | 9.80 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 70.1 | 8.90 | 66.9 | 9.64 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 80.0! | 8.73 | $79.9{ }^{\text {! }}$ | 8.78 | $\ddagger$ | $\ddagger$ |
| 3-5 | $90.8{ }^{\text {! }}$ | 8.25 | 88.5 | 10.27 | $\ddagger$ | $\ddagger$ |
| 6-8 | $31.5{ }^{\text {! }}$ | 19.04 | $28.7{ }^{\text {! }}$ | 18.98 | $\ddagger$ | $\ddagger$ |

- Not available.
! Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A80. Percent of children who engage in academic activities in afterschool center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 60.7 | 3.36 | 59.3 | 3.54 | 74.7 | 10.33 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 51.3 | 4.82 | 51.7 | 4.88 | $\ddagger$ | $\ddagger$ |
| Other | 70.4 | 4.49 | 68.6 | 4.98 | 80.3 | 10.17 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 59.5 | 5.06 | 58.4 | 5.43 | $67.1{ }^{\text {' }}$ | 14.19 |
| \$25,000 or more | 61.7 | 4.50 | 60.0 | 4.68 | $88.2{ }^{\text {! }}$ | 13.43 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 69.4 | 8.36 | 70.4 | 9.73 | $66.6{ }^{\prime}$ | 17.38 |
| High school grad | 54.9 | 6.20 | 53.7 | 6.46 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 61.6 | 4.54 | 60.1 | 4.68 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 56.7 | 6.18 | 54.7 | 6.72 | $\ddagger$ | $\ddagger$ |
| 3-5 | 64.4 | 5.19 | 63.4 | 5.33 | $\ddagger$ | $\ddagger$ |
| 6-8 | 60.1 | 6.32 | 58.4 | 6.71 | $76.4{ }^{\text {! }}$ | 19.03 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A81. Percent of children who engage in interactive activities in afterschool center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 62.7 | 3.32 | 63.2 | 3.47 | 57.8 | 11.73 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 66.8 | 4.55 | 66.3 | 4.61 | $\ddagger$ | $\ddagger$ |
| Other | 58.5 | 4.85 | 59.4 | 5.26 | 53.7 | 12.75 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 60.4 | 5.04 | 60.1 | 5.40 | 61.9! | 14.66 |
| \$25,000 or more | 64.6 | 4.43 | 65.5 | 4.54 | 50.6! | 20.84 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 44.6 | 9.02 | $35.7{ }^{\text {! }}$ | 10.21 | $69.2{ }^{\text {! }}$ | 17.02 |
| High school grad | 64.0 | 5.98 | 65.4 | 6.16 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 66.8 | 4.39 | 67.7 | 4.47 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 79.3 | 5.05 | 79.9 | 5.41 | $\ddagger$ | $\ddagger$ |
| 3-5 | 60.0 | 5.31 | 60.3 | 5.41 | $\ddagger$ | $\ddagger$ |
| 6-8 | 49.1 | 6.45 | 50.9 | 6.80 | 32.3 ! | 20.94 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A82. Percent of children who engage in other activities in after-school center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 52.4 | 3.43 | 53.7 | 3.59 | 39.1 | 11.59 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 57.7 | 4.77 | 56.7 | 4.84 | $\ddagger$ | $\ddagger$ |
| Other | 46.9 | 4.91 | 50.0 | 5.36 | 30.0 | 11.71 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 54.3 | 5.13 | 57.1 | 5.46 | $35.1{ }^{\text {! }}$ | 14.41 |
| \$25,000 or more | 50.8 | 4.63 | 51.1 | 4.77 | 46.0! | 20.77 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 51.0 | 9.07 | 54.3 | 10.62 | 41.8! | 18.18 |
| High school grad | 46.8 | 6.21 | 49.1 | 6.47 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 56.0 | 4.63 | 56.1 | 4.75 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | 62.9 | 6.02 | 69.2 | 6.23 | $\ddagger$ | $\ddagger$ |
| 3-5 | 52.0 | 5.42 | 51.0 | 5.53 | $\ddagger$ | $\ddagger$ |
| 6-8 | 41.5 | 6.36 | 41.6 | 6.71 | 40.2 | 21.96 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A83. Percent of children who receive any type of before- and afterschool center-based care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 20.4 | 1.16 | 20.7 | 1.24 | 17.2 | 3.38 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 16.8 | 1.37 | 16.8 | 1.38 | 15.9 ! | 9.65 |
| Other | 26.3 | 2.07 | 29.1 | 2.46 | 17.3 | 3.63 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 22.2 | 1.93 | 23.6 | 2.16 | 15.3 | 4.08 |
| \$25,000 or more | 19.2 | 1.46 | 19.1 | 1.50 | 20.4 | 5.96 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 23.4 | 3.63 | 26.8 | 4.74 | 17.2 | 5.47 |
| High school grad | 18.4 | 1.97 | 18.9 | 2.09 | 14.0 | 5.91 |
| College, voc, tech | 20.8 | 1.57 | 20.9 | 1.62 | 19.9 | 6.30 |
| Grade |  |  |  |  |  |  |
| K-2 | 22.0 | 2.26 | 22.0 | 2.42 | 21.6 | 6.25 |
| 3-5 | 24.1 | 2.09 | 25.2 | 2.23 | 14.0 | 5.42 |
| 6-8 | 15.6 | 1.73 | 15.5 | 1.81 | 16.0 | 6.08 |

'Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A84. Percent of children who engage in arts in before- and after-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | $\mathrm{SE}^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 32.2 | 2.11 | 32.1 | 2.16 | 35.0 | 10.26 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 30.2 | 2.41 | 30.1 | 2.42 | + | $\ddagger$ |
| Other | 38.0 | 4.36 | 38.6 | 4.75 | 34.3 | 11.24 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 23.6 | 3.72 | 24.1 | 3.89 | 18.4 ! | 13.12 |
| \$25,000 or more | 35.3 | 2.53 | 34.9 | 2.57 | 47.5 | 14.47 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 13.2 | 7.31 | 15.2 | 9.16 | $\ddagger$ | $\ddagger$ |
| High school grad | 23.1 | 3.86 | 22.6 | 3.89 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 36.6 | 2.59 | 36.2 | 2.63 | 46.3 | 14.34 |
| Grade |  |  |  |  |  |  |
| K-2 | 22.3 | 3.93 | 22.2 | 4.02 | $\ddagger$ | $\ddagger$ |
| 3-5 | 34.2 | 3.62 | 34.0 | 3.71 | 38.3 ' | 17.31 |
| 6-8 | 36.0 | 3.37 | 35.9 | 3.44 | 37.7 | 17.36 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A85. Percent of children who engage in sports in before- and afterschool non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 64.4 | 2.17 | 64.9 | 2.21 | 52.4 | 10.74 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 65.1 | 2.50 | 65.0 | 2.51 | $\ddagger$ | $\ddagger$ |
| Other | 62.1 | 4.36 | 64.6 | 4.66 | 47.8 | 11.83 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 55.1 | 4.36 | 56.9 | 4.51 | 32.5 | 15.86 |
| \$25,000 or more | 67.8 | 2.47 | 67.8 | 2.52 | 67.4 | 13.58 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 57.4 | 10.68 | 62.8 | 12.34 | $\ddagger$ | + |
| High school grad | 55.1 | 4.56 | 54.4 | 4.63 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 68.0 | 2.51 | 68.7 | 2.54 | 49.8 | 14.38 |
| Grade |  |  |  |  |  |  |
| K-2 | 56.7 | 4.68 | 56.2 | 4.79 | $\ddagger$ | $\ddagger$ |
| 3-5 | 64.8 | 3.65 | 65.8 | 3.72 | $46.9{ }^{\text {' }}$ | 17.77 |
| 6-8 | 68.2 | 3.26 | 69.1 | 3.31 | 49.0 | 17.90 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A86. Percent of children who engage in clubs in before- and after-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 10.4 | 1.38 | 10.4 | 1.41 | 9.8 | 6.39 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 11.0 | 1.64 | 11.0 | 1.65 | $\ddagger$ | $\ddagger$ |
| Other | 8.4 | 2.49 | 8.3 | 2.68 | 9.1 | 6.80 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 8.4 | 2.43 | 8.8 | 2.57 | $4.1{ }^{\text {! }}$ | 6.75 |
| \$25,000 or more | 11.1 | 1.66 | 11.0 | 1.68 | 14.0 | 10.06 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 0.9 | 2.00 | 0.0 | 0.00 | $\ddagger$ | $\ddagger$ |
| High school grad | 9.5 | 2.69 | 9.0 | 2.67 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 11.3 | 1.70 | 11.4 | 1.74 | 8.9 | 8.21 |
| Grade |  |  |  |  |  |  |
| K-2 | 4.8 | 2.01 | 4.7 | 2.03 | $\ddagger$ | $\ddagger$ |
| 3-5 | 7.8 | 2.04 | 7.7 | 2.09 | 8.0 ! | 9.66 |
| 6-8 | 15.7 | 2.55 | 15.8 | 2.61 | 13.0 | 12.05 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A87. Percent of children who engage in other academic activities in before- and after-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-language minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 21.1 | 1.85 | 21.3 | 1.90 | 18.3 | 8.31 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 18.5 | 2.03 | 18.2 | 2.03 | $\ddagger$ | $\ddagger$ |
| Other | 28.9 | 4.07 | 31.7 | 4.53 | 13.6 | 8.12 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 25.3 | 3.80 | 26.6 | 4.02 | $8.1{ }^{1}$ | 9.27 |
| \$25,000 or more | 19.6 | 2.10 | 19.4 | 2.13 | 25.9 | 12.70 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 17.2 | 8.15 | 23.7 | 10.85 | $\ddagger$ | $\ddagger$ |
| High school grad | 19.7 | 3.64 | 19.1 | 3.66 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 21.9 | 2.22 | 21.9 | 2.27 | 21.7 | 11.85 |
| Grade |  |  |  |  |  |  |
| K-2 | 12.3 | 3.10 | 11.8 | 3.12 | $\ddagger$ | $\ddagger$ |
| 3-5 | 21.3 | 3.12 | 21.8 | 3.24 | $12.1{ }^{\text {! }}$ | 11.62 |
| 6-8 | 25.9 | 3.07 | 26.1 | 3.15 | 22.2 | 14.88 |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A88. Percent of children who engage in volunteer work in before- and after-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 17.2 | 1.71 | 17.4 | 1.76 | 12.4 | 7.08 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 16.0 | 1.92 | 16.0 | 1.93 | $\ddagger$ | $\ddagger$ |
| Other | 20.6 | 3.63 | 22.4 | 4.06 | 10.7 | 7.33 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 15.2 | 3.14 | 16.0 | 3.34 | $4.7{ }^{\text {! }}$ | 7.16 |
| \$25,000 or more | 17.9 | 2.03 | 17.9 | 2.06 | 18.2 | 11.17 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 10.7 | 6.67 | 14.7 | 9.04 | $\ddagger$ | $\ddagger$ |
| High school grad | 11.6 | 2.94 | 11.4 | 2.96 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 19.5 | 2.13 | 19.6 | 2.18 | 16.4 | 10.64 |
| Grade |  |  |  |  |  |  |
| K-2 | 8.5 | 2.63 | 8.9 | 2.75 | $\ddagger$ | $\ddagger$ |
| 3-5 | 15.6 | 2.77 | 16.0 | 2.88 | 8.0 ! | 9.66 |
| 6-8 | 23.3 | 2.97 | 23.3 | 3.03 | 23.8 | 15.25 |

? Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A89. Percent of children who engage in religious activities in before- and after-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 47.0 | 2.26 | 47.1 | 2.31 | 45.4 | 10.71 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 45.9 | 2.61 | 46.0 | 2.63 | $\ddagger$ | $\ddagger$ |
| Other | 50.2 | 4.49 | 50.8 | 4.87 | 47.1 | 11.82 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 41.8 | 4.32 | 40.3 | 4.46 | $60.7{ }^{\text { }}$ | 16.55 |
| \$25,000 or more | 48.9 | 2.64 | 49.4 | 2.69 | 34.0 | 13.72 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 39.9 | 10.57 | 37.2 | 12.34 | $\ddagger$ | $\ddagger$ |
| High school grad | 42.8 | 4.53 | 42.3 | 4.59 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 48.9 | 2.69 | 49.2 | 2.74 | 40.3 | 14.11 |
| Grade |  |  |  |  |  |  |
| K-2 | 45.8 | 4.71 | 46.6 | 4.82 | $\ddagger$ | $\ddagger$ |
| 3-5 | 44.7 | 3.79 | 44.8 | 3.90 | $42.6{ }^{\text {! }}$ | 17.61 |
| 6-8 | 49.6 | 3.51 | 49.2 | 3.58 | 58.2 | 17.66 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A90. Percent of children who engage in scouts in before- and afterschool non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 23.3 | 1.91 | 23.7 | 1.97 | 13.6 | 7.38 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 26.3 | 2.31 | 26.4 | 2.32 | $\ddagger$ | $\ddagger$ |
| Other | 14.3 | 3.14 | 14.6 | 3.44 | 12.7 | 7.88 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 23.5 | 3.71 | 24.0 | 3.89 | $17.3{ }^{\text { }}$ | 12.81 |
| \$25,000 or more | 23.2 | 2.23 | 23.6 | 2.29 | 10.9 | 9.03 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 9.3 | 6.26 | 9.1 | 7.33 | $\ddagger$ | $\ddagger$ |
| High school grad | 26.2 | 4.03 | 25.6 | 4.06 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 23.2 | 2.27 | 23.8 | 2.33 | 6.9 | 7.28 |
| Grade |  |  |  |  |  |  |
| K-2 | 30.4 | 4.35 | 31.3 | 4.48 | $\ddagger$ | $\ddagger$ |
| 3-5 | 29.2 | 3.47 | 30.0 | 3.59 | $14.1{ }^{\text {! }}$ | 12.41 |
| 6-8 | 14.2 | 2.45 | 14.3 | 2.51 | 14.0 | 12.42 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A91. Percent of children who engage in any other activities in beforeand after-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 8.2 | 1.24 | 8.4 | 1.28 | 4.9 | 4.64 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 9.4 | 1.53 | 9.5 | 1.54 | $\ddagger$ | + |
| Other | 4.8 | 1.91 | 4.8 | 2.07 | 4.8 | 5.05 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 7.6 | 2.32 | 7.7 | 2.43 | 6.2 ! | 8.19 |
| \$25,000 or more | 8.5 | 1.47 | 8.6 | 1.51 | 3.9 | 5.61 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 14.3 | 7.56 | 16.0 | 9.36 | $\ddagger$ | $\ddagger$ |
| High school grad | 8.2 | 2.52 | 8.5 | 2.59 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 7.9 | 1.45 | 8.0 | 1.49 | 3.8 | 5.53 |
| Grade |  |  |  |  |  |  |
| K-2 | 5.5 | 2.16 | 5.8 | 2.25 | $\ddagger$ | $\ddagger$ |
| 3-5 | 5.8 | 1.78 | 5.9 | 1.85 | 3.3 ! | 6.36 |
| 6-8 | 11.8 | 2.26 | 11.9 | 2.32 | 9.3 | 10.39 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A92. Percent of children who participate in any before- and after-school non-program activities and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 40.9 | 1.42 | 43.5 | 1.51 | 18.1 | 3.45 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 48.8 | 1.83 | 49.3 | 1.85 | 24.8 ! | 11.40 |
| Other | 27.7 | 2.11 | 31.1 | 2.51 | 17.1 | 3.61 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 28.3 | 2.09 | 31.5 | 2.37 | 12.4 | 3.74 |
| \$25,000 or more | 48.9 | 1.85 | 50.3 | 1.91 | 27.7 | 6.62 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 16.4 | 3.18 | 18.5 | 4.15 | 12.6 | 4.81 |
| High school grad | 30.9 | 2.35 | 33.0 | 2.51 | 9.7 | 5.03 |
| College, voc, tech | 51.6 | 1.93 | 52.9 | 1.99 | 31.9 | 7.36 |
| Grade |  |  |  |  |  |  |
| K-2 | 33.5 | 2.57 | 36.9 | 2.82 | 11.2 | 4.79 |
| 3-5 | 41.0 | 2.40 | 43.2 | 2.55 | 21.1 | 6.36 |
| 6-8 | 46.6 | 2.39 | 48.8 | 2.50 | 23.5 | 7.03 |

Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A93. Percent of children who engage in academic activities in afterschool self care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-language minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 61.1 | 3.64 | 61.2 | 3.82 | 60.2 | 12.56 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 66.3 | 4.61 | 66.3 | 4.63 | $\ddagger$ | $\ddagger$ |
| Other | 53.7 | 5.83 | 52.1 | 6.58 | 59.7 | 12.84 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 52.8 | 6.02 | 50.4 | 6.46 | 69.2 | 16.35 |
| \$25,000 or more | 66.4 | 4.52 | 67.6 | 4.63 | $49.1{ }^{1}$ | 20.04 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 57.9 | 10.90 | 51.6 | 13.05 | $\ddagger$ | $\ddagger$ |
| High school grad | 60.0 | 6.30 | 59.5 | 6.53 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 62.6 | 4.94 | 64.0 | 5.07 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| 3-5 | 58.0 | 8.03 | 57.8 | 8.82 | $\ddagger$ | $\ddagger$ |
| 6-8 | 61.5 | 4.25 | 61.6 | 4.37 | 59.8 | 20.20 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A94. Percent of children who engage in interactive activities in afterschool self care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 44.0 | 3.71 | 45.3 | 3.90 | 30.4 | 11.80 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 42.9 | 4.83 | 43.0 | 4.84 | $\ddagger$ | $\ddagger$ |
| Other | 45.6 | 5.82 | 49.5 | 6.59 | 30.6 | 12.06 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 55.3 | 5.99 | 56.6 | 6.40 | 46.5 | 17.66 |
| \$25,000 or more | 36.8 | 4.61 | 38.6 | 4.82 | 10.4 ! | 12.22 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 49.9 | 11.03 | 50.8 | 13.06 | $\ddagger$ | $\ddagger$ |
| High school grad | 49.5 | 6.43 | 51.0 | 6.65 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 39.2 | 4.98 | 40.8 | 5.19 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| 3-5 | 48.5 | 8.13 | 53.8 | 8.90 | $\ddagger$ | $\ddagger$ |
| 6-8 | 41.0 | 4.30 | 41.3 | 4.42 | $35.9{ }^{\text {! }}$ | 19.77 |

Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A95. Percent of children who engage in other activities in after-school self care and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Non-languageminority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 85.0 | 2.67 | 85.2 | 2.78 | 83.0 | 9.64 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 89.8 | 2.96 | 89.7 | 2.97 | $\ddagger$ | $\ddagger$ |
| Other | 78.1 | 4.83 | 77.0 | 5.55 | 82.3 | 9.99 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 81.3 | 4.70 | 78.6 | 5.30 | 100.0 ! | - |
| \$25,000 or more | 87.3 | 3.19 | 89.1 | 3.09 | 61.8 ! | 19.47 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 79.2 | 8.96 | 71.4 | 11.80 | $\ddagger$ | $\ddagger$ |
| High school grad | 85.1 | 4.58 | 84.3 | 4.84 | $\ddagger$ | $\ddagger$ |
| College, voc, tech | 86.2 | 3.52 | 88.1 | 3.42 | $\ddagger$ | $\ddagger$ |
| Grade |  |  |  |  |  |  |
| K-2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| 3-5 | 80.2 | 6.48 | 84.5 | 6.47 | $\ddagger$ | $\ddagger$ |
| 6-8 | 87.8 | 2.86 | 87.2 | 3.00 | 98.2 | 5.46 |

- Not available.
! Interpret data with caution.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A96. Percent of children who are responsible for themselves before or after school and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | $\mathrm{SE}^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 17.0 | 1.09 | 17.2 | 1.15 | 15.0 | 3.21 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 15.9 | 1.34 | 16.1 | 1.36 | 6.3 ! | 6.41 |
| Other | 18.8 | 1.84 | 19.6 | 2.15 | 16.3 | 3.54 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 17.5 | 1.76 | 18.2 | 1.96 | 13.9 | 3.93 |
| \$25,000 or more | 16.7 | 1.38 | 16.7 | 1.42 | 16.9 | 5.55 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 18.0 | 3.30 | 19.8 | 4.26 | 14.8 | 5.15 |
| High school grad | 18.0 | 1.95 | 18.5 | 2.07 | 12.8 | 5.68 |
| College, voc, tech | 16.2 | 1.42 | 16.1 | 1.46 | 17.3 | 5.97 |
| Grade |  |  |  |  |  |  |
| K-2 | 3.2 | 0.96 | 2.7 | 0.95 | 6.5 | 3.75 |
| 3-5 | 10.5 | 1.50 | 9.8 | 1.53 | 17.0 | 5.85 |
| 6-8 | 33.9 | 2.26 | 34.9 | 2.38 | 23.5 | 7.03 |

Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A97. Percent of children who receive or participate in any before- or after-school care/activities (except for self care) and standard errors, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  | Language minority status |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  | Nonlanguage minority |  | Language minority |  |
|  | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ | \% | SE ${ }^{1}$ |
| All children with disabilities | 69.1 | 1.34 | 71.1 | 1.38 | 52.4 | 4.48 |
| Ethnicity |  |  |  |  |  |  |
| White (non-Hispanic) | 71.5 | 1.65 | 71.8 | 1.66 | 59.6 | 12.96 |
| Other | 65.1 | 2.25 | 69.5 | 2.50 | 51.4 | 4.79 |
| Income level |  |  |  |  |  |  |
| Under \$25,000 | 62.6 | 2.25 | 66.1 | 2.41 | 45.1 | 5.65 |
| \$25,000 or more | 73.3 | 1.64 | 73.8 | 1.68 | 64.8 | 7.07 |
| Parent education level |  |  |  |  |  |  |
| Less than high school | 52.7 | 4.28 | 56.4 | 5.31 | 46.2 | 7.23 |
| High school grad | 61.2 | 2.48 | 63.1 | 2.57 | 42.5 | 8.42 |
| College, voc, tech | 77.0 | 1.62 | 77.6 | 1.66 | 68.4 | 7.35 |
| Grade |  |  |  |  |  |  |
| K-2 | 68.1 | 2.54 | 69.5 | 2.69 | 58.9 | 7.48 |
| 3-5 | 72.5 | 2.18 | 75.0 | 2.23 | 50.0 | 7.79 |
| 6-8 | 66.9 | 2.25 | 68.5 | 2.32 | 49.3 | 8.29 |

Interpret data with caution.
${ }^{1}$ Standard error of percent.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A98. Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | C or below | B | A | C or below | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| All children with disabilities | 43.1 | 33.1 | 23.7 | 42.6 | 33.7 | 23.8 | 48.3 | 28.5 | 23.2 |
| Relative care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 42.0 | 38.8 | 19.2 | 40.6 | 41.2 | 18.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 42.5 | 30.0 | 27.6 | 41.9 | 30.4 | 27.6 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 44.2 | 26.0 | 29.8 | 43.6 | 25.8 | 30.6 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 41.1 | 37.5 | 21.4 | 40.2 | 39.1 | 20.7 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 48.9 | 23.8 | 27.3 | 49.0 | 20.4 | 30.5 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 40.8 | 34.9 | 24.3 | 39.8 | 36.8 | 23.3 | 50.6 | 15.8 | 33.6 |
| Receiving relative care |  |  |  |  |  |  |  |  |  |
| No | 43.2 | 33.1 | 23.7 | 42.7 | 33.5 | 23.8 | 48.1 | 29.2 | 22.6 |
| Yes | 42.9 | 33.7 | 23.4 | 42.3 | 34.5 | 23.2 | 49.2 | 24.9 | 25.9 |
| Non-relative care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 42.9 | 27.7 | 29.3 | 45.2 | 26.0 | 28.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 42.5 | 32.5 | 25.0 | 36.5 | 35.4 | 28.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 26.5 | 42.6 | 30.9 | 23.7 | 45.6 | 30.7 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 51.3 | 24.7 | 24.0 | 48.9 | 24.1 | 27.0 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 39.9 | 25.2 | 34.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 43.2 | 32.1 | 24.8 | 41.3 | 32.4 | 26.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving nonrelative care |  |  |  |  |  |  |  |  |  |
| No | 43.0 | 33.3 | 23.6 | 42.6 | 33.9 | 23.6 | 47.0 | 28.9 | 24.2 |
| Yes | 44.8 | 31.3 | 23.9 | 42.6 | 32.1 | 25.3 | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE A98. Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | C or below | B | A | C or below | B | A | C or below | B | A |
| Before-school centerbased care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 40.9 | 25.7 | 33.5 | 40.9 | 25.7 | 33.5 | - | - | - |
| Yes | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 35.6 | 23.5 | 40.9 | 35.2 | 23.7 | 41.2 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - | - |
| Yes | 48.0 | 28.1 | 23.9 | 43.5 | 30.1 | 26.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| After-school centerbased care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 45.1 | 31.6 | 23.3 | 46.2 | 31.8 | 22.0 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 50.2 | 28.4 | 21.3 | 50.0 | 28.8 | 21.2 | 51.9 | 25.7 | 22.4 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 51.4 | 29.2 | 19.4 | 53.6 | 28.2 | 18.2 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 46.3 | 30.0 | 23.8 | 45.5 | 31.0 | 23.5 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 48.6 | 29.6 | 21.9 | 46.9 | 31.7 | 21.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 47.9 | 29.8 | 22.3 | 49.9 | 28.5 | 21.6 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving centerbased care |  |  |  |  |  |  |  |  |  |
| No | 42.0 | 33.8 | 24.2 | 41.3 | 34.3 | 24.3 | 47.5 | 29.7 | 22.9 |
| Yes | 47.9 | 30.6 | 21.6 | 47.4 | 31.3 | 21.3 | 52.3 | 23.1 | 24.6 |

See notes at end of table.

TABLE A98. Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Non-program activities |  |  |  |  |  |  |  |  |  |
| Arts |  |  |  |  |  |  |  |  |  |
| No | 38.4 | 36.1 | 25.6 | 37.9 | 36.3 | 25.9 | 48.4 | 32.4 | 19.2 |
| Yes | 23.5 | 40.2 | 36.3 | 23.5 | 40.6 | 35.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Sports |  |  |  |  |  |  |  |  |  |
| No | 38.8 | 35.2 | 25.9 | 38.2 | 35.8 | 26.0 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 30.7 | 38.6 | 30.7 | 30.6 | 38.6 | 30.7 | 32.0 | 37.8 | 30.2 |
| Clubs |  |  |  |  |  |  |  |  |  |
| No | 35.1 | 37.9 | 27.0 | 34.9 | 38.2 | 26.9 | 39.0 | 32.0 | 28.9 |
| Yes | 20.6 | 33.0 | 46.4 | 19.4 | 32.7 | 47.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other academic activities |  |  |  |  |  |  |  |  |  |
| No | 34.2 | 35.3 | 30.5 | 33.9 | 35.6 | 30.5 | 39.8 | 29.4 | 30.9 |
| Yes | 31.4 | 45.2 | 23.4 | 31.0 | 45.1 | 23.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Volunteer work |  |  |  |  |  |  |  |  |  |
| No | 35.0 | 37.9 | 27.1 | 34.7 | 38.2 | 27.0 | 40.4 | 31.4 | 28.2 |
| Yes | 26.6 | 35.1 | 38.2 | 26.3 | 34.9 | 38.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Religious activities |  |  |  |  |  |  |  |  |  |
| No | 33.2 | 39.8 | 27.0 | 33.4 | 39.9 | 26.7 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 34.0 | 34.7 | 31.2 | 33.2 | 35.1 | 31.7 | 53.2 | 26.0 | 20.8 |
| Scouts |  |  |  |  |  |  |  |  |  |
| No | 31.9 | 38.2 | 29.9 | 31.5 | 38.5 | 30.0 | 39.5 | 33.2 | 27.3 |
| Yes | 39.1 | 34.8 | 26.1 | 39.0 | 34.9 | 26.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Any other activities |  |  |  |  |  |  |  |  |  |
| No | 34.4 | 36.7 | 28.9 | 34.1 | 37.0 | 28.9 | 41.0 | 30.2 | 28.8 |
| Yes | 24.1 | 45.1 | 30.8 | 24.3 | 44.0 | 31.7 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in any non-program activity |  |  |  |  |  |  |  |  |  |
| No | 49.8 | 30.2 | 19.9 | 49.8 | 30.7 | 19.5 | 50.1 | 27.6 | 22.2 |
| Yes | 33.6 | 37.4 | 29.0 | 33.3 | 37.6 | 29.1 | 39.9 | 32.6 | 27.4 |

See notes at end of table.

TABLE A98. Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \text { C or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Self care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 54.0 | 31.0 | 15.0 | 52.5 | 32.7 | 14.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 36.5 | 39.2 | 24.3 | 37.1 | 39.1 | 23.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 41.9 | 34.7 | 23.4 | 40.9 | 36.0 | 23.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 45.1 | 37.6 | 17.3 | 45.7 | 37.3 | 16.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 55.3 | 35.5 | 9.3 | 50.7 | 39.0 | 10.3 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 41.2 | 36.1 | 22.7 | 41.8 | 36.2 | 22.0 | 35.4 | 34.8 | 29.8 |
| Responsible for self |  |  |  |  |  |  |  |  |  |
| No | 43.1 | 32.8 | 24.1 | 42.3 | 33.4 | 24.3 | 49.6 | 27.8 | 22.6 |
| Yes | 43.6 | 34.9 | 21.5 | 43.9 | 35.1 | 21.0 | 41.0 | 32.5 | 26.5 |
| Receiving/participating in any before- or afterschool care/activities except self care |  |  |  |  |  |  |  |  |  |
| No | 49.2 | 30.9 | 19.9 | 50.0 | 30.7 | 19.4 | 45.4 | 32.1 | 22.5 |
| Yes | 40.5 | 34.2 | 25.3 | 39.6 | 35.0 | 25.5 | 50.9 | 25.3 | 23.8 |
| - Not available. |  |  |  |  |  |  |  |  |  |
| $\ddagger$ Reporting standards not met. |  |  |  |  |  |  |  |  |  |
| SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and |  |  |  |  |  |  |  |  |  |
| After-School Programs and Activities Survey of the National Household Education Surveys |  |  |  |  |  |  |  |  |  |
| Program, ASPA-NHES:2001. |  |  |  |  |  |  |  |  |  |

TABLE A99. Standard errors for table A98—Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | C or below | B | A | C or below | B | A | C or below | B | A |
| All children with disabilities | 1.43 | 1.36 | 1.23 | 1.51 | 1.44 | 1.30 | 4.48 | 4.05 | 3.79 |
| Relative care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 5.91 | 5.84 | 4.72 | 6.34 | 6.36 | 4.97 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.12 | 3.82 | 3.72 | 4.27 | 3.98 | 3.87 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 5.35 | 4.72 | 4.93 | 5.64 | 4.98 | 5.24 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.35 | 4.29 | 3.63 | 4.54 | 4.52 | 3.76 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 7.96 | 6.78 | 7.09 | 8.43 | 6.81 | 7.77 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 3.72 | 3.61 | 3.25 | 3.89 | 3.83 | 3.36 | 13.02 | 9.50 | 12.29 |
| Receiving relative care |  |  |  |  |  |  |  |  |  |
| No | 1.60 | 1.52 | 1.37 | 1.69 | 1.61 | 1.46 | 4.91 | 4.47 | 4.11 |
| Yes | 3.22 | 3.07 | 2.75 | 3.36 | 3.23 | 2.87 | 11.34 | 9.82 | 9.94 |
| Non-relative care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 9.55 | 8.64 | 8.79 | 9.86 | 8.69 | 8.97 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 6.46 | 6.12 | 5.66 | 6.97 | 6.92 | 6.51 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 8.12 | 9.10 | 8.50 | 8.21 | 9.61 | 8.90 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 6.69 | 5.77 | 5.71 | 7.35 | 6.29 | 6.52 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 13.44 | 11.93 | 13.08 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 5.83 | 5.50 | 5.08 | 6.24 | 5.93 | 5.58 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving nonrelative care |  |  |  |  |  |  |  |  |  |
| No | 1.49 | 1.42 | 1.28 | 1.58 | 1.51 | 1.35 | 4.72 | 4.29 | 4.05 |
| Yes | 5.00 | 4.66 | 4.29 | 5.32 | 5.02 | 4.68 | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE A99. Standard errors for table A98—Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | C or below | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | C or below | B | A |
| Before-school centerbased care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 10.39 | 9.23 | 9.97 | 10.39 | 9.23 | 9.97 | - | - | - |
| Yes | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 10.73 | 9.50 | 11.02 | 10.73 | 9.55 | 11.06 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - | - |
| Yes | 9.00 | 8.10 | 7.68 | 9.40 | 8.70 | 8.36 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| After-school centerbased care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 5.47 | 5.12 | 4.65 | 5.65 | 5.28 | 4.69 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.42 | 3.99 | 3.62 | 4.68 | 4.24 | 3.83 | 13.86 | 12.13 | 11.57 |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 5.65 | 5.14 | 4.46 | 5.94 | 5.36 | 4.60 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.33 | 3.98 | 3.70 | 4.52 | 4.20 | 3.84 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 4.99 | 4.56 | 4.13 | 5.29 | 4.94 | 4.35 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.75 | 4.35 | 3.96 | 4.92 | 4.45 | 4.05 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving centerbased care |  |  |  |  |  |  |  |  |  |
| No | 1.60 | 1.53 | 1.39 | 1.69 | 1.63 | 1.47 | 4.93 | 4.51 | 4.14 |
| Yes | 3.20 | 2.96 | 2.64 | 3.36 | 3.12 | 2.75 | 11.04 | 9.32 | 9.51 |

See notes at end of table.

TABLE A99. Standard errors for table A98—Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Non-program activities |  |  |  |  |  |  |  |  |  |
| Arts |  |  |  |  |  |  |  |  |  |
| No | 2.67 | 2.64 | 2.40 | 2.73 | 2.70 | 2.46 | 13.50 | 12.64 | 10.64 |
| Yes | 3.39 | 3.92 | 3.84 | 3.47 | 4.02 | 3.93 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Sports |  |  |  |  |  |  |  |  |  |
| No | 3.70 | 3.62 | 3.33 | 3.81 | 3.76 | 3.44 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 2.60 | 2.75 | 2.60 | 2.65 | 2.80 | 2.65 | 14.16 | 14.71 | 13.93 |
| Clubs |  |  |  |  |  |  |  |  |  |
| No | 2.28 | 2.32 | 2.12 | 2.33 | 2.38 | 2.17 | 11.07 | 10.59 | 10.29 |
| Yes | 5.74 | 6.66 | 7.07 | 5.73 | 6.80 | 7.24 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other academic activities |  |  |  |  |  |  |  |  |  |
| No | 2.42 | 2.43 | 2.35 | 2.47 | 2.50 | 2.40 | 11.70 | 10.89 | 11.05 |
| Yes | 4.58 | 4.91 | 4.18 | 4.66 | 5.01 | 4.30 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Volunteer work |  |  |  |  |  |  |  |  |  |
| No | 2.37 | 2.41 | 2.21 | 2.43 | 2.48 | 2.26 | 11.31 | 10.69 | 10.37 |
| Yes | 4.85 | 5.23 | 5.33 | 4.91 | 5.32 | 5.44 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Religious activities |  |  |  |  |  |  |  |  |  |
| No | 2.93 | 3.04 | 2.76 | 3.00 | 3.12 | 2.82 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 3.13 | 3.14 | 3.06 | 3.18 | 3.23 | 3.15 | 16.38 | 14.39 | 13.33 |
| Scouts |  |  |  |  |  |  |  |  |  |
| No | 2.41 | 2.51 | 2.36 | 2.46 | 2.58 | 2.43 | 11.35 | 10.94 | 10.34 |
| Yes | 4.59 | 4.48 | 4.13 | 4.65 | 4.55 | 4.19 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Any other activities |  |  |  |  |  |  |  |  |  |
| No | 2.24 | 2.28 | 2.14 | 2.29 | 2.34 | 2.19 | 10.86 | 10.13 | 10.00 |
| Yes | 6.82 | 7.93 | 7.36 | 6.93 | 8.02 | 7.52 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in any non-program activity |  |  |  |  |  |  |  |  |  |
| No | 1.88 | 1.73 | 1.50 | 2.03 | 1.87 | 1.61 | 4.96 | 4.44 | 4.13 |
| Yes | 2.14 | 2.19 | 2.05 | 2.18 | 2.24 | 2.10 | 10.53 | 10.08 | 9.59 |

See notes at end of table.

TABLE A99. Standard errors for table A98—Percent of grades that a child most often receives, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | C or below | B | A | $\begin{aligned} & \mathrm{C} \text { or } \\ & \text { below } \end{aligned}$ | B | A |
| Self care |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |
| No | 6.00 | 5.56 | 4.30 | 6.31 | 5.93 | 4.49 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.61 | 4.67 | 4.11 | 4.85 | 4.89 | 4.27 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |
| No | 4.94 | 4.76 | 4.23 | 5.22 | 5.10 | 4.47 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 5.63 | 5.48 | 4.28 | 5.82 | 5.65 | 4.38 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |
| No | 9.74 | 9.37 | 5.68 | 10.35 | 10.10 | 6.30 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 3.99 | 3.89 | 3.40 | 4.19 | 4.08 | 3.52 | 13.56 | 13.50 | 12.97 |
| Responsible for self |  |  |  |  |  |  |  |  |  |
| No | 1.57 | 1.49 | 1.36 | 1.66 | 1.58 | 1.44 | 4.87 | 4.37 | 4.07 |
| Yes | 3.48 | 3.35 | 2.89 | 3.66 | 3.52 | 3.00 | 11.65 | 11.09 | 10.45 |
| Receiving/participating in any before- or afterschool care/activities except self care |  |  |  |  |  |  |  |  |  |
| No | 2.60 | 2.40 | 2.08 | 2.84 | 2.62 | 2.25 | 6.51 | 6.10 | 5.46 |
| Yes | 1.71 | 1.65 | 1.51 | 1.77 | 1.73 | 1.58 | 6.22 | 5.41 | 5.30 |

- Not available.
$\ddagger$ Reporting standards not met.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys

Program, ASPA-NHES:2001.

TABLE A100. Percent of grades that a child most often receives, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | $\begin{array}{r} \text { C or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Ethnicity |  |  |  |  |  |  |  |  |  |
| White (non-Hispanic) | 40.4 | 34.4 | 25.2 | 40.1 | 34.6 | 25.3 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other | 47.7 | 31.1 | 21.3 | 47.8 | 31.6 | 20.6 | 47.1 | 29.4 | 23.5 |
| Income level |  |  |  |  |  |  |  |  |  |
| Under \$25,000 | 51.3 | 28.3 | 20.4 | 51.2 | 28.9 | 20.0 | 51.6 | 25.7 | 22.7 |
| \$25,000 or more | 38.0 | 36.2 | 25.8 | 37.7 | 36.4 | 25.9 | 42.6 | 33.4 | 24.0 |
| Parent education level |  |  |  |  |  |  |  |  |  |
| Less than high school | 51.8 | 28.0 | 20.2 | 54.6 | 24.3 | 21.2 | 46.7 | 34.9 | 18.4 |
| High school grad | 48.8 | 31.2 | 19.9 | 47.7 | 32.4 | 19.9 | 59.8 | 19.4 | 20.8 |
| College, voc, tech | 38.1 | 35.3 | 26.6 | 38.0 | 35.7 | 26.3 | 40.3 | 28.9 | 30.8 |
| Grade |  |  |  |  |  |  |  |  |  |
| K-2 | 50.4 | 24.2 | 25.3 | 49.0 | 25.8 | 25.2 | 59.6 | 14.1 | 26.3 |
| 3-5 | 40.6 | 37.0 | 22.3 | 39.7 | 37.6 | 22.7 | 49.1 | 32.3 | 18.7 |
| 6-8 | 39.9 | 36.2 | 23.9 | 40.5 | 35.8 | 23.7 | 34.1 | 40.5 | 25.4 |

$\ddagger$ Reporting standards not met.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A101. Standard errors for table A100—Percent of grades that a child most often receives, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  |  | Language minority status |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  | Non-language minority |  |  | Language minority |  |  |
|  | C or below | B | A | C or below | B | A | $\begin{array}{r} \mathrm{C} \text { or } \\ \text { below } \end{array}$ | B | A |
| Ethnicity |  |  |  |  |  |  |  |  |  |
| White (non-Hispanic) | 1.79 | 1.74 | 1.59 | 1.81 | 1.76 | 1.61 | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other | 2.35 | 2.18 | 1.93 | 2.71 | 2.52 | 2.19 | 4.78 | 4.37 | 4.06 |
| Income level |  |  |  |  |  |  |  |  |  |
| Under \$25,000 | 2.32 | 2.09 | 1.87 | 2.54 | 2.31 | 2.03 | 5.68 | 4.96 | 4.76 |
| \$25,000 or more | 1.79 | 1.77 | 1.62 | 1.85 | 1.84 | 1.67 | 7.32 | 6.98 | 6.32 |
| Parent education level |  |  |  |  |  |  |  |  |  |
| Less than high |  |  |  |  |  |  |  |  |  |
| school | 4.29 | 3.85 | 3.44 | 5.33 | 4.59 | 4.37 | 7.23 | 6.91 | 5.62 |
| High school grad | 2.54 | 2.35 | 2.03 | 2.66 | 2.49 | 2.12 | 8.35 | 6.73 | 6.91 |
| College, voc, tech | 1.87 | 1.84 | 1.70 | 1.93 | 1.91 | 1.75 | 7.75 | 7.16 | 7.29 |
| Grade |  |  |  |  |  |  |  |  |  |
| K-2 | 2.73 | 2.34 | 2.37 | 2.92 | 2.56 | 2.54 | 7.46 | 5.29 | 6.69 |
| 3-5 | 2.39 | 2.35 | 2.03 | 2.51 | 2.49 | 2.15 | 7.79 | 7.29 | 6.08 |
| 6-8 | 2.34 | 2.30 | 2.04 | 2.45 | 2.40 | 2.12 | 7.86 | 8.14 | 7.22 |

$\ddagger$ Reporting standards not met.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys

Program, ASPA-NHES:2001.

TABLE A102. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| All children with disabilities | 47.4 | 22.2 | 11.7 | 18.7 | 46.4 | 22.5 | 11.9 | 19.2 | 55.9 | 19.7 | 10.0 | 14.5 |
| Relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 43.8 | 23.4 | 14.5 | 18.2 | 42.4 | 22.9 | 15.8 | 18.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 42.4 | 24.7 | 16.5 | 16.3 | 41.4 | 25.4 | 16.9 | 16.3 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 43.0 | 24.4 | 10.1 | 22.5 | 41.4 | 26.2 | 11.2 | 21.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 42.8 | 24.3 | 19.8 | 13.2 | 41.9 | 23.5 | 20.1 | 14.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 23.4 | 46.0 | 18.4 | 12.2 | 26.2 | 43.6 | 17.5 | 12.7 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 47.4 | 19.3 | 15.3 | 18.1 | 45.2 | 20.3 | 16.4 | 18.1 | 69.0 | 9.4 | 4.0 | 17.6 |
| Receiving relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 48.5 | 21.5 | 10.8 | 19.1 | 47.6 | 21.8 | 10.9 | 19.7 | 56.4 | 19.1 | 10.2 | 14.3 |
| Yes | 42.5 | 25.0 | 15.1 | 17.4 | 41.5 | 25.2 | 15.7 | 17.6 | 53.2 | 22.9 | 8.6 | 15.3 |

See notes at end of table.

TABLE A102. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Non-relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 44.5 | 23.8 | 13.8 | 17.9 | 45.3 | 25.0 | 12.5 | 17.2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 46.9 | 19.0 | 13.3 | 20.9 | 47.7 | 19.5 | 12.5 | 20.3 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 44.7 | 24.5 | 7.2 | 23.6 | 44.6 | 26.8 | 7.9 | 20.6 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 46.9 | 18.3 | 16.8 | 17.9 | 48.2 | 18.3 | 15.2 | 18.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 56.9 | 9.7 | 16.0 | 17.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 44.0 | 22.6 | 13.0 | 20.4 | 43.4 | 23.6 | 13.6 | 19.5 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving nonrelative care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 47.4 | 22.5 | 11.3 | 18.8 | 46.3 | 22.7 | 11.6 | 19.4 | 57.3 | 20.3 | 9.0 | 13.4 |
| Yes | 46.5 | 19.6 | 15.1 | 18.8 | 47.0 | 20.4 | 14.6 | 18.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Before-school centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 50.2 | 14.0 | 16.1 | 19.8 | 50.2 | 14.0 | 16.1 | 19.8 | - | - | - | - |
| Yes | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 48.5 | 11.9 | 14.8 | 24.8 | 48.2 | 12.0 | 14.9 | 24.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - | - | - |
| Yes | 41.2 | 23.8 | 18.1 | 16.9 | 44.2 | 17.1 | 20.0 | 18.6 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

TABLE A102. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| After-school centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 45.8 | 16.3 | 21.7 | 16.2 | 44.9 | 16.3 | 21.7 | 17.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 42.5 | 18.8 | 13.0 | 25.7 | 41.2 | 18.1 | 13.8 | 27.0 | 52.9 | 24.8 | 6.8 | 15.5 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 39.7 | 22.1 | 10.4 | 27.8 | 36.2 | 23.0 | 10.9 | 29.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 46.2 | 15.3 | 20.0 | 18.5 | 46.4 | 14.1 | 20.5 | 19.0 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 45.3 | 18.8 | 14.4 | 21.5 | 44.9 | 17.7 | 14.4 | 23.0 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 42.4 | 16.9 | 18.4 | 22.4 | 40.7 | 17.1 | 19.2 | 22.9 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 48.6 | 22.9 | 10.4 | 18.1 | 47.5 | 23.6 | 10.4 | 18.5 | 57.3 | 17.2 | 10.1 | 15.4 |
| Yes | 42.5 | 19.6 | 16.7 | 21.2 | 41.9 | 18.4 | 17.4 | 22.3 | 48.7 | 31.8 | 9.4 | 10.1 |
| Non-program activities |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 46.2 | 22.9 | 13.7 | 17.1 | 45.4 | 23.3 | 14.0 | 17.2 | 62.8 | 14.6 | 7.1 | 15.5 |
| Yes | 58.2 | 24.3 | 7.9 | 9.6 | 59.4 | 24.4 | 7.0 | 9.2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Sports |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 49.3 | 24.1 | 11.0 | 15.6 | 48.3 | 24.5 | 11.0 | 16.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 50.5 | 23.0 | 12.3 | 14.2 | 50.7 | 23.2 | 12.2 | 13.9 | 44.7 | 16.7 | 15.9 | 22.7 |
| Clubs |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 49.4 | 23.6 | 12.0 | 15.0 | 49.1 | 24.0 | 11.9 | 15.1 | 55.4 | 16.7 | 14.8 | 13.1 |
| Yes | 55.9 | 21.1 | 10.5 | 12.4 | 56.8 | 21.1 | 11.0 | 11.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE A102. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Non-program activities |  |  |  |  |  |  |  |  |  |  |  |  |
| Other academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 53.0 | 20.5 | 12.4 | 14.1 | 52.8 | 20.8 | 12.2 | 14.3 | 57.0 | 15.5 | 16.4 | 11.2 |
| Yes | 39.1 | 34.1 | 9.9 | 16.9 | 39.2 | 34.4 | 10.3 | 16.1 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Volunteer work |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 50.9 | 22.3 | 12.1 | 14.7 | 50.6 | 22.6 | 12.1 | 14.7 | 56.9 | 17.2 | 11.3 | 14.5 |
| Yes | 46.1 | 28.3 | 10.8 | 14.8 | 46.7 | 28.7 | 10.2 | 14.4 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Religious activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 45.9 | 25.5 | 14.0 | 14.5 | 45.1 | 26.2 | 14.2 | 14.5 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 54.7 | 20.9 | 9.4 | 15.0 | 55.3 | 20.8 | 9.1 | 14.8 | 42.3 | 22.6 | 15.6 | 19.6 |
| Scouts |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 53.2 | 22.4 | 11.0 | 13.4 | 52.9 | 22.8 | 10.9 | 13.4 | 59.1 | 13.4 | 13.8 | 13.7 |
| Yes | 39.6 | 26.8 | 14.5 | 19.1 | 40.3 | 26.3 | 14.7 | 18.8 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Any other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 50.5 | 23.6 | 11.0 | 14.9 | 50.4 | 24.0 | 10.9 | 14.8 | 53.4 | 15.9 | 14.1 | 16.7 |
| Yes | 44.9 | 21.1 | 21.2 | 12.8 | 44.6 | 20.4 | 21.8 | 13.2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in any non-program activity |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 45.5 | 21.4 | 11.5 | 21.6 | 43.6 | 21.6 | 11.9 | 22.8 | 56.4 | 20.2 | 9.2 | 14.2 |
| Yes | 50.1 | 23.4 | 11.9 | 14.7 | 49.9 | 23.7 | 11.8 | 14.7 | 53.4 | 17.3 | 13.4 | 15.9 |

See notes at end of table.

TABLE A102. Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued


SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A103. Standard errors for table A102—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| All children with disabilities | 1.44 | 1.20 | 0.93 | 1.13 | 1.52 | 1.27 | 0.99 | 1.20 | 4.46 | 3.57 | 2.69 | 3.16 |
| Relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 5.94 | 5.07 | 4.22 | 4.62 | 6.38 | 5.43 | 4.72 | 5.05 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.12 | 3.59 | 3.09 | 3.08 | 4.26 | 3.76 | 3.24 | 3.19 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 5.33 | 4.62 | 3.24 | 4.50 | 5.60 | 5.00 | 3.59 | 4.65 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.38 | 3.79 | 3.53 | 2.99 | 4.57 | 3.93 | 3.72 | 3.25 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 6.74 | 7.94 | 6.17 | 5.21 | 7.42 | 8.37 | 6.41 | 5.62 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 3.78 | 2.99 | 2.72 | 2.91 | 3.95 | 3.19 | 2.94 | 3.06 | 12.04 | 7.59 | 5.10 | 9.92 |
| Receiving relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.61 | 1.33 | 1.00 | 1.27 | 1.71 | 1.41 | 1.06 | 1.36 | 4.87 | 3.86 | 2.97 | 3.44 |
| Yes | 3.21 | 2.81 | 2.32 | 2.47 | 3.35 | 2.95 | 2.47 | 2.59 | 11.32 | 9.54 | 6.36 | 8.16 |

See notes at end of table.

TABLE A103. Standard errors for table A102—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Non-relative care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 9.59 | 8.21 | 6.66 | 7.40 | 9.87 | 8.58 | 6.54 | 7.48 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 6.52 | 5.12 | 4.44 | 5.31 | 7.23 | 5.74 | 4.79 | 5.83 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 9.15 | 7.91 | 4.76 | 7.82 | 9.59 | 8.55 | 5.21 | 7.81 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 6.68 | 5.18 | 5.00 | 5.13 | 7.34 | 5.68 | 5.27 | 5.69 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 13.60 | 8.13 | 10.07 | 10.40 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 5.85 | 4.92 | 3.95 | 4.75 | 6.28 | 5.38 | 4.34 | 5.02 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving nonrelative care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.51 | 1.26 | 0.96 | 1.18 | 1.59 | 1.33 | 1.02 | 1.26 | 4.68 | 3.81 | 2.70 | 3.23 |
| Yes | 5.01 | 3.99 | 3.60 | 3.93 | 5.37 | 4.33 | 3.79 | 4.14 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Before-school centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 10.57 | 7.32 | 7.76 | 8.41 | 10.57 | 7.32 | 7.76 | 8.41 | - | - | - | - |
| Yes | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 11.20 | 7.26 | 7.96 | 9.67 | 11.23 | 7.30 | 8.01 | 9.72 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | - | - | - | - |
| Yes | 8.86 | 7.66 | 6.94 | 6.74 | 9.42 | 7.14 | 7.59 | 7.38 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE A103. Standard errors for table A102—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| After-school centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 5.48 | 4.06 | 4.54 | 4.05 | 5.64 | 4.19 | 4.67 | 4.27 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.37 | 3.45 | 2.98 | 3.86 | 4.61 | 3.60 | 3.23 | 4.15 | 13.85 | 11.98 | 6.98 | 10.04 |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 5.53 | 4.69 | 3.45 | 5.06 | 5.73 | 5.01 | 3.72 | 5.45 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.33 | 3.12 | 3.48 | 3.37 | 4.52 | 3.15 | 3.66 | 3.55 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 4.97 | 3.90 | 3.50 | 4.10 | 5.28 | 4.05 | 3.73 | 4.46 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.70 | 3.56 | 3.68 | 3.96 | 4.84 | 3.71 | 3.88 | 4.14 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving centerbased care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.62 | 1.36 | 0.99 | 1.25 | 1.71 | 1.46 | 1.05 | 1.33 | 4.88 | 3.73 | 2.97 | 3.56 |
| Yes | 3.17 | 2.54 | 2.39 | 2.62 | 3.32 | 2.60 | 2.55 | 2.80 | 11.04 | 10.29 | 6.45 | 6.65 |
| Non-program activities |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.74 | 2.31 | 1.89 | 2.07 | 2.80 | 2.38 | 1.95 | 2.12 | 13.05 | 9.55 | 6.94 | 9.77 |
| Yes | 3.94 | 3.42 | 2.16 | 2.35 | 4.03 | 3.52 | 2.09 | 2.37 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Sports |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 3.79 | 3.25 | 2.37 | 2.75 | 3.92 | 3.37 | 2.45 | 2.88 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 2.82 | 2.37 | 1.85 | 1.97 | 2.87 | 2.43 | 1.88 | 1.99 | 15.09 | 11.33 | 11.10 | 12.70 |
| Clubs |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.39 | 2.03 | 1.55 | 1.70 | 2.45 | 2.09 | 1.58 | 1.75 | 11.28 | 8.47 | 8.07 | 7.65 |
| Yes | 7.04 | 5.79 | 4.35 | 4.68 | 7.18 | 5.91 | 4.54 | 4.55 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE A103. Standard errors for table A102—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Non-program activities |  |  |  |  |  |  |  |  |  |  |  |  |
| Other academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.54 | 2.06 | 1.68 | 1.77 | 2.61 | 2.12 | 1.71 | 1.83 | 11.84 | 8.65 | 8.85 | 7.53 |
| Yes | 4.82 | 4.68 | 2.94 | 3.70 | 4.92 | 4.79 | 3.06 | 3.70 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Volunteer work |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.48 | 2.07 | 1.62 | 1.76 | 2.55 | 2.13 | 1.66 | 1.80 | 11.41 | 8.70 | 7.31 | 8.12 |
| Yes | 5.46 | 4.94 | 3.40 | 3.89 | 5.56 | 5.04 | 3.37 | 3.92 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Religious activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 3.10 | 2.71 | 2.16 | 2.19 | 3.17 | 2.80 | 2.22 | 2.25 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 3.29 | 2.69 | 1.93 | 2.36 | 3.36 | 2.74 | 1.94 | 2.40 | 16.22 | 13.72 | 11.90 | 13.03 |
| Scouts |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.58 | 2.15 | 1.62 | 1.76 | 2.65 | 2.23 | 1.65 | 1.80 | 11.42 | 7.92 | 8.02 | 7.98 |
| Yes | 4.60 | 4.16 | 3.32 | 3.70 | 4.68 | 4.20 | 3.37 | 3.72 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Any other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.36 | 2.00 | 1.48 | 1.68 | 2.42 | 2.07 | 1.51 | 1.72 | 11.01 | 8.07 | 7.68 | 8.23 |
| Yes | 7.92 | 6.50 | 6.51 | 5.33 | 8.03 | 6.51 | 6.67 | 5.47 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in any <br> non-program <br> activity |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.87 | 1.54 | 1.20 | 1.55 | 2.02 | 1.67 | 1.32 | 1.71 | 4.92 | 3.99 | 2.87 | 3.46 |
| Yes | 2.26 | 1.91 | 1.46 | 1.60 | 2.32 | 1.97 | 1.49 | 1.64 | 10.73 | 8.14 | 7.32 | 7.85 |

See notes at end of table.

TABLE A103. Standard errors for table A102—Percent of school problems, by language minority status and type of activities in before- and after-school care arrangements/activities, for children with disabilities-Continued

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Self care |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 5.67 | 5.21 | 3.91 | 5.51 | 6.02 | 5.30 | 4.06 | 5.84 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.77 | 3.70 | 2.35 | 3.93 | 5.01 | 3.95 | 2.50 | 4.15 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 4.98 | 4.24 | 2.62 | 4.23 | 5.29 | 4.45 | 2.79 | 4.53 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 5.63 | 4.32 | 3.41 | 5.00 | 5.81 | 4.49 | 3.51 | 5.20 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 9.47 | 8.37 | 5.62 | 8.93 | 10.19 | 7.58 | 6.24 | 9.73 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Yes | 4.05 | 3.27 | 2.26 | 3.46 | 4.23 | 3.48 | 2.35 | 3.63 | 13.97 | 8.42 | 8.57 | 11.67 |
| Responsible for self |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 1.58 | 1.32 | 1.04 | 1.21 | 1.67 | 1.41 | 1.11 | 1.29 | 4.83 | 3.81 | 2.98 | 3.41 |
| Yes | 3.50 | 2.90 | 1.94 | 3.03 | 3.66 | 3.03 | 2.05 | 3.22 | 11.83 | 10.23 | 6.15 | 8.56 |
| Receiving/participating in any before- or afterschool care/activities except self care |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 2.60 | 2.17 | 1.39 | 2.12 | 2.83 | 2.41 | 1.52 | 2.37 | 6.32 | 4.84 | 3.47 | 4.43 |
| Yes | 1.73 | 1.44 | 1.18 | 1.33 | 1.81 | 1.50 | 1.24 | 1.39 | 6.22 | 5.21 | 4.05 | 4.51 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A104. Percent of school problems, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |
| White (non-Hispanic) | 49.1 | 23.2 | 11.7 | 16.1 | 48.5 | 23.5 | 11.8 | 16.2 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other | 44.6 | 20.6 | 11.7 | 23.2 | 41.8 | 20.3 | 12.0 | 25.8 | 53.1 | 21.2 | 10.6 | 15.0 |
| Income level |  |  |  |  |  |  |  |  |  |  |  |  |
| Under \$25,000 | 44.8 | 21.1 | 12.5 | 21.7 | 42.1 | 22.1 | 12.8 | 23.1 | 58.2 | 16.2 | 10.9 | 14.7 |
| \$25,000 or more | 49.0 | 22.9 | 11.2 | 16.9 | 48.8 | 22.7 | 11.4 | 17.1 | 51.9 | 25.6 | 8.4 | 14.1 |
| Parent education level |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 47.5 | 20.2 | 7.0 | 25.4 | 47.0 | 19.2 | 7.4 | 26.4 | 48.3 | 21.9 | 6.3 | 23.5 |
| High school grad | 44.0 | 20.2 | 14.8 | 21.0 | 42.3 | 20.7 | 14.7 | 22.2 | 60.5 | 14.7 | 15.7 | 9.2 |
| College, voc, tech | 49.3 | 23.8 | 10.8 | 16.1 | 48.5 | 23.9 | 10.9 | 16.6 | 60.8 | 21.5 | 9.3 | 8.4 |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |
| K-2 | 45.6 | 21.8 | 13.5 | 19.0 | 43.5 | 22.2 | 14.2 | 20.1 | 59.7 | 19.2 | 9.3 | 11.8 |
| 3-5 | 48.8 | 21.4 | 11.7 | 18.1 | 48.1 | 21.8 | 11.9 | 18.2 | 54.9 | 17.3 | 9.9 | 17.9 |
| 6-8 | 47.3 | 23.4 | 10.3 | 18.9 | 46.7 | 23.4 | 10.2 | 19.7 | 54.3 | 23.8 | 11.2 | 10.7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE A105. Standard errors for table A104—Percent of school problems, by language minority status, ethnicity, income level, parent education level, and grade, for children with disabilities

| Subgroups | All children with disabilities |  |  |  | Language minority status |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Non-language minority |  |  |  | Language minority |  |  |  |
|  | None | Work | Behavior | Both | None | Work | Behavior | Both | None | Work | Behavior | Both |
| Ethnicity |  |  |  |  |  |  |  |  |  |  |  |  |
| White (non-Hispanic) | 1.83 | 1.54 | 1.18 | 1.34 | 1.85 | 1.57 | 1.19 | 1.36 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other | 2.34 | 1.90 | 1.51 | 1.99 | 2.67 | 2.18 | 1.76 | 2.37 | 4.78 | 3.92 | 2.95 | 3.43 |
| Income level |  |  |  |  |  |  |  |  |  |  |  |  |
| Under \$25,000 | 2.31 | 1.89 | 1.53 | 1.91 | 2.51 | 2.11 | 1.70 | 2.14 | 5.60 | 4.19 | 3.54 | 4.02 |
| \$25,000 or more | 1.85 | 1.55 | 1.16 | 1.38 | 1.91 | 1.60 | 1.21 | 1.44 | 7.39 | 6.46 | 4.10 | 5.15 |
| Parent education level |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than high school | 4.28 | 3.44 | 2.19 | 3.73 | 5.34 | 4.21 | 2.80 | 4.72 | 7.24 | 6.00 | 3.52 | 6.14 |
| High school grad | 2.52 | 2.04 | 1.80 | 2.07 | 2.63 | 2.16 | 1.89 | 2.21 | 8.32 | 6.02 | 6.20 | 4.91 |
| College, voc, tech | 1.93 | 1.64 | 1.20 | 1.42 | 1.99 | 1.70 | 1.24 | 1.48 | 7.71 | 6.49 | 4.59 | 4.38 |
| Grade |  |  |  |  |  |  |  |  |  |  |  |  |
| K-2 | 2.72 | 2.25 | 1.87 | 2.14 | 2.90 | 2.43 | 2.04 | 2.34 | 7.45 | 5.99 | 4.41 | 4.90 |
| 3-5 | 2.44 | 2.00 | 1.57 | 1.88 | 2.57 | 2.12 | 1.66 | 1.98 | 7.76 | 5.90 | 4.66 | 5.97 |
| 6-8 | 2.39 | 2.02 | 1.45 | 1.87 | 2.49 | 2.11 | 1.52 | 1.99 | 8.26 | 7.06 | 5.23 | 5.13 |

$\ddagger$ Reporting standards not met.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

## Appendix B: Tables of Statistical Tests and Effect Sizes

TABLE B1. $F$ statistics, $p$-values, and effect sizes $\left(\eta^{2}\right)$ from analysis of variance of hours of before- and after-school care arrangements/activities

| Effects ${ }^{1}$ | Before-school |  |  | After-school |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $F$ | $P$-value | $\eta^{2}$ | $F$ | $P$-value | $\eta^{2}$ |
| Relative care |  |  |  |  |  |  |
| LM main effect | 3.97 | . 05 | . 006 | 6.88 | . 01 | . 004 |
| Moderating factors with LM effect |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Disability status | $\ddagger$ | $\ddagger$ | $\ddagger$ | 1.53 | . 22 | . 001 |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.63 | . 43 | \# |
| Income level | 2.25 | . 13 | . 004 | 1.06 | . 30 | . 001 |
| Parent education level | 0.73 | . 48 | . 002 | 3.66 | . 03 | . 005 |
| Grade | 5.20 | . 01 | . 017 | 0.62 | . 54 | . 001 |
| Non-relative care |  |  |  |  |  |  |
| LM main effect | 0.11 | . 74 | \# | 3.31 | . 07 | . 006 |
| Moderating factors |  |  |  |  |  |  |
| with LM effect |  |  |  |  |  |  |
| Disability status | $\ddagger$ | $\ddagger$ | $\ddagger$ | 3.02 | . 08 | . 006 |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.15 | . 70 | \# |
| Parent education level | $\ddagger$ | $\ddagger$ | $\ddagger$ | 2.85 | . 06 | . 011 |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.16 | . 85 | . 001 |
| Center-based care |  |  |  |  |  |  |
| LM main effect | 11.92 | \# | . 040 | 6.37 | . 01 | . 004 |
| Moderating factors with LM effect |  |  |  |  |  |  |
| Disability status | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.02 | . 90 | \# |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | 3.24 | . 07 | . 001 |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.01 | . 91 | \# |
| Parent education level | $\ddagger$ | $\ddagger$ | $\ddagger$ | 1.24 | . 29 | . 002 |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | 1.19 | . 31 | . 001 |

See notes at end of table.

TABLE B1. $F$ statistics, $p$-values, and effect sizes $\left(\eta^{2}\right)$ from analysis of variance of hours of before- and after-school care arrangements/activitiesContinued

| Effects ${ }^{1}$ | Before-school |  |  | After-school |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | F | $P$-value | $\eta^{2}$ | $F$ | $P$-value | $\eta^{2}$ |
| Non-program activities |  |  |  |  |  |  |
| LM main effect | 0.76 | . 38 | . 002 | 0.01 | . 93 | \# |
| Moderating factors with LM effect |  |  |  |  |  |  |
| Disability status | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.48 | . 49 | \# |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | 3.24 | . 07 | 0.001 |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | \# | 1.00 | \# |
| Parent education level | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.41 | . 66 | \# |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | 4.33 | . 01 | 0.002 |
| Self care |  |  |  |  |  |  |
| LM main effect | 0.02 | . 89 | \# | 0.22 | . 64 | \# |
| Moderating factors with LM effect |  |  |  |  |  |  |
| Disability status | 0.03 | . 86 | \# | 0.61 | . 43 | \# |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | 3.97 | . 05 | 0.003 |
| Income level | 1.09 | . 30 | . 002 | 0.11 | . 74 | \# |
| Parent education level | 0.18 | . 84 | . 001 | 0.72 | . 49 | 0.001 |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

\# Rounds to zero.
$\ddagger$ Reporting standards not met.
${ }^{1}$ "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B2. Pearson's chi-square tests and effect sizes ( $w$ and log odds ratios) for type of relative care and locations of relative care, non-relative care, and center-based care

| Variable | $x^{2}$ | $P$-value | $w$ | $\mathrm{LOR}^{1}$ | $\mathrm{SE}^{2}$ |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Type of relative care | 17.95 | $\#$ | 0.13 | - | - |
| Location of relative care | 10.68 | $\#$ | 0.10 | -0.73 | 0.227 |
| Location of non-relative care | 1.16 | .28 | 0.05 | -0.35 | 0.329 |
| Location of center-based care | 2.68 | .10 | 0.05 | -0.32 | 0.197 |

- Not available.
\# Rounds to zero.
${ }^{1}$ Log odds ratio.
${ }^{2}$ Standard error of log odds ratio.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B3. Results of logistic regression analysis for engagement in various types of activities in relative care

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | $S E^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| LM main effect | 0.06 | 0.259 | 0.22 | . 82 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -1.13 | 0.578 | -1.95 | . 05 |
| Ethnicity | -0.96 | 0.871 | -1.11 | . 27 |
| Income level | 0.85 | 0.531 | 1.60 | . 11 |
| Parent education level ${ }^{4}$ | - | - | - | . 98 |
| High school grad ${ }^{5}$ | 0.12 | 0.690 | 0.17 | . 86 |
| College, voc, tech ${ }^{5}$ | \# | 0.684 | -0.01 | 1.00 |
| Grade ${ }^{4}$ | - | - | - | . 30 |
| $3-5^{5}$ | 0.92 | 0.710 | 1.30 | . 19 |
| $6-8^{5}$ | 0.81 | 0.701 | 1.15 | . 25 |
| Interactive activities |  |  |  |  |
| LM main effect | -0.11 | 0.218 | -0.50 | . 62 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.11 | 0.532 | -0.21 | . 83 |
| Ethnicity | 0.81 | 0.664 | 1.22 | . 22 |
| Income level | 0.49 | 0.443 | 1.10 | . 27 |
| Parent education level ${ }^{4}$ | - | - | - | . 18 |
| High school grad ${ }^{5}$ | 0.89 | 0.626 | 1.42 | . 16 |
| College, voc, tech ${ }^{5}$ | 1.11 | 0.607 | 1.82 | . 07 |
| Grade ${ }^{4}$ | - | - | - | . 74 |
| $3-5^{5}$ | -0.29 | 0.515 | -0.57 | . 57 |
| $6-8^{5}$ | 0.13 | 0.560 | 0.23 | . 82 |
| Other activities |  |  |  |  |
| LM main effect | 0.07 | 0.272 | 0.24 | . 81 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.33 | 0.652 | -0.51 | . 61 |
| Ethnicity | 0.77 | 0.781 | 0.99 | . 32 |
| Income level | 0.44 | 0.557 | 0.80 | . 43 |
| Parent education level ${ }^{4}$ | - | - | - | . 75 |
| High school grad ${ }^{5}$ | -0.11 | 0.729 | -0.15 | . 88 |
| College, voc, tech ${ }^{5}$ | 0.38 | 0.781 | 0.48 | . 63 |
| Grade ${ }^{4}$ | - | - | - | . 58 |
| 3-5 ${ }^{5}$ | -0.66 | 0.634 | -1.04 | . 30 |
| $6-8^{5}$ | -0.30 | 0.707 | -0.42 | . 67 |

See notes at end of table.

TABLE B3. Results of logistic regression analysis for engagement in various types of activities in relative care-Continued

| Effects $^{1}$ | LOR $^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Receiving relative care |  |  |  |  |
| LM main effect | -0.37 | 0.113 | -3.25 | $\#$ |
|  |  |  |  |  |
| Moderating factors with LM effect | 0.12 | 0.283 | 0.43 | .67 |
| Disability status | -0.61 | 0.337 | -1.80 | .07 |
| Ethnicity | 0.85 | 0.229 | 3.72 | $\#$ |
| Income level | - | - | - | .10 |
| Parent education level |  |  |  |  |

- Not available.
\# Rounds to zero.
${ }^{1}$ "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B4. Results of logistic regression analysis for engagement in various types of activities in non-relative care

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| LM main effect | 0.35 | 0.359 | 0.98 | . 33 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 1.41 | 1.016 | 1.38 | . 17 |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 0.06 | 0.737 | 0.08 | . 94 |
| Parent education level ${ }^{4}$ | - | - | - | . 18 |
| High school grad ${ }^{5}$ | 1.72 | 1.195 | 1.44 | . 15 |
| College, voc, tech ${ }^{5}$ | 2.07 | 1.111 | 1.86 | . 06 |
| Grade ${ }^{4}$ | - | - | - | . 22 |
| $3-5^{5}$ | -1.34 | 0.831 | -1.61 | . 11 |
| $6-8^{5}$ | -1.20 | 1.245 | -0.97 | . 33 |
| Interactive activities |  |  |  |  |
| LM main effect | 0.09 | 0.372 | 0.25 | . 80 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.89 | 0.850 | 1.04 | . 30 |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | -0.12 | 0.756 | -0.16 | . 87 |
| Parent education level ${ }^{4}$ | - | - | - | . 80 |
| High school grad ${ }^{5}$ | 0.67 | 1.196 | 0.56 | . 57 |
| College, voc, tech ${ }^{5}$ | 0.13 | 1.071 | 0.12 | . 90 |
| Grade ${ }^{4}$ | - | - | - | . 69 |
| $3-5^{5}$ | 0.53 | 0.884 | 0.60 | . 55 |
| $6-8^{5}$ | 0.79 | 1.017 | 0.77 | . 44 |
| Other activities |  |  |  |  |
| LM main effect | 0.09 | 0.387 | 0.24 | . 81 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.44 | 0.903 | -0.49 | . 62 |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 0.19 | 0.820 | 0.23 | . 82 |
| Parent education level ${ }^{4}$ | - | - | - | . 84 |
| High school grad ${ }^{5}$ | -0.76 | 1.506 | -0.50 | . 62 |
| College, voc, tech ${ }^{5}$ | -0.83 | 1.424 | -0.58 | . 56 |
| Grade ${ }^{4}$ | - | - | - | . 59 |
| $3-5^{5}$ | 0.65 | 0.884 | 0.74 | . 46 |
| $6-8{ }^{5}$ | 1.14 | 1.344 | 0.85 | . 40 |

See notes at end of table.

TABLE B4. Results of logistic regression analysis for engagement in various types of activities in non-relative care-Continued

| Effects $^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | Z | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Receiving non-relative care |  |  |  |  |
| LM main effect | -0.27 | 0.164 | -1.61 | .11 |
|  |  |  |  |  |
| Moderating factors with LM effect | 0.63 | 0.372 | 1.68 | .09 |
| Disability status | -0.19 | 0.470 | -0.40 | .69 |
| Ethnicity | 0.49 | 0.335 | 1.45 | .15 |
| Income level | - | - | - | .65 |
| Parent education level |  |  |  |  |
| High school grad |  |  |  |  |
| College, voc, tech $^{5}$ | 0.30 | 0.539 | 0.56 | .58 |
| Grade $^{4}$ | 0.45 | 0.498 | 0.91 | .36 |
| $3-5^{5}$ | - | - | - | .51 |
| $6-8^{5}$ | -0.40 | 0.386 | -1.04 | .30 |

- Not available.
$\ddagger$ Reporting standards not met.
${ }^{1}$ "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B5. Results of logistic regression analysis for engagement in various types of activities in before-school center-based care

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | $S E^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| LM main effect | 1.36 | 0.674 | 2.02 | . 04 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |
| LM main effect | -1.07 | 0.606 | -1.77 | . 08 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |
| LM main effect | -0.39 | 0.589 | -0.66 | . 51 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

- Not available.
$\ddagger$ Reporting standards not met.

1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B6. Results of logistic regression analysis for engagement in various types of activities in after-school center-based care

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| LM main effect | 0.09 | 0.192 | 0.46 | . 64 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.72 | 0.589 | 1.23 | . 22 |
| Ethnicity | 0.43 | 0.614 | 0.70 | . 48 |
| Income level | 0.21 | 0.390 | 0.53 | . 60 |
| Parent education level ${ }^{4}$ | - | - | - | . 66 |
| High school grad ${ }^{5}$ | \# | 0.603 | \# | 1.00 |
| College, voc, tech ${ }^{5}$ | 0.37 | 0.536 | 0.69 | . 49 |
| Grade ${ }^{4}$ | - | - | - | . 66 |
| 3-5 ${ }^{5}$ | 0.09 | 0.478 | 0.19 | . 85 |
| $6-8^{5}$ | -0.33 | 0.468 | -0.70 | . 49 |
| Interactive activities |  |  |  |  |
| LM main effect | -0.55 | 0.185 | -2.95 | \# |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.39 | 0.531 | 0.73 | . 47 |
| Ethnicity | 0.03 | 0.602 | 0.06 | . 95 |
| Income level | -0.25 | 0.375 | -0.66 | . 51 |
| Parent education level ${ }^{4}$ | - | - | - | . 10 |
| High school grad ${ }^{5}$ | -0.16 | 0.586 | -0.27 | . 79 |
| College, voc, tech ${ }^{5}$ | -0.91 | 0.509 | -1.79 | . 07 |
| Grade ${ }^{4}$ | - | - | - | . 16 |
| $3-5^{5}$ | -0.29 | 0.460 | -0.62 | . 53 |
| $6-8^{5}$ | 0.60 | 0.475 | 1.26 | . 21 |
| Other activities |  |  |  |  |
| LM main effect | -0.39 | 0.185 | $-2.13$ | . 03 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.22 | 0.534 | -0.42 | . 67 |
| Ethnicity | -0.57 | 0.597 | -0.96 | . 34 |
| Income level | 0.58 | 0.377 | 1.55 | . 12 |
| Parent education level ${ }^{4}$ | - | - | - | . 44 |
| High school grad ${ }^{5}$ | -0.38 | 0.600 | -0.64 | . 52 |
| College, voc, tech ${ }^{5}$ | 0.24 | 0.510 | 0.46 | . 64 |
| Grade ${ }^{4}$ | - | - | - | . 01 |
| $3-5^{5}$ | 0.95 | 0.443 | 2.14 | . 03 |
| $6-8^{5}$ | 1.33 | 0.464 | 2.86 | \# |

See notes at end of table.

TABLE B6. Results of logistic regression analysis for engagement in various types of activities in after-school center-based care-Continued

| Effects $^{1}$ | LOR $^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Receiving center-based care |  |  |  |  |
| LM main effect | $\#$ | 0.099 | $\#$ | 1.00 |
|  |  |  |  |  |
| Moderating factors with LM effect | -0.28 | 0.271 | -1.03 | .30 |
| Disability status | -0.53 | 0.307 | -1.73 | .08 |
| Ethnicity | 0.33 | 0.201 | 1.63 | .10 |
| Income level | - | - | - | .05 |
| Parent education level |  |  |  |  |

- Not available.
\# Rounds to zero.
${ }^{1}$ "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B7. Results of logistic regression analysis for engagement in various types of activities in non-program activities

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Arts |  |  |  |  |
| LM main effect | -0.15 | 0.163 | -0.91 | . 36 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.35 | 0.485 | 0.71 | . 48 |
| Ethnicity | -0.62 | 0.435 | -1.43 | . 15 |
| Income level | 0.28 | 0.364 | 0.77 | . 44 |
| Parent education level ${ }^{4}$ | - | - | - | . 25 |
| High school grad ${ }^{5}$ | -0.79 | 0.688 | -1.15 | . 25 |
| College, voc, tech ${ }^{5}$ | -0.02 | 0.579 | -0.03 | . 98 |
| Grade ${ }^{4}$ | - | - | - | . 77 |
| $3-5^{5}$ | -0.25 | 0.411 | -0.60 | . 55 |
| $6-8^{5}$ | \# | 0.415 | -0.01 | . 99 |
| Sports |  |  |  |  |
| LM main effect | -0.69 | 0.158 | -4.36 | \# |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.22 | 0.464 | 0.48 | . 63 |
| Ethnicity | 0.10 | 0.438 | 0.23 | . 82 |
| Income level | -0.19 | 0.341 | -0.56 | . 57 |
| Parent education level ${ }^{4}$ | - | - | - | . 20 |
| High school grad ${ }^{5}$ | 0.06 | 0.563 | 0.11 | . 91 |
| College, voc, tech ${ }^{5}$ | -0.57 | 0.491 | -1.15 | . 25 |
| Grade ${ }^{4}$ | - | - | - | . 87 |
| $3-5^{5}$ | 0.17 | 0.393 | 0.44 | . 66 |
| $6-8^{5}$ | \# | 0.402 | 0.01 | 1.00 |
| Clubs |  |  |  |  |
| LM main effect | 0.22 | 0.235 | 0.92 | . 36 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.32 | 0.765 | -0.41 | . 68 |
| Ethnicity | 0.61 | 0.721 | 0.85 | . 40 |
| Income level | 0.29 | 0.539 | 0.55 | . 58 |
| Parent education level ${ }^{4}$ | - | - | - | . 30 |
| High school grad ${ }^{5}$ | 0.60 | 1.123 | 0.53 | . 59 |
| College, voc, tech ${ }^{5}$ | -0.24 | 1.074 | -0.22 | . 82 |
| Grade ${ }^{4}$ | - | - | - | . 59 |
| 3-5 ${ }^{5}$ | 0.10 | 0.667 | 0.14 | . 89 |
| $6-8^{5}$ | -0.43 | 0.665 | -0.64 | . 52 |

See notes at end of table.

TABLE B7. Results of logistic regression analysis for engagement in various types of activities in non-program activities-Continued

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | $\mathrm{SE}^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Other academic activities |  |  |  |  |
| LM main effect | 0.42 | 0.200 | 2.11 | . 03 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.78 | 0.596 | -1.31 | . 19 |
| Ethnicity | -1.28 | 0.498 | -2.56 | . 01 |
| Income level | 0.78 | 0.441 | 1.77 | . 08 |
| Parent education level ${ }^{4}$ | - | - | - | . 86 |
| High school grad ${ }^{5}$ | -0.43 | 0.793 | -0.55 | . 58 |
| College, voc, tech ${ }^{5}$ | -0.23 | 0.681 | -0.34 | . 73 |
| Grade ${ }^{4}$ | - | - | - | . 72 |
| $3-5^{5}$ | -0.11 | 0.526 | -0.20 | . 84 |
| 6-8 ${ }^{5}$ | -0.39 | 0.518 | -0.75 | . 46 |
| Volunteer work |  |  |  |  |
| LM main effect | -0.18 | 0.225 | -0.80 | . 42 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.26 | 0.693 | -0.37 | . 71 |
| Ethnicity | -0.57 | 0.550 | -1.04 | . 30 |
| Income level | -0.50 | 0.488 | -1.03 | . 30 |
| Parent education level ${ }^{4}$ | - | - | - | . 48 |
| High school grad ${ }^{5}$ | 0.43 | 0.882 | 0.49 | . 63 |
| College, voc, tech ${ }^{5}$ | -0.23 | 0.806 | -0.28 | . 78 |
| Grade ${ }^{4}$ | - | - | - | . 78 |
| 3-5 ${ }^{5}$ | -0.48 | 0.680 | -0.70 | . 48 |
| 6-8 ${ }^{5}$ | -0.25 | 0.606 | -0.41 | . 68 |
| Religious activities |  |  |  |  |
| LM main effect | -0.07 | 0.158 | -0.41 | . 68 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | \# | 0.464 | \# | 1.00 |
| Ethnicity | 0.49 | 0.446 | 1.09 | . 27 |
| Income level | -0.56 | 0.338 | -1.66 | . 10 |
| Parent education level ${ }^{4}$ | - | - | - | . 06 |
| High school grad ${ }^{5}$ | 0.59 | 0.563 | 1.05 | . 29 |
| College, voc, tech ${ }^{5}$ | -0.34 | 0.495 | -0.70 | . 49 |
| Grade ${ }^{4}$ | - | - | - | . 03 |
| 3-5 ${ }^{5}$ | 0.20 | 0.392 | 0.51 | . 61 |
| 6-8 ${ }^{5}$ | -0.77 | 0.404 | -1.90 | . 06 |

See notes at end of table.

TABLE B7. Results of logistic regression analysis for engagement in various types of activities in non-program activities-Continued

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Scouts |  |  |  |  |
| LM main effect | -1.15 | 0.269 | -4.26 | \# |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.56 | 0.690 | 0.81 | . 42 |
| Ethnicity | 0.07 | 0.651 | 0.11 | . 91 |
| Income level | -0.06 | 0.589 | -0.10 | . 92 |
| Parent education level ${ }^{4}$ | - | - | - | . 77 |
| High school grad ${ }^{5}$ | -0.12 | 1.106 | -0.11 | . 91 |
| College, voc, tech ${ }^{5}$ | 0.38 | 0.926 | 0.41 | . 68 |
| Grade ${ }^{4}$ | - | - | - | . 96 |
| $3-5^{5}$ | -0.03 | 0.615 | -0.05 | . 96 |
| $6-8^{5}$ | 0.17 | 0.726 | 0.24 | . 81 |
| Any other activities |  |  |  |  |
| LM main effect | -0.10 | 0.317 | -0.33 | . 74 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.55 | 1.043 | -0.53 | . 59 |
| Ethnicity | 1.60 | 1.460 | 1.10 | . 27 |
| Income level | -1.31 | 0.691 | -1.89 | . 06 |
| Parent education level ${ }^{4}$ | - | - | - | . 94 |
| High school grad ${ }^{5}$ | -0.37 | 1.113 | -0.33 | . 74 |
| College, voc, tech ${ }^{5}$ | -0.27 | 0.974 | -0.28 | . 78 |
| Grade ${ }^{4}$ | - | - | - | . 73 |
| $3-5^{5}$ | -0.37 | 0.789 | -0.47 | . 64 |
| $6-8{ }^{5}$ | -0.60 | 0.762 | -0.79 | . 43 |
| Any non-program activities |  |  |  |  |
| LM main effect | -1.25 | 0.092 | -13.60 | \# |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.03 | 0.260 | 0.11 | . 91 |
| Ethnicity | 0.45 | 0.260 | 1.74 | . 08 |
| Income level | -0.17 | 0.194 | -0.87 | . 39 |
| Parent education level ${ }^{4}$ | - | - | - | . 08 |
| High school grad ${ }^{5}$ | -0.49 | 0.307 | -1.58 | . 11 |
| College, voc, tech ${ }^{5}$ | -0.63 | 0.275 | -2.27 | . 02 |
| Grade ${ }^{4}$ | - | - | - | . 77 |
| $3-5^{5}$ | 0.15 | 0.224 | 0.65 | . 52 |
| $6-8^{5}$ | 0.14 | 0.230 | 0.59 | . 55 |

- Not available.
\# Rounds to zero.

1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B8. Results of logistic regression analysis for engagement in various types of activities in self care

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| LM main effect | 0.15 | 0.278 | 0.55 | . 58 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.25 | 0.627 | -0.40 | . 69 |
| Ethnicity | -1.14 | 1.203 | -0.95 | . 34 |
| Income level | -0.36 | 0.562 | -0.65 | . 52 |
| Parent education level ${ }^{4}$ | - | - | - | . 68 |
| High school grad ${ }^{5}$ | -0.26 | 0.762 | -0.34 | . 73 |
| College, voc, tech ${ }^{5}$ | -0.62 | 0.722 | -0.86 | . 39 |
| Grade ${ }^{4}$ | - | - | - | . 75 |
| $3-5^{5}$ | -0.74 | 1.073 | -0.69 | . 49 |
| $6-8^{5}$ | -0.78 | 1.034 | -0.75 | . 45 |
| Interactive activities |  |  |  |  |
| LM main effect | 0.02 | 0.249 | 0.08 | . 93 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.85 | 0.629 | -1.34 | . 18 |
| Ethnicity | -0.46 | 0.736 | -0.62 | . 53 |
| Income level | -0.72 | 0.533 | -1.36 | . 18 |
| Parent education level ${ }^{4}$ | - | - | - | . 88 |
| High school grad ${ }^{5}$ | -0.09 | 0.694 | -0.13 | . 90 |
| College, voc, tech ${ }^{5}$ | 0.20 | 0.668 | 0.31 | . 76 |
| Grade ${ }^{4}$ | - | - | - | . 10 |
| $3-5^{5}$ | 1.40 | 0.988 | 1.42 | . 16 |
| $6-8{ }^{5}$ | 1.95 | 0.938 | 2.08 | . 04 |
| Other activities |  |  |  |  |
| LM main effect | -0.34 | 0.305 | -1.12 | . 26 |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.22 | 0.775 | 0.28 | . 78 |
| Ethnicity | -0.51 | 1.226 | -0.42 | . 68 |
| Income level | -0.90 | 0.623 | -1.45 | . 15 |
| Parent education level ${ }^{4}$ | - | - | - | . 29 |
| High school grad ${ }^{5}$ | -0.03 | 0.871 | -0.03 | . 97 |
| College, voc, tech ${ }^{5}$ | -0.99 | 0.774 | -1.28 | . 20 |
| Grade ${ }^{4}$ | - | - | - | . 16 |
| $3-5^{5}$ | -1.51 | 1.002 | -1.51 | . 13 |
| $6-8{ }^{5}$ | -0.38 | 0.991 | -0.38 | . 70 |

See notes at end of table.

TABLE B8. Results of logistic regression analysis for engagement in various types of activities in self care-Continued

| Effects $^{1}$ | LOR $^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Responsible for self |  |  |  |  |
| LM main effect | -0.39 | 0.124 | -3.13 | $\#$ |
|  |  |  |  |  |
| Moderating factors with LM effect | 0.28 | 0.298 | 0.93 | .35 |
| Disability status | -0.36 | 0.380 | -0.95 | .34 |
| Ethnicity | 0.41 | 0.251 | 1.62 | .10 |
| Income level | - | - | - | .09 |
| Parent education level |  |  |  |  |
| $\quad$ High school grad |  |  |  |  |
| College, voc, tech $^{5}$ | 0.62 | 0.345 | 1.79 | .07 |
| Grade $^{4}$ | 0.69 | 0.330 | 2.09 | .04 |
| $3-5^{5}$ | - | - | - | $\#$ |
| $6-8^{5}$ | -0.56 | 0.444 | -1.26 | .21 |

- Not available.
\# Rounds to zero.
${ }^{1}$ "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B9. Results of logistic regression analysis for receiving/participating in any before- or after-school care/activities (except for self care)

| Effects $^{1}$ | LOR $^{2}$ | $\mathrm{SE}^{3}$ | Z | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| LM main effect | -0.99 | 0.081 | -12.21 | $\#$ |
|  |  |  |  |  |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | 0.25 | 0.211 | 1.18 | .24 |
| Ethnicity | 0.10 | 0.245 | 0.42 | .67 |
| Income level | 0.12 | 0.168 | 0.72 | .47 |
| Parent education level $^{4}$ | - | - | - | .77 |
| ${\text { High school } \text { grad }^{5}}^{\text {College, voc, tech }}{ }^{5}$ | 0.04 | 0.237 | 0.17 | .87 |
| Grade $^{4}$ | -0.10 | 0.227 | -0.44 | .66 |
| $3-5^{5}$ | - | - | - | .53 |
| $6-8^{5}$ | 0.05 | 0.194 | 0.25 | .81 |

- Not available.
\# Rounds to zero.
1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and " $\mathrm{K}-2$ " for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B10. Results of ordinal regression analysis for grades that a child most often receives, for language minority status and its interactions with various types of before- and after-school care/activities

| Effects ${ }^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | Z | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| LM main effect | -0.03 | 0.073 | -0.47 | .64 |
|  |  |  |  |  |
| Moderating factors with LM effect |  |  |  |  |
| Relative care | 0.20 | 0.478 | 0.42 | .67 |
| Academic activities | 0.31 | 0.402 | 0.77 | .44 |
| Interactive activities | 0.01 | 0.503 | 0.01 | .99 |
| Other activities | 0.29 | 0.209 | 1.40 | .16 |
| Receiving relative care |  |  |  |  |
|  |  |  |  |  |
| Non-relative care | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | -0.41 | 0.302 | -1.35 | .18 |
| Receiving non-relative care |  |  |  |  |
|  |  |  |  |  |
| Before-school center-based care | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  | $\ddagger$ |
| Other activities |  |  |  |  |
|  | -0.13 | 0.355 | -0.36 | .72 |
| After-school center-based care | -0.62 | 0.342 | -1.80 | .07 |
| Academic activities | 0.07 | 0.341 | 0.21 | .84 |
| Interactive activities | 0.12 | 0.182 | 0.63 | .53 |
| Other activities |  |  |  |  |
| Receiving center-based care | 0.01 | 0.314 | 0.02 | .98 |
|  | -0.19 | 0.298 | -0.64 | .52 |
| Non-program activities | 0.06 | 0.472 | 0.13 | .90 |
| Arts | 0.31 | 0.374 | 0.82 | .41 |
| Sports | -0.22 | 0.426 | -0.52 | .60 |
| Clubs | -0.40 | 0.297 | -1.35 | .18 |
| Other academic activities | 0.33 | 0.519 | 0.64 | .52 |
| Volunteer work | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Religious activities | -0.23 | 0.172 | -1.36 | .17 |
| Scouts |  |  |  |  |

[^6]TABLE B10. Results of ordinal regression analysis for grades that a child most often receives, for language minority status and its interactions with various types of before- and after-school care/activities-Continued

| Effects $^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Moderating factors with LM effect |  |  |  |  |
| Self care | 1.00 | 0.533 | 1.87 | .06 |
| $\quad$ Academic activities | -0.09 | 0.460 | -0.20 | .84 |
| $\quad$ Interactive activities | 0.14 | 0.562 | 0.25 | .81 |
| $\quad$ Other activities | 0.09 | 0.228 | 0.41 | .68 |
| $\quad$ Responsible for self | -0.34 | 0.150 | -2.30 | .02 |
| Receiving/participating in any before- or <br> after-school care/activities except self care |  |  |  |  | $\ddagger$ Reporting standards not met.

1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B11. Results of ordinal regression analysis for grades that a child most often receives, for interactions of language minority status with disability status, ethnicity, income level, parent education level, and grade

| Effects $^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.09 | 0.195 | -0.49 | .63 |
| Ethnicity | 0.10 | 0.225 | 0.44 | .66 |
| Income level | -0.52 | 0.150 | -3.47 | $\#$ |
| Parent education level ${ }^{4}$ | - | - | - | $\#$ |
| High school grad $^{5}$ | -0.47 | 0.216 | -2.19 | .03 |
| College, voc, tech $^{5}$ | -0.69 | 0.203 | -3.38 | $\#$ |
| Grade $^{4}$ | - | - | - | .91 |
| $3-5^{5}$ | $\#$ | 0.175 | 0.02 | .98 |
| $6-8^{5}$ | -0.07 | 0.181 | -0.39 | .70 |
| - Not available. |  |  |  |  |

\# Rounds to zero.
${ }^{1}$ Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B12. Results of ordinal regression analysis for school problems, for language minority status and its interactions with various types of before- and after-school care/activities

| Effects $^{1}$ | LOR $^{2}$ | SE $^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| LM main effect | -0.27 | 0.089 | -3.02 | $\#$ |

Moderating factors with LM effect

| Relative care |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities | -0.78 | 0.508 | -1.53 | . 13 |
| Interactive activities | 0.24 | 0.461 | 0.52 | . 60 |
| Other activities | -0.85 | 0.535 | -1.59 | . 11 |
| Receiving relative care | 0.05 | 0.243 | 0.21 | . 83 |
| Non-relative care |  |  |  |  |
| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving non-relative care | 0.66 | 0.328 | 2.00 | . 05 |
| Before-school center-based care |  |  |  |  |
| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| After-school center-based care |  |  |  |  |
| Academic activities | 0.42 | 0.453 | 0.94 | . 35 |
| Interactive activities | 1.34 | 0.422 | 3.19 | \# |
| Other activities | -0.34 | 0.414 | -0.81 | . 42 |
| Receiving center-based care | -0.17 | 0.216 | -0.81 | . 42 |
| Non-program activities |  |  |  |  |
| Arts | 0.34 | 0.374 | 0.92 | . 36 |
| Sports | 0.38 | 0.361 | 1.05 | . 29 |
| Clubs | -0.39 | 0.646 | -0.60 | . 55 |
| Other academic activities | -0.75 | 0.447 | -1.68 | . 09 |
| Volunteer work | -0.36 | 0.538 | -0.66 | . 51 |
| Religious activities | 0.15 | 0.356 | 0.41 | . 68 |
| Scouts | -0.03 | 0.599 | -0.05 | . 96 |
| Any other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in non-program activity | 0.52 | 0.206 | 2.50 | . 01 |

TABLE B12. Results of ordinal regression analysis for school problems, for language minority status and its interactions with various types of before- and after-school care/activities-Continued

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | $\mathrm{SE}^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Moderating factors with LM effect |  |  |  |  |
| Self care |  |  |  |  |
| Academic activities | -0.79 | 0.586 | -1.35 | . 18 |
| Interactive activities | 0.32 | 0.553 | 0.57 | . 57 |
| Other activities | -0.65 | 0.643 | -1.01 | . 31 |
| Responsible for self | -0.32 | 0.278 | -1.14 | . 26 |
| Receiving/participating in any before- or after-school care/activities except self care | 0.48 | 0.182 | 2.66 | . 01 |
| \# Rounds to zero. |  |  |  |  |
| $\ddagger$ Reporting standards not met. |  |  |  |  |
| 1 "LM main effect" refers to the main effect of language minority status when analyzed without |  |  |  |  |
| other factors. Each moderating factor was tested as an interaction with language minority status |  |  |  |  |
| in a separate model. Although both main effects and an interaction are included in each model, |  |  |  |  |
| only the interaction is reported in the table. |  |  |  |  |
| ${ }^{2}$ Log odds ratio. |  |  |  |  |
| ${ }^{3}$ Standard error of log odds ratio. |  |  |  |  |
| SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and |  |  |  |  |
| After-School Programs and Activities Survey of the National Household Education Surveys |  |  |  |  |
| Program, ASPA-NHES:2001. |  |  |  |  |

TABLE B13. Results of ordinal regression analysis for school problems, for interactions of language minority status with disability status, ethnicity, income level, parent education level, and grade

| Effects $^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Moderating factors with LM effect |  |  |  |  |
| Disability status | -0.20 | 0.208 | -0.98 | .33 |
| Ethnicity | 0.31 | 0.339 | 0.92 | .36 |
| Income level | 0.62 | 0.180 | 3.42 | $\#$ |
| Parent education level |  |  |  |  |
| $\quad$ High school grad |  |  |  |  |
| $\quad$ College, voc, tech |  |  |  |  |
| Grade $^{4}$ | - | - | - | .52 |
| $3-5^{5}$ | 0.05 | 0.247 | 0.18 | .85 |
| $6-8^{5}$ | 0.21 | 0.235 | 0.91 | .36 |

- Not available.
\# Rounds to zero.
${ }^{1}$ Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B14. Results of logistic regression analysis for type of disabilities and language minority status, for children with disabilities

| Variable | $\mathrm{LOR}^{1}$ | $\mathrm{SE}^{2}$ | Z | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Learning disability | -0.06 | 0.193 | -0.29 | .77 |
| Mental retardation | 1.40 | 0.306 | 4.57 | $\#$ |
| Speech impairment | 0.53 | 0.206 | 2.58 | .01 |
| Emotional disturbance | -0.07 | 0.314 | -0.23 | .82 |
| Hearing problem | 0.56 | 0.332 | 1.70 | .09 |
| Blindness | 0.78 | 0.206 | 3.80 | $\#$ |
| Orthopedic impairment | 0.98 | 0.311 | 3.16 | $\#$ |
| Other health problem | -0.55 | 0.240 | -2.29 | .02 |
| Autism | 1.27 | 0.377 | 3.36 | $\#$ |
| ADD/ADHD ${ }^{3}$ | -1.25 | 0.264 | -4.76 | $\#$ |
| \# Rounds to |  |  |  |  |

\# Rounds to zero.
${ }^{1}$ Log odds ratio.
${ }^{2}$ Standard error of log odds ratio.
${ }^{3}$ Attention deficit disorder/attention deficit hyperactivity disorder.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B15. $F$ statistics, $p$-values, and effect sizes $\left(\eta^{2}\right)$ from analysis of variance of hours of before- and after-school care arrangements/activities, for children with disabilities

| Effects ${ }^{1}$ | Before-school |  |  | After-school |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $F$ |  | $\eta^{2}$ | $F$ | $P$-value | $\eta^{2}$ |
| Relative care |  |  |  |  |  |  |
| LM main effect | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.01 | . 92 | \# |
| Moderating factors with LM effect |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | \# | . 98 | \# |
| Parent education level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Non-relative care |  |  |  |  |  |  |
| LM main effect | $\ddagger$ | $\ddagger$ | $\ddagger$ | 6.04 | . 02 | . 042 |
| Moderating factors with LM effect |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Center-based care |  |  |  |  |  |  |
| LM main effect | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.79 | . 38 | . 002 |
| Moderating factors with LM effect |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.09 | . 76 | \# |
| Parent education level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Non-program activities |  |  |  |  |  |  |
| LM main effect | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.45 | . 50 | . 001 |
| Moderating factors with LM effect |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE B15. $F$ statistics, $p$-values, and effect sizes $\left(\eta^{2}\right)$ from analysis of variance of hours of before- and after-school care arrangements/activities, for children with disabilities-Continued

| Effects ${ }^{1}$ | Before-school |  |  | After-school |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $F \quad P$-value |  | $\eta^{2}$ | $F$ | $P$-value | $\eta^{2}$ |
| Self care |  |  |  |  |  |  |
| LM main effect | 0.01 | . 94 | \# | 0.23 | . 63 | . 001 |
| Moderating factors with LM effect |  |  |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | 0.12 | . 73 | \# |
| Parent education level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

\# Rounds to zero.
$\ddagger$ Reporting standards not met.
1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B16. Pearson's chi-square tests and effect sizes (w and log odds ratios) for type of relative care and locations of relative care, non-relative care, and center-based care, for children with disabilities

| Variable | $x^{2}$ | $P$-value | $w$ | $\mathrm{LOR}^{1}$ | $\mathrm{SE}^{2}$ |
| :--- | ---: | ---: | ---: | ---: | ---: |
| Type of relative care | 6.74 | $.08^{!}$ | 0.17 | - | - |
| Location of relative care | 0.52 | .47 | 0.05 | -0.34 | 0.476 |
| Location of non-relative care | 6.10 | .01 | 0.25 | -1.61 | 0.702 |
| Location of center-based care | 0.07 | .79 | 0.02 | -0.13 | 0.483 |

- Not available.
! Interpret data with caution due to small expected cell frequencies.
${ }^{1}$ Log odds ratio.
${ }^{2}$ Standard error of log odds ratio.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B17. Results of logistic regression analysis for engagement in various types of activities in relative care, for children with disabilities

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| LM main effect | -0.74 | 0.472 | -1.57 | . 12 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 0.79 | 0.999 | 0.80 | . 43 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |
| LM main effect | -0.19 | 0.472 | -0.41 | . 68 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 0.70 | 0.978 | 0.72 | . 47 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| 3-5 ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |
| LM main effect | -0.19 | 0.573 | -0.34 | . 74 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 1.44 | 1.882 | 0.76 | . 44 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| 3-5 ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE B17. Results of logistic regression analysis for engagement in various types of activities in relative care, for children with disabilitiesContinued

| Effects $^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | Z | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Receiving relative care <br> LM main effect | -0.26 | 0.254 | -1.04 | .30 |
| Moderating factors with LM effect |  |  |  |  |
| $\quad$ Ethnicity | 1.23 | 1.220 | 1.01 | .31 |
| Income level | 0.26 | 0.521 | 0.51 | .61 |
| Parent education level |  |  |  |  |
| $\quad$ High school grad |  |  |  |  |

- Not available.
$\ddagger$ Reporting standards not met.
1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B18. Results of logistic regression analysis for engagement in various types of activities in non-relative care, for children with disabilities

| Effects $^{1}$ | LOR $^{2}$ | SE $^{3}$ | Z | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Academic activities |  |  |  |  |
| LM main effect | 1.44 | 0.932 | 1.55 | .12 |
|  |  |  |  |  |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad |  |  |  |  |
| College, voc, tech |  |  |  |  |
| Grade | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| 3-5 | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | - | - | - | $\ddagger$ |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| LM main effect | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity |  |  |  |  |
| Income level |  |  |  |  |
| Parent education level |  |  |  |  |

See notes at end of table.

TABLE B18. Results of logistic regression analysis for engagement in various types of activities in non-relative care, for children with disabilitiesContinued

| Effects $^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Receiving non-relative care |  |  |  |  |
| LM main effect | 0.22 | 0.318 | 0.70 | .48 |
|  |  |  |  |  |
| Moderating factors with LM effect | -1.54 | 0.715 | -2.15 | .03 |
| Ethnicity | 0.50 | 0.646 | 0.77 | .44 |
| Income level | - | - | - | .68 |
| Parent education level |  |  |  |  |
| High school grad |  |  |  |  |
| College, voc, tech $^{5}$ | 0.68 | 0.968 | 0.70 | .48 |
| Grade $^{4}$ | 0.77 | 0.894 | 0.86 | .39 |
| $3-5^{5}$ | - | - | - | .39 |
| $6-8^{5}$ | 0.14 | 0.741 | 0.19 | .85 |

- Not available.
$\ddagger$ Reporting standards not met.
1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B19. Results of logistic regression analysis for engagement in various types of activities in before-school center-based care, for children with disabilities

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| LM main effect | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| 3-5 ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |
| LM main effect | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |
| LM main effect | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

- Not available.
$\ddagger$ Reporting standards not met.

1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B20. Results of logistic regression analysis for engagement in various types of activities in after-school center-based care, for children with disabilities

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| LM main effect | 0.70 | 0.551 | 1.28 | . 20 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 1.24 | 1.375 | 0.90 | . 37 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |
| LM main effect | -0.22 | 0.491 | -0.46 | . 65 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | -0.69 | 1.018 | -0.68 | . 50 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| 3-5 ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |
| LM main effect | -0.59 | 0.495 | -1.20 | . 23 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 0.69 | 1.023 | 0.68 | . 50 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| 3-5 ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE B20. Results of logistic regression analysis for engagement in various types of activities in after-school center-based care, for children with disabilities-Continued

| Effects $^{1}$ | LOR $^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Receiving center-based care |  |  |  |  |
| LM main effect | -0.23 | 0.249 | -0.93 | .35 |
|  |  |  |  |  |
| Moderating factors with LM effect | -0.60 | 0.759 | -0.79 | .43 |
| Ethnicity | 0.62 | 0.504 | 1.22 | .22 |
| Income level | - | - | - | .70 |
| Parent education level |  |  |  |  |
| High school grad |  |  |  |  |
| College, voc, tech $^{5}$ | 0.21 | 0.674 | 0.31 | .75 |
| Grade $^{4}$ | 0.51 | 0.604 | 0.84 | .40 |
| $3-5^{5}$ | - | - | - | .42 |
| $6-8^{5}$ | -0.70 | 0.603 | -1.16 | .25 |

- Not available.
$\ddagger$ Reporting standards not met.
1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B21. Results of logistic regression analysis for engagement in various types of activities in non-program activities, for children with disabilities

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Arts |  |  |  |  |
| LM main effect | 0.13 | 0.452 | 0.29 | . 77 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 0.87 | 1.027 | 0.84 | . 40 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Sports |  |  |  |  |
| LM main effect | -0.52 | 0.432 | -1.21 | . 23 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 0.99 | 0.932 | 1.06 | . 29 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Clubs |  |  |  |  |
| LM main effect | -0.07 | 0.723 | -0.09 | . 93 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 1.08 | 1.835 | 0.59 | . 56 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| 3-5 ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8{ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE B21. Results of logistic regression analysis for engagement in various types of activities in non-program activities, for children with disabilities-Continued

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Other academic activities |  |  |  |  |
| LM main effect | -0.19 | 0.555 | -0.34 | . 74 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 1.78 | 1.356 | 1.32 | . 19 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Volunteer work |  |  |  |  |
| LM main effect | -0.40 | 0.650 | -0.62 | . 54 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 1.37 | 1.703 | 0.81 | . 42 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| 3-5 ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Religious activities |  |  |  |  |
| LM main effect | -0.07 | 0.432 | -0.15 | . 88 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | -1.47 | 0.907 | -1.62 | . 11 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| 3-5 ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

See notes at end of table.

TABLE B21. Results of logistic regression analysis for engagement in various types of activities in non-program activities, for children with disabilities-Continued

| Effects | ${ }^{1}$ | LOR $^{2}$ | SE $^{3}$ | Z |
| :--- | ---: | ---: | ---: | ---: | P-value

- Not available.
\# Rounds to zero.
$\ddagger$ Reporting standards not met.

1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B22. Results of logistic regression analysis for engagement in various types of activities in self care, for children with disabilities

| Effects ${ }^{1}$ | LOR ${ }^{2}$ | SE ${ }^{3}$ | Z | $P$-value |
| :---: | :---: | :---: | :---: | :---: |
| Academic activities |  |  |  |  |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | -0.04 | 0.532 | -0.08 | . 94 |
| Income level | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Parent education level ${ }^{4}$ | -1.56 | 1.089 | -1.44 | . 15 |
| High school grad ${ }^{5}$ | - | - | - | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $3-5^{5}$ | - | - | - | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Interactive activities |  |  |  |  |
| LM main effect | -0.64 | 0.562 | -1.14 | . 26 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | -1.29 | 1.429 | -0.90 | . 37 |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities |  |  |  |  |
| LM main effect | -0.16 | 0.697 | -0.23 | . 81 |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | - | - | - | - |
| Parent education level ${ }^{4}$ | - | - | - | $\ddagger$ |
| High school grad ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| College, voc, tech ${ }^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Grade ${ }^{4}$ | - | - | - | $\ddagger$ |
| $3-5^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $6-8^{5}$ | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

[^7]TABLE B22. Results of logistic regression analysis for engagement in various types of activities in self care, for children with disabilitiesContinued

| Effects $^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Responsible for self |  |  |  |  |
| LM main effect | -0.16 | 0.263 | -0.61 | .54 |
|  |  |  |  |  |
| Moderating factors with LM effect | 0.34 | 0.535 | 0.63 | .53 |
| Ethnicity | 0.34 | 0.535 | 0.63 | .53 |
| Income level | - | - | - | .68 |
| Parent education level |  |  |  |  |
| $\quad$ High school grad |  |  |  |  |
| College, voc, tech $^{5}$ | -0.09 | 0.712 | -0.13 | .90 |
| Grade $^{4}$ | 0.44 | 0.645 | 0.68 | .50 |
| $3-5^{5}$ | - | - | - | .07 |
| $6-8^{5}$ | -0.28 | 0.836 | -0.34 | .74 |

- Not available.
$\ddagger$ Reporting standards not met.
1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B23. Results of logistic regression analysis for receiving/participating in any before- or after-school care/activities (except for self care), for children with disabilities

| Effects $^{1}$ | LOR $^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| LM main effect | -0.80 | 0.191 | -4.19 | $\#$ |
| Moderating factors with LM effect |  |  |  |  |
| $\quad$ Ethnicity | -0.22 | 0.573 | -0.39 | .70 |
| Income level | 0.44 | 0.405 | 1.08 | .28 |
| Parent education level |  |  |  |  |
| High school grad |  |  |  |  |
| College, voc, tech $^{5}$ | - | - | - | .66 |
| Grade $^{4}$ | -0.43 | 0.506 | -0.84 | .40 |
| $3-5^{5}$ | -0.06 | 0.500 | -0.12 | .91 |
| $6-8^{5}$ | - | - | - | .40 |

- Not available.
\# Rounds to zero.
1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B24. Results of ordinal regression analysis for grades that a child most often receives, for language minority status and its interactions with various types of before- and after-school care/activities, for children with disabilities

| Effects $^{1}$ | LOR $^{2}$ | SE $^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| LM main effect | -0.17 | 0.177 | -0.95 | .34 |

## Moderating factors with LM effect

Relative care

| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | ---: | ---: | ---: | ---: |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving relative care | 0.04 | 0.474 | 0.08 | .94 |

Non-relative care

| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | :--- | :--- | :--- | :--- |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving non-relative care | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

Before-school center-based care

| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | :--- | :--- | :--- | :--- |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

After-school center-based care

| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | ---: | ---: | ---: | ---: |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving center-based care | 0.11 | 0.468 | 0.25 | .81 |

Non-program activities

| Arts | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | ---: | ---: | ---: | ---: |
| Sports | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Clubs | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Volunteer work | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Religious activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Scouts | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Any other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in non-program activity | -0.24 | 0.445 | -0.53 | .59 |

See notes at end of table.

TABLE B24. Results of ordinal regression analysis for grades that a child most often receives, for language minority status and its interactions with various types of before- and after-school care/activities, for children with disabilities-Continued

| Effects $^{1}$ | LOR $^{2}$ | SE $^{3}$ | Z | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Moderating factors with LM effect |  |  |  |  |
| Self care |  |  |  |  |
| $\quad$ Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\quad$ Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\quad$ Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\quad$ Responsible for self | 0.42 | 0.487 | 0.85 | .39 |
| Receiving/participating in any before- or <br> after-school care/activities except self care | -0.53 | 0.358 | -1.48 | .14 |
| $\ddagger$ Reporting standards not met. |  |  |  |  |

1 "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B25. Results of ordinal regression analysis for grades that a child most often receives, for interactions of language minority status with ethnicity, income level, parent education level, and grade, for children with disabilities

| Effects $^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | -0.20 | 0.365 | -0.55 | .58 |
| Parent education level $^{4}$ | - | - | - | .57 |
| $\quad$ High school grad |  |  |  |  |
| ${\text { College, voc, } \text { tech }^{5}}^{\text {Grade }}$ |  |  |  |  |
| $3-5^{5}$ | -0.54 | 0.480 | -1.13 | .26 |
| $6-8^{5}$ | -0.15 | 0.449 | -0.32 | .75 |
| - Not available. | - | - | - | .49 |

$\ddagger$ Reporting standards not met.
${ }^{1}$ Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and "K-2" for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B26. Results of ordinal regression analysis for school problems, for
language minority status and its interactions with various types of
before- and after-school care/activities, for children with disabilities

| Effects $^{1}$ | LOR $^{2}$ | $\mathrm{SE}^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| LM main effect | -0.37 | 0.180 | -2.03 | .04 |

Moderating factors with LM effect
Relative care
Academic activities
Interactive activities
Other activities
Receiving relative care

| $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| ---: | ---: | ---: | ---: |
| $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| -0.06 | 0.481 | -0.13 | .90 |

Non-relative care
Academic activities

| $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | :--- | :--- | :--- |
| $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

Before-school center-based care

| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | :--- | :--- | :--- | :--- |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |

After-school center-based care

| Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | ---: | ---: | ---: | ---: |
| Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Receiving center-based care | -0.18 | 0.471 | -0.38 | .70 |

Non-program activities

| Arts | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| :--- | ---: | ---: | ---: | ---: |
| Sports | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Clubs | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Other academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Volunteer work | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Religious activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Scouts | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Any other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Participating in non-program activity | 0.50 | 0.454 | 1.09 | .27 |
| See notes at end of table. |  |  |  |  |

TABLE B26. Results of ordinal regression analysis for school problems, for language minority status and its interactions with various types of before- and after-school care/activities, for children with disabilities-Continued

| Effects ${ }^{1}$ | $\mathrm{LOR}^{2}$ | $\mathrm{SE}^{3}$ | Z | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Moderating factors with LM effect |  |  |  |  |
| Self care |  |  |  |  |
| $\quad$ Academic activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\quad$ Interactive activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\quad$ Other activities | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| $\quad$ Responsible for self | -0.09 | 0.498 | -0.17 | .86 |
| Receiving/participating in any before- or <br> after-school care/activities except self care | 0.51 | 0.368 | 1.40 | .16 |
| $\ddagger$ Reporting standards not met. |  |  |  |  |

${ }^{1}$ "LM main effect" refers to the main effect of language minority status when analyzed without other factors. Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

TABLE B27. Results of ordinal regression analysis for school problems, for interactions of language minority status with ethnicity, income level, parent education level, and grade, for children with disabilities

| Effects $^{1}$ | LOR $^{2}$ | SE $^{3}$ | $Z$ | $P$-value |
| :--- | ---: | ---: | ---: | ---: |
| Moderating factors with LM effect |  |  |  |  |
| Ethnicity | $\ddagger$ | $\ddagger$ | $\ddagger$ | $\ddagger$ |
| Income level | 0.45 | 0.372 | 1.20 | .23 |
| Parent education level $^{4}$ | - | - | - | .47 |
| $\quad$ High school grad |  |  |  |  |
| College, voc, tech $^{5}$ | -0.62 | 0.476 | -1.31 | .19 |
| Grade $^{4}$ | -0.40 | 0.459 | -0.87 | .38 |
| $3-5^{5}$ | - | - | - | .57 |
| $6-8^{5}$ | 0.45 | 0.439 | 1.02 | .31 |

- Not available.
$\ddagger$ Reporting standards not met.
${ }^{1}$ Each moderating factor was tested as an interaction with language minority status in a separate model. Although both main effects and an interaction are included in each model, only the interaction is reported in the table.
${ }^{2}$ Log odds ratio.
${ }^{3}$ Standard error of log odds ratio.
${ }^{4}$ This line presents the significance of overall interaction with language minority status.
${ }^{5}$ This line presents the significance of interaction with language minority status in terms of a specified category of the variable relative to its baseline category (i.e., "less than high school" for parent education level and " $\mathrm{K}-2$ " for grade).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES:2001.

## Appendix C: Methodology and Technical Notes

## Survey Methodology

The Before- and After-School Programs and Activities Survey (ASPA) is a part of the National Household Education Surveys Program (NHES), which was developed by the National Center for Education Statistics of the U.S. Department of Education, and is aimed at collecting data on a wide variety of educational topics directly from households. The purpose of NHES is to provide descriptive data and statistics on educational activities and conditions in the U.S. for researches, policy-makers, and educators.

Data collection under the 2001 administration of the National Household Education Surveys Program (NHES:2001) was conducted by Westat on January 2 through April 14 of 2001. The sample of households was selected across the nation by random-digit-dial (RDD) methods. Each household selected was contacted by phone. An adult respondent (screener respondent) in the household was asked a set of screener questions to identify household members who were eligible for surveys, and then one of the eligible household members was selected for a specific survey by computer. Children age 15 or younger who were enrolled in kindergarten through eighth grade (or grade-equivalent for homeschooled children) were eligible to be sampled for ASPA. Information on a child selected for ASPA was collected from the parent or guardian who lived in the same household as the child and was identified by the screener respondent as most knowledgeable of the child. In the NHES:2001, 48,385 households completed the screener interviews (the estimated response rate was 69.2
percent). 11,075 children were eligible and sampled for ASPA. Among these, parents or guardians of 9,583 children (including 25 children who were sampled for another survey but turned out to be eligible for ASPA in the screener interviews) completed the ASPA interview. This yielded the estimated response rate for the ASPA interview of 86.4 percent. The overall completion rate for the ASPA interview in NHES:2001 was estimated as 59.7 percent.

The ASPA of 2001 (ASPA-NHES:2001) specifically covers issues related to before- and after-school activities of school-age children. They include: beforeand after-school care arrangements and activities, schooling environments and conditions, academic performance and behavior, demographic characteristics (including ethnicity and language), and health and disability. In addition, characteristics of parents/guardian and households were recorded. All information was collected through computer-assisted telephone interviews (CATI) with parents or guardians.

For complete details about the survey methodology of NHES:2001, refer to National Household Education Surveys of 2001: Data File User's Manual, Volume I (Hagedorn et al. 2003a), National Household Education Surveys of 2001: Data File User's Manual, Volume III, Before- and After-School Programs and Activities Survey (Hagedorn et al. 2003b), and National Household Education Surveys of 2001: Methodology Report (Nolin et al. 2004).

## Statistical Procedures

## General note on the statistical analyses

The significance level of $\alpha=.05$ was used throughout the report. Since a large number of statistical tests were conducted in separate models in this report, the probability of making a type I error in at least one statistical test could be very high. Readers who are interested in a particular significant finding in this report should also consult with other sources for supporting evidence whenever it is possible.

## Sections 2.3 and 3.3: Analysis of variance (ANOVA)

Analysis of variance (ANOVA) is used in the analysis of hours spent on before- and after-school arrangements/activities. The purpose of the analysis is to compare average hours between groups of children constructed by language minority status and other variables such as disability status and ethnicity.

One-way ANOVA is used to make a simple comparison between language minority children and non-language minority children. Its statistical model representation is as follows:

$$
Y=\mu+\alpha_{i}+e,
$$

where $Y$ is the dependent variable (i.e., hours of arrangements/activities), $\mu$ is the grand mean, $\alpha_{i}$ denotes the effect of language minority status, and $e$ is error that follows a normal distribution with mean zero and a constant variance. The subscript for effect $\alpha$ distinguishes the levels of language minority status: $i=0$ means non-language minority and $i=1$ means language minority. If $\alpha_{0}$ is set to zero in order to avoid redundancy, then $\alpha_{1}$ represents the difference between
language minority children and non-language minority children. In other words, we have the expected mean value of $\mu$ for non-language minority children and $\mu+\alpha_{1}$ for language minority children. The purpose of one-way ANOVA is to statistically test if $\alpha_{1}=0$, which implies that there is no difference in hours spent on before- and after-school arrangements/activities between non-language minority children and language minority children. The corresponding test statistic is an $F$ statistic, which is defined as

$$
F=\frac{S S A / 1}{S S E /(n-2)},
$$

where SSA denotes the sum of squares for the effect of language minority status, SSE is the error sum of squares, and $n$ is the total sample size. The $p$-value of this test is obtained by referring to the probability value corresponding to the observed value of the above $F$ statistic on the $F$ distribution with degrees of freedom 1 and $n-2$. If the obtained $p$-value is smaller than a prespecified cutoff value (significance level; we use .05), then we conclude that language minority status makes difference on hours spent on before- and after-school arrangements/activities.

Two-way ANOVA is used to detect a moderating factor that affects hours of before- and after-school arrangements/activities together with language minority status. Moderating factors that we consider are disability status, ethnicity, income level, parent education level, and grade level. Suppose that the variable other than language minority is disability status. The corresponding twoway ANOVA model is expressed as:

$$
Y=\mu+\alpha_{i}+\beta_{j}+(\alpha \beta)_{i j}+e,
$$

where $\mathrm{Y}, \mu, \alpha_{i}$, and $e$ are defined in the same manner as before, $\beta_{j}$ is the effect of disability status, and $(\alpha \beta)_{i j}$ is called the interaction between language minority status and disability status. The subscript for effect $\alpha$ distinguishes the levels of language minority status as described before. The subscripts for effects $\beta_{j}$ and $(\alpha \beta)_{i j}$ are defined in the same manner. For $\beta_{j}, j=0$ means that a child does not have disability, $j=1$ means that the child has disability. $\operatorname{For}(\alpha \beta)_{i j}, i=j=0$ means that a child is not language minority and does not have a disability, $i=0$ and $j=1$ mean that a child is not language minority and has a disability, and so forth. If we set $\beta_{0}=0$ and $(\alpha \beta)_{00}=(\alpha \beta)_{01}=(\alpha \beta)_{10}=0$ to eliminate redundancy, then $\beta_{1}$ represents the difference between children with disabilities and children without disabilities, and $(\alpha \beta)_{11}$ represents the interaction effect that is present when a child is both language minority and with disabilities. Interpretation of the interaction in the current context that if it is present, the effect of language minority status is different between when children do not have disabilities and when children do. For children without disabilities, the amount of language minority effect is simply $\alpha_{1}$. On the other hand, it becomes $\alpha_{1}+(\alpha \beta)_{11}$ for children with disabilities. This is also called a moderating effect of disability status on language minority status. The purpose of two-way ANOVA is to statistically test if there is no interaction, or equivalently $(\alpha \beta)_{11}=0$. The corresponding test statistic is an F statistic, which is defined as

$$
F=\frac{S S A B / 1}{S S E /(n-4)}
$$

where SSAB denotes the sum of squares for the interaction effect of language minority status and disability status, SSE is the error sum of squares, and $n$ is the total sample size. The $p$-value of this test is obtained by referring to the probability value corresponding to the value of the above $F$ statistic on the $F$ distribution with degrees of freedom 1 and $n-4$.

If the factor other than language minority status has three levels, $j=0,1,2$ (i.e., for parent education level and grade levels), then we have two interaction effects between language minority and the other variable, $(\alpha \beta)_{11}$ and $(\alpha \beta)_{12}$ (all the other interaction effects are set to zero because they are redundant). In this case, we test if all interactions are zero, or equivalently $(\alpha \beta)_{11}=(\alpha \beta)_{12}=0$. The above $F$ statistic is changed to

$$
F=\frac{S S A B / 2}{S S E /(n-6)},
$$

and the distribution to be referred to is the $F$ distribution with degrees of freedom 2 and $n-6$. A significant interaction implies that at least one of $(\alpha \beta)_{11}$ and $(\alpha \beta)_{12}$ is considered nonzero. Interpretation of the interactions remains the same as before: the effect of language minority status differs depending on the levels of the other factor.

Effect size. An effect size represents a standardized amount of effect that does not depend on sample size or statistical significance. One of the standard measures of effect size for ANOVA is partial eta-squared (Cohen 1973), and it is used as a measure of effect size in this report. It is defined as

$$
\eta_{p}^{2}=\frac{S S A}{S S A+S S E}
$$

where SSA denotes the sum of squares for language minority status, and SSE denotes the error sum of squares. Partial eta-squared represents the proportion of variance of the dependent variable accounted for by language minority status. In order to obtain an effect size of interactions, simply replace SSA in the above formula by $S S A B$. In this case, partial eta-squared represents the proportion of variance of the dependent variable accounted for by the interaction with the proportion accounted for by main effects (i.e., language minority status and the other factor for which the interaction is considered) being partialled out. Empirically, $\eta_{p}^{2}=.010, .059$, and .138 imply small, medium, and large effects, respectively (Cohen 1988).

Scaled power transformation of the dependent variables. Prior to the main analyses, tenability of the assumption of normality, which is required by ANOVA, was checked, because distributions of hours tend to be skewed to the right. First, one-way or two-way ANOVA was run with the raw data, and residuals were plotted for each dependent variable. With the raw data, residuals were also highly skewed and the assumption of normality did not seem to hold. Accordingly, the raw data were transformed in order to obtain more symmetric distributions. The method of transformation used is the scaled power transformation (e.g., Cook \& Weisberg 1999, p. 84), which is given by

$$
y^{(\lambda)}=\left\{\begin{array}{cc}
\left(y^{\lambda}-1\right) / \lambda, & \lambda \neq 0, \\
\ln (y), & \lambda=0,
\end{array}\right.
$$

where $y^{(\lambda)}$ is the resulting variable, $y$ is a variable to be transformed, $\lambda$ is a parameter that controls the amount of transformation, and In denotes the natural logarithm. Residual analysis was repeated for each variable with various values of $\lambda$ until residuals looked close to normal, or at least symmetric. Different values of $\lambda$ were adopted for different variables (values of $\lambda$ range from -4.00 to 0.40 ). Although these transformations were not perfect for all variables in all cases, the use of the transformed data substantially improved the validity of statistical tests in ANOVA.

## Sections 2.4 and 3.4: The chi-square test and log odds ratio

Pearson's chi-square test is employed to examine whether type of caregiver in relative care and locations at which relative care, non-relative care, and center-based care are provided differ by language minority status. This is equivalent to testing whether language minority status and type of caregiver or location of care are independent. A significant result indicates that there is difference in the choice of type of caregiver, or location of care across language minority status. For details of Pearson's chi-square test, see Agresti (1990, chapter 3).

Effect size. One of the effect size measures for the chi-square test is $w$ (Cohen 1988), which is defined as

$$
w=\sqrt{\frac{\chi^{2}}{N}}
$$

where $\chi^{2}$ is the chi-square statistic, and $N$ is the total sample size. $w=0.10,0.25$, 0.40 correspond to small, medium, and large effects, respectively.

Location of relative care, non-relative care, and center-based care are classified into only two categories (e.g., "Own home" and "Other" for relative care), so comparisons for these variables lead to comparing proportions of one of the two categories (e.g., "Other" for relative care) across language minority status. In addition to chi-square tests and $w$, log odds ratios are calculated for these comparisons in order to measure magnitude of effect of language minority status in another way. Let $p_{0}$ and $p_{1}$ be proportions for non-language minority and language minority children, respectively. A log odds ratio is defined as

$$
\ln \frac{p_{1} /\left(1-p_{1}\right)}{p_{0} /\left(1-p_{0}\right)},
$$

where In means the natural logarithm. Ratios $p_{0} /\left(1-p_{0}\right)$ and $p_{1} /\left(1-p_{1}\right)$ are called odds. An odds is another form of representation of a proportion. It equals one if the corresponding proportion is 0.5 . It is greater (smaller) than one if the corresponding proportion is greater (smaller) than 0.5 . A ratio of odds as appears in the argument of the natural logarithm in the above formula is called an odds ratio. It represents relative magnitude of two odds, that is, how many times the odds in the numerator is as large as the odds in the denominator. If an odds ratio is some value $t$, it means that one odds is $t$ times as large as the other. If an odds ratio is one, then the two odds are the same, and it in turn means that the two proportions are the same. Taking the natural logarithm of an odds ratio yields a $\log$ odds ratio. If the original odds ratio is greater than one (i.e., $p_{0}<p_{1}$ ), the log odds ratio takes a positive value. Roughly speaking, an log odds ratio of 1.00 corresponds to a log odds ratio of 2.72 , which implies that the odds for $p_{1}$ is
about 2.72 times as large as the one for $p_{0}$. If the odds ratio is smaller than one (i.e., $p_{0}>p_{1}$ ), the log odds ratio takes a negative value. For example, an log odds ratio of -1.00 corresponds to a log odds ratio of 0.37 , which implies that the odds for $p_{1}$ is about 0.37 times as large as the one for $p_{0}$. A log odds ratio of zero means that the two proportions are equal (i.e., $p_{0}=p_{1}$ ). We use the values -1 and 1 in order to indicate a substantial effect.

## Sections 2.5 and 3.5: Logistic regression analysis

Participation in various activities in before- and after-school care arrangements and activities was analyzed by logistic regression. The independent variables are the same as those used for ANOVA described above, but the dependent variables are binary (i.e., coded as zero or one). Logistic regression is a statistical model appropriate to analyze data of this kind.

Suppose that $Y$ represents whether a child participates in an activity ( $Y=$ 1) or not $(Y=0)$. The logistic regression model equivalent to one-way ANOVA with language minority status being the independent variable is

$$
\ln \frac{\operatorname{Pr}(Y=1 \mid i)}{\operatorname{Pr}(Y=0 \mid i)}=\mu+\alpha_{i}
$$

where $\operatorname{In}$ denotes the natural logarithm, $\operatorname{Pr}(Y=1 \mid i)$ is the probability of participating in the activity for children in language minority status $i$, and $\mu$ and $\alpha_{i}$ are defined in the same manner as in ANOVA. The left-hand side is the log odds (i.e., the natural logarithm of an odds) of participating in the activity against not participating in the activity, given a language minority status. Since $\alpha_{0}$ is set to zero as before, the expected log odds is $\mu$ for non-language minority children
and $\mu+\alpha_{1}$ for language minority children. Thus, $\alpha_{1}$ represents the difference of $\log$ odds, or equivalently the log odds ratio, of participating in the activity between language minority children and non-language minority children (the log odds ratio is defined in the previous section on the chi-square test and log odds ratio). $\alpha_{1}=0$ indicates that there is no difference in odds between language minority children and non-language minority children. In other words, the proportions of participating in the activity are the same for language minority children and nonlanguage minority children. If $\alpha_{1}>0$, then language minority children have a higher participation rate in that activity than non-language minority children, and negative $\alpha_{1}$ indicates the opposite. We can test if $\alpha_{1}=0$ with test statistic

$$
Z=\frac{\hat{\alpha}_{i}}{S E\left(\hat{\alpha}_{i}\right)},
$$

where $\operatorname{SE}\left(\hat{\alpha}_{i}\right)$ is the standard error of estimate $\hat{\alpha}_{i}$. $Z$ asymptotically (i.e., when the sample size is large) follows the standard normal distribution, and the p-value can be calculated accordingly.

The logistic regression model equivalent to two-way ANOVA is expressed in the same manner:

$$
\ln \frac{\operatorname{Pr}(Y=1 \mid i, j)}{\operatorname{Pr}(Y=0 \mid i, j)}=\mu+\alpha_{i}+\beta_{j}+(\alpha \beta)_{i j}
$$

Each of the effects can be tested also in the same manner using the $Z$ statistic described above. Details of logistic regression is given by Agresti (1990, chapter 4).

Effect size. Each effect term (i.e., $\alpha_{i}, \beta_{j}$, and $(\alpha \beta)_{i j}$ ) in a logistic regression model represents a log odds ratio, which is a measure of effect size by itself as introduced in the previous section on the chi-square test and log odds ratio. Details of log odds ratio are given by Agresti (1990, chapter 2).

## Sections 2.6 and 3.6: Ordinal regression analysis

Sections 2.6 and 3.6 deal with school outcome variables (i.e., grades that the child most often receives and school problems), which are considered ordered-categorical. Ordinal regression is a method to deal with orderedcategorical dependent variables.

We use language minority status and other variables as the independent variables. Suppose that there are two independent variables language minority and disability status (the latter can be replaced by one of the other variables). The dependent variable $Y$ is ordinal and takes values $1, \ldots, C$ (e.g., child's grade has three categories "C's or below", "B's", and "A's", and these are coded as 1, 2, and 3, respectively; larger values indicate higher categories). The ordinal regression model assumes that there is a continuous latent variable, $Z$, which is expressed by the sum of effects of the independent variables as follows:

$$
Z=\mu+\alpha_{i}+\beta_{j}+(\alpha \beta)_{i j}+e,
$$

where $e$ is an error term that is assumed to follow some standard continuous distribution. The fundamental assumption of the ordinal regression model is that the probability that $Y$ is less than or equal to some level $c$ given a specific level of the independent variables, $i$ and $j$, depends on the latent variable, $Z$, and a threshold value, $\tau_{c}$, on the scale of $Z$ as follows:

$$
\operatorname{Pr}(Y \leq c \mid i, j)=\operatorname{Pr}\left(Z \leq \tau_{c} \mid i, j\right), c=1, \ldots, C-1 .
$$

When $c=C$ in the above equation, let $\operatorname{Pr}(Y \leq C \mid i, j)=1$ and $\tau_{C}=\infty . \operatorname{Pr}(Y \leq c \mid i, j)$ is called the cumulative probability. The probability that $Y$ takes value $c$ given $i$ and $j$ is then calculated as follows:

$$
\begin{aligned}
\operatorname{Pr}(Y=c \mid i, j) & =\operatorname{Pr}(Y \leq c \mid i, j)-\operatorname{Pr}(Y \leq c-1 \mid i, j) \\
& =\operatorname{Pr}\left(\tau_{c-1}<Z \leq \tau_{c} \mid i, j\right) \\
& =\operatorname{Pr}\left(Z \leq \tau_{c} \mid i, j\right)-\operatorname{Pr}\left(Z \leq \tau_{c-1} \mid i, j\right) .
\end{aligned}
$$

In this model, parameters to be estimated are the effect terms ( $\mu, \alpha_{i}, \beta_{j}$, and $\left.(\alpha \beta)_{i j}\right)$ and the threshold values $\left(\tau_{1}, \ldots, \tau_{C-1}\right)$. The distribution of $e$ determines how cumulative probabilities are calculated and how the effect terms are interpreted. In this report, the standard logistic distribution is chosen because it facilitates interpretations. Under this assumption, each effect term equals a log odds ratio of two cumulative probabilities between two groups that are being compared. For example, let $p_{c 1}=\operatorname{Pr}(Y \leq c \mid i=1, j=0)$ and $p_{c 0}=\operatorname{Pr}(Y \leq c \mid i=0, j=0) \cdot p_{c 1}$ is the cumulative probability that $Y$ is less than or equal to level $c$ for children of language minority and without disability, and $p_{c 1}$ is the cumulative probability that $Y$ is less than or equal to level $c$ for non-language minority children without disability. Then, $\alpha_{1}$ represents the log odds ratio of the two cumulative probabilities, that is,

$$
\alpha_{1}=\ln \frac{p_{c 1} /\left(1-p_{c 1}\right)}{p_{c 0} /\left(1-p_{c 0}\right)},
$$

which is common to all categories $c=1, \ldots, C$. Positive $\alpha_{1}$ indicates that language minority children are more likely to have level $c$ or less than non-
language minority children no matter what the level is, and negative $\alpha_{1}$ indicates the opposite. Zero $\alpha_{1}$ indicates there is no difference in log odds ratio between the two groups. Interpretations of the other effect terms remain the same as in ANOVA and logistic regression. The $Z$ statistic that is used in logistic regression is also used to test the effect terms in ordinal regression. For more details of ordinal regression modeling, see Johnson and Albert (1999, chapter 3).

Effect size. A measure of effect size in ordinal regression is the log odds ratio. As in logistic regression, each of the effect terms is a log odds ratio. Thus, these effects can be interpreted in the same manner as before.

## Weights and Standard Errors

The final ASPA interview weights (FSWT) are provided in ASPANHES:2001. FSWT are necessary to adjust for unequal selection probabilities of the sample due to the sampling design of ASPA-NHES:2001 at both household and child levels; estimates computed with the weighted sample reflect the population more accurately. When we calculate a standard error for an estimate, however, it is not adequate to simply calculate it with the weighted sample. Because of the complex sample design of APSA-NHES:2001, standard errors of estimates calculated in a usual way tend to underestimate the true standard errors (design effect).

In section 3.5 of National Household Education Surveys of 2001: Data File User's Manual, Volume I (Hagedorn et al. 2003a), two methods are recommended to calculate standard errors accurately. The first method is to use
the replicated weights provided in the ASPA-NHES:2001 data file. The other method is to perform the Taylor series approximation to standard errors using the stratum and primary sampling unit, both of which are also provided in the data file. In this report, however, it would not be feasible to calculate standard errors for all estimates with either of these methods, because of too many estimates for which standard errors have to be reported. Accordingly, we chose to use the approximation procedure that utilizes the average root design effect, as described in section 3.6 of Hagedorn et al. (2003a). In this method, the original FSWT are transformed so that the resulting weights take into account the design effect. The transformation follows the approximation procedure with the average root design effect factor of 1.3 as recommended. According to the procedure, the new ASPA weight (NFSWT) for the ith case in the data is computed as follows:

$$
N F S W T_{i}=\frac{F S W T_{i}}{\left(\sum_{j=1}^{N} F S W T_{j} / N\right) \times 1.3^{2}}
$$

where $N$ is the total unweighted sample size, which is 9,583 , and the sum of FSWT is $36,679,001$. All estimates, their standard errors, and test statistics were computed using NFSWT throughout the data analysis.

Since the approximation method by the average root design effect is less accurate than the replication method and the Taylor series approximation, its performance needed to be evaluated. Several tables in the appendices were randomly selected, and standard errors of estimates listed in the selected tables were re-calculated using the Taylor series approximation. The results indicated that the average root design effect method tends to overestimate standard errors.

The average amounts of overestimation are 9 percent for percentages, 17 percent for average hours, and 7 percent for log odds ratios. As a result, statistical tests performed with NFSWT are considered more conservative than they should be (i.e., lower Type-I error rates but also lower power).

## Reporting Criteria

In reporting statistical estimates and results of statistical tests, numbers that are based on unweighted sample sizes less than a prespecified value were suppressed. The minimum unweighted sample size for reporting was set to 15 for all estimates of mean and percent except for percentages of grades that children most often receive and of school problems, for which the minimum was set to 30 (sections 2.6 and 3.6). Statistical tests based on any numbers that do not meet the above criteria were also excluded from reporting. Also, we put cautions on estimates in the tables if their sample sizes are less than 30.

## Variable Definitions

Language minority status: The operational definition of a child's language minority status is that the child is language minority if any of the following is true: (a) the child speaks a language other than English most or at least equally with English at home, (b) the mother who lives in the child's household speaks a language other than English most or at least equally with English at home, or (c) the father who lives in the child's household speaks a language other than English most or at least equally with English at home. "Mother" and "father" in the
above definition include birth, adoptive, step, and foster mothers and fathers, respectively. They also include female and male guardians if it is reported that there is no mother or father in the household. For households in which there are only single parents, only languages that those single parents primarily speak at home are taken into account.

Disability status: A child is regarded as having a disability if the respondent reports that the child has any of the following disabilities: (a) a learning disability, (b) mental retardation, (c) a speech impairment, (d) a serious emotional disturbance, (e) deafness or another hearing impairment, (f) blindness or another visual impairment, (g) an orthopedic impairment, (h) another health impairment lasting six months or more, (i) autism, and (j) attention deficit disorder or attention deficit/hyperactivity disorder (ADD/ADHD).

Ethnicity: A child's ethnicity is determined by race and whether he or she is of Hispanic origin. It is coded as "White (non-Hispanic)" if the child's race is "White" and the child is not of Hispanic origin. Otherwise, it is coded as "Other".

Income level: This variable divides the entire sample into two classes: the annual household income is less than 25,000 dollars or more than or equal to 25,000 dollars.

Parent education level: This variable represents the highest level of education that parents or a guardian in a household completed, which falls into either "Less than high school," "High school," or "College, vocational, technical, or professional school." The last category includes parents who either (a) completed vocational/technical education after high school or some college, (b) are college graduates, or (c) completed graduate or professional school.

Grade: The target population of the ASPA survey is children in grades $K$ through 8. For children who are enrolled in schools, their actual grades are reported. For children who are homeschooled, their grade-equivalent is reported. Both types of grades are aggregated into a single variable, and then the grade levels are further combined into three levels: "K-2 or equivalent," " $3-5$ or equivalent," and " 6 8 or equivalent." Some children are reported as "Unknown," and they are excluded from statistical analysis in which grade is involved.

Type of relative care: This variable indicates who takes care of a child if the child receives care from relatives. When there are multiple relative caregivers for a child, only data for one primary caregiver (i.e., who is listed in the first place) are used. A caregiver is coded as either "Grandparents," "Aunt/uncle," "Siblings," or "Other."

Location of before- and after-school care arrangements: For relative care, non-relative care, and center-based care, location at which a child receives those
kinds of care is recorded. Locations are categorized into either "Own home" or "Other" for relative and non-relative care, and into either "School/college" or "Other" for center-based care.

Hours of before- and after-school care arrangements and activities: This variable represents hours per week that a child spends on before- and afterschool care arrangements and activities. The data are analyzed separately by the type of care arrangements or activities (i.e., relative care, non-relative care, center-based care, non-program activities, and self care) and by before- and after-school. Thus, we have ten distinct hours of before- and after-school care arrangements or activities. The ASPA survey recorded up to four arrangements for a child for each of relative, non-relative, and center-based care, but only hours for the first care arrangement is used in this report, because too few children have multiple care arrangements for the same type of care.

## Type of activities for before- and after-school care arrangements and

 activities: Children engage in various kinds of activities in before- and afterschool care arrangements and activities. Type of activities indicates whether a child engages in a specific type of activity or not in each type of care arrangements and activities. For relative care, non-relative care, center-based care, and self care, there are three indicators for different types of activities: academic, interactive, and other. Academic activities include homework, schoolrelated activities, reading, and writing. Interactive activities include outdoor play,indoor play, taking on telephone, talking to a caregiver, and talking with friends. Other activities include computers, arts, non-academic work/chores, eating, and watching TV/videos. For relative care, non-relative care, and self care, these indicators are provided for after-school care arrangements only. Center-based care has these indicators for each of before- and after-school arrangements. For before- and after-school non-program activities, there are eight indicators: arts, sports, clubs, other academic activities, volunteer work, religious activities, scouts, and any other. In addition to these detailed indicators, there are overall indicators by arrangement type. The overall indicator for relative care represents whether a child engages in any type of activity in before- and after-school relative care (in other words, whether a child receives relative care). Overall indicators for before- and after-school non-relative care, center-based care, and non-program activities are defined in the same manner. Also, there is another overall indicator that represents whether a child receives or participates in any type of before- or after-school care or non-program activities except self care.

Grades that a child most often receives: This variable is based on a parent/guardian report. For those children who are not given grades (e.g., homeschooled children), grade-equivalent evaluations (e.g., "Excellent") are also reported. These data are aggregated into a single variable, which has ordered categories "Mostly A's", "Mostly B's", and "C's or below."

School problems: This variable indicates the degree to which a child has exhibited any work or behavior problem at school. It is constructed based on the respondent's report regarding whether a teacher of the child has ever contacted the parent/guardian for (a) both work and behavior problems, (b) only for a behavior problem, (c) only for a work problem, or (d) teacher has never contacted.
(a) indicates the highest level of school problems, and (d) indicates the lowest.


[^0]:    SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

[^1]:    ${ }^{1}$ An effect size represents a standardized amount of effect that does not depend on sample size or statistical significance. See appendix C for further explanation.
    ${ }^{2}$ Partial eta-squared represents the proportion of variance of the dependent variable accounted for by language minority status. Small, medium and large effects correspond to the following: .010, .059, and .138 , respectively. See appendix C for further explanation.

[^2]:    ${ }^{3}$ One of the effect size measures for the chi-square test is " $w$." Small, medium, and large effect sizes correspond to the following $w$ values: $0.10,0.25$, and 0.40 , respectively. See appendix C for further explanation.

[^3]:    ${ }^{4} \mathrm{~A}$ log odds ratio of zero means that the two proportions are equal (i.e., $p_{0}=p_{1}$ ). We use the values -1.0 and 1.0 in order to determine whether there is a substantial effect. See appendix C for further explanation.

[^4]:    ${ }^{5}$ The estimated number of children who received services through IEPs, Family Service Plans, or IFSPs was $2,527,891$, or 6.9 percent of the estimated entire population. This percentage is considerably below the current percentage of students receiving special education services (11 percent).
    ${ }^{6}$ Office of Special Education Programs, Data Analysis System (DANS) for 2000-2001, ages 5-13, Annual Report to Congress, appendix A, tables AA9, pp. A-18 to A-19.

[^5]:    SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities Survey of the National Household Education Surveys Program, ASPA-NHES: 2001.

[^6]:    See notes at end of table.

[^7]:    See notes at end of table.

