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EDINBURGH REVIEW, OR CRITICAL JOURNAL VOLUME 92



RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 66 pages. Original publisher: Washington, D. C. : U. S. Dept. of Education, Institute of Education Sciences, National Center for Education Statistics, 2005 OCLC Number: (OCoLC)68179132 Subject: Education, Preschool -- United States -- Statistics. Excerpt: . . . which provides children with care and education in a nonresidential setting. These arrangements include day care centers, nursery schools, prekindergartens, and other types of early childhood education programs such as Head Start. Each of these settings includes elements of care and education, although the reasons children are in care and the educational nature of the care can vary within and across arrangement types. The NHES does not distinguish between participation for educational enrichment and participation resulting from parents need for child care. Also, in the NHES, center-based arrangements that occur in more strictly educational settings (e. g. , prekindergartens) and those that occur in day care centers are not distinguished from one another. For ease of presentation, the report often refers to these arrangements as nonparental care rather than nonparental care and education. However, the reader should keep in mind that the degree to which education is a central feature of the arrangement, as well as the reasons why children participate in such arrangements, can vary. Data from the first administration of NHESs early childhood survey in 1991 were used to present a national picture of participation in nonparental care and education arrangements prior to kindergarten among first and second graders (West et al. 1992). Subsequent reports have used NHES data to examine the child care and early educational program participation of children under 6 years of age (West, Germino Hausken, and Collins 1993; West, Wright, and Germino Hausken 1995), as well as the...



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