

WINDOW

Special Surveys Division
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on the National Longitudinal Survey of Children and Youth

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Statistics
Canada

Statistique
Canada

Canada



Cycles at a glance

The NLSCY's cycles are going well. Here's their progress in a nutshell.

Cycle 6

The NLSCY has six cycles of data now available. Many future researches can benefit from this wealth of information to explore the many factors influencing the social, emotional and behavioural development of children and youth over time.

A first analytical article entitled "National Longitudinal Survey of Children and Youth: Early reading ability and later literacy skills, 1994/1995 to 2004/2005" based on Cycle 6 findings was released in *The Daily* on December 5, 2006. It focuses on links between the literacy of young people and their abilities, characteristics and behaviour in the years before they entered high school.

Please visit *The Daily* at <http://www.statcan.ca/Daily/English/061205/d061205.pdf> for the complete article.

The Cycle 6 *Survey Overview for 2004/2005 Data Collection* was released on April 3rd, 2007.

The Survey of Northern Children, which is a complementary survey to the NLSCY is also available. More information can be found in Chapter 15.0 of the *Microdata User Guide, National Longitudinal Survey of Children and Youth, Cycle 6*.

Cycle 7

The initial sample for Cycle 7 is comprised of 37,655 children and youths aged from 0 to 9 and 12 to 23 year-olds.

Data collection for Cycle 7 ended in July, 2007.

The processing of the data from the first two waves has begun.

The release of the Cycle 7 data is planned for November, 2008.

Several content changes have been made for Cycle 7 to the 22 to 23 age group. New questions such as financial responsibilities

and stress have been added. Furthermore, the section on child care has been reworked to include questions on parental interactions with the child care provider, on the safety and security of the environment of the child care to name but a few.

Cycle 8

The data collection for Cycle 8 should start in September, 2008. 🌟



Highlights

The following are highlights of our articles from the Children and Youth Research Paper Series. To access the chronological index of this series of papers, please visit the following link:

<http://www.statcan.ca/bsolc/english/bsolc?catno=89-599-M&CHROPG=1>.

Readiness to learn at school among five-year-old children in Canada, 2002-2003, Cycle 5

by Eleanor M. Thomas

The study used data from the 2002/2003 data collection phase of the National Longitudinal Survey of Children and Youth to determine how ready children were to learn when they were five years old. It also looked back two years in time to determine if trends were already apparent when the children were three years old.

Early success in school has been linked to the abilities, behaviours and attitudes that youngsters bring with them as they go to class for the first time. Such information can provide important insights for

developing educational policies and practices.

The study found that girls and boys at the age of five differed considerably in several dimensions of readiness to learn. In general, girls were more ready to learn at the age of five than boys were.

Children with high levels of positive interaction with their parents tended to have higher scores for receptive vocabulary and communication skill than other children. They also tended to be rated higher in both curiosity and cooperative play.

Participation in organized sports and physical activities was linked to several readiness to learn measures. Children who participated at least weekly in these activities showed stronger abilities in receptive vocabulary, communication skill, number knowledge,

and copying and using symbols. Even children who participated regularly in unorganized sports were rated higher in cooperative play than children who did not.

For the complete pdf version of the article, please visit the following link: <http://www.statcan.ca/english/research/89-599-MIE/89-599-MIE2006004.pdf>.

Child care: An eight-year profile, 1994-1995 to 2002-2003, Cycle 5

by Tracey Bushnik

Over the past eight years, the proportion of children in child care has increased significantly. This increase has been accompanied by shifts in the use of different types of care arrangements, according to a new report.

Two provinces (Quebec and Manitoba) accounted for much of the growth in the use of daycare centres over the eight-year period.

More than half of the children in care in Quebec, and more than one-quarter in Manitoba, were in a daycare centre in 2002-2003.



More than one-half (54%) of Canadian children were in some form of child care in 2002-2003, a rate significantly higher than the 42% reported eight years earlier.

The increase in the child care rate occurred for children from almost all backgrounds, regardless of geographic location, household income, family structure, parental employment status or parental place of birth.

In examining the same group of children over time, the report found that children move in and out of different types of child care as they age. The analysis included parental care as a type of care, along with the six main types of non-parental child care.

For the complete pdf version of the article, please visit the following link: <http://www.statcan.ca/english/research/89-599-MIE/89-599-MIE2006003.pdf>. 🌟

Why is a survey on children needed?

In the early 1990's, it was recognized that while effective policies to benefit children and families needed to be based on solid information and data, there were very few Canadian sources of data about children.

The NLSCY is Canada's only nationally representative, longitudinal study of children and youth, and provides comprehensive information from all ten provinces and three territories.

Research from the survey heightens the awareness of all Canadians of the benefits of investing in our children and youth. It also helps policy makers decide which programs and policies best support children and their families.

Over the years, the detailed information will help researchers answer such questions as:

- How are Canada's children and youth doing in their ability to learn and getting along with others?
- How healthy are they?
- What skills and abilities do children need at each stage of their lives?
- What factors help children through difficulties?
- How do families, schools and the community make a difference in children's lives?



Data access

The Research Data Centres Program

Researchers now have access to six cycles of data from the NLSCY.

Decision-makers need an up-to-date and in-depth understanding of Canadian society to help them respond not only to today's needs, but to anticipate tomorrow's as well. This need is underlined by a growing demand for analytical output from the rich source of data collected by Statistics Canada.

The Research Data Centres (RDC) program is part of an initiative by Statistics Canada, the Social Sciences and Humanities Research Council (SSHRC) and university consortia to help strengthen Canada's social research capacity and to support the policy research community.

RDCs provide researchers with access, in a secure university setting, to the microdata from population and household surveys. The centres are staffed by Statistics Canada employees. They are operated under the provisions of the *Statistics Act* in accordance with all the confidentiality rules and are accessible only to researchers with approved projects who have been sworn in under the *Statistics Act* as 'deemed employees'.

RDCs are located throughout the country, so researchers do not need to travel to Ottawa to access Statistics Canada microdata.

Remote data access program

Data can also be accessed through the Remote data access program for a fee where researchers will write computer programs using a file with artificial data in order to create the tables they need. The programs are then sent to us through the Internet to the following address: ssd@statcan.ca. We will run the programs on the microdata file, vet the output to ensure it complies with our policies and return the results to the client.

We can also create custom tables. 🌟



Methodological update

Please see this important note about the raw score variable (FMAYfS02) of the Problem Solving Exercise (booklet 32).

Question 2 of the Problem Solving Exercise (booklet 32) contained a translation error. The mathematical symbol used to indicate division was unknown to the majority of students from Quebec. This detail was taken into account when the IRT score was produced (FMAYDS01), but not when the raw score (FMAYfS02) was produced. In addition, for Cycle 7, the first two questions of booklet 32 will be withdrawn, since both were essentially calculation questions rather than problem solving questions. The scale will therefore be made up of only 18 questions. So that the raw score is not affected by the translation issue and so it can be comparable to the raw score that will be released for Cycle 7, a new raw score, solely based on the 18 questions that will be used for Cycle 7, has been produced for the Problem Solving Exercise of Cycle 6.

It is only available to researchers upon request (there will not be a re-release). Please contact the client services section of the Special Surveys Division at ssd@statcan.ca to make a request. 🌻

Conference

One of NLSCY's own senior analysts was a presenter at the Biennial Meeting of the Society for Research in Child Development (SRCD).

Boston – April, 2007

Eleanor Thomas presented findings from the National Longitudinal Survey of Children and Youth (NLSCY) at the Biennial Meeting of the Society for Research in Child Development (SRCD) held in Boston in April, 2007. The presentation, entitled *Sex and income differences in readiness to learn at school*, draws on the report in the Children and Youth Research Paper Series on readiness to learn among five-year-old children that was released in November, 2006. Her presentation summarized major findings about differences in readiness to learn between girls and boys, and between lower and higher income groups. Some of these differences were already apparent at age 3. Also, some of the differences among income groups were partly explained by differences in the home environments of children from lower income and more affluent homes.

For further information about the report, the presentation, or SRCD, please contact Eleanor Thomas at 613-951-3002 or by e-mail at thomele@statcan.ca. 🌻



Did you know?

- Children who were read to daily did better in receptive vocabulary and number knowledge than those who were not read to daily?

Source: NLSCY: "Study: Readiness to learn at school among five-year-old children, 2002/2003", *The Daily*, Monday, November 27, 2006.

- Positive change in early reading at school is linked to higher literacy scores at age 18 or 19?

Source: NLSCY: "Early reading ability and later literacy skill, 1994-1995 to 2004-2005", *The Daily*, Tuesday, December 5, 2006.

- The use of daycare centres and care by a relative increased over time?

Source: NLSCY: "Child care: An eight-year profile, 1994-1995 to 2002-2003", *The Daily*, Wednesday, April 5, 2006.

- The percentage of children aged 6 months to 5 years who were in some form of child care in 2002-2003 was 54%, up from 42% in 1994-1995.

Source: NLSCY: "Child care: An eight-year profile", *The Daily*, Wednesday, April 5, 2006.

- The number of women in Canada who had given birth to their 10th child or more (live birth) in 2004 was 296.

Source: *Births: Live births*, 2004.

- In 2006, 55% of fathers took a leave of absence from work following the arrival of a child.

Source: Navigating Family Transitions: Evidence from the General Social Survey; "General Social Survey: Navigating family transitions", *The Daily*, Wednesday, June 13, 2007.

