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**NATIONAL CENTER FOR EDUCATION STATISTICS**

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**Methodology Report**

**August 2000**

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**1999 National Household Education Survey**

**NHES:1999**  
**Methodology Report**



## **APPENDIX A**

### **Details About Sample Size Requirements and Development of the Within-Household Sampling Scheme**

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## **Details About Sample Size Requirements and Development of the Within-Household Sampling Scheme**

This appendix provides a more detailed discussion of these aspects of the NHES:1999 sample design. The first section contains details about sample size requirements, and the second section describes the development of the within-household sampling scheme.

### **Sample Size Requirements**

#### **Adults**

The primary objective of the NHES:1999 was to provide estimates of change. The sample requirements for estimating change are more stringent than those for producing cross-sectional estimates. Thus, the sample size requirements for the NHES:1999 were determined by the ability to detect change against the NHES:1991 and the NHES:1995. Power calculations were used to determine the sample sizes required to detect change. Estimates and standard errors from previous cycles were used in these power calculations. Table A-1 presents the sample size requirements based on the power calculations.

First, the sample sizes needed for producing estimates for blacks and Hispanics are examined. The most recent Census population projections for 1999 project 9.6 percent of the adult civilian, noninstitutionalized population to be Hispanic and 10.9 percent to be black. Because Hispanics were the rarest subgroup for which estimates were required, the sample requirement for Hispanics was expected to be a key determinant of the overall sample size requirement for adults in the NHES:1999. In order to sample 957 Hispanics (without taking into account the oversampling of minorities), a total of 9,969 [=957/0.096] adults was needed. Thus, a target sample size of about 10,000 adults was established for NHES:1999. This sample would support precise estimates of change for all adults in all the components of participation except for change in basic skills participation. A larger sample would be needed to detect relative percent changes of 20 percent or less.

Other key indicators for NHES:1999 were estimates of characteristics of adult education participants. Estimates from the NHES:1995 suggest that about 40 percent of adults participate in adult education activities. In order to attain greater precision in the estimates of characteristics of participants, participants were oversampled. There were no key precision requirements for nonparticipants; however, in order to estimate participation rates, the design effect resulting from differential sampling of

participants and nonparticipants was a concern. After considering various alternatives, it was determined that a sample designed to sample about 6,000 adults reported in the Screener to be participants and 4,000 adults reported to be nonparticipants was feasible without great reductions in efficiency, assuming an expected design effect for adults of 1.3<sup>2</sup>.

Table A-1.—Derivation of sample size requirements for adults in the NHES:1999

Characteristic	NHES:1995		NHES:1999			
	Estimate (percent)	Standard error (percent)	Change to be detected		Sample size requirement	
			Level (percent)	Percent relative change	Number of completed interviews	Number of sampled persons*
Participation in adult education activities						
Overall.....	40	0.48	4.0	10	1,058	1,323
Work-related.....	21	0.36	2.1	10	2,948	3,685
Credential program.....	6	0.16	0.9	15	5,860	7,325
Basic skills.....	6	0.49	1.2	20	9,087	11,359
Blacks.....	37	1.15	5.6	15	615	769
Hispanics.....	34	1.18	5.0	15	765	957

\*Assumes a completion rate of 80 percent for the Adult Education Interview and an expected design effect for adults of 1.3<sup>2</sup>.

### Children

The sample requirements for children were based on the general precision requirement to detect a relative change of at least 10 to 15 percent in a 30-percent characteristic. Table A-2 shows the sample size requirements for detecting change based on power calculations for a 30-percent characteristic.

Since the set of items asked during the Parent Interview depends upon the age/grade group to which the child belongs, sample size requirements were established separately for each age/grade group. Because the power to detect change is highly dependent upon the standard errors of the estimates (which are closely tied to the sample size from the previous cycle), the sample size requirements for children were established after considering these estimates from previous cycles. See table 2-8 in the text for more details on the sample sizes for previous surveys by group.

Table A-2.—Derivation of sample size requirements for children in the NHES:1999, based on precision requirement of detecting a relative change of 10 percent in a 30-percent characteristic

NHES:1995				Change to be detected	NHES:1999	
Sample size	Estimate (percent)	Standard error	Level (percent)		Sample size requirement	
				Percent relative change	Number of completed interviews	Number of sampled persons*
1,000	30	1.88	4.5	15	2,217	2,464
2,000	30	1.33	3.0	10	6,575	7,306
3,000	30	1.09	3.0	10	3,222	3,580
4,000	30	0.94	3.0	10	2,567	2,852

\*Assumes a completion rate of 90 percent for the Parent Interview and an expected design effect of 1.3<sup>2</sup>.

The following guidelines were used to design the sampling scheme for sampling children:

- Infants (0-2 years): A sample of 4,000 to 4,500 would provide precise estimates and be consistent with the sample size from the NHES:1995 for estimating change.
- Preschoolers (age 3-5 and not yet enrolled in kindergarten): A sample of 4,000 to 5,000 would be consistent with previous surveys (except NHES:1991, which was much larger) and provide good reliability for estimates of change.
- Younger children (kindergarten through 5th grade): A sample size of about 10,000 was somewhat higher than most previous surveys but would provide reliable estimates of change and sample sizes of between 1,000 and 2,000 for estimates of children by grade.
- Older children (6th through 12th grade): A sample of about 11,000 would be needed to be consistent with previous surveys, provide a large enough sample to compute reliable estimates of change for interviews with youth, and provide sample sizes of between 1,000 and 2,000 for estimates of youth by grade.

### Development of the Within-Household Sampling Scheme

The following primary goals and features of the sampling scheme for within-household sampling were established:

- Since sample requirements are most stringent for preschoolers, sample one preschooler in every household that has such children.
- Sample no more than three persons per household, with a maximum of four extended interviews per household.

- Since the numbers of adults and infants (0-2 years) identified in all screened households will exceed the sample requirements, sample either an adult, an infant, or neither (but not both) in any given household; that is, there will be no household in which both an infant and an adult are sampled.

These goals and design features were established in order to control respondent burden by limiting the number and types of interviews per household, while minimizing the amount of screening required but retaining sample efficiency. As alternative sampling schemes were considered and evaluated, the key factors weighed included the amount of screening required, the expected sample yield and distributions, and the expected design effect.

Different schemes for sampling children were weighed, also considering the operational complexity of alternative schemes. The sampling scheme described in chapter 2 was determined to best suit the requirements of the survey. Table A-3 shows the expected sample yield for children by household composition. For example, in a household with one infant, two preschoolers, and both younger and older children, the infant was sampled with probability 0.4355, the preschooler was sampled with certainty, and either a younger child or an older child was sampled (with both of those domains having an equal probability of selection); an adult was sampled with probability no greater than 0.1290. The yield for adults given in table A-3 is an upper bound because it does not include some subsampling of adults by participation status; it is given here to demonstrate that with the proposed sampling scheme, the target sample size for adults would be exceeded.

Having determined the sampling plan for selecting children, the next step was to examine options for oversampling adult education participants. A general sampling scheme that involved the following was considered:

- Using an overall subsampling rate (say  $r$ ) for identifying households in which adults are enumerated and eligible to be sampled. This rate is such that the rate for subsampling households without children is twice that for households with children.
- Further subsampling one- and two- adult households without participants at given rates (say  $r_2$ ). Alternatives in which differential rates were used for subsampling households with children and households without children was considered at this stage. However, this option was ruled out because the differential rates at this stage resulted in an expected design effect that was too large.
- Assigning each adult education participant in the household a probability of selection  $k$  ( $k > 1$ ) times as large as the probability of selection for a nonparticipant in the household.

Table A-3.—Calculation of expected sample yield for children based on sampling scheme for within-household sampling

Number of infants in household	Number of pre-schoolers in household	Presence of older and younger children in household	Expected number of households	Number of persons selected per household					Expected number of persons selected				
				Infants	Pre-schoolers	Children in grades K-5	Children in grades 6-12	Adults*	Infants	Pre-schoolers	Children in grades K-5	Children in grades 6-12	Adults*
0	0	no Y, O	6,513	0	0	0	1	0.129	0	0	0	6,513	840
0	0	Y, no O	3,718	0	0	1	0	0.129	0	0	3,718	0	480
0	0	Y, O	3,031	0	0	1	1	0.129	0	0	3,031	3,031	391
0	1	no Y, no O	983	0	1	0	0	0.129	0	983	0	0	127
0	1	no Y, O	288	0	1	0	1	0.129	0	288	0	288	37
0	1	Y, no O	1,247	0	1	1	0	0.129	0	1,247	1,247	0	161
0	1	Y, O	347	0	1	0.5	0.5	0.129	0	347	173	173	45
0	2	no Y, no O	116	0	1	0	0	0.129	0	116	0	0	15
0	2	no Y, O	28	0	1	0	1	0.129	0	28	0	28	4
0	2	Y, no O	64	0	1	1	0	0.129	0	64	64	0	8
0	2	Y, O	24	0	1	0.5	0.5	0.129	0	24	12	12	3
0	more than 2	no Y, no O	5	0	1	0	0	0.129	0	5	0	0	1
0	more than 2	Y, no O	9	0	1	1	0	0.129	0	9	9	0	1
1	0	no Y, no O	2,139	0.871	0	0	0	0.129	1,863	0	0	0	276
1	0	no Y, O	363	0.871	0	0	1	0.129	316	0	0	363	47
1	0	Y, no O	1,076	0.871	0	1	0	0.129	937	0	1,076	0	139
1	0	Y, O	264	0.4355	0	1	1	0.129	115	0	264	264	34
1	1	no Y, no O	776	0.871	1	0	0	0.129	676	776	0	0	100
1	1	no Y, O	70	0.4355	1	0	1	0.129	31	70	0	70	9
1	1	Y, no O	342	0.4355	1	1	0	0.129	149	342	342	0	44
1	1	Y, O	83	0.4355	1	0.5	0.5	0.129	36	83	42	42	11



Table A-3.—Calculation of expected sample yield based on sampling scheme for within-household sampling—continued

Number of infants in household	Number of pre-schoolers in household	Presence of older and younger children in household	Expected number of households	Number of persons selected per household					Expected number of persons selected				
				Infants	Pre-schoolers	Children in grades K-5	Children in grades 6-12	Adults*	Infants	Pre-schoolers	Children in grades K-5	Children in grades 6-12	Adults*
1	2	no Y, no O	34	0.8710	1	0	0	0.129	30	34	0	0	4
1	2	no Y, O	5	0.4355	1	0	1	0.129	2	5	0	5	1
1	2	Y, no O	20	0.4355	1	1	0	0.129	9	20	20	0	3
1	2	Y, O	18	0.4355	1	0.5	0.5	0.129	8	18	9	9	2
1	more than 2	no Y, no O	4	0.8710	1	0	0	0.129	3	4	0	0	0
1	more than 2	no Y, O	1	0.4355	1	0	1	0.129	1	1	0	1	0
2 or more	0	no O	350	0.8710	0	0	0	0.129	305	0	0	0	45
2 or more	0	no Y, O	30	0.8710	0	0	1	0.129	26	0	0	30	4
2 or more	0	Y, no O	141	0.8710	0	1	0	0.129	123	0	141	0	18
2 or more	0	Y, O	28	0.4355	0	1	1	0.129	12	0	28	28	4
2 or more	1	no Y, no O	84	0.8710	1	0	0	0.129	73	84	0	0	11
2 or more	1	no Y, O	6	0.4355	1	0	1	0.129	3	6	0	6	1
2 or more	1	Y, no O	21	0.4355	1	1	0	0.129	9	21	21	0	3
2 or more	1	Y, O	0	0.4355	1	0.5	0.5	0.129	0	0	0	0	0
2 or more	2	no Y, no O	3	0.8710	1	0	0	0.129	3	3	0	0	0
2 or more	2	Y, no O	0	0.4355	1	1	0	0.129	0	0	0	0	0
2 or more	2	Y, O	3	0.4355	1	0.5	0.5	0.129	1	3	1	1	0
2 or more	more than 2	no Y, no O	1	0.8710	1	0	0	0.129	1	1	0	0	0
2 or more	more than 2	no Y, O	2	0.4355	1	0	1	0.129	1	2	0	2	0
Total households with children			22,237						4,732	4,585	10,198	10,867	2,869
Households without children			37,763	0	0	0	0	0.258	0	0	0	0	9,743
All households			60,000						4,732	4,585	10,198	10,867	12,611

\*The expected numbers of adults selected will be lower than the numbers given here, because in some households without adult education participants no adults will be sampled. These numbers are provided to show the approximate distribution of households in which adults will be selected. See table A-4 for expected numbers of sampled adults.

NOTE: Y indicates younger child, K through grade 5, and O indicates older child, grades 6 through 12. Because of rounding, details may not sum to totals.

Various combinations of these parameters were considered before a design for sampling adults that met all the requirements was selected. Table A-4 presents the expected sample yield for adults based on the choice of sampling parameters ( $r=0.210$ ;  $r_2=0.25$  for one-adult households,  $r_2=0.75$  for two-adult households; and  $k=2.5$ ) for this design. For example, in a two-adult household with no children, if both adults were adult education nonparticipants (the scenario depicted in the tenth row of table A-4), the probability one adult was sampled in the household was  $0.1935 (=0.75*0.258)$ . It was expected that 7,389 of the 60,000 screened households would have this composition. Thus, such households were expected to yield  $1,429 (=0.1935*7,389)$  sampled adults, all of whom were nonparticipants (according to the Screener respondent). The total number of nonparticipants in these 7,389 households was 14,779 ( $=7,389*2$ ). Therefore, the overall, sampling rate for nonparticipants in these households was  $0.097 (=1,429/14,779)$ .

Table A-4.—Calculation of expected sample yield for adults based on sampling scheme for within-household sampling

Number of adults in household (A)	Any eligible children in household?	Number of participants in household (B)	Number of non-participants in household (C)	Over-sampling rate for participants (k)	Total number of households	Expected number of screened households with given composition	Sub-sampling rate for identifying households where an adult is to be sampled	Additional subsampling rate for households with no participants (r2)	Expected number of households where an adult is to be sampled	Expected number of sampled adults		Total number of eligible adults in all screened households		Overall sampling rate	
										Participants	Non-participants	Participants	Non-participants	Participants	Non-participants
1	Y	1	0	2.5		2,757	0.129		355	355	0	2,757	0	0.129	
1	N	1	0	2.5		4,675	0.258		1,205	1,205	0	4,675	0	0.258	
1	Y	0	1	2.5		4,136	0.129	0.25	133	0	133	0	4,136		0.032
1	N	0	1	2.5	29,435,132	7,013	0.258	0.25	452	0	452	0	7,013		0.064
2	Y	2	0	2.5		1,937	0.129		250	250	0	3,874	0	0.064	
2	N	2	0	2.5		3,284	0.258		847	847	0	6,568	0	0.129	
2	Y	1	1	2.5		5,811	0.129		749	535	214	5,811	5,811	0.092	0.037
2	N	1	1	2.5		9,853	0.258		2,540	1,814	726	9,853	9,853	0.184	0.074
2	Y	0	2	2.5		4,359	0.129	0.75	421	0	421	0	8,717		0.048
2	N	0	2	2.5	51,695,368	7,389	0.258	0.75	1,429	0	1,429	0	14,779		0.097
3	Y	3	0	2.5		153	0.129		20	20	0	458	0	0.043	
3	N	3	0	2.5		259	0.258		67	67	0	777	0	0.086	
3	Y	2	1	2.5		688	0.129		89	74	15	1,375	688	0.054	0.021
3	N	2	1	2.5		1,166	0.258		301	250	50	2,331	1,166	0.107	0.043
3	Y	1	2	2.5		1,031	0.129		133	74	59	1,031	2,063	0.072	0.029
3	N	1	2	2.5		1,748	0.258		451	250	200	1,748	3,497	0.143	0.057
3	Y	0	3	2.5		516	0.129	1.00	66	0	66	0	1,547		0.043
3	N	0	3	2.5	10,192,943	874	0.258	1.00	225	0	225	0	2,623		0.086
4	Y	4	0	2.5		18	0.129		2	2	0	73	0	0.032	
4	N	4	0	2.5		31	0.258		8	8	0	124	0	0.064	
4	Y	3	1	2.5		110	0.129		14	12	2	330	110	0.038	0.015
4	N	3	1	2.5		186	0.258		48	42	6	559	186	0.076	0.030
4	Y	2	2	2.5		247	0.129		32	23	9	494	494	0.046	0.018
4	N	2	2	2.5		419	0.258		108	77	31	838	838	0.092	0.037
4	Y	1	3	2.5		247	0.129		32	14	17	247	741	0.059	0.023
4	N	1	3	2.5		419	0.258		108	49	59	419	1,257	0.117	0.047
4	Y	0	4	2.5		93	0.129	1.00	12	0	12	0	371		0.032
4	N	0	4	2.5	3,053,657	157	0.258	1.00	41	0	41	0	629		0.064

Table A-4.—Calculation of expected sample yield for adults based on sampling scheme for within-household sampling—continued

Number of adults in household (A)	Any eligible children in household?	Number of participants in household (B)	Number of non-participants in household (C)	Over-sampling rate for participants (k)	Total number of households	Expected number of screened households with given composition	Sub-sampling rate for identifying households where an adult is to be sampled	Additional subsampling rate for households with no participants (r2)	Expected number of households where an adult is to be sampled	Expected number of sampled adults		Total number of eligible adults in all screened households		Overall sampling rate	
										Participants	Non-participants	Participants	Non-participants	Participants	Non-participants
5	Y	5	0	2.5		1	0.129		0	0	0	6	0	0.026	
5	N	5	0	2.5		2	0.258		1	1	0	10	0	0.052	
5	Y	4	1	2.5		9	0.129		1	1	0	35	9	0.029	0.012
5	N	4	1	2.5		15	0.258		4	4	0	60	15	0.059	0.023
5	Y	3	2	2.5		27	0.129		3	3	1	80	53	0.034	0.014
5	N	3	2	2.5		45	0.258		12	9	2	135	90	0.068	0.027
5	Y	2	3	2.5		40	0.129		5	3	2	80	120	0.040	0.016
5	N	2	3	2.5		68	0.258		17	11	7	135	203	0.081	0.032
5	Y	1	4	2.5		30	0.129		4	1	2	30	120	0.050	0.020
5	N	1	4	2.5		51	0.258		13	5	8	51	203	0.099	0.040
5	Y	0	5	2.5		9	0.129		1	0	1	0	45		0.026
5	N	0	5	2.5	492,355	15	0.258		4	0	4	0	76		0.052
6	Y	6	0	2.5		0	0.129		0	0	0	1	0	0.021	
6	N	6	0	2.5		0	0.258		0	0	0	1	0	0.043	
6	Y	5	1	2.5		1	0.129		0	0	0	6	1	0.024	0.010
6	N	5	1	2.5		2	0.258		1	1	0	11	2	0.048	0.019
6	Y	4	2	2.5		5	0.129		1	1	0	19	9	0.027	0.011
6	N	4	2	2.5		8	0.258		2	2	0	32	16	0.054	0.021
6	Y	3	3	2.5		9	0.129		1	1	0	28	28	0.031	0.012
6	N	3	3	2.5		16	0.258		4	3	1	48	48	0.061	0.025
6	Y	2	4	2.5		11	0.129		1	1	1	21	42	0.036	0.014
6	N	2	4	2.5		18	0.258		5	3	2	36	71	0.072	0.029
6	Y	1	5	2.5		6	0.129		1	0	1	6	32	0.043	0.017
6	N	1	5	2.5		11	0.258		3	1	2	11	53	0.086	0.034
6	Y	0	6	2.5		2	0.129		0	0	0	0	9		0.021
6	N	0	6	2.5	144,253	3	0.258		1	0	1	0	16		0.043

Table A-4.—Calculation of expected sample yield for adults based on sampling scheme for within-household sampling—continued

Number of adults in household (A)	Any eligible children in household?	Number of participants in household (B)	Number of non-participants in household (C)	Over-sampling rate for participants (k)	Total number of households	Expected number of screened households with given composition	Sub-sampling rate for identifying households where an adult is to be sampled	Additional subsampling rate for households with no participants (r2)	Expected number of households where an adult is to be sampled	Expected number of sampled adults		Total number of eligible adults in all screened households		Overall sampling rate	
										Participants	Non-participants	Participants	Non-participants	Participants	Non-participants
7	Y	7	0	2.5		0	0.129		0	0	0	0	0	0.018	
7	N	7	0	2.5		0	0.258		0	0	0	0	0	0.037	
7	Y	6	1	2.5		0	0.129		0	0	0	1	0	0.020	0.008
7	N	6	1	2.5		0	0.258		0	0	0	1	0	0.040	0.016
7	Y	5	2	2.5		1	0.129		0	0	0	3	1	0.022	0.009
7	N	5	2	2.5		1	0.258		0	0	0	4	2	0.044	0.018
7	Y	4	3	2.5		1	0.129		0	0	0	5	4	0.025	0.010
7	N	4	3	2.5		2	0.258		1	0	0	9	6	0.050	0.020
7	Y	3	4	2.5		2	0.129		0	0	0	6	8	0.028	0.011
7	N	3	4	2.5		3	0.258		1	1	0	10	13	0.056	0.022
7	Y	2	5	2.5		2	0.129		0	0	0	3	9	0.032	0.013
7	N	2	5	2.5		3	0.258		1	0	0	6	15	0.064	0.026
7	Y	1	6	2.5		1	0.129		0	0	0	1	5	0.038	0.015
7	N	1	6	2.5		1	0.258		0	0	0	1	9	0.076	0.030
7	Y	0	7	2.5		0	0.129		0	0	0	0	1		0.018
7	N	0	7	2.5	28,143	0	0.258		0	0	0	0	2		0.037
8	Y	8	0	2.5		0	0.129		0	0	0	0	0	0.016	
8	N	8	0	2.5		0	0.258		0	0	0	0	0	0.032	
8	Y	7	1	2.5		0	0.129		0	0	0	0	0	0.017	0.007
8	N	7	1	2.5		0	0.258		0	0	0	0	0	0.035	0.014
8	Y	6	2	2.5		0	0.129		0	0	0	0	0	0.019	0.008
8	N	6	2	2.5		0	0.258		0	0	0	0	0	0.038	0.015
8	Y	5	3	2.5		0	0.129		0	0	0	1	0	0.021	0.008
8	N	5	3	2.5		0	0.258		0	0	0	1	1	0.042	0.017
8	Y	4	4	2.5		0	0.129		0	0	0	1	1	0.023	0.009
8	N	4	4	2.5		0	0.258		0	0	0	1	1	0.046	0.018
8	Y	3	5	2.5		0	0.129		0	0	0	1	1	0.026	0.010
8	N	3	5	2.5		0	0.258		0	0	0	1	2	0.052	0.021
8	Y	2	6	2.5		0	0.129		0	0	0	0	1	0.029	0.012
8	N	2	6	2.5		0	0.258		0	0	0	1	2	0.059	0.023
8	Y	1	7	2.5		0	0.129		0	0	0	0	1	0.034	0.014
8	N	1	7	2.5		0	0.258		0	0	0	0	1	0.068	0.027
8	Y	0	8	2.5		0	0.129		0	0	0	0	0		0.016
8	N	0	8	2.5	3,852	0	0.258		0	0	0	0	0		0.032

Table A-4.—Calculation of expected sample yield for adults based on sampling scheme for within-household sampling—continued

Number of adults in household (A)	Any eligible children in household?	Number of participants in household (B)	Number of non-participants in household (C)	Over-sampling rate for participants (k)	Total number of households	Expected number of screened households with given composition	Sub-sampling rate for identifying households where an adult is to be sampled	Additional subsampling rate for households with no participants (r2)	Expected number of households where an adult is to be sampled	Expected number of sampled adults		Total number of eligible adults in all screened households		Overall sampling rate	
										Participants	Non-participants	Participants	Non-participants	Participants	Non-participants
9	Y	9	0	2.5		0	0.129		0	0	0	0	0	0.014	
9	N	9	0	2.5		0	0.258		0	0	0	0	0	0.029	
9	Y	8	1	2.5		0	0.129		0	0	0	0	0	0.015	0.006
9	N	8	1	2.5		0	0.258		0	0	0	0	0	0.031	0.012
9	Y	7	2	2.5		0	0.129		0	0	0	0	0	0.017	0.007
9	N	7	2	2.5		0	0.258		0	0	0	0	0	0.033	0.013
9	Y	6	3	2.5		0	0.129		0	0	0	0	0	0.018	0.007
9	N	6	3	2.5		0	0.258		0	0	0	0	0	0.036	0.014
9	Y	5	4	2.5		0	0.129		0	0	0	0	0	0.020	0.008
9	N	5	4	2.5		0	0.258		0	0	0	1	1	0.039	0.016
9	Y	4	5	2.5		0	0.129		0	0	0	0	1	0.021	0.009
9	N	4	5	2.5		0	0.258		0	0	0	1	1	0.043	0.017
9	Y	3	6	2.5		0	0.129		0	0	0	0	1	0.024	0.010
9	N	3	6	2.5		0	0.258		0	0	0	1	1	0.048	0.019
9	Y	2	7	2.5		0	0.129		0	0	0	0	1	0.027	0.011
9	N	2	7	2.5		0	0.258		0	0	0	0	1	0.054	0.021
9	Y	1	8	2.5		0	0.129		0	0	0	0	0	0.031	0.012
9	N	1	8	2.5		0	0.258		0	0	0	0	0	0.061	0.025
9	Y	0	9	2.5		0	0.129		0	0	0	0	0		0.014
9	N	0	9	2.5	2,102	0	0.258		0	0	0	0	0		0.029
Overall					95,047,805	60,000			10,227	6,022	4,205	45,247	67,871		

NOTE: The calculation of expected sample yield is based on screening 60,000 households. The oversampling rate for identifying households where an adult is to be sampled, before subsampling households with no adult education participants is 0.210. Because of rounding, details may not sum to totals.

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## **APPENDIX B**

### **Screener, Parent Interview, Youth Interview, Adult Education Interview, and Adult Special Study Interview Questionnaires**



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**NHES:1999 SCREENER**

S1. Hello, this is (INTERVIEWER) and I'm calling about a research study sponsored by the United States Department of Education. Are you a member of this household and at least 18 years old?

- \*  
 YES.....1 (GO TO S4)  
 NO .....2 (GO TO S2)  
 PROBABLE BUSINESS.....3 (GO TO S4)  
 GO TO RESULT.....GT

S2. May I please speak with a household member who is at least 18 years old?

- \*  
 AVAILABLE .....1 (GO TO S1)  
 NOT AVAILABLE.....2 (GOTORESULT,  
 CALLBACK APPT.)  
 THERE ARE NONE.....3 (GO TO S3A)  
 GO TO RESULT.....GT

S3A. May I please speak with the male or female head of this household?

- \*  
 PERSON ON PHONE .....1 (GO TO S4)  
 OTHER PERSON, AVAILABLE .....2 (GO TO S3B)  
 OTHER PERSON, NOT AVAILABLE.....3 (GO TO RESULT,  
 CALLBACK APPT.)  
 GO TO RESULT.....GT

S3B. Hello, this is (INTERVIEWER) and I'm calling about a research study sponsored by the United States Department of Education. Are you a head of this household?

- \*  
 YES.....1 (GO TO S4)  
 NO .....2 (GO TO S3A)  
 GO TO RESULT.....GT

S4. Is this phone used for...

- \*  
 Home use, .....1 (CONTINUE)  
 Home and business use, or .....2 (CONTINUE)  
 Business use only? .....3 (GO TO THANK1)  
 GO TO RESULT.....GT

SCRN\_20. The U.S. Department of Education is conducting a voluntary and confidential study about educational experiences of both children and adults. Are any of the people who normally live in your household age 20 or younger?

- \*  
 YES.....1  
 NO .....2  
 GO TO RESULT.....GT

NOTE: Response categories shown in mixed upper and lower cases are read to the respondent by the interviewer. Those shown in upper case are not read. Variables designated by /R appear on the restricted file only. Questions designated by \* do not appear on either the public or the restricted data files. They were used for administrative, verification, or coding purposes only.

*If SCR\_N\_20=1 (household has children) and household is sampled for an Adult Education Interview or an Adult Special Study Interview, go to S6 and enumerate all household members.*

*Else, if SCR\_N\_20=1 (household has children) and household is not sampled for an Adult Education Interview or an Adult Special Study Interview, go to S6 and enumerate household members age 20 or younger.*

*Else, if SCR\_N\_20=2 (household does not have children) and household is sampled for an Adult Education Interview or Adult Special Study Interview, go to AINTRO.*

*Else, if SCR\_N\_20=2 (household does not have children) and household is not sampled for an Adult Education Interview or an Adult Special Study Interview, go to S20.*

S6. I have a few questions to see if someone in your household qualifies for the study. They take about 3 minutes. Please tell me only the first names and ages of all the (people/children age 20 or younger) who normally live in your household. Let's start with (you/the oldest child).

What is [(your/his or her) first name/the name of the next (person/child)]?	Is this (person/child) male or female?	How old [are you/ Is (he/she)]?	SCREENER RESPONDENT
*	SEX1-SEX13	AGE1-AGE13	*

S6VERF1. [VERIFY THE NUMBER OF PEOPLE LISTED ON THE MATRIX.] Have we missed anyone (age 20 or younger) who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

MATRIX CORRECT .....1  
 RETURN TO MATRIX.....2  
 GO TO RESULT.....GT

*If household is sampled for an Adult Education Interview and if person is age 21 or older, set flag AGE21=1.  
 Else, if person is age 20 or younger, set AGE21=2.*

*If (AGE21=2) or  
(the household was not sampled for an Adult Education  
Interview or an Adult Special Study Interview  
show probe to ask if person is age 2 or younger, 3- to 8-  
years old, 9- to 15-years old, or 16- to 20-years old. Set  
flag AGE20=1, 2, 3 or 4, respectively,  
for ages 0-2, 3-8, 9-15, and 16-20.*

*Ask S7 for each child age 3–20 or if AGE20=2,3,4.  
If all children are younger than 3,  
go to Child Sampling Point.*

S7. [Are you/Is (CHILD)] attending (or enrolled in) (school/nursery school, kindergarten, or school)?

**SENROL1-  
SENROL(N)**

YES.....1  
NO .....2

*If AGE=3 or 4, go to box after S8A.  
If AGE=5–17, ask S8.  
If AGE † 18 , autocode S8=2 (not home schooled)  
and go to box after S8A.  
If age is missing and AGE20=2,3,4,  
go to box after S8A.*

S8. [READ FIRST TIME: Some parents decide to educate their children at home rather than send them to school.] Is (CHILD) being schooled at home?

**SHOMSC1-  
SHOMSC(N)  
SHOMESCH**

YES.....1 (GO TO S8A)  
NO .....2 (GO TO BOX AFTER S8A)

S8A. So (he/she) is being schooled at home instead of at school for at least some classes or subjects?

\*

YES.....1 (GO TO S8B)  
NO .....2 (GO TO BOX)

*If S7=1 (child is enrolled in school), go to S9.  
Else, go to first box after S10.*

S8B. Is (CHILD) getting all of (his/her) instruction at home, or is (he/she) getting some at school and some at home?

ALL AT HOME ..... 1 (GO TO S10)  
**SHOMEALL** SOME AT SCHOOL & SOME AT HOME ..... 2 (GO TO S8C)

S8C. How many hours each week does (CHILD) usually go to a school for instruction? Please do not include time spent in extracurricular activities.

**SHOMSCHR** HOURS .....  (GO TO BOX)

*If S8C >= 9 hours, then set HOMSCFLG = 1  
 (attends a school for at least 9 hours per week).  
 Else, HOMSCFLG= -1.  
 Then, go to S10.*

S9. What grade or year of school [are you/is (CHILD)] attending?  
 [PROBE FOR T OR P: Is that before or after kindergarten?]

<b>SGRADE1- SGRADE(n)</b>	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START.....N	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	TRANSITIONAL KINDERGARTEN (BEFORE K)..... T	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	KINDERGARTEN.....K	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	PREFIRST GRADE (AFTER K).....P	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
<b>SGRADE</b>	FIRST GRADE ..... 1	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	SECOND GRADE ..... 2	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	THIRD GRADE..... 3	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	FOURTH GRADE..... 4	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	FIFTH GRADE ..... 5	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	SIXTH GRADE ..... 6	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	SEVENTH GRADE ..... 7	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	EIGHTH GRADE..... 8	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	NINTH GRADE/FRESHMAN IN HIGH SCHOOL ..... 9	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	TENTH GRADE/SOPHOMORE IN HIGH SCHOOL..... 10	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL ..... 11	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	TWELFTH GRADE/SENIOR IN HIGH SCHOOL..... 12	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	ABOVE TWELFTH GRADE..... 13	(GO TO 1 <sup>ST</sup> BOX AFTER S10)
	UNGRADED ELEMENTARY/SECONDARY .....U	(GO TO S10)
	SPECIAL EDUCATION.....S	(GO TO S10)

[IF T: In this interview, we will be referring to that as “kindergarten.”  
 IF P: In this interview, we will be referring to that as “prefirst grade.”]

S10. (What grade would (you/(CHILD)) be in if (you/he/she) were attending a school with regular grades)/What grade or year is (CHILD) attending?  
 [PROBE FOR T OR P: Is that before or after kindergarten?]

<b>SGRDEQ1-</b>	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START.....	N
<b>SGRDEQ(n)</b>	TRANSITIONAL KINDERGARTEN (BEFORE K) .....	T
	KINDERGARTEN.....	K
	PREFIRST GRADE (AFTER K) .....	P
<b>SGRADEQ</b>	FIRST GRADE .....	1
	SECOND GRADE .....	2
	THIRD GRADE.....	3
	FOURTH GRADE.....	4
	FIFTH GRADE .....	5
	SIXTH GRADE .....	6
	SEVENTH GRADE .....	7
	EIGHTH GRADE.....	8
	NINTH GRADE/FRESHMAN IN HIGH SCHOOL .....	9
	TENTH GRADE/SOPHOMORE IN HIGH SCHOOL.....	10
	ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL .....	11
	TWELFTH GRADE/SENIOR IN HIGH SCHOOL.....	12
	ABOVE TWELFTH GRADE.....	13
	UNGRADED/NO EQUIVALENT .....	U

[IF T: In this interview, we will be referring to that as “kindergarten.”  
 IF P: In this interview, we will be referring to that as “prefirst grade.”]

*After last child, go to next box.*

*Child Sampling Point for Parent Interviews:*

*In the Adult Special Study Sample,  
all children are ineligible.*

*In the regular sample, the following criteria apply.  
All children age 8 and younger are eligible. Children  
age 9 and older who are enrolled in N,T,K,P, grades 1-  
12, ungraded elementary/secondary, special education,  
or home school are also eligible. Children age 9 and  
older who are not enrolled in N,T,K,P, grades 1-12,  
ungraded elementary/secondary, special education, or  
home school are ineligible.*

*Select child(ren) for Parent Interviews. All 6th through  
12 grade children are also selected for Youth Interviews*

*If any children are selected, ask S11 and S12 for each  
sampled child. If two children are sampled, for 2nd  
child, ask if the most knowledgeable parent for 1<sup>st</sup> child  
is also most knowledgeable for 2nd child.  
(If yes, copy name, age, and sex of parent respondent  
to 2nd child interview.)*

*If no children are selected, go to box before AINTRO.*

S11. We would like to ask some questions about [your/(CHILD)'s] (care and) education. Who is the parent or guardian in this household who knows the most about (your/(CHILD)'s) (care and) education?

\* [DID RESPONDENT IDENTIFY SAMPLED CHILD AS THE PERSON WHO KNOWS THE MOST ABOUT HIS/HER EDUCATION?] ( ) 1=YES 2=NO (IF YES, GO TO BOX)

What is (your/his/her) first name (and age)?

**ENUM.FNAME** [IF CHILDREN ONLY HAVE BEEN ENUMERATED, RECORD FIRST NAME AND AGE AND VERIFY SEX OF PARENT INTERVIEW RESPONDENT.]

**ENUM.AGE** [X IF SCRIN RESP]  
**ENUM.SEX/R** FIRST NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_ ( )

**ENUM.SCRESP** [IF ALL HOUSEHOLD MEMBERS HAVE BEEN ENUMERATED, DISPLAY HOUSEHOLD MEMBERS AGE 12 AND OLDER. RECORD PERSON NUMBER OF RESPONDENT FOR PARENT INTERVIEW.]

PERSON NUMBER .....

*If Screener respondent identifies sampled child as most knowledgeable person, go to 2nd box after S12. Else, ask S12.*

S12. What is [your/(CAREGIVER'S)/(PERSON'S)] relationship to [(CHILD)/you]? [VERIFY IF KNOWN.]

- MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) .....1
- FATHER (BIRTH/ADOPTIVE/STEP/FOSTER) .....2
- \* BROTHERS, INCLUDING STEP, ADOPTED, AND FOSTER .....3
- SISTERS, INCLUDING STEP, ADOPTED, AND FOSTER .....4
- GRANDMOTHER .....5
- GRANDFATHER .....6
- AUNT.....7
- UNCLE .....8
- COUSIN.....9
- OTHER RELATIVE (BUT NOT HUSBAND/WIFE).....10
- NONRELATIVE (BUT NOT BOYFRIEND/ GIRLFRIEND).....11
- HUSBAND/WIFE/BOYFRIEND/GIRLFRIEND .....12

*If S12=12 (husband/wife/boyfriend/girlfriend), go to next box. After a respondent for each Parent Interview is selected, go to 3rd box after S14.*

*If household is sampled for an Adult Education Interview, ask S14 for every person age ‡ 21 listed on the household matrix. If household is not sampled for an Adult Education Interview, go to S13.*

S13. Please tell me the first names and ages of all the people age 21 or older who live in your household.

What is the name of the (first/next) person?	Is this person male or female?	What is (his/her) age?
*	SEX1-SEX13	AGE1-AGE13

*If there are no household members age 21 or older other than respondent, the sampled child is ineligible; go to S11 to select respondents for other sampled children.  
 Else, if no other children are sampled or respondents have been selected for all other sampled children and if household is sampled for an Adult Education Interview, go to AINTRO.  
 Else, go to THANK2.*

S14. [ASK FOR EACH PERSON LISTED.] What is (PERSON'S) relationship to [CHILD/you]?

*ERELN*

- MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) ..... 1
- FATHER (BIRTH/ADOPTIVE/STEP/FOSTER) ..... 2
- BROTHER, INCLUDING STEP, ADOPTED, AND FOSTER ..... 3
- SISTER, INCLUDING STEP, ADOPTED, AND FOSTER ..... 4
- GRANDMOTHER ..... 5
- GRANDFATHER ..... 6
- AUNT ..... 7
- UNCLE ..... 8
- COUSIN ..... 9
- OTHER RELATIVE (BUT NOT HUSBAND/WIFE) ..... 10
- NONRELATIVE (BUT NOT BOYFRIEND/ GIRLFRIEND) ..... 11
- HUSBAND/WIFE/BOYFRIEND/GIRLFRIEND ..... 12

*The respondent for the parent interview will be selected in the following order of relationship:  
 mother, father, grandmother, aunt, sister, grandfather, uncle, brother, other relative (but not husband/wife), or nonrelative (but not boyfriend/girlfriend).  
 Respondent must be at least 12 years older than the sampled child. If no household member is so designated, the sampled child is ineligible; go to next box.*

*After a respondent for each Parent Interview is selected, go to next box.*



*If household is sampled for an Adult Education Interview  
or is sampled for an Adult Special Study Interview,  
go to AINTRO.  
Else, if children are selected for Parent Interview only,  
go to HHSELECT screen to select interview.  
Else, go to S20.*

AINTRO. (In your household, the computer has not selected any children, but) We are also interested in learning about the educational activities of adults.

*If SCRN\_20=1 (children age 20 and younger in  
household; all members have been enumerated),  
go to box after S15.  
Else if SCRN\_20=2, ask S15.*

S15. I have a few questions to see if someone in your household qualifies for the study. They take about 2 minutes. Please tell me only the first names and ages of all the people who normally live in your household. Let's start with you.

What is (your first name/the first name of the next person)?	Is this adult male or female?	How old is (he/she)?	SCREENER RESPONDENT
*	SEX1-SEX13	AGE1-AGE13	*

*If person is <16 years old or enrolled in grade 12 or  
below, ungraded elementary/secondary, special  
education, or home school, he or she is ineligible for an  
Adult Education Interview or Adult Special Study  
Interview.  
If person age ≥ 16 or AGE20=4 or AGE21=1, is enrolled  
in school (SENROL=1) and grade is above 12th grade  
(SGRADE=15), autocode S16=1 (participant) and go to  
next person. Else, ask S16 for each person age ≥ 16.*

S16. During the past 12 months, [did you/did (ADULT)] take classes, programs, courses, workshops, or seminars of any kind for any reason?

SCLASS                    YES.....1  
                                  NO .....2

*After last adult, go to next box.*

*Adult Sampling Point:*

*Select adult for Adult Education Interview or Adult Special Study Interview. If an adult is selected, go to S17.*

*If no adult is selected, and no child was selected for a Parent Interview, go to S20.*

*If no adult is selected and child(ren) were selected for a Parent Interview, go to HHSELECT screen to select interview.*

S17. Not counting the Reserves or National Guard, (are you/is ADULT) currently serving on active duty in the U.S. Armed Forces?

- \* YES.....1 (INELIGIBLE. GO TO BOX AFTER S19)
- NO .....2 (GO TO BOX)

*Ask S18 if sampled adult is not the Screener respondent and is age 16-25. Else, go to box after S19.*

S18. Is (ADULT) living there, in student housing, or somewhere else?

- \* HERE.....1 (GO TO BOX AFTER 19)
- STUDENT HOUSING [This includes all housing owned, sponsored, or leased by the school such as a dormitory or fraternity or sorority house.].....2 (GO TO S19)
- OTHER PRIVATE HOME OR APARTMENT .....3 (INELIGIBLE. GO TO BOX AFTER S19)
- INSTITUTION OR GROUP QUARTERS [THIS INCLUDES A JAIL OR DETENTION CENTER, MEDICAL FACILITY, REHABILITATION CENTER, MENTAL HEALTH FACILITY, MILITARY BARRACKS, OR GROUP FOSTER CARE.].....4 (INELIGIBLE. GO TO BOX AFTER S19)

S19. Would you please give me (his/her) last name and telephone number so that we can call (him/her) to do a brief interview about (his/her) educational activities?

\* LAST NAME \_\_\_\_\_  
PHONE \_\_\_\_\_

*If selected adult is ineligible, and no child was selected for a Parent Interview, go to S20. Else, go to HHSELECT screen to select interview.*

S20. I have just a couple more questions. Do you...  
**HOWNHOME**

- Own your home,.....1
- Rent your home, or .....2
- Have some other arrangement? .....3

S21. Besides (PHONE NUMBER), do you have other telephone numbers in your household?

- HOTHNUM**
- YES.....1 (GO TO S22)
  - NO .....2 (GO TO THANK2)
  - NOT MY NUMBER.....3 (GO TO BOX)

*If S21=3 (not number dialed), ask for number reached and record explanation of difference between phone numbers in comment box. Then, ask S21 again with new number.*

S22. How many of these additional telephone numbers are for home use?

- HNUMUSE**                      NUMBER .....   (GO TO THANK 2)

THANK1. Thank you, but we are only interviewing in private residences.

THANK2. Those are all the questions I have about your household. Thank you for your time.

## NHES:1999 PARENT INTERVIEW

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**NHES:1999 Parent Interview**

INTRO. [IF R WAS NOT SCREENER R AND THIS IS THE FIRST OR ONLY INTERVIEW FOR R: Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential national study about the educational experiences of children.]

I'd like to talk with you now about (CHILD). The interview is estimated to take 15 minutes or less.

**Demographic Characteristics**

PA1. First, I'd like to confirm (CHILD)'s age. In what month and year was (he/she) born?

MONTH  YEAR 19

<b>CDOBMM</b>	1	JANUARY	7	JULY
<b>CDOBY</b>	2	FEBRUARY	8	AUGUST
	3	MARCH	9	SEPTEMBER
	4	APRIL	10	OCTOBER
	5	MAY	11	NOVEMBER
	6	JUNE	12	DECEMBER

*Calculate AGE98 = child's age on December 31, 1998.  
Calculate current age for display in PA2. If current age does not match screener age or birth month is current month, ask PA2. Else, go to box after PA2.*

PA2. That would mean that (CHILD) [is (AGE)/turns (AGE) this month]. Is that right?

\* YES .....1 (GO TO BOX)  
NO.....2 (RETURN TO PA1)

*If AGE98 > 20, go to CLOSE1. Else, go to PA3.*

PA3. Is (CHILD)...  
 [IF R GIVES ETHNICITY (E.G., HISPANIC), PROBE FOR RACE.  
 IF NO RACE OR MORE THAN 1 RACE GIVEN, CODE 91.]

**CRACE** White, ..... 1 (GO TO PA4)  
 Black, ..... 2 (GO TO PA4)  
 American Indian or Alaskan Native, ..... 3 (GO TO PA4)  
 Asian or Pacific Islander, or ..... 4 (GO TO PA4)  
 Some other race? ..... 91 (GO TO PA3OV)

PA3OV. [CODE RESPONSE IF PA3=91]

**COTHRACE** HISPANIC/LATINO/MEXICAN/SPANISH/  
 PUERTO RICAN ..... 1 (AUTOCODE PA4=1 AND  
 GO TO PA5)  
 MORE THAN ONE RACE/BIRACIAL/MULTIRACIAL ..... 2 (GO TO PA4)  
 OTHER ..... 91 (GO TO PA4)

**COTHRAOS/R** SPECIFY \_\_\_\_\_

PA4. Is (he/she) of Hispanic origin?

**CHISPAN** YES ..... 1  
 NO ..... 2

PA5. In what country was (CHILD) born?

**CBORNUS** 50 STATES OR THE DISTRICT OF COLUMBIA ..... 1 (GO TO BOX AFTER PA5OV)  
 U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN  
 SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS,  
 OR SOLOMON ISLANDS ..... 2 (GO TO PA5OV)

**CTERROS/R** SPECIFY \_\_\_\_\_

**CCONTOS/R** SOME OTHER COUNTRY ..... 3 (GO TO PA5OV)  
 SPECIFY \_\_\_\_\_

PA5OV. How old was (CHILD) when (he/she) first moved to the (United States/50 states or the District of  
 Columbia)? [ROUND MONTHS OR FRACTIONS UP TO NEAREST YEAR.]

**CMOVEAGE** AGE .....

If AGE98 >= 2, ask PA6. Else, go to box before PA7.

PA6. What language does (CHILD) speak most at home?

- ENGLISH..... 1
- SPANISH..... 2
- ENGLISH AND SPANISH EQUALLY..... 3
- ENGLISH AND ANOTHER LANGUAGE EQUALLY ..... 4
- CHILD DOESN'T SPEAK..... 5
- ANOTHER LANGUAGE ..... 91
- SPECIFY \_\_\_\_\_

*If this is interview for CHILD2, go to RELINTRO. Else, if this is interview for CHILD1, go to PA7.*

PA7. [SCREENER WAS COMPLETED ON (DATE)]  
 Now I'd like to ask about all the people who live in your household with (CHILD). First, I need to verify the names and ages of all the people (you told me about earlier/ who are already listed on my computer screen).

[What is (your first name/the first name of the next person?)]	[How old (are you/is (he/ she))?	[Is this person male or female?]	D TO DELETE
*	AGE	SEX	MARKDEL

*If adult in household was sampled for adult interview, go to PA7VER2. Else if no adult sampled, go to PA7VER1.*

PA7VER1. [AFTER VERIFICATION COMPLETE]  
 Now, please tell me the first names and ages of all other people who normally live in your household.

PA7VER2. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS LISTED ON THE MATRIX.]  
 Have we missed anyone else who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

- MATRIX CORRECT..... 1
- RETURN TO MATRIX ..... 2
- GO TO RESULT ..... 3



RELINTRO. Now I'd like to ask how all the people in your household are related to (CHILD).

*If the respondent is the child's mother/father, copy relationship from Screener into RELATION and ask PA9/PA10, then ask PA8 for every other household member. If respondent is not the child's mother/father, copy relationship from Screener into RELATN and ask PA8 for every other household member.*

PA8. [FOR EACH HOUSEHOLD MEMBER EXCEPT RESPONDENT:]  
 How is (PERSON) related to (CHILD)?  
 [VERIFY IF KNOWN]

- |                 |   |    |                        |
|-----------------|---|----|------------------------|
| <b>RELATN1-</b> | MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER).....            | 1  | (GO TO PA9)            |
| <b>RELATN13</b> | FATHER (BIRTH/ADOPTIVE/STEP/FOSTER).....            | 2  | (GO TO PA10)           |
|                 | BROTHER INCLUDING STEP,<br>ADOPTED, AND FOSTER..... | 3  | (GO TO BOX AFTER PA10) |
|                 | SISTER INCLUDING STEP,<br>ADOPTED, AND FOSTER.....  | 4  | (GO TO BOX AFTER PA10) |
|                 | GRANDMOTHER.....                                    | 5  | (GO TO BOX AFTER PA10) |
|                 | GRANDFATHER.....                                    | 6  | (GO TO BOX AFTER PA10) |
|                 | AUNT .....  | 7  | (GO TO BOX AFTER PA10) |
|                 | UNCLE .....   | 8  | (GO TO BOX AFTER PA10) |
|                 | COUSIN .....  | 9  | (GO TO BOX AFTER PA10) |
|                 | OTHER RELATIVE<br>(BUT NOT HUSBAND/WIFE).....       | 10 | (GO TO BOX AFTER PA10) |
|                 | NONRELATIVE<br>(BUT NOT BOYFRIEND/GIRLFRIEND).....  | 11 | (GO TO BOX AFTER PA10) |
|                 | HUSBAND/WIFE/BOYFRIEND/GIRLFRIEND .....             | 12 | (GO TO BOX AFTER PA10) |

PA9. [Are you/Is (PERSON)] (CHILD'S)...

- |                |                        |   |
|----------------|------------------------|---|
| <b>MOMTYPE</b> | Birth mother,.....     | 1 |
|                | Adoptive mother, ..... | 2 |
|                | Stepmother, or.....    | 3 |
|                | Foster mother? .....   | 4 |

PA10. [Are you/Is (PERSON)] (CHILD'S)...

**DADTYPE**

Birth father,..... 1  
 Adoptive father, ..... 2  
 Stepfather, or..... 3  
 Foster father? ..... 4

*Set HHMOM:  
 1 = birth/adoptive mother in household. 2 = step or foster mother. 3 = no mom and no dad, female R.  
 4 = else.  
 Set HHDAD:  
 1 = birth/adoptive father in household. 2 = step or foster father. 3 = no mom and no dad, male R. 4 = else.*

**Current School Status**

*If Parent Interview respondent was also the Screener respondent, copy responses to PB1 through PB7, and then go to box after PB7.*

*If AGE98 >= 3, ask PB1. Else, go to box after PB7.*

PB1. Now I'd like to talk with you about (CHILD)'s school experiences. Is (CHILD) attending (or enrolled in) (school/nursery school, kindergarten, or school)?

**ENROLL**

YES ..... 1 (GO TO BOX)  
 NO..... 2 (GO TO BOX)

*If AGE98 >= 18 and PB1=1 (enrolled), code PB2 = 2 (not in home school), and go to PB6. Else, if AGE98 >= 18 and PB1=2 (not enrolled), go to CLOSE1. Else, if AGE98 >= 5 and <= 17, ask PB2. Else, if AGE98 = 3 or 4 and PB1 = 1 (enrolled), go to PB6. Else, if AGE98 = 3 or 4 and PB1 = 2 (not enrolled) go to box after PB7.*

PB2. Some parents decide to educate their children at home rather than send them to school. Is (CHILD) being schooled at home?

**HOMESCHL** YES ..... 1 (GO TO PB3)  
NO..... 2 (GO TO 2ND BOX AFTER PB5)

PB3. So (CHILD) is being schooled at home instead of at school for at least some classes or subjects?

YES ..... 1 (GO TO PB4)  
NO ..... 2 (GO TO 2ND BOX AFTER PB5)

PB4. Is (CHILD) getting all of (his/her) instruction at home, or is (he/she) getting some at school and some at home?

\* ALL AT HOME ..... 1 (GO TO PB7)  
SOME AT SCHOOL & SOME AT HOME ..... 2 (GO TO PB5)

PB5. How many hours each week does (CHILD) usually go to a school for instruction? Please do not include time spent in extracurricular activities.

**HOMSCHR** HOURS..... (GO TO 1<sup>ST</sup> BOX BELOW)

*If PB5 >= 9 hours and AGE98=>5, then set HOMSCFLG = 1 (attends a school for at least 9 hours per week). Else, HOMSCFLG= -1. Then, go to PB7.*

*If PB1 = 1 (enrolled) and (PB2 = 2 or PB3 = 2 (not in home school)), ask PB6. Else, if AGE98 = 5 or 6 and PB1 = 2 (not enrolled) and (PB2 = 2 or PB3 = 2 (not in home school)), go to box after PB7. Else, if AGE98 >= 7 and PB1 = 2 (not enrolled) and (PB2 = 2 or PB3 = 2 (not in home school)), go to CLOSE1.*

PB6. What grade or year is (CHILD) attending?  
 [PROBE FOR T OR P: Is that before or after kindergarten?]

<b>GRADE</b>	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START .....	N	(GO TO BOX AFTER PB7)
	TRANSITIONAL KINDERGARTEN (BEFORE K).....	T	(GO TO BOX AFTER PB7)
	KINDERGARTEN .....	K	(GO TO BOX AFTER PB7)
	PREFIRST GRADE (AFTER K).....	P	(GO TO BOX AFTER PB7)
	FIRST GRADE.....	1	(GO TO BOX AFTER PB7)
	SECOND GRADE.....	2	(GO TO BOX AFTER PB7)
	THIRD GRADE .....	3	(GO TO BOX AFTER PB7)
	FOURTH GRADE .....	4	(GO TO BOX AFTER PB7)
	FIFTH GRADE.....	5	(GO TO BOX AFTER PB7)
	SIXTH GRADE.....	6	(GO TO BOX AFTER PB7)
	SEVENTH GRADE.....	7	(GO TO BOX AFTER PB7)
	EIGHTH GRADE .....	8	(GO TO BOX AFTER PB7)
	NINTH GRADE/FRESHMAN.....	9	(GO TO BOX AFTER PB7)
	TENTH GRADE/SOPHOMORE .....	10	(GO TO BOX AFTER PB7)
	ELEVENTH GRADE/JUNIOR.....	11	(GO TO BOX AFTER PB7)
	TWELFTH GRADE/SENIOR .....	12	(GO TO BOX AFTER PB7)
	ABOVE TWELFTH GRADE .....	13	(GO TO CLOSE1)
	UNGRADED .....	U	(GO TO PB7)
	SPECIAL EDUCATION .....	S	(GO TO PB7)

[IF T: In this interview we will be referring to that as “kindergarten.”  
 IF P: In this interview, we will be referring to that as “prefirst grade.”]

PB7. (What grade would (CHILD) be in if (he/she) were attending (school/a school with regular grades)/  
 What grade or year is (CHILD) attending)?  
 [PROBE FOR T OR P: Is that before or after kindergarten?]

<b>GRADEEQ</b>	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START .....	N	(GO TO BOX)
	TRANSITIONAL KINDERGARTEN (BEFORE K).....	T	(GO TO BOX)
	KINDERGARTEN .....	K	(GO TO BOX)
	PREFIRST GRADE (AFTER K).....	P	(GO TO BOX)
	FIRST GRADE.....	1	(GO TO BOX)
	SECOND GRADE.....	2	(GO TO BOX)
	THIRD GRADE .....	3	(GO TO BOX)
	FOURTH GRADE .....	4	(GO TO BOX)
	FIFTH GRADE .....	5	(GO TO BOX)
	SIXTH GRADE.....	6	(GO TO BOX)
	SEVENTH GRADE.....	7	(GO TO BOX)
	EIGHTH GRADE .....	8	(GO TO BOX)
	NINTH GRADE/FRESHMAN.....	9	(GO TO BOX)
	TENTH GRADE/SOPHOMORE .....	10	(GO TO BOX)
	ELEVENTH GRADE/JUNIOR.....	11	(GO TO BOX)
	TWELFTH GRADE/SENIOR .....	12	(GO TO BOX)
	ABOVE TWELFTH GRADE .....	13	(GO TO CLOSE1)
	UNGRADED, NO EQUIVALENT .....	U	(GO TO BOX)

[IF T: In this interview we will be referring to that as "kindergarten."  
 IF P: In this interview, we will be referring to that as "prefirst grade."]

Set PATH:

**I** = AGE98 = 0, 1, 2 (**Infants/Toddlers**)

**N** = [(AGE98 >= 3 and AGE98 <= 6) and PB1 = 2 (not enrolled) and (PB3 NE 1 (not in home school))] or [PB6/PB7 (grade/equivalent) = N] or [PB7 (grade equivalent) = U and AGE98 = 3 or 4] (**Preschoolers**)

**E** = [PB6/PB7 (grade/equivalent) = T, K, P (kindergarten) or 1, 2, 3, 4, or 5 and (PB2 NE 1 or PB3 NE 1 (not in home school))] or [PB7 (grade equivalent) = U and AGE98 >= 5 and <= 11 and (PB2 NE 1 or PB3 NE 1 (not in home school))] (**Elementary**)

**M** = [PB6/PB7 (grade/equivalent) = 6, 7, or 8 and (PB2 NE 1 or PB3 NE 1 (not in home school))] or [PB7 (grade equivalent) = U and AGE98 = 12 or 13 and (PB2 NE 1 or PB3 NE 1 (not in home school))] (**Middle school/junior high**)

**S** = [PB6/PB7 (grade/equivalent) = 9, 10, 11, or 12 and (PB2 NE 1 or PB3 NE 1 (not in home school))] or [PB7 (grade equivalent) = U and AGE98 >= 14 and (PB2 NE 1 or PB3 NE 1 (not in home school))] (**Senior high/upper school**)

**H** = AGE98 >= 5 and (PB2 = 1 and PB3 = 1 (home school)) and PB7 (grade equivalent) NE N (**Home schoolers**)

**Center-Based Program Participation Before School Entry [Path = E or H (K-2nd grade)]**

*If PATH = E or H and grade/equivalent = T, K, P, 1, or 2, go to next box. Else go to box after PC4.*

*If grade/equivalent = T or K, go to PC3. Else, if grade/equivalent = P, 1, or 2, ask PC1.*

PC1. Did (CHILD) attend kindergarten before (prefirst grade/first grade)?

**ATNDKIND**

YES ..... 1  
NO..... 2

*If PATH = H and PC1=1, go to PC2. Else, go to PC3.*

PC2. Was that home school kindergarten?

**HOMEKIND**

YES ..... 1  
NO..... 2

PC3. Prior to starting (kindergarten/prefirst grade/first grade), did (CHILD) ever attend Head Start?

**HEADEVR**

YES ..... 1  
NO..... 2

PC4. Prior to starting (kindergarten/prefirst grade/first grade), did (CHILD) ever attend nursery school, prekindergarten, preschool, or a day care center (other than Head Start)?

**PREKEVR**

YES ..... 1  
NO..... 2

*If PATH = H and PC4=1, go to PC5.  
Else, go to box after PC5.*

PC5. Was that a home school experience?  
**HOMEPREK**

YES ..... 1  
 NO..... 2

*If PATH = H, go to PC6. Else, go to first box before PD1.*

**Home Schooling [Path = H]**

PC6. Next, I have a few questions about home schooling. What are the main reasons you decided to school (CHILD) at home? [CODE ALL THAT APPLY.]

- HSRELIGN** RELIGIOUS REASONS ..... 1
- HSBETTER** CAN GIVE CHILD A BETTER EDUCATION AT HOME..... 2
- HSSUBJECT** OBJECT TO WHAT SCHOOL TEACHES ..... 3
- HSENVIRN** POOR LEARNING ENVIRONMENT AT SCHOOL..... 4
- HSCHALNG** SCHOOL DOES NOT CHALLENGE CHILD ..... 5
- HSPRIVAT** WANT PRIVATE SCHOOL BUT CANNOT AFFORD IT ..... 6
- HSDESIRE** COULD NOT GET INTO A DESIRED SCHOOL ..... 7
- HSILL** CHILD HAS TEMPORARY ILLNESS..... 8
- HSDISABL** CHILD HAS SPECIAL NEEDS/DISABILITY ..... 9
- HSCAREER** PARENT'S CAREER..... 10
- HSAGE** CHILD NOT OLD ENOUGH FOR GRADE/TO ENTER SCHOOL..... 11
- HSBEHAV** STUDENT BEHAVIORAL PROBLEMS ..... 12
- HSCHAR** TO DEVELOP CHARACTER/MORALITY ..... 13
- HSSCPROB** OTHER PROBLEMS WITH AVAILABLE PUBLIC/PRIVATE SCHOOLS .... 14
- HSFAMILY** FAMILY REASONS ..... 15
- HSTRAN** TRANSPORTATION/DISTANCE/CONVENIENCE ..... 16
- HSOTHER** OTHER ..... 91
- HSOTHEOS/R** SPECIFY \_\_\_\_\_



PC7. Sometimes local public schools or districts provide support or services to families who home school their children. Please tell me whether your local public school or district offers you the following kinds of support or services, whether you use them or not. How about...

		YES	NO
<b>HSCURR</b>	a. A detailed curriculum for one or more subjects? .....	1	2
<b>HSMATLS</b>	b. Do they offer books or materials for teaching any subject? .....	1	2
<b>HSPAPLC</b>	c. Do they offer a place where home schooling <u>parents</u> can go for help or information, or meet with other home schooling parents? .....	1	2
<b>HSPAWEB</b>	d. A Web site for <u>parents</u> who are home schooling? .....	1	2
<b>HSSTPLC</b>	e. A place where home schooled <u>students</u> can go to meet with other home schooled students? .....	1	2
<b>HSSTWEB</b>	f. A Web site for home schooled <u>students</u> ? .....	1	2
<b>HSACTVS</b>	g. The chance for (CHILD) to participate in sports or any other extracurricular activities? .....	1	2

*If PC7a-g = 1 (school district offers services), ask the corresponding item for PC7OV (use of services).*

PC7OV. [Sometimes local public schools or districts provide support or services to families who home school their children. Please tell me whether your local public school or district offers you the following kinds of support or services, whether you use them or not. How about...]

		YES	NO
<b>HSCURRU</b>	a. Have you used one of their curricula this school year? .....	1	2
<b>HSMATLSU</b>	b. Have you used any of those books or materials this school year? .....	1	2
<b>HSPAPLCU</b>	c. Have you used that place this school year? .....	1	2
<b>HSPAWEBU</b>	d. Have you used that Web site this school year? .....	1	2
<b>HSSTPLCU</b>	e. Has (CHILD) used that place this school year? .....	1	2
<b>HSSTWEBU</b>	f. Has (CHILD) used that Web site this school year? .....	1	2
<b>HSACTVSU</b>	g. Has (CHILD) participated in any extracurricular activities at a public school this school year? .....	1	2

*If PB4 = 1 (child receives all of instruction at home), then ask PC8. Else, go to PC9.*

PC8. Even though all of (CHILD)'s schooling is at home, does your local public school or district offer the chance for (him/her) to attend certain classes or subjects that you may not want to teach at home?

<b>HSATTND</b>	YES .....	1
	NO.....	2

PC9. Is any of (CHILD)'s home instruction taught by a teacher who is paid by your public school district to teach (him/her)?

<b>HSTECHR</b>	YES .....	1
	NO.....	2

**School Characteristics** [Path=E, M, S, H (HOMSCFLG=1)]

*If PATH = E, M, S, or (PATH=H and HOMSCFLG=1), go to next box. Else, go to box before PEINTRO.*

*If this is the interview for CHILD2 and PD9 = 1 in CHILD1's interview (both children attend same school) and respondent is the same for both interviews, copy responses to PD1 through PD8OV from CHILD1's interview to CHILD2's interview and go to box before PEINTRO. Else, go to PD1.*

PD1. (Next let's talk about the school (CHILD) (goes to now/attends for some of (his/her) classes.))  
Does [(CHILD)/(he/she)] go to a public or private school?

	PUBLIC .....	1	(GO TO PD2)
<b>SPUBLIC</b>	PRIVATE .....	2	(GO TO PD4)

PD2. Is it (his/her) regularly assigned school or a school that you chose?

	ASSIGNED .....	1	(GO TO PD6)
<b>SCHOICE</b>	CHOSEN .....	2	(GO TO PD3)
	ASSIGNED SCHOOL IS SCHOOL OF CHOICE .....	3	(GO TO PD6)

PD3. Is (his/her) school in your assigned school district?

	YES .....	1	(GO TO PD6)
<b>SDISRCT</b>	NO.....	2	(GO TO PD6)

PD4. Is the school church-related or not church-related?

	CHURCH-RELATED.....	1	(GO TO PD5)
<b>SRELGN</b>	NOT CHURCH-RELATED .....	2	(GO TO PD6)

PD5. Is it a Catholic school?

	YES .....	1
<b>SCATHLIC</b>	NO.....	2

PD6. What is the lowest grade taught at (CHILD)'s school?

	NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START.....	N
<b>SLOW</b>	TRANSITIONAL KINDERGARTEN (BEFORE K) .....	T
	KINDERGARTEN.....	K
	PREFIRST GRADE (AFTER K) .....	P
	FIRST GRADE .....	1
	SECOND GRADE .....	2
	THIRD GRADE.....	3
	FOURTH GRADE.....	4
	FIFTH GRADE .....	5
	SIXTH GRADE .....	6
	SEVENTH GRADE .....	7
	EIGHTH GRADE.....	8
	NINTH GRADE/FRESHMAN .....	9
	TENTH GRADE/SOPHOMORE.....	10
	ELEVENTH GRADE/JUNIOR .....	11
	TWELFTH GRADE/SENIOR .....	12

PD7. What is the highest grade taught at (his/her) school?

	TRANSITIONAL KINDERGARTEN (BEFORE K) .....	T
<b>SHIGH</b>	KINDERGARTEN.....	K
	PREFIRST GRADE (AFTER K) .....	P
	FIRST GRADE .....	1
	SECOND GRADE .....	2
	THIRD GRADE.....	3
	FOURTH GRADE.....	4
	FIFTH GRADE .....	5
	SIXTH GRADE .....	6
	SEVENTH GRADE .....	7
	EIGHTH GRADE.....	8
	NINTH GRADE/FRESHMAN .....	9
	TENTH GRADE/SOPHOMORE.....	10
	ELEVENTH GRADE/JUNIOR .....	11
	TWELFTH GRADE/SENIOR .....	12

PD8. Approximately how many students are enrolled in (CHILD)'s school? Would you say...  
 [IF RESPONDENT SAYS "DON'T KNOW," ASK: Do you know the number in (his/her) grade?]

- |                 |   |    |                         |
|-----------------|---|----|-------------------------|
| <b>SNUMSTUD</b> | Under 300,.....                         | 1  | (GO TO BOX AFTER PD8OV) |
|                 | 300-599, .....                          | 2  | (GO TO BOX AFTER PD8OV) |
|                 | 600-999, or .....                       | 3  | (GO TO BOX AFTER PD8OV) |
|                 | 1,000 or more? .....                    | 4  | (GO TO BOX AFTER PD8OV) |
|                 | NUMBER OF STUDENTS IN GRADE GIVEN ..... | 91 | (GO TO PD8OV)           |

PD8OV. NUMBER OF STUDENTS IN GRADE .....      
**SNUMGRAD**

*If this is the interview for CHILD1 and two children in grades T, K, P, or 1-12 have been sampled in the same household, check highest and lowest grade at CHILD1's school (PD6 and PD7) against grade of CHILD2 (reported in Screener). If it is possible that CHILD1 and CHILD2 attend the same school and the respondent for both interviews is the same, ask PD9. If not possible, autocode PD9 = -1 and go to box before PEINTRO. Else, go to box before PEINTRO.*

PD9. Does (CHILD1) go to the same school as (CHILD2)?

- |              |           |   |
|--------------|-----------|---|
| <b>SSAME</b> | YES ..... | 1 |
|              | NO.....   | 2 |

**Emerging Literacy and Numeracy [Path=N]**

*If PATH=N go to PEINTRO. Else, go to box before PFINTRO.*

PEINTRO. These next questions are about things that different children do at different ages. These things may or may not be true for (CHILD).

PE1. Can (CHILD) identify the colors red, yellow, blue, and green by name? Would you say...  
**DPCOLOR**

- All of them ..... 1
- Some of them, or ..... 2
- None of them? ..... 3

PE2. Can (he/she) recognize...  
**DPLETTER**

- All of the letters of the alphabet ..... 1
- Most of them ..... 2
- Some of them, or ..... 3
- None of them? ..... 4

PE3. How high can (CHILD) count? Would you say...  
**DPCOUNT**

- Not at all ..... 1
- Up to five ..... 2
- Up to ten ..... 3
- Up to twenty ..... 4
- Up to fifty, or ..... 5
- Up to 100 or more? ..... 6

PE4. Can (CHILD) write (his/her) first name, even if some of the letters are backwards?  
**DPNAME**

- YES ..... 1
- NO ..... 2

PE5. Is (CHILD) able to read story books on (his/her) own now?  
**HASTORY**

- YES ..... 1 (GO TO PE6)
- NO ..... 2 (GO TO PE7)

PE6. Does (CHILD) actually read the words written in the book, or does (he/she) look at the book and pretend to read?

**HAWORDS**

- READS THE WRITTEN WORDS ..... 1 (GO TO BOX BEFORE PFINTRO)
- PRETENDS TO READ..... 2 (GO TO PE8)
- DOES BOTH ..... 3 (GO TO BOX BEFORE PFINTRO)

PE7. [Although (CHILD) doesn't yet read story books on (his/her) own,] Does (he/she) ever look at a book with pictures and pretend to read?

**HAPRETND**

- YES ..... 1 (GO TO PE8)
- NO..... 2 (GO TO BOX BEFORE PFINTRO)

PE8. When (he/she) pretends to read a book, does it sound like a connected story, or does (he/she) tell what's in each picture without much connection between them?

**HACONECT**

- SOUNDS LIKE CONNECTED STORY ..... 1
- TELLS WHAT'S IN EACH PICTURE ..... 2
- DOES BOTH ..... 3

**Early Childhood Care & Programs** [Path = I, N]

*If PATH = I or N, go to PFINTRO. Similar items are asked if PATH = E or M; see section PN, Before/After School Care and Activities. Else, go to 1<sup>st</sup> box before PJ1.*

PFINTRO. I'd like to talk with you now about all child care (CHILD) now receives on a regular basis from someone other than (you or) (his/her) parents (or guardians), and all early childhood programs (CHILD) attends on a regular basis, whether or not there is a charge or fee. This does not include occasional babysitting or backup care providers.

*Relative Care*

PF1. Is (CHILD) now receiving care from a relative on a regular basis? This may include grandparents, brothers and sisters, or any relatives other than (you or) (CHILD'S) parents (or guardians).

**RCNOW**

- YES ..... 1 (GO TO PF2)
- NO..... 2 (GO TO PG1)

PF2. How many different regular care arrangements do you have with relatives for (CHILD)?

**RCMORE**

- ONE ..... 1
- TWO ..... 2
- THREE ..... 3
- FOUR ..... 4
- FIVE OR MORE..... 5

PF3. (Let's talk about the relative who provides the most care. Is that (CHILD)'s.../Is the relative who cares for (CHILD) (his/her)...) )

**RCTYPE**

- Grandmother, ..... 1
- Grandfather, ..... 2
- Aunt, ..... 3
- Uncle, ..... 4
- Brother, ..... 5
- Sister, or ..... 6
- Another relative? ..... 7

PF4. Is that care provided in your home or another home?

**RCPLACE** OWN HOME ..... 1  
OTHER HOME ..... 2  
BOTH/VARIES ..... 3

PF5. Is the care that (CHILD) receives from (his/her) (RELATIVE) regularly scheduled at least once each week?

**RCWEEK** YES ..... 1 (GO TO PF6)  
NO ..... 2 (GO TO PG1)

PF6. How many days each week does (CHILD) receive care from (his/her) (RELATIVE)?

**RCDAYS** DAYS .....

PF7. How many hours each week does (CHILD) receive care from (his/her) (RELATIVE)?

**RCHRS** HOURS .....

*If PF6=1, go to PF9. Else, ask PF8.*

PF8. On the days that (CHILD) receives care, that would be (HOURS) per day, on average. Is that right?

**RCAVGHR** YES ..... 1 (GO TO PF9)  
NO ..... 2 (CORRECTION SCREEN)

PF9. How many children are usually cared for together, in the same group at the same time, by (CHILD)'s (RELATIVE), counting (CHILD)?

**RCKIDS** NUMBER .....



PF10. How many adults usually care for (CHILD) at the same time (at your home/at (his/her) (RELATIVE's) home)?

**RCADLTS**

NUMBER.....

PF11. Is there any charge or fee for the care (CHILD) receives from (his/her) (RELATIVE), paid either by you or someone else?

**RCFEE**

YES ..... 1 (GO TO PF12)  
NO..... 2 (GO TO PG1)

PF12. How much does your household pay for (CHILD'S) (RELATIVE) to care for (him/her)?  
[IF NOTHING, ENTER ZERO.]

**RCCOST**

\$.

**RCUNIT**

UNIT:

**RCCSTOS/R**

PER HOUR ..... 1  
PER DAY ..... 2  
PER WEEK ..... 3  
BIWEEKLY (EVERY 2 WEEKS) ..... 4  
PER MONTH ..... 5  
PER YEAR ..... 6  
OTHER ..... 91  
SPECIFY \_\_\_\_\_

*If PF12 = zero or NUMKID14 (number of children in the household age 14 or younger) = 1, go to PG1. Else, ask PF13.*

PF13. Is this amount for (CHILD) only or does it include other children in your household?

**RCCSTHH**

CHILD ONLY ..... 1 (GO TO PG1)  
CHILD AND OTHER(S) ..... 2 (GO TO PF13OV)

PF13OV. How many children is this amount for, including (CHILD)?

**RCCSTHN**

NUMBER.....

*Nonrelative Care*

PG1. Now I'd like to ask you about any care (CHILD) receives from nonrelatives in a private home. This includes care by home child care providers, regular sitters, or neighbors, but does not include Head Start, day care centers, nursery schools, or preschools.

Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her)?

**NCNOW**

- YES ..... 1 (GO TO PG2)
- NO..... 2 (GO TO PH1)

PG2. How many different regular care arrangements do you have with nonrelatives for (CHILD)?

**NCMORE**

- ONE ..... 1
- TWO ..... 2
- THREE ..... 3
- FOUR ..... 4
- FIVE OR MORE..... 5

PG3. (Let's talk about the nonrelative who provides the most care.) Is (the/that) care provided in your own home or in another home?

**NCPLACE**

- OWN HOME ..... 1
- OTHER HOME ..... 2
- BOTH/VARIES ..... 3

PG4. Is the care that (CHILD) receives from that person regularly scheduled at least once each week?

**NCWEEK**

- YES ..... 1 (GO TO PG5)
- NO..... 2 (GO TO PH1)

PG5. How many days each week does (CHILD) receive care from that person?

**NCDAYS**

DAYS .....

PG6. How many hours each week does (CHILD) receive care from that person?

**NCHRS** HOURS.....

*If PG5=1, go to PG8. Else, ask PG7.*

PG7. On the days that (CHILD) receives care, that would be (HOURS) per day, on average. Is that right?

**NCAVGHR**

YES ..... 1 (GO TO PG8)  
NO..... 2 (CORRECTION SCREEN)

PG8. How many children are usually cared for together, in the same group at the same time, by that person, counting (CHILD)?

**NCKIDS** NUMBER.....

PG9. How many adults usually care for (CHILD) at the same time [at (your/that) home]?

**NCADLTS** NUMBER.....

PG10. Is there any charge or fee for the care (CHILD) receives from this person, paid either by you or someone else?

**NCFEE**

YES ..... 1 (GO TO PG11)  
NO..... 2 (GO TO PH1)



Head Start Programs

PH1. Is (CHILD) now attending (Early) Head Start?

**HSNOW** YES ..... 1 (GO TO PH2)  
NO..... 2 (GO TO PH1)

PH2. Where is the (Early) Head Start program located? For example, is it in a church or synagogue, a school, a community center, its own building, or some other place?

**HSPLACE**

YOUR HOME.....	1	(GO TO PH4)
ANOTHER HOME .....	2	(GO TO PH4)
A CHURCH, SYNAGOGUE, OR OTHER PLACE OF WORSHIP .....	3	(GO TO PH3)
A PUBLIC SCHOOL (K-12) .....	4	(GO TO PH3)
A PRIVATE SCHOOL (K-12) .....	5	(GO TO PH3)
A COLLEGE OR UNIVERSITY.....	6	(GO TO PH3)
A COMMUNITY CENTER.....	7	(GO TO PH3)
A PUBLIC LIBRARY.....	8	(GO TO PH3)
ITS OWN BUILDING .....	9	(GO TO PH3)
MORE THAN ONE PLACE.....	10	(GO TO PH2OV)
SOME OTHER PLACE .....	91	(GO TO PH2OV)

PH2OV. (Where is that?/What are those places?)

**HSPLACOS/R** [LIST ALL PLACES.] \_\_\_\_\_

PH3. (Is that/Are any of those places) also the location of your job (or (his/her) (OTHER PARENT'S) job)?

**HSWORK** YES ..... 1  
NO..... 2

PH4. Does (CHILD) go to the (Early) Head Start program on a regularly scheduled basis at least once each week?

**HSWEEK** YES ..... 1 (GO TO PH5)  
NO..... 2 (GO TO PH1)

PH5. How many days each week does (CHILD) go to the (Early) Head Start program?

**HSDAYS** DAYS .....

PH6. How many hours each week does (CHILD) go to the (Early) Head Start program?

**HSHRS** HOURS.....

*If PH5=1, go to PH8. Else, ask PH7.*

PH7. On the days that (CHILD) goes to (Early) Head Start, that would be (HOURS) per day, on average. Is that right?

**HSAVGHR**  
YES ..... 1 (GO TO PH8)  
NO..... 2 (CORRECTION SCREEN)

PH8. How many children are usually in (CHILD)'s room or group, at the same time, at the (Early) Head Start program, counting (CHILD)?

**HSKIDS** NUMBER.....

PH9. How many adults are usually in (CHILD)'s room or group, at the same time, at the (Early) Head Start program?

**HSADLTS** NUMBER.....

PH10. Is there any charge or fee for the (Early) Head Start program, paid either by you or someone else?

**HSFEE**  
YES ..... 1 (GO TO PH11)  
NO..... 2 (GO TO P11)



Center-based Programs

PI1. (Not including the (Early) Head Start program,) Is (CHILD) now attending a day care center, nursery school, preschool, or prekindergarten?

**CPNNOW**

- YES ..... 1 (GO TO PI2)
- NO..... 2 (GO TO 1<sup>ST</sup> BOX BEFORE PJ1)

PI2. (Not including (Early) Head Start,) How many different day care centers, nursery schools, preschools, or prekindergartens does (CHILD) currently go to?

**CPMORE**

- ONE ..... 1
- TWO ..... 2
- THREE ..... 3
- FOUR ..... 4
- FIVE OR MORE..... 5

PI3. [IF PROGRAM TYPE ALREADY KNOWN, CODE PI3 AND GO TO NEXT QUESTION.]  
(Let's talk about the program where (CHILD) spends the most time). Would you call (it/the program)...

**NTYPE**

- A day care center,..... 1
- A nursery school, ..... 2
- A preschool, ..... 3
- A prekindergarten, or ..... 4
- Something else? ..... 91

**NTYPEOS/R**

SPECIFY \_\_\_\_\_



PI4. Where is the (PROGRAM) located? For example, is it in a church or synagogue, a school, a community center, its own building, or some other place?

**CPPLACE**

- YOUR HOME..... 1 (GO TO PI6)
- ANOTHER HOME ..... 2 (GO TO PI6)
- A CHURCH, SYNAGOGUE OR OTHER PLACE OF WORSHIP ..... 3 (GO TO PI5)
- A PUBLIC SCHOOL (K-12) ..... 4 (GO TO PI5)
- A PRIVATE SCHOOL (K-12) ..... 5 (GO TO PI5)
- A COLLEGE OR UNIVERSITY ..... 6 (GO TO PI5)
- A COMMUNITY CENTER ..... 7 (GO TO PI5)
- A PUBLIC LIBRARY..... 8 (GO TO PI5)
- ITS OWN BUILDING ..... 9 (GO TO PI5)
- MORE THAN ONE PLACE..... 10 (GO TO PI4OV)
- SOME OTHER PLACE ..... 91 (GO TO PI4OV)

PI4OV. (Where is that?/What are those places?)

**CPPLCOS/R**

[LIST ALL PLACES.] \_\_\_\_\_

PI5. (Is that/Are any of those places) also the location of your job (or (his/her) (OTHER PARENT'S) job)?

**CPWORK**

- YES ..... 1
- NO..... 2

PI6. Does (CHILD) go to the (PROGRAM) on a regularly scheduled basis at least once each week?

**CPWEEK**

- YES ..... 1 (GO TO PI7)
- NO..... 2 (GO TO 1<sup>ST</sup> BOX BEFORE PJ1)

PI7. How many days each week does (CHILD) go to the (PROGRAM)?

**CPDAYS**

DAYS .....

PI8. How many hours each week does (CHILD) go to the (PROGRAM)?

**CPHRS**

HOURS.....

*If PI7=1, go to PI10. Else, ask PI9.*

PI9. On the days that (CHILD) goes to the (PROGRAM), that would be (HOURS) per day, on average. Is that right?

CPAVGHR

YES ..... 1 (GO TO PI10)  
NO..... 2 (CORRECTION SCREEN)

PI10. How many children are usually in (CHILD)'s room or group, at the same time, at that program, counting (CHILD)?

CPKIDS

NUMBER..... □□

PI11. How many adults are usually in (CHILD)'s room or group, at the same time, at that program?

CPADLTS

NUMBER..... □

PI12. Is there any charge or fee for the (PROGRAM), paid either by you or someone else?

CPFEE

YES ..... 1 (GO TO PI13)  
NO..... 2 (GO TO 1<sup>ST</sup> BOX BEFORE PJ1)

PI13. How much does your household pay for (CHILD) to go to that (PROGRAM)?  
[IF NOTHING, ENTER ZERO.]

CPCOST

\$□□□□.□□

CPUNIT

UNIT:

CPCSTOS/R

PER HOUR ..... 1  
PER DAY ..... 2  
PER WEEK ..... 3  
BIWEEKLY (EVERY 2 WEEKS) ..... 4  
PER MONTH ..... 5  
PER YEAR ..... 6  
OTHER ..... 91  
SPECIFY \_\_\_\_\_

*If (PI13 = zero or -1) or NUMKID14 (number of children in household age 14 or younger) = 1, go to 1<sup>st</sup> box before PJ1. Else, ask PI14.*

PI14. Is this amount for (CHILD) only or does it include other children in your household?

**CPCSTHH** CHILD ONLY ..... 1 (GO TO 1<sup>ST</sup> BOX BEFORE PJ1)  
CHILD AND OTHER(S) ..... 2 (GO TO PI14OV)

PI14OV. How many children is this amount for, including (CHILD)?

**CPCSTHN** NUMBER .....

**Training and Support for Families of Preschoolers [Path = I, N]**

*If PATH = I, N, go to next box. Else, go to box before PK1.*

*Ask PJ1 and PJ2 only once for each household.*

**PJINTRO.** Now I'd like to talk with you about classes and support services for parents.

**PJ1.** Since last September, have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) gone to...

			YES	NO
<b>SFATTGRP</b>	a.	Any support groups to help with parenting?.....	1	2
<b>SFATTCLS</b>	b.	A parenting class? .....	1	2

**PJ2.** (Not counting any services that came from (Early) Head Start/the PROGRAM), have you (or (CHILD)'s (mother/stepmother/foster mother/father/ stepfather/foster father/ grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) ever...

			YES	NO
<b>SFSUPCTR</b>	a.	Gone to a family support center where parents can meet with other parents, go to training activities, and/or find resources or services?.....	1	2
<b>SFVISITS</b>	b.	Received more than one home visit from someone trained to talk about raising children? .....	1	2

**Parent Satisfaction with School [Path = E, M, S, H (HOMSCFLG=1)]**

*If PATH = E, M, S, or (PATH=H and HOMSCFLG=1) ask PK1. Else, go to box before PL1.*

**PK1.** Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied...

[1 = VERY SATISFIED; 2 = SOMEWHAT SATISFIED; 3 = SOMEWHAT DISSATISFIED; 4 = VERY DISSATISFIED]

			VS	SS	SD	VD
<b>FC SCHOOL</b>	a.	With the school (CHILD) attends this year?.....	1	2	3	4
<b>FC TEACHR</b>	b.	With the teachers (CHILD) has this year? .....	1	2	3	4
<b>FC STDS</b>	c.	With the academic standards of the school?.....	1	2	3	4
<b>FC ORDER</b>	d.	With the order and discipline at the school? .....	1	2	3	4

**Student Academic Performance and Behavior [Path = E, M, S, H (HOMSCFLG=1)]**

*If PATH=E, M, S, or (PATH=H and HOMSCFLG=1) ask PL1.  
Else, go to box before PM1.*

PL1. Now I would like to ask you about (CHILD)'s grades (during this school year/at the school (he/she) attends this year). Overall, across all subjects ((he/she) takes at school), does (he/she) get mostly...

- |                 |  |   |             |
|-----------------|--|---|-------------|
| <b>SEGRADES</b> | A's, .....   | 1 | (GO TO PL3) |
|                 | B's, .....   | 2 | (GO TO PL3) |
|                 | C's, .....   | 3 | (GO TO PL3) |
|                 | D's, .....   | 4 | (GO TO PL3) |
|                 | F's, or .....                                      | 5 | (GO TO PL3) |
|                 | Does (CHILD)'s school not give these grades? ..... | 6 | (GO TO PL2) |

PL2. Would you describe (his/her) work at school as...

- |                 |                         |   |  |
|-----------------|-------------------------|---|--|
| <b>SEGRADEQ</b> | Excellent, .....        | 1 |  |
|                 | Above average, .....    | 2 |  |
|                 | Average, .....          | 3 |  |
|                 | Below average, or ..... | 4 |  |
|                 | Failing? .....          | 5 |  |

PL3. Have any of (CHILD)'s teachers or (his/her) school contacted you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) about any behavior problems (he/she) is having in school this year?

- |                 |           |   |  |
|-----------------|-----------|---|--|
| <b>SEBEHAVR</b> | YES ..... | 1 |  |
|                 | NO .....  | 2 |  |

PL4. Have any of (his/her) teachers or (his/her) school contacted you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) about any problems (he/she) is having with school work this year?

- |                 |           |   |  |
|-----------------|-----------|---|--|
| <b>SESCHLWR</b> | YES ..... | 1 |  |
|                 | NO .....  | 2 |  |

PL5. Since starting kindergarten, has (CHILD) repeated any grades?

**SEREPEAT** YES ..... 1 (GO TO PL6)  
 NO..... 2 (GO TO BOX BEFORE PL7)

PL6. What grade or grades did (he/she) repeat? [CODE ALL THAT APPLY]  
 [DISPLAY RESPONSE OPTIONS ONLY UP TO CURRENT GRADE OR GRADE EQUIVALENT]

**SEREPTK** KINDERGARTEN..... K  
**SEREPT1** FIRST GRADE ..... 1  
**SEREPT2** SECOND GRADE ..... 2  
**SEREPT3** THIRD GRADE..... 3  
**SEREPT4** FOURTH GRADE..... 4  
**SEREPT5** FIFTH GRADE ..... 5  
**SEREPT6** SIXTH GRADE ..... 6  
**SEREPT7** SEVENTH GRADE ..... 7  
**SEREPT8** EIGHTH GRADE..... 8  
**SEREPT9** NINTH GRADE/FRESHMAN ..... 9  
**SEREPT10** TENTH GRADE/SOPHOMORE..... 10  
**SEREPT11** ELEVENTH GRADE/JUNIOR ..... 11  
**SEREPT12** TWELFTH GRADE/SENIOR ..... 12

*If PATH=E or (PATH=H and GRADE or GRADEEQ = T,K,P, 1-5) or (GRADEEQ=U and AGE98<12), go to box before PMINTRO. Else, ask PL7.*

PL7. Has (CHILD) ever had an in- or out-of-school suspension or been expelled from school?

**SESUSEXP** YES ..... 1 (GO TO PL8)  
 NO..... 2 (GO TO BOX BEFORE PMINTRO)

PL8. Has (CHILD) been...

		YES	NO
<b>SESUSIN</b>	a. Suspended? .....	1	2
<b>SEEXPEL</b>	b. Expelled?.....	1	2

*If PL8a=1 (has been suspended), go to PL9. Else, go to box before PMINTRO.*

PL9. Was (CHILD'S) suspension an in-school or out-of-school suspension?

**SEINOUT** IN-SCHOOL SUSPENSION ..... 1 (GO TO BOX BEFORE PMINTRO)  
 OUT-OF-SCHOOL SUSPENSION ..... 2 (GO TO BOX BEFORE PMINTRO)  
 BOTH ..... 3 (GO TO BOX BEFORE PMINTRO)

**Family/School Involvement and School Practices [Path=N (center-based), E, M, S, H (HOMSCFLG=1)]**

*If (PATH=N and center-based), PATH=E, M, S, or (PATH=H and HOMSCFLG=1), ask PMINTRO. Else, go to box before PNINTRO.*

PMINTRO. Now I'd like to ask you about your family's involvement with (CHILD)'s (school/Head Start program/(PROGRAM)).

PM1. Since (the beginning of this school year/September), have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/ grandmother/grandfather/ aunt/uncle/cousin) (or (the) other adult(s) in your household))...

[IF YES AND THE RESPONDENT IS THE MOTHER OR FATHER AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS): Did you do this, did (CHILD)'s (mother/stepmother/foster mother/father/stepfather/ foster father), did both of you, or did neither of you?]

[ELSE IF YES AND HHMOM AND HHDAD = 1 OR 2 (TWO PARENTS) AND THE RESPONDENT IS NOT THE MOTHER OR FATHER: Did (CHILD)'s (mother/stepmother/foster mother) do this, did (CHILD)'s (father/stepfather/foster father), did both of them, or did neither of them?]

		YES	NO	M	F	B	N
<b>FSMEETNG</b> (FSMEETNP)	a. Attended a general (school/Head Start/ PROGRAM) meeting, for example, (an open house), a back-to-school night or a meeting of a parent-teacher organization? .....	1	2	1	2	3	4
<b>FSATCNFN</b> (FSCFNP)	b. Gone to a regularly scheduled [parent-teacher conference with (CHILD)'s teacher/meeting with (CHILD)'s teacher or care provider]? .....	1	2	1	2	3	4
<b>FSSPORT</b> (FSSPORTP)	c. Attended a (school/Head Start/PROGRAM) or class event, such as a play, (or) sports event (or science fair) because of (CHILD)?.....	1	2	1	2	3	4
<b>FSVOLNTR</b> (FSVOLNTP)	d. Acted as a volunteer at the (school/Head Start program/PROGRAM) or served on a committee? .....	1	2	1	2	3	4

*If PM1a or b = 2 (did not go to a meeting), ask PM1OV, else go to PM2.*

PM1OV. Has (CHILD)'s (school/Head Start/PROGRAM) had this type of meeting (this school year/since September)?

**FSHADMEE** YES ..... 1  
**FSHADCN** NO..... 2

PM2. (During this school year/since September), how many times have you (or (CHILD)'s (mother/stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)) gone to meetings or participated in activities at (CHILD)'s school?

**FSSREQ** TIMES .....

*If this is the interview for CHILD1, ask PM3. Else, if this is the interview for CHILD2 and the two sampled children attend the same school and the respondent for both children is the same, copy PM3c response for CHILD1 to CHILD2 and ask PM3a, b, d, e. Else, ask PM3 as shown.*

PM3. For each statement that I read you, please tell me how well (CHILD)'s (school/Head Start program/(PROGRAM)) has been doing the following things (during this school year/since September):

[1 = VERY WELL, 2 = JUST OK, 3 = DOESN'T DO IT AT ALL.]  
[DO NOT PROBE DK.]

		Does it very well	Just O.K.	Doesn't do it at all
<b>FSSPPERF</b>	a. Lets you know (between report cards) how (CHILD) is doing in (school/the program). Would you say (CHILD)'s [school/Head Start program/ (PROGRAM)] does this very well, just O.K., or doesn't do it at all.....	1	2	3
<b>FSSPCDEV</b>	b. Helps you understand what children at (CHILD)'s age are like .....	1	2	3
<b>FSSPVOLN</b>	c. Makes you aware of chances to volunteer at the (school/program).....	1	2	3
<b>FSSPHOME</b>	d. Provides workshops, materials, or advice about how to help (CHILD) learn at home.....	1	2	3
<b>FSSPSERV</b>	e. Provides information on community services to help (CHILD) or your family .....	1	2	3

*If this is the interview for CHILD1, ask PM4. Else, if this is the interview for CHILD2 and the two sampled children attend the same school and the respondent for both children is the same, copy parent/guardian's CHILD1 response to PM4 for CHILD2 and go to box before PNINTRO. Else, ask PM4.*

PM4. Does (CHILD)'s (school/Head Start program/(PROGRAM)) include parents on committees or in other groups that make decisions about school policies having to do with the school budget, what will be taught, discipline, or other policies?

**FSDECIS** YES ..... 1  
NO..... 2



**Before/After School Care and Activities [Path=E,M]**

*If PATH = E or M go to PNINTRO. Else, go to box before PRINTRO.*

PNINTRO. I'd like to talk with you now about before and after school child care and activities.

*Relative Care*

PN1. First, I'd like to ask you about care (CHILD) now receives before or after school on a regular basis from someone other than (you or) (his/her) parents (or guardians), and before or after school programs (CHILD) attends on a regular basis, whether or not there is a charge or fee. This does not include occasional babysitting or backup care providers.

Is (CHILD) now receiving care from a relative on a regular basis before or after school? This may include grandparents, brothers and sisters, or any relatives other than (you or) (his/her) parents (or guardians).

**RCNOW**

- YES ..... 1 (GO TO PN2)
- NO..... 2 (GO TO PO1)

PN2. How many different regular care arrangements do you have with relatives for (CHILD) before or after school?

**RCMORE**

- ONE ..... 1
- TWO ..... 2
- THREE ..... 3
- FOUR ..... 4
- FIVE OR MORE..... 5

PN3. (Let's talk about the relative who provides the most care before or after school. Is that (CHILD)'s.../Is the relative who cares for (CHILD) before or after school (his/her)...) )

**RCTYPE**

- Grandmother, ..... 1
- Grandfather, ..... 2
- Aunt, ..... 3
- Uncle, ..... 4
- Brother, ..... 5
- Sister, or ..... 6
- Another relative? ..... 7

PN4. Is that care provided in your home or another home?

RCPLACE OWN HOME ..... 1  
OTHER HOME ..... 2  
BOTH/VARIES ..... 3

PN5. Does (CHILD) receive that care before school, after school, or both?

RCBFAFT BEFORE SCHOOL ..... 1  
AFTER SCHOOL ..... 2  
BOTH ..... 3

PN6. Is the care that (CHILD) receives from (his/her) (RELATIVE) regularly scheduled at least once each week?

RCWEEK YES ..... 1 (GO TO PN7)  
NO ..... 2 (GO TO PO1)

PN7. How many days each week does (CHILD) receive care from (his/her) (RELATIVE) (before) (or) (after) school?

RCDAYS DAYS .....

*If PN5 = 3 (care both before and after school) and GRADE or GRADEEQ = T, K, P, 1, 2, or 3 and phone number ends in an odd number, go to PN9. Else, go to PN8.*

PN8. How many hours each week does (CHILD) receive care from (his/her) (RELATIVE)?

RCHRS HOURS .....  (GO TO BOX BEFORE PN10)

PN9. How many hours each week does (CHILD) receive care from (his/her) (RELATIVE) before school?

RCHRSBF HOURS .....

PN9OV. How about after school?

RCHRSAF HOURS .....

*If PN7=1, go to PN11. Else, ask PN10.*

PN10. On the days that (CHILD) receives care, that would be (HOURS) per day, on average. Is that right?

RCAVGHR YES ..... 1 (GO TO PN11)  
NO ..... 2 (CORRECTION SCREEN)

PN11. Is there any charge or fee for the care (CHILD) receives from (his/her) (RELATIVE) (before) (or) (after) school, paid either by you or someone else?

RCFEE

YES ..... 1 (GO TO PN12)  
NO..... 2 (GO TO PO1)

PN12. How much does your household pay for (CHILD'S) (RELATIVE) to care for (him/her)?  
[IF NOTHING, ENTER ZERO.]

RCCOST

\$□□□□.□□

RCUNIT

UNIT:

RCCSTOS/R

PER HOUR ..... 1  
PER DAY ..... 2  
PER WEEK ..... 3  
BIWEEKLY (EVERY 2 WEEKS) ..... 4  
PER MONTH ..... 5  
PER YEAR ..... 6  
OTHER ..... 91  
SPECIFY \_\_\_\_\_

*If PN12 = zero or NUMKID14 (number of children in the household age 14 or younger) = 1, go to PO1. Else, ask PN13.*

PN13. Is this amount for (CHILD) only or does it include other children in your household?

RCCSTHH

CHILD ONLY ..... 1 (GO TO PO1)  
CHILD AND OTHER(S) ..... 2 (GO TO PN13OV)

PN13OV. How many children is this amount for, including (CHILD)?

RCCSTHN

NUMBER ..... □

*Nonrelative Care*

PO1. Is (CHILD) now receiving care before or after school in a private home on a regular basis from someone who is not related to (him/her)? This includes care by home child care providers, regular sitters, or neighbors, but does not include day care centers or before or after school programs at schools or centers.

NCNOW

YES ..... 1 (GO TO PO2)  
NO..... 2 (GO TO PP1)

PO2. How many different regular care arrangements do you have with nonrelatives for (CHILD) before or after school?

**NCMORE**

- ONE ..... 1
- TWO ..... 2
- THREE ..... 3
- FOUR ..... 4
- FIVE OR MORE..... 5

PO3. (Let's talk about the nonrelative who provides the most care before or after school.) Is (that/the before or after school) care provided in your own home or in another home?

**NCPLACE**

- OWN HOME ..... 1
- OTHER HOME ..... 2
- BOTH/VARIES ..... 3

PO4. Does (CHILD) receive that care before school, after school, or both?

**NCBFAFT**

- BEFORE SCHOOL ..... 1
- AFTER SCHOOL ..... 2
- BOTH ..... 3

PO5. Is the care that (CHILD) receives from that person regularly scheduled at least once each week?

**NCWEEK**

- YES ..... 1 (GO TO PO6)
- NO..... 2 (GO TO PP1)

PO6. How many days each week does (CHILD) receive care from that person (before) (or) (after) school?

**NCDAYS**

DAYS .....

*If PO4 = 3 (care both before and after school) and GRADE or GRADEEQ = T, K, P, 1, 2, or 3 and phone number ends in an odd number, go to PO8. Else, go to PO7.*

PO7. How many hours each week does (CHILD) receive care from that person?

**NCHRS**

HOURS.....  (GO TO BOX BEFORE PO9)

PO8. How many hours each week does (CHILD) receive care from that person before school?

**NCHRSBF**

HOURS.....

PO8OV. How about after school?

**NCHRSAF**

HOURS.....

If PO6=1, go to PO10. Else, ask PO9.

PO9. On the days that (CHILD) receives care, that would be (HOURS) per day, on average. Is that right?  
**NCAVGHR**

YES ..... 1 (GO TO PO10)  
 NO..... 2 (CORRECTION SCREEN)

PO10. Is there any charge or fee for the care (CHILD) receives from this person (before) (or) (after) school, paid either by you or someone else?  
**NCFEE**

YES 1 ..... (GO TO PO11)  
 NO..... 2 (GO TO PP1)

PO11. How much does your household pay this person to care for (CHILD)?  
 [IF NONE, ENTER ZERO.]

**NCCOST** \$  
**NCUNIT** UNIT:  
**NCCSTOS/R** PER HOUR ..... 1  
 PER DAY ..... 2  
 PER WEEK ..... 3  
 BIWEEKLY (EVERY 2 WEEKS) ..... 4  
 PER MONTH ..... 5  
 PER YEAR ..... 6  
 OTHER ..... 91  
 SPECIFY \_\_\_\_\_

If PO11 = zero or NUMKID14 (number of children in the household age 14 or younger) = 1, go to PP1. Else, ask PO12.

PO12. Is this amount for (CHILD) only or does it include other children in your household?

**NCCSTHH** CHILD ONLY ..... 1 (GO TO PP1)  
 CHILD AND OTHER(S) ..... 2 (GO TO PO12OV)

PO12OV. How many children is this amount for, including (CHILD)?

**NCCSTHN** NUMBER .....

*Center-based Programs*

PP1. Is (CHILD) now attending (a day care center or) a before or after school program at a school or in a center?

**CPSNOW**  
 YES ..... 1 (GO TO PP2)  
 NO..... 2 (GO TO PQ1)

PP2. How many different (day care centers or) before or after school programs does (CHILD) currently go to? Please count different (centers or) programs, not different types of activities (he/she) may do at the same program.

- CPMORE**
- ONE ..... 1
  - TWO ..... 2
  - THREE ..... 3
  - FOUR ..... 4
  - FIVE OR MORE..... 5

PP3. (Let's talk about the program where (CHILD) spends the most time.) Where is the program located? For example, is it in a church or synagogue, a school, a community center, its own building, or some other place?

- CPPLACE**
- YOUR HOME..... 1 (GO TO PP6)
  - ANOTHER HOME ..... 2 (GO TO PP6)
  - A CHURCH, SYNAGOGUE OR OTHER PLACE OF WORSHIP ..... 3 (GO TO PP5)
  - A PUBLIC SCHOOL (K-12)..... 4 (GO TO PP4)
  - A PRIVATE SCHOOL (K-12)..... 5 (GO TO PP4)
  - A COLLEGE OR UNIVERSITY..... 6 (GO TO PP5)
  - A COMMUNITY CENTER..... 7 (GO TO PP5)
  - A PUBLIC LIBRARY..... 8 (GO TO PP5)
  - ITS OWN BUILDING ..... 9 (GO TO PP5)
  - MORE THAN ONE PLACE..... 10 (GO TO PP3OV)
  - SOME OTHER PLACE ..... 91 (GO TO PP3OV)

PP3OV. (Where is that?/What are those places?)  
**CPPLCOS/R** [LIST ALL PLACES.] \_\_\_\_\_ (GO TO PP5)

PP4. Is that the school where (CHILD) attends (kindergarten/ (GRADE) grade)?

- CPPLACK**
- YES ..... 1
  - NO..... 2

PP5. (Is that/Are any of those places) the location of your job (or (his/her) (OTHER PARENT'S) job)?

- CPWORK**
- YES ..... 1
  - NO..... 2

PP6. Does (CHILD) go to that program before school, after school, or both?

- CPBFAFT**
- BEFORE SCHOOL..... 1
  - AFTER SCHOOL ..... 2
  - BOTH ..... 3

PP7. Does (CHILD) go to the program on a regularly scheduled basis at least once each week?

- CPWEEK**
- YES ..... 1 (GO TO PP8)
  - NO..... 2 (GO TO PQ1)

PP8. How many days each week does (CHILD) go to the program?

CPDAYS DAYS .....

*If PP6 = 3 (care both before and after school) and GRADE or GRADEEQ = T, K, P, 1, 2, or 3 and phone number ends in an odd number, go to PP10. Else, go to PP9.*

PP9. Other than regular school hours, how many hours each week does (CHILD) go to that program?

CPHRS HOURS.....  (GO TO BOX BEFORE PP11)

PP10. Other than regular school hours, how many hours each week does (CHILD) go to the program before school?

CPHRSBF HOURS.....

PP10OV. How about after school?

CPHRSAF HOURS.....

*If PP8=1, go to PP12. Else, ask PP11.*

PP11. On the days that (CHILD) goes to the program, that would be (HOURS) per day, on average. Is that right?

CPAVGHR YES .....1 (GO TO PP12)  
NO.....2 (CORRECTION SCREEN)

PP12. Is there any charge or fee for the program, paid either by you or someone else?

CPFEE YES .....1 (GO TO PP13)  
NO.....2 (GO TO PQ1)

PP13. How much does your household pay for (CHILD) to go to the program?  
 [IF NOTHING, ENTER ZERO.]

**CPCOST** \$  
**CPUNIT** UNIT:  
**CPCSTOS/R** PER HOUR ..... 1  
 PER DAY ..... 2  
 PER WEEK ..... 3  
 BIWEEKLY (EVERY 2 WEEKS) ..... 4  
 PER MONTH ..... 5  
 PER YEAR ..... 6  
 OTHER ..... 91  
 SPECIFY \_\_\_\_\_

*If PP13 = zero or NUMKID14 (number of children in household age 14 or younger)= 1, go to PQ1. Else, ask PP14.*

PP14. Is this amount for (CHILD) only or does it include other children in your household?

**CPCSTHH** CHILD ONLY ..... 1 (GO TO PQ1)  
 CHILD AND OTHER(S) ..... 2 (GO TO PP14OV)

PP14OV. How many children is this amount for, including (CHILD)?

**CPCSTHN** NUMBER .....

*After School Activities*

PQ1. Sometimes parents arrange for activities that are not part of an after school program, so their children will have adult supervision during after school hours, for example, private music lessons or team sports.

(Not counting the arrangements and programs we just talked about, is/ls) (CHILD) participating in any activities or lessons in order to have adult supervision on a regular basis after school?

**ACTVTES** YES ..... 1 (GO TO PQ2)  
 NO ..... 2 (GO TO PQ5)

PQ2. Does (he/she) participate in activities or lessons after school at least once each week?

**ACTWEEK** YES ..... 1 (GO TO PQ3)  
 NO ..... 2 (GO TO PQ5)



PQ3. How many days each week does (CHILD) participate in activities or lessons after school?

**ACTDAYS** DAYS .....

PQ4. How many hours each week does (CHILD) participate in activities or lessons after school?

**ACTHRS** HOURS.....

*If PQ4=1, go to PQ6. Else, go to PQ5.*

PQ5. On the days that (CHILD) takes part in activities or lessons, that would be (HOURS) per day on average. Is that correct?

**ACAVGHR**  
YES ..... 1 (GO TO PQ6)  
NO..... 2 (CORRECTION SCREEN)

Self Care

PQ6. Sometimes children spend time caring for themselves, either at home or somewhere else, without an adult or older child responsible for them. Does (CHILD) spend time caring for (himself/herself) before or after school on a regular basis?

SCSELF

YES ..... 1 (GO TO PQ7)  
NO..... 2 (GO TO BOX BEFORE PQ12)

PQ7. Does (he/she) care for (himself/herself) before school, after school, or both?

SCBFAFT

BEFORE SCHOOL ..... 1  
AFTER SCHOOL ..... 2  
BOTH ..... 3

PQ8. Does (CHILD) care for (himself/herself) (before) (or) (after) school at least once each week?

SCWEEK

YES ..... 1 (GO TO PQ9)  
NO..... 2 (GO TO BOX BEFORE PQ12)

PQ9. How many days each week does (CHILD) care for (himself/herself) (before) (or) (after) school?

SCDAYS

DAYS .....

*If PQ7 = 3 (care both before and after school) and GRADE or GRADEEQ = T, K, P, 1, 2, or 3 and phone number ends in an odd number, go to PQ11. Else, go to PQ10.*

PQ10. How many hours each week does (CHILD) care for (himself/herself)?

**SCHRS** HOURS..... (GO TO BOX BEFORE PQ12)

PQ11. How many hours each week does (CHILD) care for (himself/herself) before school?

**SCHRSBF** HOURS.....

PQ11OV. How about after school?

**SCHRSAF** HOURS.....

*If PN5=2,3 or PO4=2,3 or PP6=2,3 or PQ1=1 or PQ7=2,3  
(some type of nonparental supervision after school), then  
go to box before PRINTRO. Else, ask PQ12.*

PQ12. When (CHILD) comes home after school, are ((you) (or) (his/her) (parents) (mother/stepmother/foster mother) (or) (father/stepfather/foster father) (or another guardian)) at home each day?

**SCPARHM** YES ..... 1  
NO..... 2

**Plans for Postsecondary Education [Path = M, S, H (grade 6-12)]**

*If PATH = M, S, or (PATH = H and grade equivalent is 6-12), or (PATH=H and grade equivalent=U and AGE98>=12), ask PRINTRO. Else, go to box before PSINTRO.*

PRINTRO. Now I have some questions about (CHILD)'s future education.

PR1. Do you think (CHILD) will...  
[AT FIRST NO, GO TO NEXT BOX.]

		YES	NO
<b>SEAFTRHS</b>	a. Attend school after high school? .....	1	2
<b>SECOLLEG</b>	b. Graduate from a 4-year college? .....	1	2

*If PR1a NE 1 (will not attend school after high school), go to PR20. Else, if PR1b=1 (will graduate from a 4-year college), go to PR2. Else, go to PR9.*

PR2. Will (CHILD) start (his/her) college education at a 2-year or a 4-year school, or have you not thought about this yet?

	2-YEAR SCHOOL .....	1	(GO TO PR9)
	4-YEAR SCHOOL .....	2	(GO TO PR3)
<b>PSSTART</b>	HAVEN'T THOUGHT ABOUT THIS YET .....	3	(GO TO PR8)

PR3. Would you say (he/she) is more likely to attend a public or private 4-year college, or have you not thought about this yet?

	PUBLIC .....	1	(GO TO PR4)
	PRIVATE .....	2	(GO TO PR5)
<b>PSCOLTYE</b>	HAVEN'T THOUGHT ABOUT THIS .....	3	(GO TO PR8)

PR4. Is (he/she) more likely to attend an in-state or out-of-state public college, or have you not thought about this yet?

	IN-STATE .....	1	(GO TO PR5)
<b>PSCOLST</b>	OUT-OF-STATE .....	2	(GO TO PR5)
	HAVEN'T THOUGHT ABOUT THIS .....	3	(GO TO PR8)

PR5. Have you gotten information about the cost of tuition and mandatory fees at a specific (in-state public/out-of-state public/private) college?

	YES .....	1	(GO TO PR6)
<b>PSCOLTUI</b>	NO .....	2	(GO TO PR7)

PR6. What is the cost of 1 year's tuition and mandatory fees at that college?  
**PSCOLAMT** AMOUNT.....\$□□,□□□ (GO TO PR6OV)

PR6OV. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?  
**PSCOLINC** TUITION & MANDATORY FEES ONLY..... 1 (GO TO PR14)  
TUITION, MANDATORY FEES, & OTHER FEES ..... 2 (GO TO PR14)

PR7. Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at (an in-state public/an out-of-state public/a private) college that (CHILD) might attend?  
**PSCESTUI** COULD ..... 1 (GO TO PR7OV1)  
COULD NOT ..... 2 (GO TO PR14)

PR7OV1. About how much would that be?  
**PSCESAMT** AMOUNT.....\$□□,□□□ (GO TO PR7OV2)

PR7OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?  
**PSCESINC** TUITION & MANDATORY FEES ONLY..... 1 (GO TO PR14)  
TUITION, MANDATORY FEES, & OTHER FEES ..... 2 (GO TO PR14)

PR8. Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a public 4-year college in your state?  
**PS4YRTUI** COULD ..... 1 (GO TO PR8OV1)  
COULD NOT ..... 2 (GO TO PR14)

PR8OV1. About how much would that be?  
**PS4YRAMT** AMOUNT.....\$□□,□□□ (GO TO PR8OV2)

PR8OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?  
**PS4YRINC** TUITION & MANDATORY FEES ONLY..... 1 (GO TO PR14)  
TUITION, MANDATORY FEES, & OTHER FEES ..... 2 (GO TO PR14)

PR9. Would you say (he/she) is more likely to attend a vocational or technical school, a 2-year community college, a junior college, some other type of school, or have you not thought about this yet?

- PSOHTYPT** VOCATIONAL/TECHNICAL SCHOOL..... 1 (GO TO PR10)  
2-YEAR COMMUNITY COLLEGE ..... 2 (GO TO PR10)  
JUNIOR COLLEGE..... 3 (GO TO PR10)  
HAVEN'T THOUGHT ABOUT THIS..... 4 (GO TO PR13)  
OTHER SCHOOL..... 91 (GO TO PR10)
- PSOHTOS/R** SPECIFY \_\_\_\_\_

PR10. Have you gotten information about the cost of tuition and mandatory fees at a specific (vocational or technical school/2-year community college/junior college/school)?

- PSOHTUI** YES ..... 1 (GO TO PR11)  
NO..... 2 (GO TO PR12)

PR11. What is the cost of 1 year's tuition and mandatory fees at that school?

- PSOHTAMT** AMOUNT..... \$□□,□□□ (GO TO PR11OV)

PR11OV. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

- PSOHTINC** TUITION & MANDATORY FEES ONLY..... 1 (GO TO PR14)  
TUITION, MANDATORY FEES, & OTHER FEES ..... 2 (GO TO PR14)

PR12. Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at a (vocational or technical school/2-year community college/junior college/school) in your state that (CHILD) might attend?

- PSOESTUI** COULD ..... 1 (GO TO PR12OV1)  
COULD NOT ..... 2 (GO TO PR14)

PR12OV1. About how much would that be?

- PSOESAMT** AMOUNT..... \$□□,□□□ (GO TO PR12OV2)

PR12OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

- PSOESINC** TUITION & MANDATORY FEES ONLY..... 1 (GO TO PR14)  
TUITION, MANDATORY FEES, & OTHER FEES ..... 2 (GO TO PR14)

PR13. Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a 2-year community college in your state?

- PS2YRTUI** COULD ..... 1 (GO TO PR13OV1)  
COULD NOT ..... 2 (GO TO PR14)

PR13OV1. About how much would that be?

**PS2YRAMT** AMOUNT.....\$□□,□□□ (GO TO PR13OV2)

PR13OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

**PS2YRINC** TUITION & MANDATORY FEES ONLY..... 1  
TUITION, MANDATORY FEES, & OTHER FEES ..... 2

PR14. Have you started saving money or making any other financial plans to pay for (CHILD)'s education after high school?

**PSAVMON** YES ..... 1  
NO..... 2

PR15. Have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/ grand-mother/grandfather/ aunt/uncle/cousin) (or (the) other adult(s) in your household)) talked with someone or read any materials from schools or financial institutions about sources of financial aid for (CHILD)'s education after high school?

**PSFINAID** YES ..... 1  
NO..... 2

*Ask PR16 a and b once per respondent.*

PR16. Have you ever heard of...

		YES	NO
<b>PSLIFE</b>	a. The Lifetime Learning tax credit? .....	1	2
<b>PSHOPE</b>	b. The HOPE Scholarship tax credit? .....	1	2

*If PATH=S and PR16a=1, go to PR17.  
Else, go to box after PR17.*

PR17. Do you plan to use the Lifetime Learning tax credit to help pay for (CHILD)'s education after high school?

**PSLIFUS** YES ..... 1  
NO..... 2

*If PATH=S and PR16b=1, go to PR18.  
 Else, go to box before PR19.*

PR18. Do you plan to use the HOPE Scholarship tax credit to help pay for (CHILD)'s education after high school?

**PSHOPUS** YES.....1  
 NO.....2

*If (PATH=H and HOMSCFLG NE 1), go to box before PSINTRO. Else, go to PR19.*

PR19. During this school year, have you (or (CHILD)'s (mother/stepmother/foster mother/father/stepfather/foster father/ grandmother/grandfather/ aunt/uncle/cousin) (or (the) other adult(s) in your household)) talked with a counselor or teacher at (CHILD)'s school about the academic requirements for college or vocational school after high school?

**PSREQ** YES .....1 (GO TO BOX BEFORE PSINTRO)  
 NO.....2 (GO TO BOX BEFORE PSINTRO)

PR20. There are many reasons why young people decide not to attend school after high school. What is the main reason for (CHILD)?

**PSNOTREA** COST TOO HIGH/CANNOT AFFORD.....1  
 NEEDS/WANTS TO WORK .....2  
 POOR GRADES/UNABLE TO GET IN .....3  
 NOT INTERESTED/TIRED OF GOING TO SCHOOL/  
 BORED WITH SCHOOL/DISLIKES SCHOOL.....4  
 CHILD HAS A DISABILITY (PHYSICAL/LEARNING/EMOTIONAL) ..5  
 JOINING THE MILITARY.....6  
 NOT SURE OF FUTURE GOALS.....7  
**PSNOTROS/R** OTHER .....91  
 SPECIFY \_\_\_\_\_



**Family Involvement Outside of School** [Path = I, N, E, H (grade equivalents T, K, P, 1-5)]

*If PATH = I, N, E, or (PATH = H and grade equivalent is T, K, P, 1-5), or (PATH=H and grade equivalent=U and AGE98<=11) , ask PSINTRO. Else, go to PTINTRO.*

PSINTRO. Now I'd like to talk with you about (CHILD)'s activities with family members in the past week.

*If PATH = I, N or grade/equivalent = T, K, P, or 1 through 3 or (grade equivalent = U and AGE98<=9), ask PS1. Else, go to box after PS2.*

PS1. How many times have you or someone in your family read to (CHILD) in the past week? Would you say...

- |                 |                          |   |                       |
|-----------------|--------------------------|---|-----------------------|
| <b>FOREADTO</b> | Not at all, .....        | 1 | (GO TO BOX AFTER PS2) |
|                 | Once or twice,.....      | 2 | (GO TO PS2)           |
|                 | 3 or more times, or..... | 3 | (GO TO PS2)           |
|                 | Every day? .....         | 4 | (GO TO PS2)           |

PS2. About how many minutes (on each of those days/each day) do you or someone in your family read to (him/her)?  
 [IF TIME PER DAY VARIES, ASK FOR AVERAGE TIME PER DAY.]

**FORDDAY** MINUTES .....

*If PATH = I, go to PTINTRO. Else, if PATH = N or grade/equivalent = T, K, or P, or (grade equivalent = U and AGE98 <= 6), ask PS3 a through f. Else, if grade/equivalent = 1 through 5 or (grade equivalent = U and AGE98 > 6 and <= 11), ask PS3a, d, and f.*

PS3. In the past week, has anyone in your family done the following things with (CHILD)?  
 [IF YES: Would you say one or two times, or three or more?]

		YES	NO		1-2	3+	
					TIMES	TIMES	
<b>FOSTORY</b>	a.	Told (him/her) a story? .....	1 2		1	2	<b>FOSTORYN</b>
<b>FOWORDS</b>	b.	Taught (him/her) letters, words, or numbers? .....	1 2		1	2	<b>FOWORDSN</b>
<b>FOMUSIC</b>	c.	Taught (CHILD) songs or music? .....	1 2		1	2	<b>FOMUSICN</b>
<b>FOCRAFTS</b>	d.	Worked on arts and crafts with (him/her)? .....	1 2		1	2	<b>FOCRAFTN</b>
<b>FOERAND</b>	e.	Took (CHILD) along while doing errands like going to the post office, the bank, or the store? .....	1 2		1	2	<b>FOERANDN</b>
<b>FOCHORE</b>	f.	Involved (him/her) in household chores like cooking, cleaning, setting the table, or caring for pets? .....	1 2		1	2	<b>FOCHOREN</b>

PS4. In the past month, that is, since (MONTH) (DAY), has anyone in your family done the following things with (CHILD)?

		YES	NO
<b>FOLIBRAY</b>	a.	Visited a library? .....	1 2
<b>FOCONCRT</b>	b.	Gone to a play, concert, or other live show? .....	1 2
<b>FOMUSEUM</b>	c.	Visited an art gallery, museum, or historical site? .....	1 2
<b>FOZOO</b>	d.	Visited a zoo or aquarium? .....	1 2
<b>FOETHNIC</b>	e.	In the past month, has anyone in your family done other things, such as talked with (CHILD) about (his/her) family history or ethnic heritage? .....	1 2
<b>FOGROUP</b>	f.	Attended an event sponsored by a community, ethnic, or religious group? .....	1 2

**Health and Disability [Path = All]**

PTINTRO. Now I have a few questions about (CHILD)'s health.

*If PATH = I, N ask PT1. Else, go to box after PT2.*

PT1. Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed?

**HDDDELAY** YES ..... 1  
NO..... 2

PT2. About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say...

**HNDOCWHN** Less than 1 year, ..... 1  
1 year, but less than 2 years, or ..... 2  
2 years or more? ..... 3

*If PATH = N ask PT3. Else, go to box after PT4.*

PT3. Has (CHILD) ever been to a dentist or dental hygienist for dental care?

**HNDNTIST** YES ..... 1 (GO TO PT4)  
NO..... 2 (GO TO BOX AFTER PT4)

PT4. About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say...

**HNDNTWHN** Less than 1 year, ..... 1  
1 year, but less than 2 years, or ..... 2  
2 years or more? ..... 3

*If PATH = I, go to PT6. Else, ask PT5.*

PT5. Does (CHILD) have any of the following disabilities?  
 [RANDOM START; KEEP h LAST.]

		YES	NO
<b>HDLEARN</b>	a. A specific learning disability?.....	1	2
<b>HDRETARD</b>	b. Mental retardation? .....	1	2
<b>HDSPEECH</b>	c. A speech impairment? .....	1	2
<b>HDISTRB</b>	d. A serious emotional disturbance?.....	1	2
<b>HDDEAFIM</b>	e. Deafness or another hearing impairment?.....	1	2
<b>HDBLNDIM</b>	f. Blindness or another visual impairment? .....	1	2
<b>HDORTHO</b>	g. An orthopedic impairment? .....	1	2
<b>HDOTHER</b>	h. Another health impairment lasting 6 months or more? .....	1	2

*If any PT5a-h = 1, go to PT9. Else go to box before PUINTRO.*

PT6. Does (CHILD) have any of the following disabilities?  
 [RANDOM START; KEEP e LAST.]

		YES	NO
<b>HDDEAFIM</b>	a. Deafness or another hearing impairment?.....	1	2
<b>HDBLNDIM</b>	b. Blindness or another visual impairment? .....	1	2
<b>HDORTHO</b>	c. An orthopedic impairment? .....	1	2
<b>HDDEVEL</b>	d. Severe developmental delay? .....	1	2
<b>HDOTHER</b>	e. Another health impairment lasting 6 months or more? .....	1	2

*If any PT6a-e=1, go to PT7. Else, go to box before PUINTRO.*

PT7. Is (CHILD) receiving services for (his/her) (disability/disabilities) ...

		YES	NO
<b>HDGOVT</b>	a. From a state or local health or social service agency? .....	1	2
<b>HDDOCTOR</b>	b. From a doctor or clinic?.....	1	2
<b>HDSOURCE</b>	c. From some other source? .....	1	2
<b>HDSOUROS/R</b>	What is that? _____		

*If any PT7a,b, or c=1, ask PT8. Else, go to box before PUINTRO.*

PT8. Are any of these services provided through an Individualized Family Service Plan, or IFSP?

<b>HNIFSP</b>	YES .....	1	(GO TO BOX BEFORE PUINTRO)
	NO .....	2	(GO TO BOX BEFORE PUINTRO)

PT9. (Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn?

*HDAFFECT* YES ..... 1  
NO ..... 2

PT10. Is (CHILD) receiving services for (his/her) (disability/disabilities) from...

		YES	NO
<i>HDSCHL</i>	a. Your local school district?.....	1	2
<i>HDGOVT</i>	b. A state or local health or social service agency? .....	1	2
<i>HDDOCTOR</i>	c. A doctor or clinic? .....	1	2
<i>HDSOURCE</i>	d. Some other source?.....	1	2
<i>HDSOUROS/R</i>	What is that? _____		

**Parent/Guardian Characteristics [Path = All]**

*Mother Items*

*Ask PUINTRO through PV11 only once per mother/father in the household.*

PUINTRO. These next questions are about (you/(and) (CHILD)'s (mother/stepmother/foster mother) (father/stepfather/foster father)). (Let's start with (you/(CHILD)'s mother)).

*If HHMOM = 1,2, or 3 (mother or female guardian), ask PU1. Else, if HHMOM = 4 (no mother/female guardian), go to box after PU13.*

PU1. How old (were you/was (CHILD)'s (mother/stepmother/foster mother) when (you/she) first became a mother, stepmother, or guardian to any child?

**MOMNEW** YEARS .....

PU2. What was the first language (you/(CHILD)'s (mother/stepmother/foster mother)) learned to speak?

	ENGLISH.....	1	
			(AUTOCODE PU3=1 AND GO TO PU4)
<b>MOMLANG</b>	SPANISH.....	2	(GO TO PU3)
	ENGLISH AND SPANISH EQUALLY.....	3	(GO TO PU3)
	ENGLISH AND ANOTHER LANGUAGE EQUALLY .....	4	(GO TO PU3)
	SPECIFY _____		
	ANOTHER LANGUAGE .....	91	(GO TO PU3)
<b>MOMLANOS/R</b>	SPECIFY _____		

PU3. What language (do you/does (CHILD)'s (mother/stepmother/foster mother)) speak most at home now?

	ENGLISH.....	1	
<b>MOMSPEAK</b>	SPANISH.....	2	
	ENGLISH AND SPANISH EQUALLY.....	3	
	ENGLISH AND ANOTHER LANGUAGE EQUALLY .....	4	
	SPECIFY _____		
	((ENGLISH AND) OTHER LANGUAGE SPECIFIED IN PU2 (EQUALLY)) .....	5	
	ANOTHER LANGUAGE .....	91	
<b>MOMSPEOS/R</b>	SPECIFY _____		

PU4. In what country (were you/was (CHILD)'s mother) born?

- MOMBORN** 50 STATES OR THE DISTRICT OF COLUMBIA ..... 1 (GO TO PU5)
- U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR SOLOMON ISLANDS..... 2 (GO TO PU4OV)
- MOMTEROS/R** SPECIFY \_\_\_\_\_
- SOME OTHER COUNTRY ..... 3 (GO TO PU4OV)
- MOMCONOS/R** SPECIFY \_\_\_\_\_

PU4OV. How old (were you/was she) when (you/she) first moved to the (United States/50 states or the District of Columbia)?

**MOMUSAGE** AGE .....

PU5. What is the highest grade or year of school that (you/(CHILD)'s (mother/stepmother/foster mother)) completed?

- MOMGRADE** UP TO 8TH GRADE ..... 1 (ENTER GRADE, GO TO PU6)
- MOMGRAD1** 9TH TO 11TH GRADE..... 2 (ENTER GRADE, GO TO PU6)
- MOMGRAD2** 12TH GRADE BUT NO DIPLOMA ..... 3 (GO TO PU6)
- HIGH SCHOOL DIPLOMA/EQUIVALENT..... 4 (GO TO PU7)
- VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA..... 5 (GO TO PU6)
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL ..... 6 (GO TO PU6)
- SOME COLLEGE BUT NO DEGREE ..... 7 (GO TO PU6)
- ASSOCIATE'S DEGREE (AA, AS) ..... 8 (GO TO PU6)
- BACHELOR'S DEGREE (BA, BS) ..... 9 (GO TO PU7)
- GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE .... 10 (GO TO PU7)
- MASTER'S DEGREE (MA, MS) ..... 11 (GO TO PU7)
- DOCTORATE DEGREE (PHD, EDD) ..... 12 (GO TO PU7)
- PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) ..... 13 (GO TO PU7)

PU6. (Do you/Does she) have a high school diploma or its equivalent, such as a GED?

- MOMDIPL** YES ..... 1
- NO..... 2

PU7. During the past week, did (you/(CHILD)'s (mother/stepmother/foster mother)) work at a job for pay or income?

**MOMWORK** YES ..... 1 (GO TO PU9)  
NO..... 2 (GO TO PU8)  
RETIRED..... 3 (GO TO PU10)  
DISABLED/UNABLE TO WORK..... 4 (GO TO PU10)

PU8. (Were you/Was she) on leave or vacation from a job during the past week?

**MOMLEAVE** YES ..... 1 (GO TO PU9)  
NO..... 2 (GO TO PU10)

PU9. About how many total hours per week (do you/does she) usually work for pay or income, counting all jobs?  
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

**MOMHOURS** WEEKLY HOURS .....

PU10. In the past 12 months, how many months (,if any,) (have you/has she) worked for pay or income?

**MOMMTHS** MONTHS.....

*If PU7 or PU8 = 1 (working or on leave/vacation), go to box after PU13. Else, if PU7 = 3 (retired), autocode PU13 = 3 and go to box after PU13. Else, if PU7 = 4 (disabled/unable to work), autocode PU13 = 4 and go to box after PU13. Else, ask PU11.*

PU11. (Have you/Has she) been actively looking for work in the past 4 weeks?

**MOMLOOK** YES ..... 1 (GO TO PU12)  
NO..... 2 (GO TO PU13)



PU12. What (have you/has she) been doing in the past 4 weeks to find work...  
 [CODE ALL THAT APPLY.]

- MOMPUBL** CHECKED WITH PUBLIC EMPLOYMENT AGENCY ..... 1
- MOMPRIV** CHECKED WITH PRIVATE EMPLOYMENT AGENCY ..... 2
- MOMEMPL** CHECKED WITH EMPLOYER DIRECTLY OR  
 SENT RESUME ..... 3
- MOMREL** CHECKED WITH FRIENDS OR RELATIVES ..... 4
- MOMANSAD** PLACED OR ANSWERED ADS/SENT RESUME ..... 5
- MOMREAD** READ WANT ADS..... 6
- MOMOTHER** SOMETHING ELSE ..... 91
- MOMOTHOS/R** SPECIFY \_\_\_\_\_

*If PU12 = 1 through 5 (looking for work through methods other than reading work ads), go to box after PU13.  
 Else, ask PU13.*

PU13. What (were you/was she) doing most of last week? Would you say...

- MOMACTY** Keeping house or caring for children, ..... 1
- Going to school,..... 2
- Retired,..... 3
- Unable to work, or..... 4
- Something else? ..... 91
- MOMACTOS/R** What was that? \_\_\_\_\_

*If HHDAD = 1, 2, or 3 (father or male guardian), ask PV1.  
 Else, if HHDAD = 4 (no father or male guardian), go to PWINTRO.*

*Father Items*

PVINTRO. Now I have some questions about (you/(CHILD)'s (father/stepfather/foster father)).

PV1. What was the first language (you/(CHILD)'s (father/stepfather/foster father)) learned to speak?

- |                   |  |    |                                   |
|-------------------|--|----|-----------------------------------|
|                   | ENGLISH.....                               | 1  | (AUTOCODE PV2=1 AND<br>GO TO PV3) |
| <b>DADLANG</b>    | SPANISH.....                               | 2  | (GO TO PV2)                       |
|                   | ENGLISH AND SPANISH EQUALLY.....           | 3  | (GO TO PV2)                       |
|                   | ENGLISH AND ANOTHER LANGUAGE EQUALLY ..... | 4  | (GO TO PV2)                       |
|                   | SPECIFY _____                              |    |                                   |
|                   | ANOTHER LANGUAGE .....                     | 91 | (GO TO PV2)                       |
| <b>DADLANOS/R</b> | SPECIFY _____                              |    |                                   |

PV2. What language (do you/does (CHILD)'s (father/stepfather/foster father)) speak most at home now?

- |                   |  |    |  |
|-------------------|--|----|--|
|                   | ENGLISH.....   | 1  |  |
| <b>DADSPEAK</b>   | SPANISH.....   | 2  |  |
|                   | ENGLISH AND SPANISH EQUALLY.....                                   | 3  |  |
|                   | ENGLISH AND ANOTHER LANGUAGE EQUALLY .....                         | 4  |  |
|                   | SPECIFY _____  |    |  |
|                   | ((ENGLISH AND) OTHER LANGUAGE SPECIFIED<br>IN PV1 (EQUALLY)) ..... | 5  |  |
|                   | ANOTHER LANGUAGE .....   | 91 |  |
| <b>DADSPEOS/R</b> | SPECIFY _____  |    |  |

PV3. In what country (were you/was (CHILD)'s father) born?

- |                   |  |   |               |
|-------------------|--|---|---------------|
| <b>DADBORN</b>    | 50 STATES OR THE DISTRICT OF COLUMBIA .....  | 1 | (GO TO PV4)   |
|                   | U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN<br>SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS,<br>OR SOLOMON ISLANDS..... | 2 | (GO TO PV3OV) |
| <b>DADTEROS/R</b> | SPECIFY _____  |   |               |
|                   | SOME OTHER COUNTRY .....   | 3 | (GO TO PV3OV) |
| <b>DADCONOS/R</b> | SPECIFY _____  |   |               |

PV3OV. How old (were you/was he) when (you/he) first moved to the (United States/50 states or the District of Columbia)?

**DADUSAGE** AGE .....

PV4. What is the highest grade or year of school that (you/(CHILD)'s (father/stepfather/foster father)) completed?

- |                 |  |    |                          |
|-----------------|--|----|--------------------------|
| <b>DADGRADE</b> | UP TO 8TH GRADE .....                                | 1  | (ENTER GRADE, GO TO PV5) |
| <b>DADGRAD1</b> | 9TH TO 11TH GRADE.....                               | 2  | (ENTER GRADE, GO TO PV5) |
| <b>DADGRAD2</b> | 12TH GRADE BUT NO DIPLOMA .....                      | 3  | (GO TO PV5)              |
|                 | HIGH SCHOOL DIPLOMA/EQUIVALENT.....                  | 4  | (GO TO PV6)              |
|                 | VOC/TECH PROGRAM AFTER HIGH SCHOOL                   |    |                          |
|                 | BUT NO VOC/TECH DIPLOMA .....                        | 5  | (GO TO PV5)              |
|                 | VOC/TECH DIPLOMA AFTER HIGH SCHOOL .....             | 6  | (GO TO PV5)              |
|                 | SOME COLLEGE BUT NO DEGREE .....                     | 7  | (GO TO PV5)              |
|                 | ASSOCIATE'S DEGREE (AA, AS) .....                    | 8  | (GO TO PV5)              |
|                 | BACHELOR'S DEGREE (BA, BS) .....                     | 9  | (GO TO PV6)              |
|                 | GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE ....   | 10 | (GO TO PV6)              |
|                 | MASTER'S DEGREE (MA, MS) .....                       | 11 | (GO TO PV6)              |
|                 | DOCTORATE DEGREE (PHD, EDD) .....                    | 12 | (GO TO PV6)              |
|                 | PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE         |    |                          |
|                 | (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) ..... | 13 | (GO TO PV6)              |

PV5. (Do you/Does he) have a high school diploma or its equivalent, such as a GED?

- |                |           |   |
|----------------|-----------|---|
| <b>DADDIPL</b> | YES ..... | 1 |
|                | NO.....   | 2 |

PV6. During the past week, did (you/(CHILD)'s (father/stepfather/foster father)) work at a job for pay or income?

- |                |                              |   |                                     |
|----------------|------------------------------|---|-------------------------------------|
| <b>DADWORK</b> | YES .....                    | 1 | (GO TO PV8)                         |
|                | NO.....                      | 2 | (GO TO PV7)                         |
|                | RETIRED.....                 | 3 | (AUTOCODE PV11=3 AND GO TO PWINTRO) |
|                | DISABLED/UNABLE TO WORK..... | 4 | (AUTOCODE PV11=4 AND GO TO PWINTRO) |

PV7. (Were you/Was he) on leave or vacation from a job during the past week?

- |                 |           |   |             |
|-----------------|-----------|---|-------------|
| <b>DADLEAVE</b> | YES ..... | 1 | (GO TO PV8) |
|                 | NO.....   | 2 | (GO TO PV9) |

PV8. About how many total hours per week (do you/does he) usually work for pay or income, counting all jobs?  
 [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

**DADHOURS** WEEKLY HOURS ..... □□ (GO TO PWINTRO)

PV9. (Have you/Has he) been actively looking for work in the past 4 weeks?

**DADLOOK** YES ..... 1 (GO TO PV10)  
 NO..... 2 (GO TO PV11)

PV10. What (have you/has he) been doing in the past 4 weeks to find work?  
 [CODE ALL THAT APPLY.]

**DADPUBL** CHECKED WITH PUBLIC EMPLOYMENT AGENCY ..... 1  
**DADPRIV** CHECKED WITH PRIVATE EMPLOYMENT AGENCY ..... 2  
**DADEMP** CHECKED WITH EMPLOYER DIRECTLY OR  
 SENT RESUME ..... 3  
**DADREL** CHECKED WITH FRIENDS OR RELATIVES ..... 4  
**DADANSAD** PLACED OR ANSWERED ADS/SENT RESUME ..... 5  
**DADREAD** READ WANT ADS..... 6  
**DADOTHER** SOMETHING ELSE ..... 91  
**DADOTHOS/R** SPECIFY \_\_\_\_\_

*If PV10 = 1 through 5 (looking for work), go to PWINTRO.  
 Else, go to PV11.*

PV11. What (were you/was he) doing most of last week? Would you say...

**DADACTY** Keeping house or caring for children, ..... 1  
 Going to school, ..... 2  
 Retired, ..... 3  
 Unable to work, or ..... 4  
 Something else? ..... 91  
**DADACTOS/R** What was that? \_\_\_\_\_

**Household Characteristics**

*The following questions are asked only once per household.*

PWINTRO. These last few questions are about your household.

PW1. Do you...

- HOWNHOME** Own your home, ..... 1  
Rent your home, or ..... 2  
Have some other arrangement?..... 3

PW2. Besides (PHONE NUMBER), do you have other telephone numbers in your household?

- HOTHNUM** YES ..... 1 (GO TO PW3)  
NO..... 2 (GO TO PW4)  
NOT MY NUMBER ..... 3 (GO TO BOX)

*If PW2 = 3 (not my number), ask for number reached and record explanation of difference between phone numbers in comments box. Then, ask PW2 again with new number.*

PW3. How many of these additional telephone numbers are for home use?

**HNUMUSE** NUMBER.....

PW4. So that we can group households geographically, may I have your ZIP code?

**HZIPCODE/R** ZIP CODE.....

*If NUMKID20† 1*

PW5. In the past 12 months, has your family received funds or services from any of the following programs?  
How about...

		YES	NO
<b>HWIC</b>	a. Women, Infants, and Children, or WIC? .....	1	2
<b>HFOODST</b>	b. Food Stamps? .....	1	2
<b>HAFDC</b>	c. Temporary Assistance to Needy Families, AFDC, or your state welfare program?.....	1	2

PW6. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

**HINCMRNG**

\$25,000 or less, or.....	1	(READ SET 1)
More than \$25,000? .....	2	(READ SET 2)

Was it...

**HINCOME**

[SET 1]	
\$5,000 or less.....	1
\$5,001 to \$10,000 .....	2
\$10,001 to \$15,000 .....	3
\$15,001 to \$20,000, or .....	4
\$20,001 to \$25,000? .....	5
[SET 2]	
\$25,001 to \$30,000 .....	6
\$30,001 to \$35,000 .....	7
\$35,001 to \$40,000 .....	8
\$40,001 to \$50,000 .....	9
\$50,001 to \$75,000, or .....	10
Over \$75,000? .....	11

Ask PW6OV if  
 (Number in HH = 2 and HINCOME <= 3) or  
 (Number in HH = 3 and HINCOME <= 3) or  
 (Number in HH = 4 and HINCOME <= 4) or  
 (Number in HH = 5 and HINCOME <= 4) or  
 (Number in HH = 6 and HINCOME <= 5) or  
 (Number in HH = 7 and HINCOME <= 5) or  
 (Number in HH = 8 and HINCOME <= 6) or  
 (Number in HH >= 9 and HINCOME <= 7).  
 Else, go to CLOSE2.

PW6OV. What was your total household income last year, to the nearest thousand?

**HINCMEXT**

AMOUNT ..... \$□□,□□□

CLOSE1. Thank you, but we are only asking about children in a specific age or grade range.

CLOSE2\_1. (Delete "Thank you,") Those are all the questions I have about (CHILD). Please hold on for a moment while I check to see if there is anyone else I need to ask about. [THANK RESPONDENT]

CLOSE2\_2. (Delete "Thank you,") Those are all the questions I have about (CHILD). After I have checked to see if there is another interview for you, may I interview (CHILD) briefly about (his/her) educational experiences?

1. YES, PERMISSION GRANTED
2. NO, PERMISSION REFUSED

[RECORD RELATIONSHIP/NAME OF PERSON GIVING PERMISSION FOR YOUTH INTERVIEW AND ANY SPECIAL CONDITIONS ON NEXT SCREEN]

## NHES:1999 YOUTH INTERVIEW

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**NHES:1999 Youth Interview**

**School Environment**

YAINTRO. Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are asking students across the country to volunteer to participate in a study about their education. It takes about 10 minutes. There are no right or wrong answers. We are interested in your own opinion, and your answers will be kept private.

*If PATH=H, go to YBINTRO.  
Else, ask YA1.*

YA1. First, I'd like your opinion about your school. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

		SA	A	D	SD
<b>FECHALNG</b>	a. I am challenged at school.....	1	2	3	4
<b>FEENJOY</b>	b. I enjoy school.....	1	2	3	4
<b>FETEADIS</b>	c. My teachers maintain good discipline in the classroom.....	1	2	3	4
<b>FERESPCT</b>	d. In my school, most students and teachers respect each other.....	1	2	3	4
<b>FEPRIDIS</b>	e. The principal and assistant principal maintain good discipline at my school.....	1	2	3	4
<b>FELISTEN</b>	f. In my school, the opinions of the students are listened to.....	1	2	3	4

YA2. Do your friends at school think it is very important, somewhat important, not too important, or not at all important to work hard for good grades?

**SEWORKOK**

VERY IMPORTANT.....	1
SOMEWHAT IMPORTANT.....	2
NOT TOO IMPORTANT.....	3
NOT AT ALL IMPORTANT.....	4

YA3. Do your friends at school think it is very important, somewhat important, not too important, or not at all important to behave in school?

**SEBEHVOK**

VERY IMPORTANT.....	1
SOMEWHAT IMPORTANT.....	2
NOT TOO IMPORTANT.....	3
NOT AT ALL IMPORTANT.....	4

## Family Environment

YBINTRO (First/Next), I have some questions about family rules and activities.

YB1. Does your family have any rules for you about...

		YES	NO
<b>FERBED</b>	a. [GRD/EQ 6-8] What time you go to bed on school nights? .....	1	2
<b>FEFSCHNT</b>	b. [GRD/EQ 9-12] What time you have to be home on school nights? .....	1	2
<b>FERHMWRK</b>	c. Doing your homework?.....	1	2
<b>FERTVTIM</b>	d. Rules about the amount of time you are allowed to watch television? .....	1	2
<b>FERTVPRG</b>	e. Rules about what television programs you are allowed to watch? .....	1	2

YB2. (Do/Does) ((your parents)/(your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)/(and mother/ step-mother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin) (or (the) other adult(s) in your household))...

		OFTEN	SOME- TIMES	HARDLY EVER
<b>FEFAMDEC</b>	a. Talk over important family decisions with you often, sometimes, or hardly ever? .....	1	2	3
<b>FEYRSIDE</b>	b. Listen to your side of an argument often, sometimes, or hardly ever? .....	1	2	3
<b>FERULES</b>	c. Let you have a say in making up rules that concern you often, sometimes, or hardly ever?.....	1	2	3

YB3. In the past month, that is, since (MONTH) (DAY), has anyone in your family done the following things with you?

		YES	NO
<b>FELIBRAY</b>	a. Visited a library?.....	1	2
<b>FEMUSEUM</b>	b. Visited an art gallery, museum, or historical site?.....	1	2
<b>FEZOO</b>	c. Visited a zoo or aquarium?.....	1	2

## Activities that Promote or Indicate Personal Responsibility

YCINTRO. Next I'd like to ask you about (activities that students can do in school, and then I'll ask you about) some activities outside of school.

*If PATH=H, go to YC4.*

YC1. First, does your school have a student government?

**PRSTUGOV** YES.....1 (GO TO YC2)  
 NO .....2 (GO TO YC3)

YC2. This school year, have you served as an officer or representative, run for office, or worked on a campaign for your student government?

**PRREPGOV** YES.....1  
 NO .....2

YC3. During this school year, have you participated in any (other) school activities such as sports teams, safety patrol, or school clubs?

**PRSCHACT** YES.....1  
 NO .....2  
 SCHOOL DOES NOT OFFER ANY.....3

YC4. During this school year, have you participated in any activities outside of school, such as music lessons, scouting, church or temple youth group, or organized team sports like soccer?

**PRGRPACT** YES.....1  
 NO .....2

YC5. During this school year, have you worked at a job for pay, for example, in a restaurant or babysitting?

**PRWORK** YES.....1 (GO TO YC6)  
 NO .....2 (GO TO YC7)

YC6. On average, how many hours do you work each week during the school year?

**PRWRKHRS** HOURS PER WEEK..... (GO TO YDINTRO)

YC7. Did you try to find a job during this school year?

**PRLOOK** YES.....1  
 NO .....2

**Service Activities**

YDINTRO. Now I would like to ask you about community service or volunteer activity in your school or community. This includes ongoing activities like tutoring other students, visiting senior citizens, and so on, but does not include work for pay. It might be something done through your school, through your church or synagogue, or on your own.

YD1. During this school year, have you participated in any community service activity or volunteer work at your school or in your community?

**SACTY**

YES.....1  
NO .....2

*If YD1=1 (participated) go to YD2. Else, if YD1=2 (did not participate) and PATH=H, go to YE1. Else, if YD1=2 (did not participate) and PATH=M or S, go to YD8.*

YD2. Please tell me what your service activities were this school year.

**SASPEC1/R-  
SASPEC3/R**

FIRST ACTIVITY \_\_\_\_\_  
SECOND ACTIVITY \_\_\_\_\_  
THIRD ACTIVITY \_\_\_\_\_

*Ask YD3 through YD6 for up to three activities.*

YD3. Are you participating in (ACTIVITY) now?

**SANOW1-  
SANOW3**

YES.....1  
NO .....2

YD4. (Do you/Did you) do (ACTIVITY) on a regular basis, or only once or twice?

**SAREG1-  
SAREG3**

REGULAR BASIS .....1  
ONCE OR TWICE.....2

*If YD4=1 (regular activity), go to YD5. Else, if there is another activity in YD2, ask YD3 about next activity. Else, go to box after YD6OV.*

YD5. During this school year, how many weeks (have you participated/did you participate) in (ACTIVITY)?

**SAWKS1-  
SAWKS3  
SAWKSOS1/R-  
SAWKSOS3/R**

NUMBER GIVEN .....1 (GO TO YD5OV)  
 SINCE BEGINNING OF SCHOOL YEAR .....2 (GO TO YD6)  
 OTHER.....91 (GO TO YD6)  
 SPECIFY \_\_\_\_\_

YD5OV. NUMBER OF WEEKS .....   
**SAWKSNU1-** [CODE FRACTION TO NEAREST WHOLE NUMBER.]

YD6. During the weeks you (have done/did) (ACTIVITY), how many hours per week did you do it?

**SAHRS1-  
SAHRS3  
SAHRSOS1/R-  
SAHRSOS3/R**

NUMBER GIVEN .....1 (GO TO YD6OV)  
 OTHER.....91 (GO TO 1<sup>ST</sup> BOX  
 AFTER D60V)  
 SPECIFY \_\_\_\_\_

YD6OV. NUMBER OF HOURS PER WEEK .....   
**SAHRSNU1-  
SAHRSNU3** [CODE FRACTION TO NEAREST WHOLE NUMBER.]

*If there is another activity, go to YD3.  
Else, go to next box.*

*If PATH=H, go to YE1.*

YD7. (Is/Was) (any of) your community service activity this year arranged or offered by your school?

**SAARRYOU**

YES.....1 (AUTOCODE YD8=1  
AND GO TO YD9)  
 NO .....2 (GO TO YD8)

YD8. Does your school arrange or offer any service activities that students can participate in?

**SAARRSER**

YES.....1  
 NO .....2

YD9. Is participation in a service activity required for students in your school, for example, do all students have to do a certain number of hours of community service before graduating?

**SAREQSER**

YES.....1  
 NO .....2

*If YD1=1 (participated in a service activity) and YD9=1 (service activity required by the school), ask YD10. Else, if YD1=1 (participated in a service activity) and YD9=2 (service activity not required by the school), go to YD11. Else, if YD1=2 (did not participate in a service activity), go to YE1.*

YD10. (Is/Was) your participation in any service activity this school year required by your school?  
**SAREQYOU**

YES.....1  
 NO .....2

YD11. (Do you/Did you) have a chance to talk about your service experience in class or in a group session with other students?

**SATALK**

YES.....1  
 NO .....2

YD12. (Are you/Were you) required to keep a journal or write an essay about your service experience for class?

**SAJOURNL**

YES.....1  
 NO .....2

YD13. (Does/Did) your service activity contribute toward your grade in any class?

**SAGRADE**

YES.....1  
 NO .....2

## Activities that Promote Civic Involvement

### Information About Politics and National Issues

YE1. Now I have some questions about the national news. This means, for example, news about what is happening in Congress, what the President is doing, or what political candidates are saying. How often do you read about the national news in a newspaper or newsmagazine like *Newsweek*, *Time*, or *U.S. News and World Report*? Would you say...

	Almost every day,.....	1
	At least once a week, .....	2
<b>CYRDNEWU</b>	At least once a month, or.....	3
	Hardly ever?.....	4

YE2. How often do you watch the national news on television or listen to the national news on the radio? Would you say...

	Almost every day,.....	1	(GO TO YE3)
	At least once a week, .....	2	(GO TO YE3)
<b>CYWATCHU</b>	At least once a month, or.....	3	(GO TO YE3)
	Hardly ever?.....	4	(GO TO YE4)

YE3. During the past week, did you watch or listen to the national news with ((your parents) (your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/uncle/cousin)/(ADULT RESPONDENT)) (or mother/ stepmother/foster mother/father/stepfather/ foster father/grandmother/grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household))?

	YES.....	1
<b>CYNEWSHH</b>	NO .....	2

YE4. Thinking about the current school year, how often do you usually talk about politics or national issues with ((your parents) (your mother/stepmother/foster mother/father/stepfather/foster father/grandmother/grandfather/aunt/ uncle/cousin)/(ADULT RESPONDENT)) (or mother/ stepmother/foster mother/father/stepfather/ foster father/grandmother/grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household))? Would you say...

	Almost every day,.....	1
	At least once a week, .....	2
<b>CYISTALK</b>	At least once a month, or.....	3
	Hardly ever?.....	4



Political Attitudes and Knowledge

*If PATH=S or [PATH=H and (GRADE or GRADEEQ=9-12) or (GRADEEQ=U and AGE98† 14)], go to YE5. Else, go to YE10.*

YE5. Now I'd like your opinion on some things. There are no right or wrong answers.

			YES	NO
<b>CYCOMPLI</b>	a.	People might say, "Politics and government seem so complicated that a person like me can't really understand what's going on." Is this true for you?	1	2
<b>CYFAMSAY</b>	b.	Also, people might say, "My family doesn't have <u>any</u> say in what the federal government does." Is this true for your family?	1	2
<b>CYAGNST</b>	c.	If a person wanted to make a speech in your community against churches and religion, should he or she be allowed to speak?	1	2
<b>CYBOOK</b>	d.	Suppose a book that most people disapproved of was written, for example, saying that it was all right to take illegal drugs. Should a book like that be kept <u>out</u> of a public library?	1	2

YE6. Suppose you wanted to write a letter to someone in the government about something that concerned you. Do you feel that you could write a letter that clearly gives your opinion?

		YES.....	1
<b>CYLETTER</b>		NO .....	2

YE7. Imagine you went to a community meeting and people were making comments and statements. Do you think you could make a comment or a statement at a public meeting?

		YES.....	1
<b>CYMTG</b>		NO .....	2
		DEPENDS ON MEETING, DEPENDS ON ISSUE, ETC.....	3
		WOULD NEVER WANT TO MAKE A STATEMENT .....	4

*If telephone number ends with an odd number, ask YE8. Else, ask YE9.*

YE8. Now, here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

		a. What job or political office is now held by Al Gore?	
<b>CYVP</b>		VICE PRESIDENT .....	1
		ANOTHER ANSWER.....	2
		DON'T KNOW .....	3
		REFUSED TO ANSWER .....	4

- b. Whose responsibility is it to determine if a law is constitutional or not...is it the President, the Congress, or the Supreme Court?

**CYLA**

SUPREME COURT .....	1
PRESIDENT .....	2
CONGRESS .....	3
ANOTHER ANSWER.....	4
DON'T KNOW .....	3
REFUSED TO ANSWER .....	4

- c. Which party now has the most members in the House of Representatives in Washington?

**CYHOUSE**

REPUBLICAN PARTY.....	1
DEMOCRATIC PARTY.....	2
ANOTHER ANSWER.....	3
DON'T KNOW .....	3
REFUSED TO ANSWER .....	4

- d. How much of a majority is required for the U.S. Senate and House to override a presidential veto?

**CYVETO**

TWO-THIRDS/67 PERCENT/67 OR MORE SENATORS AND 291 OR MORE MEMBERS OF THE HOUSE .....	1
ANOTHER ANSWER.....	2
DON'T KNOW .....	3
REFUSED TO ANSWER .....	4

- e. Which of the two major parties is more conservative at the national level?

**CYCONSRV**

REPUBLICAN PARTY.....	1
DEMOCRATIC PARTY.....	2
ANOTHER ANSWER.....	3
DON'T KNOW .....	3
REFUSED TO ANSWER .....	4

YE9. Here are a few questions about the government in Washington. Many people don't know the answers to these questions, so if there are some you don't know, just tell me and we will go on. [BEGIN WITH RANDOM START.]

- a. What job or political office is now held by Al Gore?

**CYVP**

VICE PRESIDENT .....	1
ANOTHER ANSWER.....	2
DON'T KNOW .....	3
REFUSED TO ANSWER .....	4

- b. Whose responsibility is it to nominate judges to the federal courts...the President, the Congress, or the Supreme Court?

**CYJUDGE**

PRESIDENT .....	1
CONGRESS .....	2
SUPREME COURT .....	3
ANOTHER ANSWER.....	4
DON'T KNOW .....	3
REFUSED TO ANSWER .....	4

**CYSENATE** c. Which party now has the most members in the U.S. Senate?

- REPUBLICAN PARTY .....1
- DEMOCRATIC PARTY .....2
- ANOTHER ANSWER .....3
- DON'T KNOW .....3
- REFUSED TO ANSWER .....4

**CYCONST** d. What are the first ten amendments to the U.S. Constitution called?

- BILL OF RIGHTS .....1
- ANOTHER ANSWER .....2
- DON'T KNOW .....3
- REFUSED TO ANSWER .....4

**CYDFENS** e. Which of the two major parties is in favor of the larger defense budget?

- REPUBLICAN PARTY .....1
- DEMOCRATIC PARTY .....2
- ANOTHER ANSWER .....3
- DON'T KNOW .....3
- REFUSED TO ANSWER .....4

YE10. During this school year, have you had any courses that required you to pay attention to government, politics, or national issues?

- CYCRSE**
- YES .....1
  - NO .....2

YE11. Last year, did you have any courses that required you to pay attention to government, politics, or national issues?

- CYCRSLST**
- YES .....1
  - NO .....2

*If YE10 or YE11=1 (courses about government, politics, or national issues), ask YE12. Else, go to YE13.*

YE12. As a result of these courses (at school), would you say your interest in things like politics and national issues increased...

- CYINTRST**
- A good deal, .....1
  - Some, or .....2
  - Not much at all? .....3

YE13. During this school year, have you done any of the following things in any class (at school)...

- |                 |  | YES | NO |
|-----------------|--|-----|----|
| <b>CYSCHLET</b> | a. Written a letter to someone you did not know?.....  | 1   | 2  |
| <b>CYSCHSPE</b> | b. Given a speech or an oral report?.....  | 1   | 2  |
| <b>CYSCHDEB</b> | c. Taken part in a debate or discussion in which you had to persuade others about your point of view?..... | 1   | 2  |

**Plans for Postsecondary Education**

YF1. Thinking about the future, do you think you will...  
[AT FIRST NO, GO TO NEXT BOX]

		YES	NO
<b>FCPOSTHS</b>	a. Attend school after high school? .....	1	2
<b>FCGRADCO</b>	b. Graduate from a 4-year college? .....	1	2

*If YF1a NE 1 (will not attend school after high school), go to YF19. Else, if YF1b=1 (will graduate from a 4-year college), go to YF2. Else, go to box after YF2.*

YF2. Will you start your college education at a 2-year school or a 4-year school, or have you not thought about this yet?

	2-YEAR SCHOOL .....	1
	4-YEAR SCHOOL .....	2
<b>YSSTART</b>	HAVEN'T THOUGHT ABOUT THIS YET .....	3

*If PATH=H, ask YF3 and go to box before YF4. Else, ask YF3 and YF3OV.*

YF3. Students begin to talk about future education at different ages. This school year, have you discussed the academic requirements for college or vocational school after high school with ((your parents)/(your mother/ stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin))/(ADULT RESPONDENT)/(or mother/ step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/uncle/cousin) (or (the) other adult(s) in your household)?

	YES.....	1
<b>YSREQFAM</b>	NO .....	2

YF3OV. How about with a teacher or counselor at school?

	YES.....	1
<b>YSREQTEA</b>	NO .....	2

*If PATH=S or [PATH=H and (GRADE or GRADEEQ=9-12) or (GRADEEQ=U and AGE98† 14)], ask YF4. Else, go to box before YF5.*

YF4. Have you taken any tests for college admission, such as the PSAT, SAT, or ACT?

YES.....1  
NO .....2  
**YTEST**

*If PATH=H, ask YF5 and go to box before YF6.  
Else, ask YF5 and YF5OV.*

YF5. This school year, have you discussed with ((your parents)/(your mother/ stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin)/(ADULT RESPONDENT)/(or mother/ step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) which colleges or vocational schools you would like to attend after high school?

YES.....1  
NO .....2  
**YSATTFAM**

YF5OV. How about with a teacher or counselor at school?

YES.....1  
NO .....2  
**YSATTEA**

*If YF1b=1 (will graduate from a 4-year college) and YF2=1 (will start at a 2-year college), or if YF1b NE1, go to YF12. Else, if YF1b=1 and YF2= 2 (will start at a 4-year college), go to YF6. Else, go to YF11.*

YF6. Are you more likely to attend a public or private 4-year college, or have you not thought about this yet?

PUBLIC ..... 1 (GO TO YF7)  
PRIVATE ..... 2 (GO TO BOX BEFORE YF8)  
HAVEN'T THOUGHT ABOUT THIS ..... 3 (GO TO YF11)  
**YSCOLTYP**

YF7. Are you more likely to attend an in-state or out-of-state public college, or have you not thought about this yet?

IN-STATE ..... 1 (GO TO BOX BEFORE YF8)  
OUT-OF-STATE ..... 2 (GO TO BOX BEFORE YF8)  
HAVEN'T THOUGHT ABOUT THIS ..... 3 (GO TO YF11)  
**YSCOLST**

If PATH=S or [PATH=H and (GRADE or GRADEEQ=9-12) or (GRADEEQ=U and AGE98† 14)], ask YF8. Else, go to YF10.

YF8. Have you gotten information about the cost of tuition and mandatory fees at a specific (in-state public/out-of-state public/private) college?

YES..... 1 (GO TO YF9)  
**YSCOLTUI** NO ..... 2 (GO TO YF10)

YF9. What is the cost of 1 year's tuition and mandatory fees at that college?

**YSCOLAMT** AMOUNT ..... \$□□,□□□ (GO TO YF9OV)

YF9OV. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

TUITION & MANDATORY FEES ONLY ..... 1 (GO TO BOX BEFORE YF17)  
**YSCOLINC** TUITION, MANDATORY FEES, & OTHER FEES..... 2 (GO TO BOX BEFORE YF17)

YF10. Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at (an in-state public/an out-of-state public/a private) college that you might attend?

COULD..... 1 (GO TO YF10OV1)  
**YSCESTUI** COULD NOT ..... 2 (GO TO BOX BEFORE YF17)

YF10OV1. About how much would that be?

**YSCESAMT** AMOUNT ..... \$□□,□□□ (GO TO YF10OV2)

YF10OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

TUITION & MANDATORY FEES ONLY ..... 1 (GO TO BOX BEFORE YF17)  
**YSCESINC** TUITION, MANDATORY FEES, & OTHER FEES..... 2 (GO TO BOX BEFORE YF17)

YF11. Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a public 4-year college in your state?

**YS4YRTUI**                      COULD..... 1 (GO TO YF11OV1)  
   COULD NOT ..... 2 (GO TO BOX BEFORE YF17)

YF11OV1. About how much would that be?

**YS4YRAMT**                      AMOUNT ..... \$□□,□□□ (GO TO YF11OV2)

YF11OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

**YS4YRINC**                      TUITION & MANDATORY FEES ONLY ..... 1 (GO TO BOX BEFORE YF17)  
   TUITION, MANDATORY FEES, & OTHER FEES..... 2 (GO TO BOX BEFORE YF17)

YF12 Are you more likely to attend a vocational or technical school, a 2-year community college, a junior college, some other type of school, or have you not thought about this yet?

**YSOHTYPT**                      VOCATIONAL/TECHNICAL SCHOOL ..... 1 (GO TO BOX BEFORE YF13)  
   2-YEAR COMMUNITY COLLEGE ..... 2 (GO TO BOX BEFORE YF13)  
**YSOHTOS/R**                      JUNIOR COLLEGE ..... 3 (GO TO BOX BEFORE YF13)  
   HAVEN'T THOUGHT ABOUT THIS ..... 4 (GO TO YF16)  
   OTHER SCHOOL ..... 91 (GO TO BOX BEFORE YF13)  
   SPECIFY \_\_\_\_\_

*If PATH=S or [PATH=H and (GRADE or GRADEEQ=9-12) or (GRADEEQ=U and AGE98† 14)], ask YF13  
Else, go to YF15*

YF13 Have you gotten information about the cost of tuition and mandatory fees at a specific (vocational or technical school/2-year community college/junior college/school)?

**YSOHTUI**                      YES..... 1 (GO TO YF14)  
   NO ..... 2 (GO TO YF15)

YF14 What is the cost of 1 year's tuition and mandatory fees at that school?

**YSOHTAMT**                      AMOUNT ..... \$□□,□□□ (GO TO YF14OV)

YF14OV. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

**YSOTHINC** TUITION & MANDATORY FEES ONLY ..... 1 (GO TO BOX BEFORE YF17)  
TUITION, MANDATORY FEES, & OTHER FEES..... 2 (GO TO BOX BEFORE YF17)

YF15. Do you think you could or could not give a fairly accurate estimate of the cost of 1 year's tuition and mandatory fees at a (vocational or technical school/2-year community college/junior college/school) in your state that you might attend?

**YSOESTUI** COULD..... 1 (GO TO YF15OV1)  
COULD NOT ..... 2 (GO TO BOX BEFORE YF17)

YF15OV1. About how much would that be?

**YSOESAMT** AMOUNT ..... \$, (GO TO YF15OV2)

YF15OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

**YSOESINC** TUITION & MANDATORY FEES ONLY ..... 1 (GO TO BOX BEFORE YF17)  
TUITION, MANDATORY FEES, & OTHER FEES..... 2 (GO TO BOX BEFORE YF17)

YF16. Do you think you could or could not give a fairly accurate estimate of the average cost of 1 year's tuition and mandatory fees at a 2-year community college in your state?

**YS2YRTUI** COULD..... 1 (GO TO YF16OV1)  
COULD NOT ..... 2 (GO TO BOX BEFORE YF17)

YF16OV1. About how much would that be?

**YS2YRAMT** AMOUNT ..... \$, (GO TO YF16OV2)

YF16OV2. Is that tuition and mandatory fees only, or does that also include other fees such as room and board?

**YS2YRINC** TUITION & MANDATORY FEES ONLY ..... 1 (GO TO BOX BEFORE YF17)  
TUITION, MANDATORY FEES, & OTHER FEES..... 2 (GO TO BOX BEFORE YF17)



*If PATH=H, ask YF17 and go to YF18.  
Else, ask YF17 and YF17OV.*

YF17. This school year, have you talked with ((your parents)/(your mother/ stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin)/(ADULT RESPONDENT)/(or mother/ step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) about the cost of education after high school?

**YSCOSFAM** YES.....1  
NO .....2

YF17OV. How about with a teacher or counselor at school?

**YSCOSTEA** YES.....1  
NO .....2

*If PATH=H, ask YF18 and go to box before YGINTRO.  
Else, ask YF18 and YF18OV.*

YF18. This school year, have you talked with ((your parents)/(your mother/ stepmother/foster mother/father/ stepfather/foster father/grandmother/grandfather/aunt/uncle/ cousin)/(ADULT RESPONDENT)/(or mother/ step-mother/ foster mother/father/ stepfather/ foster father/grandmother/ grandfather/aunt/ uncle/cousin) (or (the) other adult(s) in your household)) about financial aid for education after high school?

**YSAIDFAM** YES.....1  
NO .....2

YF18OV. How about with a teacher or counselor at school?

**YSAIDTEA** YES.....1  
NO .....2

*Go to box before YGINTRO.*

YF19. There are many reasons why young people decide not to attend school after high school. What is your main reason?

**YSNOTREA**

- COST TOO HIGH/CANNOT AFFORD ..... 1
- NEEDS/WANTS TO WORK..... 2
- POOR GRADES/UNABLE TO GET IN ..... 3
- NOT INTERESTED/TIRED OF GOING TO SCHOOL/  
BORED WITH SCHOOL/DISLIKES SCHOOL ..... 4
- HAS A DISABILITY (PHYSICAL/LEARNING/EMOTIONAL) ..... 5
- JOINING THE MILITARY ..... 6
- NOT SURE OF FUTURE PLANS ..... 7
- OTHER..... 91

**YSNOTROS/R**

SPECIFY \_\_\_\_\_

**Additional Items on Service Activities**

*If YD1 = 1 (participated in a service activity) and youth is sampled for followup questions, go to YGINTRO. Else, go to CLOSE.*

YGINTRO. Finally, I would like to ask you a bit more about your community (service activity/service activities) during this school year.

*Ask YG1 through YG8 for up to three activities.*

YG1. Earlier you said that you participated in (SERVICE ACTIVITY) as community service or volunteer work. Please describe in one sentence the work you did.

[INTERVIEWER, PROBE FOR TYPE OF WORK, NOT JUST PLACE OF WORK. E.G., What kind of work did you do to help the homeless? OR What did you do when you went to the nursing home? WE WANT TO RECORD THE SPECIFIC ACTIVITY HERE.]

**SADESC1 [1-3]/R**  
**SADESC2 [1-3]/R**

---

YG2. Did you receive any money or gifts in exchange for doing this?

**SAPYMT1-3** YES.....1  
 NO .....2

YG3. Did you do (SERVICE ACTIVITY) on your own or was it arranged or organized by...

**SAARNG1-3** A school,.....1  
 A church or synagogue,.....2  
 A youth organization, such as Boy or Girl Scouts,  
 a sports league, or 4-H clubs, .....3  
 An environmental organization, .....4  
 An animal rights or protection organization, .....5  
 Another type of community organization, or .....6  
 A judge or court order?.....7  
 ARRANGED ON OWN .....8  
 ARRANGED BY PARENTS/OTHER RELATIVES/FRIENDS .....9  
 OTHER.....91  
**SAAROS1-3/R** SPECIFY\_\_\_\_\_

YG4. Now, I'd like to ask who you helped the most by (SERVICE ACTIVITY). I will read a short list for you to choose from. Was it...

- SAHELP1-3** People, such as other students or the elderly,.....1  
An organization such as a school, church, community  
or political organization,.....2  
The environment or nature, or .....3  
Animals? .....4  
OTHER..... 91  
**SAOTOS1-3/R** SPECIFY \_\_\_\_\_

*If YG4=1, go to YG5. Else, go to box before CLOSE.*

YG5. Were the people you helped the most children or students, adults, or the elderly?  
[CODE ALL THAT APPLY] [DO NOT PROBE FOR ADDITIONAL CATEGORIES.]

- SAHCHIL1-3** CHILDREN OR STUDENTS .....1  
**SAHADLT1-3** ADULTS .....2  
**SAHELD1-3** ELDERLY.....3

YG6. Were the people you helped the most close family members or close friends?

- SARELA1-3** YES.....1  
NO .....2

YG7. Was (ACTIVITY) organized to help people who are poor, hungry, or homeless?

- SAPOOR1-3** YES.....1  
NO .....2

YG8. Was it organized to help people who have a disability?

- SADISB1-3** YES.....1  
NO .....2

*If there is another activity in YD2, ask YG1 about next activity. Else, go to CLOSE.*

CLOSE. Thank you very much. Those are all the questions I have. Please hold on for a moment while I check to see if there is anyone else I need to speak with.

*This page intentionally blank.*

## NHES:1999 ADULT EDUCATION INTERVIEW

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## NHES:1999 Adult Education Interview

AEINTRO1. [READ IF RESPONDENT WAS NOT SCREENER RESPONDENT: Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential national study about educational activities of adults.]

The purpose of this interview is to learn what kinds of educational and community activities adults may take part in. The interview is estimated to take 10 to 15 minutes.

### **Initial Background**

AA1. First, I have a few questions about your background and work experience. What is the highest grade or year of school that you completed?

<b>IBGRADE</b>			
<b>IBGRAD1</b>	UP TO 8TH GRADE .....	1	(ENTER GRADE, GO TO AA2)
<b>IBGRAD2</b>	9TH TO 11TH GRADE .....	2	(ENTER GRADE, GO TO AA2)
	12TH GRADE BUT NO DIPLOMA.....	3	(GO TO AA2)
	HIGH SCHOOL DIPLOMA/EQUIVALENT .....	4	(GO TO AA3)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/ TECH DIPLOMA.....	5	(GO TO AA2)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL .....	6	(GO TO AA2)
	SOME COLLEGE BUT NO DEGREE.....	7	(GO TO AA1OV)
	ASSOCIATE'S DEGREE (AA, AS).....	8	(GO TO AA2)
	BACHELOR'S DEGREE (BA, BS).....	9	(GO TO AA4)
	GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE .....	10	(GO TO AA4)
	MASTER'S DEGREE (MA, MS) .....	11	(GO TO AA4)
	DOCTORATE DEGREE (PHD, EDD).....	12	(GO TO AA4)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	13	(GO TO AA4)

AA1OV. Did you earn a vocational or technical diploma after leaving high school?

<b>IBVOCDIP</b>	YES.....	1
	NO .....	2

AA2. Do you have a high school diploma or its equivalent, such as a GED?

<b>IBDIPL</b>	YES.....	1	(GO TO AA2OV)
	NO .....	2	(GO TO AA5)

AA2OV. Did you receive your high school diploma or its equivalent in the U.S.?

<b>IBUSDIPL</b>	YES.....	1
	NO .....	2



AA3. Did you receive your high school diploma or its equivalent in the past 12 months?  
**IBDIPLYR**

YES.....1  
NO .....2

AA4. Did you complete your high school requirements through a GED test?  
**IBGED**

YES.....1  
NO .....2

AA5. During the past week, did you work at a job for pay or income?  
**IBWORK**

YES.....1 (AUTOCODE AA7=1 AND GO TO AA8)  
NO .....2 (GO TO AA6)  
RETIRED .....3 (GO TO AA7)  
DISABLED/UNABLE TO WORK .....4 (GO TO AA7)

AA6. Were you on leave or vacation from a job during the past week?  
**IBLEAVE**

YES.....1 (AUTOCODE AA7=1 AND GO TO AA8)  
NO .....2 (GO TO AA7)

AA7. Did you work at a job for pay or income at any time in the past 12 months?  
**ibwork12**

YES.....1  
NO .....2

AA8. About your language background, what was the first language you learned to speak?  
**IBLANG**

ENGLISH .....1 (AUTOCODE AA9=1 AND GO TO AINTRO3)  
SPANISH .....2 (GO TO AA9)  
ENGLISH AND SPANISH EQUALLY .....3 (GO TO AA9)  
ENGLISH AND ANOTHER LANGUAGE EQUALLY .....4 (GO TO AA9)  
SPECIFY \_\_\_\_\_  
ANOTHER LANGUAGE.....91 (GO TO AA9)  
SPECIFY \_\_\_\_\_

**IBLANGOS/R**

AA9.  
**IBSPEAK**

What language do you speak most at home now?

ENGLISH .....	1	(GO TO AINTRO3)
SPANISH .....	2	(GO TO AA10)
ENGLISH AND SPANISH EQUALLY .....	3	(GO TO AA10)
ENGLISH AND ANOTHER LANGUAGE EQUALLY .....	4	(GO TO AA10)
SPECIFY _____		
((ENGLISH AND) (OTHER LANGUAGE SPECIFIED IN AA8) (EQUALLY)) .....	5	(GO TO AA10)
ANOTHER LANGUAGE.....	91	(GO TO AA10)
SPECIFY _____		

**IBSPEAOS/R**

AA10.  
**READENGL**

How well do you read English? Would you say...

Very well, .....	1
Well, .....	2
Not well, or .....	3
Not at all.....	4

AA11.  
**WRITENGL**

How well do you write English? Would you say...

Very well, .....	1
Well, .....	2
Not well, or .....	3
Not at all.....	4

AINTRO3. Now, I'd like to ask you about different kinds of education and training programs, courses, workshops, and seminars you may have taken during the past 12 months. (Please don't include daytime high school programs.)

*If AA9 NE 1 (main language is other than English), ask AB1.  
Else, go to box before AC1.*

**English as a Second Language**

AB1. These first questions are about English as a Second Language only. Please do not include other classes here. During the past 12 months, did you have a tutor or take any classes to learn English as a Second Language?

**ESLANG**

- YES.....1 (GO TO AB2)
- NO .....2 (GO TO AB14)

AB2 Was this ESL class a part of a college program?

**ESCOLL**

- YES.....1
- NO .....2

AB3. What was the main reason you took English as a Second Language classes?  
 [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT’S ANSWER IS NOT CLEAR.]

**ESREASON**

- TO IMPROVE, ADVANCE, OR KEEP UP TO DATE
- ON CURRENT JOB.....1
- TO TRAIN FOR A NEW JOB OR A NEW CAREER.....2
- TO IMPROVE YOUR BASIC READING, WRITING,
- OR MATH SKILLS.....3
- TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR
- CERTIFICATE OF COMPLETION.....4

**ESREASO2/R**

- SPECIFY \_\_\_\_\_
- A PERSONAL, FAMILY, OR SOCIAL REASON .....5
- TO IMPROVE COMMUNICATION SKILLS .....6
- SOME OTHER MAIN REASON .....91

**ESREASOS/R**

- SPECIFY \_\_\_\_\_

AB4. In the past 12 months, how many weeks did you attend ESL classes?  
[DO NOT ROUND. USE DECIMAL IF NEEDED.]

**ESWHEN**

NUMBER .....

**ESWHENUN**

Unit

DAYS ..... 1 (GO TO AB5)

WEEKS ..... 2 (GO TO AB6)

MONTHS ..... 3 (GO TO AB6)

SEMESTER ..... 4 (GO TO AB6)

QUARTER ..... 5 (GO TO AB6)

OTHER ..... 91 (GO TO AB5)

**ESWHENOS/R**

SPECIFY \_\_\_\_\_

AB5. How many weeks (did you attend ESL classes/was that)?

**ESWKS**

WEEKS .....

AB6. For about how many hours per week did you attend during the time you were going to ESL classes?

**ESHRS**

HOURS .....

**ESHRSUNT**

Unit

PER DAY ..... 1

PER WEEK ..... 2

*If Unit=1 (per day), ask AB7. Else, go to box after AB7.*

AB7. How many days per week was that?

**ESDAYS**

DAYS .....

*If AB2 = 1 (part of a college program), go to box before AC1.  
Else, go to AB8.*

AB8. What type of school, organization, or business provided the instruction for your ESL classes?  
**ESPRTYP** [PROBE: USE CATEGORIES TO PROBE IF NECESSARY.]

<b><u>SCHOOL</u></b>	AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, OR HIGH SCHOOL .....	1
	A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....	2
	A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR TECHNICAL INSTITUTE .....	3
	A 4-YEAR COLLEGE OR UNIVERSITY .....	4
	A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL, OR FLIGHT SCHOOL .....	5
	AN ADULT LEARNING CENTER .....	6
<b><u>BUS/ASSO</u></b>	A BUSINESS OR INDUSTRY .....	7
	A PROFESSIONAL ASSOCIATION (INCLUDING LABOR ORGANIZATIONS) .....	8
<b><u>GOVMT</u></b>	A FEDERAL, STATE, COUNTY, OR LOCAL GOVERNMENT AGENCY .....	9
	A PUBLIC LIBRARY .....	10
<b><u>PRIVATE</u></b>	A PRIVATE COMMUNITY ORGANIZATION (EXCLUDING RELIGIOUS ORGANIZATIONS) .....	11
	A CHURCH OR RELIGIOUS ORGANIZATION .....	12
	A TUTOR OR PRIVATE INSTRUCTOR.....	13
<b><u>OTHER</u></b>	SOME OTHER SCHOOL OR ORGANIZATION .....	91
<b>ESPRTOS/R</b>	SPECIFY _____	

*If AA7 = 2 (not worked in the past 12 months), go to AB12.  
Else, go to AB9.*

AB9. Was the provider of your ESL classes also your employer?  
**ESPROVEM**

YES.....	1
NO .....	2

AB10. Did your employer...

		YES	NO
<b>ESEMPREQ</b>	a. Require you to take these classes? .....	1	2
<b>ESEMPWP</b>	b. Give you time off from work with or without pay? .....	1	2
<b>ESEMPSPA</b>	c. Provide classroom space?.....	1	2
<b>ESEMPPAY</b>	d. Pay all or part of the cost, including tuition, books, and supplies, and other costs like transportation? .....	1	2

*If AB9 = 1 or any AB10b-d = 1 (employer support) and [AA5=1 or AA6 = 1 (worked last week or on leave or vacation) or (AA5 NE1 or AA6 NE1) and AA7 = 1 (worked in the last 12 months but did not work last week)], ask AB11. Else, go to AB12.*

AB11. Was the employer who provided this support your (current/most recent) employer?  
**ESCUREM**

YES.....1  
 NO .....2

AB12. Did you receive instruction for your ESL classes through distance education? Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.

**ESDIST**

YES.....1 (GO TO AB13)  
 NO .....2 (GO TO BOX BEFORE AC1)

AB13. What types of technologies were used for the teacher and students to communicate?  
 [CODE ALL THAT APPLY.]

**ESINTV** TELEVISION OR RADIO.....1  
**ESINEMA** E-MAIL.....2  
**ESINCOM** COMPUTER CONFERENCING .....3  
**ESINWWW** THE INTERNET, SUCH AS THE WORLD WIDE WEB .....4  
**ESINSAT** SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....5  
**ESINVID** VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....6  
**ESINOTH** SOME OTHER WAY.....91  
**ESINOTOS/R** SPECIFY \_\_\_\_\_

Go to box before AC1.

AB14. Have you ever had a tutor to learn English or taken classes to learn English as a Second Language?

**ESEVER**

YES.....1  
 NO .....2

**Basic Skills and GED Preparation**

*If AA2 = 2 (no high school diploma) or AA3 = 1 (received high school diploma in the past 12 months) or (AA2OV = 2 and IBGRADE NE 9, 10, 11, 12, 13) (foreign high school diploma and no college degree), then ask AC1. Else, go to AD1.*

AC1. (Not including regular daytime high school classes,) During the past 12 months, did you have a tutor or take any classes...

			YES	NO
<b>BSIMPROV</b>	a.	To improve your basic reading, writing, and math skills? .....	1	2
<b>BSGED</b>	b.	To prepare to take the General Educational Development test, or GED? .....	1	2
<b>BHSEQUV</b>	c.	In some other high school equivalency program or adult high school program? .....	1	2

*If AA3 = 1 (received high school diploma in the past 12 months) and AA4 NE 1 (did not complete high school requirement through GED), go to AC2. Else go to box after AC2.*

AC2. Earlier, I recorded that you got your high school diploma in the past 12 months and it was not a GED. Did you get a diploma through regular daytime high school?

**BSATDAY**

YES.....	1	(GO TO AD1)
NO .....	2	(GO TO BOX)

*If AC1a-c NE 1 (no basic skills or GED preparation classes), go to box before AC15. Else, go to AC3.*

AC3. Were the basic skills or high school completion classes part of a family literacy program, such as Even Start or Head Start?

**BSFMLIT**

YES.....	1
NO .....	2



AC4. What was the main reason you took basic skills or high school completion classes?  
 [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.]

**bsreason**

- TO IMPROVE, ADVANCE, OR KEEP UP TO DATE  
 ON CURRENT JOB .....1  
 TO TRAIN FOR A NEW JOB OR A NEW CAREER.....2  
 TO IMPROVE YOUR BASIC READING, WRITING,  
 OR MATH SKILLS.....3  
 TO MEET A REQUIREMENT FOR A HIGH SCHOOL DIPLOMA  
 OR GED .....4  
**BSREASO2/R** SPECIFY \_\_\_\_\_  
 A PERSONAL, FAMILY, OR SOCIAL REASON .....5  
 TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR  
 CERTIFICATE OTHER THAN A HIGH SCHOOL DIPLOMA  
 OR GED .....6  
**BSREASOS/R** SOME OTHER MAIN REASON .....91  
 SPECIFY \_\_\_\_\_

AC5. In the past 12 months, how many weeks did you attend basic skills or high school completion classes?  
 [DO NOT ROUND. USE DECIMAL IF NEEDED.]

**BSWHEN**

NUMBER .....

**BSWHENUN**

- Unit  
 DAYS.....1 (GO TO AC6)  
 WEEKS .....2 (GO TO AC7)  
 MONTHS .....3 (GO TO AC7)  
 SEMESTER .....4 (GO TO AC7)  
 QUARTER.....5 (GO TO AC7)  
 OTHER.....91 (GO TO AC6)

**BSWHENOS/R**

SPECIFY \_\_\_\_\_

AC6. How many weeks (did you attend basic skills or high school completion classes/was that)?

**BSWKS**

WEEKS .....

AC7. For about how many hours per week did you attend during the time you were going to the classes?

**BSHRS**

HOURS .....

**BSHRSUNT**

- Unit  
 PER DAY .....1  
 PER WEEK.....2

*If Unit = 1 ( per day), ask AC8. Else, go to AC9.*

AC8. How many days per week was that?

**BSDAYS**

DAYS.....

AC9. What type of school, organization, or business provided the instruction for your basic skills or high school completion classes?

**BSPR TYP**

[PROBE: USE CATEGORIES TO PROBE IF NECESSARY.]

- SCHOOL** AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL,  
OR HIGH SCHOOL .....1
  - A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....2
  - A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR  
TECHNICAL INSTITUTE .....3
  - A 4-YEAR COLLEGE OR UNIVERSITY .....4
  - A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL,  
OR FLIGHT SCHOOL .....5
  - AN ADULT LEARNING CENTER .....6
  - BUS/ASSO** A BUSINESS OR INDUSTRY .....7
  - A PROFESSIONAL ASSOCIATION (INCLUDING  
LABOR ORGANIZATIONS) .....8
  - GOVMT** A FEDERAL, STATE, COUNTY, OR LOCAL  
GOVERNMENT AGENCY .....9
  - A PUBLIC LIBRARY .....10
  - PRIVATE** A PRIVATE COMMUNITY ORGANIZATION  
(EXCLUDING RELIGIOUS ORGANIZATIONS) .....11
  - A CHURCH OR RELIGIOUS ORGANIZATION .....12
  - A TUTOR OR PRIVATE INSTRUCTOR.....13
  - OTHER** SOME OTHER SCHOOL OR ORGANIZATION .....91
- BSPR TOS/R** SPECIFY \_\_\_\_\_

*If AA7 = 2 (not worked in the past 12 months), go to AC13.  
Else, go to AC10.*

AC10. Was the provider of your basic skills or high school completion classes also your employer?

**BSPROVEM**

YES.....1  
NO .....2

AC11. Did your employer...

- |                 |    |  | YES | NO |
|-----------------|----|--|-----|----|
| <b>BSEMPREQ</b> | a. | Require you to take these classes? .....   | 1   | 2  |
| <b>BSEMPWP</b>  | b. | Give you time off from work with or without pay? .....   | 1   | 2  |
| <b>BSEMPSPA</b> | c. | Provide classroom space?.....  | 1   | 2  |
| <b>BSEMPPAY</b> | d. | Pay all or part of the cost, including tuition, books,<br>and supplies, and other costs like transportation? ..... | 1   | 2  |

If AC10 = 1 or any AC11b-d = 1 (employer support) and  
 [AA5=1 or AA6=1 (worked last week or on leave or vacation) or  
 (AA5 NE1 or AA6 NE1) and AA7 = 1 (worked in the last 12  
 months but did not work last week)], ask AC12. Else, go to  
 AC13.

AC12. Was the employer who provided this support your (current/most recent) employer?  
**BSCUREM**

YES.....1  
 NO .....2

AC13. Did you receive instruction for basic skills or high school completion classes through distance education?  
 [READ DEFINITION THE FIRST TIME QUESTION IS ASKED: Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.]

**BSDIST**

YES.....1 (GO TO AC14)  
 NO .....2 (GO TO AD1)

AC14. What types of technologies were used for the teacher and students to communicate?  
 [CODE ALL THAT APPLY.]

**BSINTV** TELEVISION OR RADIO.....1  
**BSINEMA** E-MAIL.....2  
**BSINCOM** COMPUTER CONFERENCING .....3  
**BSINWWW** THE INTERNET, SUCH AS THE WORLD WIDE WEB .....4  
**BSINSAT** SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....5  
**BSINVID** VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....6  
**BSINOTH** SOME OTHER WAY.....91  
**BSINOTOS/R** SPECIFY\_\_\_\_\_

If AC1a-c NE 1 (no basic skills or GED preparation classes),  
 go to AC15. Else, go to AD1.

AC15. Have you ever taken basic skills or high school completion classes?  
**BSEVER**

YES.....1  
 NO .....2

**Credential Programs**

AD1. (Not including the classes you told us about earlier,) During the past 12 months, did you take any courses that are part of a program leading toward...

		YES	NO
<b>CRDEGREE</b>	a. A college or university degree, such as an associate's, bachelor's, or graduate degree? .....	1	2
<b>CRVOC DIP</b>	b. A diploma or certificate from a vocational or technical <u>school</u> after high school or a <u>formal vocational training</u> program .....	1	2

*If AD1a-b NE 1(no credential programs), go to AE1. Else, go to AD2.*

AD2. In what (type/types) of degree, diploma, or certificate program were you working?  
[CODE UP TO 5. CATEGORIES CAN BE ENTERED MORE THAN ONCE FOR MULTIPLE PROGRAMS OF THE SAME PROGRAM TYPE.]

<b>CRTYVOC</b>	VOC/TECH DIPLOMA AFTER HIGH SCHOOL, BUT BELOW BACHELOR'S DEGREE .....	1
<b>CRTYASC</b>	ASSOCIATE'S DEGREE (AA, AS) .....	2
<b>CRTYBCH</b>	BACHELOR'S DEGREE (BA, BS) .....	3
<b>CRTYMAS</b>	MASTER'S DEGREE (MA, MS) .....	4
<b>CRTYDOC</b>	DOCTORATE (PHD, EDD) .....	5
<b>CRTYPRF</b>	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) .....	6
<b>CRTYOTH</b>	ANOTHER DEGREE .....	91
<b>CRTYOS1-5/R</b>	SPECIFY _____	
<b>HIGHCRED**</b>		

*Ask AD3 to AD8 for the highest degree program.*

AD3. What was the major subject or field of study of your (HIGHEST DEGREE) program?  
[IF MORE THAN ONE HIGHEST DEGREE PROGRAM, PROBE FOR THE MOST RECENT.]

**CRMAJOR/R**  
**CIPF** MAJOR FIELD OF STUDY \_\_\_\_\_

\*\* HIGHCRED indicates the highest credential program reported by the respondent.

AD4. What was the main reason you were working on the (HIGHEST DEGREE) program?  
 [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.]

**CRREASON**

- TO IMPROVE, ADVANCE, OR KEEP UP TO DATE  
 ON CURRENT JOB .....1
- TO TRAIN FOR A NEW JOB OR A NEW CAREER.....2
- TO IMPROVE YOUR BASIC READING, WRITING,  
 OR MATH SKILLS .....3
- TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR  
 CERTIFICATE OF COMPLETION .....4
- A PERSONAL, FAMILY, OR SOCIAL REASON, .....5
- SOME OTHER MAIN REASON .....91

**CRRSNOS/R**

SPECIFY \_\_\_\_\_

AD5. What type of school, organization, or business provided the instruction for your (HIGHEST DEGREE) program?

**CRPRTYP**

[PROBE: USE CATEGORIES TO PROBE IF NECESSARY.]

**SCHOOL**

- AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL,  
 OR HIGH SCHOOL .....1
- A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....2
- A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR  
 TECHNICAL INSTITUTE .....3
- A 4-YEAR COLLEGE OR UNIVERSITY .....4
- A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL,  
 OR FLIGHT SCHOOL .....5
- AN ADULT LEARNING CENTER .....6

**BUS/ASSO**

- A BUSINESS OR INDUSTRY .....7
- A PROFESSIONAL ASSOCIATION (INCLUDING  
 LABOR ORGANIZATIONS) .....8

**GOVMT**

- A FEDERAL, STATE, COUNTY, OR LOCAL  
 GOVERNMENT AGENCY .....9
- A PUBLIC LIBRARY .....10

**PRIVATE**

- A PRIVATE COMMUNITY ORGANIZATION  
 (EXCLUDING RELIGIOUS ORGANIZATIONS) .....11
- A CHURCH OR RELIGIOUS ORGANIZATION .....12
- A TUTOR OR PRIVATE INSTRUCTOR.....13

**OTHER**

- SOME OTHER SCHOOL OR ORGANIZATION .....91

**CRPRTOS/R**

SPECIFY \_\_\_\_\_

*If AD5 = 2 or 4 (4-year or 2-year colleges or universities), go to AD6. Else, go to box after AD6.*

AD6. Was (the 2-year college/4-year college or university) a public or private institution?  
**CRPBPR**

PUBLIC .....1  
 PRIVATE .....2

*If AA7 = 2 (not worked in the past 12 months), go to AD10.*

AD7. Was the provider of your (HIGHEST DEGREE) program also your employer?  
**CRPROVEM**

YES.....1  
 NO .....2

AD8. (For any of these programs leading toward a college degree or vocational diploma,) Did your employer...

		YES	NO
<b>CREMPREQ</b>	a. Require you to take (the program/any of the programs)?.....1	1	2
<b>CREMPWP</b>	b. Give you time off from work with or without pay? .....1	1	2
<b>CREMPSPA</b>	c. Provide classroom space?.....1	1	2
<b>CREMPPAY</b>	d. Pay all or part of the cost, including tuition, books, and supplies, and other costs like transportation? .....1	1	2

*If AD7 = 1 or any AD8b-d = 1 (employer support) and [AA5 = 1 or AA6 = 1 (worked last week or on leave or vacation) or (AA5 NE1 or AA6 NE1) and AA7 = 1 (worked in the last 12 months but did not work last week)], ask AD9. Else go to AD10.*

AD9. Was the employer who provided this support your (current/most recent) employer?  
**CRCUREM**

YES.....1  
 NO .....2

AD10. In the past 12 months, were you a part-time student, full-time student, or both?  
**CRPTFT**

FULL-TIME ONLY .....1  
 PART-TIME ONLY .....2  
 BOTH.....3

AD11. Did you receive instruction for any of these classes or courses through distance education?  
 [READ DEFINITION THE FIRST TIME QUESTION IS ASKED: Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.]

**CRDIST**

YES.....1 (GO TO AD12)  
 NO .....2 (GO TO AE1)

AD12. What types of technologies were used for the teacher and students to communicate?  
[CODE ALL THAT APPLY.]

<b>CRINTV</b>	TELEVISION OR RADIO.....	1
<b>CRINEMA</b>	E-MAIL .....	2
<b>CRINCOM</b>	COMPUTER CONFERENCING .....	3
<b>CRINWWW</b>	THE INTERNET, SUCH AS THE WORLD WIDE WEB .....	4
<b>CRINSAT</b>	SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....	5
<b>CRINVID</b>	VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....	6
<b>CRINOTH</b>	SOME OTHER WAY.....	91
<b>CRINOTOS/R</b>	SPECIFY _____	

**Apprenticeship Programs**

AE1. During the past 12 months, were you in a formal apprenticeship program leading to journeyman status in a skilled trade or craft?

**APPRENTI**

YES.....1 (GO TO AE2)  
 NO .....2 (GO TO AF1)

AE2. Are you still in that program?

**APSTILL**

YES.....1  
 NO .....2

AE3. In what trade or craft (are you an/did you) apprentice?

**APTRADE/R**

SPECIFY \_\_\_\_\_

*If AA7 = 2 (not worked in the past 12 months), do not ask AE4a.*

AE4. Who sponsors the program? Was it...

		YES	NO
<b>APEMPLOY</b>	a. An employer?.....	1	2
<b>APUNION</b>	b. A labor union?.....	1	2
<b>APSTAGOV</b>	c. The local or state government? .....	1	2
<b>APFEDGOV</b>	d. The federal government? .....	1	2
<b>APOTHER</b>	e. Anyone else? .....	1	2
<b>APOTHEOS/R</b>	Who was that? _____		



**Career– or Job–Related Courses**

AF1. Now, I'd like to ask about courses related to a job or career, whether or not you had a job when you took the courses. (Please don't include courses you already told me about.) Some examples are courses taken at your job, courses taken somewhere else that relate to your job or a new career, or courses for a license or certification you need for your job. Have you taken any of these in the past 12 months?

**WRACTY**

YES.....1 (GO TO AF2)  
 NO .....2 (GO TO AG1)

AF2. (Not including courses you took for a credential program,) What were the names of all the career– or job–related courses you took during the past 12 months?  
 [RECORD UP TO 14 COURSES]

**WRNAME1-14/R**

NAME \_\_\_\_\_  
 NAME \_\_\_\_\_  
 NAME \_\_\_\_\_  
 NAME \_\_\_\_\_

AF3. (Rather than ask about all these courses, the computer has selected one of them automatically.) What was the main reason you took (COURSE NAME)? [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.]

**WRCSREA**

TO IMPROVE, ADVANCE, OR KEEP UP TO DATE  
 ON CURRENT JOB.....1  
 TO TRAIN FOR A NEW JOB OR A NEW CAREER.....2  
 TO IMPROVE BASIC READING, WRITING,  
 OR MATH SKILLS .....3  
 TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR  
 CERTIFICATE OF COMPLETION .....4  
 FOR A PERSONAL, FAMILY, OR SOCIAL REASON .....5  
 FOR SOME OTHER REASON.....91  
 SPECIFY \_\_\_\_\_

**WRCSREOS/R**

*If more than one course reported, ask AF4. Else, go to AF6.*

AF4. Did you have the same main reason for participating in the other course(s)?

**WRSAME**

YES.....1 (GO TO AF6)  
 NO .....2 (GO TO AF5)

AF5. What were the main reasons for taking part in (the) other job- or career-related course(s)?  
 [CODE ALL THAT APPLY.] [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.] [PROBE: Any different main reason for other courses?.]

<b>WRRSCUR</b>	TO IMPROVE, ADVANCE, OR KEEP UP TO DATE ON CURRENT JOB,.....	1
<b>WRRSNEW</b>	TO TRAIN FOR A NEW JOB OR A NEW CAREER,.....	2
<b>WRRSBAS</b>	TO IMPROVE YOUR BASIC READING, WRITING, OR MATH SKILLS, .....	3
<b>WRRSREQ</b>	TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR CERTIFICATE OF COMPLETION, .....	4
<b>WRRSPER</b>	FOR A PERSONAL, FAMILY, OR SOCIAL REASON, .....	5
<b>WRRSOTH</b>	OTHER .....	6
<b>WRRSOTOS/R</b>	SPECIFY _____	

AF6. In the past 12 months, how many total hours did you attend (all of) the course(s) related to a job or career? Would you say...

<b>WRTOTHR</b>	15 hours or less,.....	1
	16 to 30 hours, .....	2
	31 to 50 hours, .....	3
	51 to 100 hours, or .....	4
	More than 100 hours? .....	5

AF7. (Thinking about all of the career or job related courses you took in the past 12 months,) what type of school, organization, or business provided the instruction? [CODE ALL THAT APPLY.]  
 [PROBE: USE CATEGORIES TO PROBE IF NECESSARY.] [PROBE: Were there different providers for other courses?]

<b>WRSCSCH</b>	<b><u>SCHOOL</u></b>	AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, OR HIGH SCHOOL .....	1
<b>WRSC2YR</b>		A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....	2
<b>WRSCVOC</b>		A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR TECHNICAL INSTITUTE .....	3
<b>WRPR4YR</b>		A 4-YEAR COLLEGE OR UNIVERSITY .....	4
<b>WRPRPRI</b>		A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL, OR FLIGHT SCHOOL .....	5
<b>WRSCALC</b>		AN ADULT LEARNING CENTER .....	6
<b>WRPRBUS</b>	<b><u>BUS/ASSO</u></b>	A BUSINESS OR INDUSTRY .....	7
<b>WRPRPRO</b>		A PROFESSIONAL ASSOCIATION (INCLUDING LABOR ORGANIZATIONS) .....	8
<b>WRPRGOV</b>	<b><u>GOVMT</u></b>	A FEDERAL, STATE, COUNTY, OR LOCAL GOVERNMENT AGENCY .....	9
<b>WRSCLIB</b>		A PUBLIC LIBRARY .....	10
<b>WRSCORG</b>	<b><u>PRIVATE</u></b>	A PRIVATE COMMUNITY ORGANIZATION (EXCLUDING RELIGIOUS ORGANIZATIONS) .....	11
<b>WRSCCHU</b>		A CHURCH OR RELIGIOUS ORGANIZATION .....	12
<b>WRSC TUT</b>		A TUTOR OR PRIVATE INSTRUCTOR .....	13
<b>WRSCOTH</b>	<b><u>OTHER</u></b>	SOME OTHER SCHOOL OR ORGANIZATION .....	91
<b>WRSCOTOS/R</b>		SPECIFY _____	

*If AA7 NE 1 (not worked in the past 12 months), go to AF11.  
Else, ask AF8.*

AF8. (Was/Were any of) the course provider(s) also your employer?  
**WRPROVEM**  
 YES.....1  
 NO .....2

AF9. Did your employer...  
**WREMPREQ** a. Require you to take (the/any of these) course(s)? .....1 2  
**WREMPWP** b. Give you time off from work with or without pay? .....1 2  
**WREMPSPA** c. Provide classroom space?.....1 2  
**WREMPPAY** d. Pay all or part of the cost, including tuition, books,  
 and supplies, and other costs like transportation? .....1 2

*If AF8 = 1 or any AF9b-d = 1 (employer support) and [AA5 = 1  
or AA6 = 1 (worked last week or on leave or vacation) or (AA5  
NE1 or AA6 NE1) and AA7 = 1 (worked in the last 12 months  
but did not work last week)], ask AF10. Else, go to AF11.*

AF10. Was the employer who provided this support your (current/most recent) employer?  
**WRCUREM**  
 YES.....1  
 NO .....2

AF11. Did you receive instruction for (any of) your career- or job-related course(s) through distance education?  
 [READ DEFINITION THE FIRST TIME QUESTION IS ASKED: Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.]  
**WRDIST**  
 YES.....1 (GO TO AF12)  
 NO .....2 (GO TO AG1)

AF12. What types of technologies were used for the teacher and students to communicate?  
 [CODE ALL THAT APPLY.]  
**WRINTV** TELEVISION OR RADIO.....1  
**WRINEMA** E-MAIL .....2  
**WRINCOM** COMPUTER CONFERENCING .....3  
**WRINWWW** THE INTERNET, SUCH AS THE WORLD WIDE WEB .....4  
**WRINSAT** SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....5  
**WRINVID** VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....6  
**WRINOTH** SOME OTHER WAY.....91  
**WRINOTOS/R** SPECIFY \_\_\_\_\_

**Personal Interest/Development Courses**

AG1. Now, I am going to ask about any other courses where there was an instructor. (Please don't repeat any courses (and programs) you have already told us about.) These might include things like arts and crafts, sports or recreation, first aid, childbirth, Bible study, or any other types of courses we haven't talked about yet. Did you take any of these or other courses in the past 12 months?

**SAACTY**

- YES.....1 (GO TO AG2)
- NO .....2 (GO TO AH1)

AG2. For any of these courses, what was the main reason you took the course?  
 [CODE ALL THAT APPLY.] [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.] [PROBE: Any different main reasons for other courses?]

- SARSPER** FOR A PERSONAL, FAMILY, OR SOCIAL REASON .....1
- SARSREQ** TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR  
CERTIFICATE OF COMPLETION .....2
- SARSCUR** TO IMPROVE, ADVANCE, OR KEEP UP TO DATE  
ON CURRENT JOB.....3
- SARSNEW** TO TRAIN FOR A NEW JOB OR A NEW CAREER.....4
- SARSBAS** TO IMPROVE YOUR BASIC READING, WRITING,  
OR MATH SKILLS .....5
- SARSOTH** FOR SOME OTHER MAIN REASON.....6
- SARSOTOS/R** SPECIFY \_\_\_\_\_

AG3. Thinking about all of the personal interest or development courses you took in the past 12 months, what type of school, organization, or business provided the instruction? [CODE ALL THAT APPLY.]  
 [PROBE: USE CATEGORIES TO PROBE IF NECESSARY.] [PROBE: Were there different providers for any other courses?]

- SASCSCH** **SCHOOL** AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL,  
OR HIGH SCHOOL.....1
- SASC2YR** A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....2
- SASCVOC** A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR  
TECHNICAL INSTITUTE .....3
- SAPR4YR** A 4-YEAR COLLEGE OR UNIVERSITY.....4
- SAPRPRI** A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL,  
OR FLIGHT SCHOOL.....5
- SASCALC** AN ADULT LEARNING CENTER .....6
- SAPRBUS** **BUS/ASSO** A BUSINESS OR INDUSTRY.....7
- SARPRPRO** A PROFESSIONAL ASSOCIATION (INCLUDING  
LABOR ORGANIZATIONS).....8
- SAPRGOV** **GOVMT** A FEDERAL, STATE, COUNTY, OR LOCAL  
GOVERNMENT AGENCY.....9
- SASCLIB** A PUBLIC LIBRARY .....10
- SASCORG** **PRIVATE** A PRIVATE COMMUNITY ORGANIZATION  
(EXCLUDING RELIGIOUS ORGANIZATIONS) .....11
- SASCCHU** A CHURCH OR RELIGIOUS ORGANIZATION.....12
- SASCTUT** A TUTOR OR PRIVATE INSTRUCTOR .....13
- SASCOTH** **OTHER** SOME OTHER SCHOOL OR ORGANIZATION .....91
- SASCOTOS/R** SPECIFY \_\_\_\_\_

AG4. Did you receive instruction for any of your personal development courses through distance education?

[READ DEFINITION THE FIRST TIME QUESTION IS ASKED: Distance education is where instructor and students are not in the same location but communicate through technology, for example video conferencing or computer technologies.]

**SADIST**

YES.....1 (GO TO AG5)  
NO .....2 (GO TO AH1)

AG5. What types of technologies were used for the teacher and students to communicate?

[CODE ALL THAT APPLY.]

**SAINTV** TELEVISION OR RADIO.....1  
**SAINEMA** E-MAIL .....2  
**SAINCOM** COMPUTER CONFERENCING .....3  
**SAINWWW** THE INTERNET, SUCH AS THE WORLD WIDE WEB .....4  
**SAINSAT** SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....5  
**SAINVID** VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....6  
**SAINOTH** SOME OTHER WAY.....91  
**SAINOTOS/R** SPECIFY\_\_\_\_\_

**General Information about Educational Activities**

AH1. While we have been talking, have you remembered any (other) courses or programs that you took in the past 12 months that you haven't mentioned yet?

**GIOTH**

YES.....1 (GO TO BOX)  
 NO .....2 (GO TO AH3)

*If AA9 NE 1 (main language is other than English), ask AH2a. If AA2 = 2 (no high school diploma) or AA3 = 1 (received high school diploma in the past 12 months) or (AA2OV = 2 and IBGRADE NE 9, 10, 11, 12, 13) (foreign high school diploma and no college degree), ask AH2b. Ask all respondents AH2c-AH2f.*

AH2. Were any of those...

		YES	NO
<b>GIOTESL</b>	a. Classes to learn English as a Second Language?.....	1	2
<b>GIOTGED</b>	b. Classes to improve basic reading, writing, or math skills or to prepare to take GED test, or some other high school equivalent program or adult high school program? .....	1	2
<b>GIOTCRD</b>	c. Programs leading toward a college or university degree or a vocational or technical diploma or certificate? .....	1	2
<b>GIOTAPR</b>	d. Formal apprenticeship programs leading to journeyman status in a skilled trade or craft? .....	1	2
<b>GIOTWRL</b>	e. Courses taken at your job, courses taken somewhere else that relate to your job or a new career, or courses for a license or certification? .....	1	2
<b>GIOTPRS</b>	f. How about any other courses like arts and crafts, sports or recreation, first aid, or childbirth, or Bible study? .....	1	2

*Ask AH3a-b only one time per respondent.*

AH3. Have you ever heard of...

		YES	NO
<b>GILIFE</b>	a. The Lifetime Learning tax credit?.....	1	2
<b>GIHOPE</b>	b. The HOPE Scholarship tax credit? .....	1	2

*If AH3a = 1 (heard of Lifetime Learning tax credit) and [AB1 = 1 or (any of AC1a-c = 1 & AC2=2, -1) or any of AD1a-b = 1 or AE1 = 1 or AF1 = 1 or AG1 = 1 (participant)], ask AH4. If AH3b = 1 (heard of HOPE Scholarship tax credit) and [AB1 = 1 or (any of AC1a-c = 1 & AC2=2, -1) or any of AD1a-b = 1 or AE1 = 1 or AF1 = 1 or AG1 = 1 (participant)], ask AH5. Else, go to INTRO4.*

AH4. Did you or will you use the Lifetime Learning tax credit for any courses you have taken in the past 12 months?

**GILIFUS**

YES.....1

NO .....2

AH5. Did you or will you use the HOPE Scholarship tax credit for any courses you have taken in the past 12 months?

**GIHOPUS**

YES.....1

NO .....2

**Literacy Activities and Community Involvement**

INTRO4. Those are all the questions about educational activities. Now, I have a few questions about other activities.

AI1. First, I'd like to ask about what you read. How often do you read a newspaper (in English)?

**CARDPAPR**

- Almost every day.....1
- At least once a week, .....2
- At least once a month, or.....3
- Hardly ever?.....4

AI2. About how many different magazines do you look at or read (in English) on a regular basis?

**CARDMAGS**

NUMBER .....

AI3. Have you read any books (in English) in the past six months?

**CARDBOOK**

- YES.....1
- NO .....2

AI4. Have you used a public library or public library program in the past month?

**LIBMO**

- YES.....1 (AUTOCODE AI5=1 AND GO TO AI6)
- NO .....2 (GO TO AI5)

AI5. In the past year?

**LIBYR**

- YES.....1
- NO .....2

AI6. Do you participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

**CASERVC**

- YES.....1
- NO .....2



A17. Now I'd like your opinion. People have suggested a number of ways of improving public education. For each of the following, please tell me how much you think it might improve public education. How about...

[RESPONSE CATEGORIES: A GREAT DEAL, SOMEWHAT, OR NOT MUCH.]

		GREAT DEAL	SOME- WHAT	NOT MUCH
<b>ADISCIP</b>	a. Enforcing stricter discipline in school. Would that improve public education a great deal, somewhat, or not much? .....	1	2	3
<b>ASTANDS</b>	b. Not promoting students to the next grade unless they meet strict standards for what children should learn in each grade? .....	1	2	3
<b>AEVAL</b>	c. Evaluating teachers according to high performance standards? .....	1	2	3
<b>ASCHLYR</b>	d. Making the school year longer? .....	1	2	3

**Remaining Background**

*Any background information gathered in previous interview is not asked again.*

AJ1. Now, I would like to ask you a few additional background questions. In what month and year were you born?

**ADOBMM**  
**ADOBYY**

MONTH <input type="checkbox"/> <input type="checkbox"/>	YEAR 19 <input type="checkbox"/> <input type="checkbox"/>
1     JANUARY	7     JULY
2     FEBRUARY	8     AUGUST
3     MARCH	9     SEPTEMBER
4     APRIL	10    OCTOBER
5     MAY	11    NOVEMBER
6     JUNE	12    DECEMBER

*Calculate current age for display in AJ10V. If current age does not match Screener age or birth month is current month, ask AJ10V. Else, go to AJ2.*

AJ10V. That would mean that you [are (AGE)/turn (AGE) this month]. Is that right?

**AAGECONF\***

YES..... 1     (GO TO AJ2)  
NO ..... 2     (RETURN TO AJ1)

AJ2. Are you...

[IF R GIVES ETHNICITY (E.G., HISPANIC), PROBE FOR RACE. IF NO RACE OR MORE THAN ONE RACE GIVEN, CODE 91.]

**ARACE**

White, .....1     (GO TO AJ4)  
Black, .....2     (GO TO AJ4)  
American Indian or Alaskan Native, .....3     (GO TO AJ4)  
Asian or Pacific Islander, or .....4     (GO TO AJ4)  
Some other race? .....91     (GO TO AJ3)

AJ3. [CODE RESPONSE IF AJ2=91.]

**AOTHRACE**

HISPANIC/LATINO/MEXICAN/SPANISH/  
PUERTO RICAN .....1     (AUTOCODE AJ4=1  
AND GO AJ5)  
MORE THAN ONE RACE/BIRACIAL/MULTIRACIAL .....2     (GO TO AJ4)  
OTHER.....91     (GO TO AJ4)  
SPECIFY \_\_\_\_\_

**ARACEOS/R**

\*AAGECONF was used for verification purposes only and does not appear on any data file.

AJ4.  
**AHISPANI**

Are you of Hispanic origin?

YES.....1  
NO .....2

AJ5.  
**AMARSTAT**

What is your marital status?

MARRIED/REMARIED .....1  
SEPARATED.....2  
DIVORCED.....3  
WIDOWED .....4  
NEVER MARRIED .....5

AJ6.  
**ABORNUS**

In what country were you born?

50 STATES OR THE DISTRICT OF COLUMBIA .....1 (GO TO BOX)  
U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN  
SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR  
SOLOMON ISLANDS.....2 (GO TO AJ6OV)  
SPECIFY \_\_\_\_\_  
SOME OTHER COUNTRY .....3 (GO TO AJ6OV)  
SPECIFY \_\_\_\_\_

**ATERROS/R**

**ACONTOS/R**

AJ6OV.  
**AMOVEAGE**

How old were you when you first moved to the (United States/50 states or the District of Columbia)?

AGE .....□□

*If AA8 NE 1,3, or 4 (first language was not English) and AJ6OV†6, ask AJ6OV2. Else, go to box after AJ6OV2.*

AJ6OV2.  
**ASTUENG**

Did you study English before you first came to the (United States/50 states or the District of Columbia)?

YES.....1  
NO .....2

*If AA5= 1 or AA6 = 1 (worked last week or on leave or vacation), then go to AJ12. If AA5 = 3, then autocode AJ9 to 3 and go to box after AJ9. If AA5 = 4, then autocode AJ9 to 4 and go to box before AJ11. If AA5 = 2 (not worked last week) and AA6 NE 1 (not on leave or vacation), then go to AJ7.*

AJ7. Earlier you reported that you did not work last week and were not on leave or vacation. Have you been actively looking for work in the past 4 weeks?

**JOBLOOK**

- YES.....1 (GO TO AJ8)
- NO .....2 (GO TO AJ9)

AJ8. What have you been doing in the past 4 weeks to find work?  
[CODE ALL THAT APPLY]

- JOBPUBL** CHECKED WITH PUBLIC EMPLOYMENT AGENCY .....1 (GO TO AJ10)
- JOBPRIV** CHECKED WITH PRIVATE EMPLOYMENT AGENCY.....2 (GO TO AJ10)
- JOBEMPL** CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME .....3 (GO TO AJ10)
- JOBREL** CHECKED WITH FRIENDS OR RELATIVES .....4 (GO TO AJ10)
- JOBANSAD** PLACED OR ANSWERED ADS/SENT RESUME .....5 (GO TO AJ10)
- JOBREAD** READ WANT ADS .....6 (GO TO AJ9)
- JOBOTHER** SOMETHING ELSE .....91 (GO TO AJ9)
- JOBOTHOS/R** SPECIFY \_\_\_\_\_

AJ9. What were you doing most of last week? Would you say...

**JOBACTY**

- Keeping house or caring for children, .....1
- Going to school, .....2
- Retired, .....3
- Unable to work, or .....4
- Something else? .....91
- JOBACTOS/R** What was that? \_\_\_\_\_

*If AJ9 = 3 (retired), autocode AJ11 = 1 and go to AJ12. Else, if AJ9 = 91 (did something else), go to AJ10. Else, go to box after AJ10.*

AJ10. Could you have taken a job last week if one had been offered?

**JOBTAKE**

- YES.....1
- NO .....2

*If AA7 = 1 (worked in the past 12 months), go to AJ12. Else, go to AJ11, and autocode AJ12 = 0.*

AJ11. Have you ever worked at a job for pay or income?

**JOBEVER**

- YES.....1 (GO TO BOX AFTER AJ14)
- NO .....2 (GO TO BOX AFTER AJ14)

AJ12. Earlier you reported that you worked (last week/in the past 12 months). How many months have you worked for pay or income in the past 12 months?

**IBWORKMO**

MONTHS .....

*If AJ12 > 0 go to AJ13. Else, if AJ12 = 0 (did not work in the past 12 months), go to HHINTRO.*

AJ13. Were you working at more than one job for pay or income at the same time in the past week?  
[IF ON VACATION OR LEAVE, ASK ABOUT LAST WEEK WORKED.]

**JOBMORE**

YES.....1  
NO .....2

AJ14. About how many total hours per week do you usually work for pay or income (counting all jobs)?  
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

**PAYHRS**

WEEKLY HOURS .....

AJ15. (Counting all jobs,) About how much (do/did) you earn before taxes and other deductions (when you last worked)?

**EARNAMT**

AMOUNT .....\$,.

**EARNUNT**

Per  
HOUR .....1  
DAY.....2  
WEEK .....3  
BI WEEKLY .....4  
MONTH .....5  
YEAR.....6  
OTHER.....91

**EARNUNOS/R**

What (is/was) that? \_\_\_\_\_

AJ16. Where (do/did) you work (when you were last employed) and what kind of business or industry (is/was) that?  
 [EMPLOYER PROBE: Name of the company, business, organization, or other employer.]  
 [BUSINESS/INDUSTRY PROBE: For example, TV and radio manufacturing, retail shoe store, state labor department, or farm.] [IF MORE THAN ONE JOB, COLLECT JOB WHERE R WORKS MOST HOURS.]

**EMPLNAME/R**  
**INDUSTRY/R**  
**FSIC**

NAME OF COMPANY \_\_\_\_\_  
 TYPE OF INDUSTRY \_\_\_\_\_

AJ17. What (is/was) your job title and what (are/were) your most important duties?  
 [JOB PROBE: For example, electrical engineer, stock clerk, typist, or farmer]  
 [IMPORTANT DUTY PROBE: For example, typing, keeping account book, filing, selling cars, operating printing press, or finishing concrete.]  
 [IF MORE THAN ONE JOB, COLLECT JOB WHERE R WORKS MOST HOURS.]

**PROFESSN/R**  
**DUTIES/R**  
**FSOC**

JOB TITLE \_\_\_\_\_  
 IMPORTANT DUTY \_\_\_\_\_

AJ18. Does your occupation have legal or professional requirements for continuing training or education?

**CONTREQ**

YES.....1  
 NO .....2

**Household Characteristics**

*The following questions are asked only once per household.*

HHINTRO. These last few questions are about your household.

AK1. Do you...  
**HOWNHOME**

- Own your home,.....1
- Rent your home, or .....2
- Have some other arrangement? .....3

AK2. Besides (PHONE NUMBER), do you have other telephone numbers in your household?  
**HOTHNUM**

- YES.....1 (GO TO AK3)
- NO .....2 (GO TO AK4)
- NOT MY NUMBER.....3 (GO TO BOX)

*If AK2 = 3 (not my number), ask for number reached and record explanation of difference between phone numbers in comments box. Then, ask AK2 again with new number.*

AK3. How many of these additional telephone numbers are for home use?  
**HNUMUSE**

NUMBER .....

AK4. So that we can group households geographically, may I have your ZIP code?  
**HZIPCODE**

ZIP CODE .....

*If NUMKID20 > 0 (number of children age 20 or younger), ask AK5. Else, go to AK6.*

AK5. In the past 12 months, has your family received funds or services from any of the following programs? How about...

		YES	NO
<b>HWIC</b> <b>HFOODST</b> <b>HAFDC</b>	a. Women, Infants, and Children, or WIC?.....1	2	
	b. Food Stamps?.....1	2	
	c. Temporary Assistance to Needy Families, AFDC, or your state welfare program? .....1	2	

AK6. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

**HINCMRNG** Was it...  
 \$25,000 or less, or .....1 (READ SET 1)  
 More than \$25,000? .....2 (READ SET 2)

**INCOME** Was it...  
 [SET 1]  
 \$5,000 or less.....1  
 \$5,001 to \$10,000 .....2  
 \$10,001 to \$15,000 .....3  
 \$15,001 to \$20,000, or .....4  
 \$20,001 to \$25,000? .....5  
  
 [SET 2]  
 \$25,001 to \$30,000 .....6  
 \$30,001 to \$35,000 .....7  
 \$35,001 to \$40,000 .....8  
 \$40,001 to \$50,000 .....9  
 \$50,001 to \$75,000, or .....10  
 Over \$75,000? .....11

*Ask AK6OV if  
 (Number in HH = 2 and HINCOME <= 3) or  
 (Number in HH = 3 and HINCOME <= 3) or  
 (Number in HH = 4 and HINCOME <= 4) or  
 (Number in HH = 5 and HINCOME <= 4) or  
 (Number in HH = 6 and HINCOME <= 5) or  
 (Number in HH = 7 and HINCOME <= 5) or  
 (Number in HH = 8 and HINCOME <= 6) or  
 (Number in HH => 9 and HINCOME <= 7).  
 Else, go to CLOSE.*

AK6OV. What was your total household income last year, to the nearest thousand?

**HINCMEXT**  
 INCOME .....\$□□,□□□

CLOSE. Those are all the questions I have about you. Please hold on for a moment while I check to see if there is anyone else I need to ask about, [or anyone else I need to speak with].



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## NHES:1999 ADULT SPECIAL STUDY INTERVIEW

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## NHES:1999 Adult Special Study Interview

AEINTRO1. [READ IF RESPONDENT WAS NOT SCREENER RESPONDENT: Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential national study about educational activities of adults.]

The purpose of this interview is to learn what kinds of educational and community activities adults may take part in. The interview is estimated to take 10 to 15 minutes.

### Initial Background

ADLT

AA1. First, I have a few questions about your background and work experience. What is the highest grade or year of school that you completed?

<b>IBGRADE</b>		
<b>IBGRAD1</b>	UP TO 8TH GRADE .....	1 (ENTER GRADE, GO TO AA2)
<b>IBGRAD2</b>	9TH TO 11TH GRADE .....	2 (ENTER GRADE, GO TO AA2)
	12TH GRADE BUT NO DIPLOMA.....	3 (GO TO AA2)
	HIGH SCHOOL DIPLOMA/EQUIVALENT .....	4 (GO TO AA3)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/ TECH DIPLOMA.....	5 (GO TO AA2)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL .....	6 (GO TO AA2)
	SOME COLLEGE BUT NO DEGREE.....	7 (GO TO AA1OV)
	ASSOCIATE'S DEGREE (AA, AS).....	8 (GO TO AA2)
	BACHELOR'S DEGREE (BA, BS).....	9 (GO TO AA4)
	GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE .....	10 (GO TO AA4)
	MASTER'S DEGREE (MA, MS) .....	11 (GO TO AA4)
	DOCTORATE DEGREE (PHD, EDD).....	12 (GO TO AA4)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	13 (GO TO AA4)
	REFUSED .....	-7 (GO TO AA2)
	DON'T KNOW .....	-8 (GO TO AA2)

AA1OV. Did you earn a vocational or technical diploma after leaving high school?

<b>IBVOCDIP</b>	YES.....	1
	NO .....	2
	REFUSED .....	-7
	DON'T KNOW .....	-8

AA2. Do you have a high school diploma or its equivalent, such as a GED?

<b>IBDIPL</b>	YES.....	1 (GO TO AA2OV)
	NO .....	2 (GO TO AA5)
	REFUSED .....	-7 (GO TO AA5)
	DON'T KNOW .....	-8 (GO TO AA5)

AA2OV. Did you receive your high school diploma or its equivalent in the U.S.?

<b>IBUSDIPL</b>	YES.....	1
	NO .....	2
	REFUSED .....	-7
	DON'T KNOW .....	-8

AA3. Did you receive your high school diploma or its equivalent in the past 12 months?  
*IBDIPLYR*

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AA4. Did you complete your high school requirements through a GED test?  
*IBGED*

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AA5. During the past week, did you work at a job for pay or income?  
*IBWORK*

- YES.....1 (AUTOCODE AA7=1 AND GO TO AA8)
- NO .....2 (GO TO AA6)
- RETIRED .....3 (GO TO AA7)
- DISABLED/UNABLE TO WORK .....4 (GO TO AA7)
- REFUSED ..... -7 (GO TO AA6)
- DON'T KNOW ..... -8 (GO TO AA6)

AA6. Were you on leave or vacation from a job during the past week?  
*IBLEAVE*

- YES.....1 (AUTOCODE AA7=1 AND GO TO AA8)
- NO .....2 (GO TO AA7)
- REFUSED ..... -7 (GO TO AA7)
- DON'T KNOW ..... -8 (GO TO AA7)

AA7. Did you work at a job for pay or income at any time in the past 12 months?  
*IBWORK12*

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AA8.	About your language background, what was the first language you learned to speak?		
<b>IBLANG</b>			
	ENGLISH .....	1	(AUTOCODE AA9=1 AND GO TO INTRO3)
	SPANISH .....	2	(GO TO AA9)
	ENGLISH AND SPANISH EQUALLY .....	3	(GO TO AA9)
	ENGLISH AND ANOTHER LANGUAGE EQUALLY .....	4	(GO TO AA9)
	SPECIFY _____		
	ANOTHER LANGUAGE.....	91	(GO TO AA9)
<b>IBLANGOS/R</b>	SPECIFY _____		
	REFUSED .....	-7	(GO TO AA9)
	DON'T KNOW .....	-8	(GO TO AA9)

ADLT

AA9.	What language do you speak most at home now?		
<b>IBSPEAK</b>			
	ENGLISH .....	1	(GO TO INTRO3)
	SPANISH .....	2	(GO TO AA10)
	ENGLISH AND SPANISH EQUALLY .....	3	(GO TO AA10)
	ENGLISH AND ANOTHER LANGUAGE EQUALLY .....	4	(GO TO AA10)
	SPECIFY _____		
	((ENGLISH AND ) (OTHER LANGUAGE SPECIFIED IN AA8) (EQUALLY)).....	5	(GO TO AA10)
	ANOTHER LANGUAGE.....	91	(GO TO AA10)
<b>IBSPEAOS/R</b>	SPECIFY _____		
	REFUSED .....	-7	(GO TO AA10)
	DON'T KNOW .....	-8	(GO TO AA10)

AA10.	How well do you read English? Would you say...		
<b>READENGL</b>			
	Very well, .....	1	
	Well, .....	2	
	Not well, or .....	3	
	Not at all.....	4	
	REFUSED .....	-7	
	DON'T KNOW .....	-8	

AA11.	How well do you write English? Would you say...		
<b>WRITENGL</b>			
	Very well, .....	1	
	Well, .....	2	
	Not well, or .....	3	
	Not at all.....	4	
	REFUSED .....	-7	
	DON'T KNOW .....	-8	

AINTRO3. Now, I'd like to ask you about different kinds of education and training programs, courses, workshops, and seminars you may have taken during the past 12 months. (Please don't include daytime high school programs.)

*If AA9 NE 1 (main language is other than English), ask AB1.  
Else, go to box before AC1.*

**English as a Second Language**

**ADLT**

AB1. These first questions are about English as a second language only. Please do not include other classes here. During the past 12 months, did you have a tutor or take any classes to learn English as a second language?

**ESLANG**

- YES.....1 (GO TO AB2)
- NO .....2 (GO TO AB14)
- REFUSED ..... -7 (GO TO AB14)
- DON'T KNOW ..... -8 (GO TO AB14)

AB2 Was this ESL class a part of a college program?

**ESCOLL**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

**LANG**

AB3. What was the main reason you took English as a second language classes?  
[PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.]

**ESREASON**

- TO IMPROVE, ADVANCE, OR KEEP UP TO DATE
- ON CURRENT JOB.....1
- TO TRAIN FOR A NEW JOB OR A NEW CAREER.....2
- TO IMPROVE YOUR BASIC READING, WRITING,  
OR MATH SKILLS.....3
- TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR  
CERTIFICATE OF COMPLETION.....4

**ESREASO2/R**

- SPECIFY \_\_\_\_\_
- A PERSONAL, FAMILY, OR SOCIAL REASON .....5
- TO IMPROVE COMMUNICATION SKILLS .....6
- SOME OTHER MAIN REASON .....91

**ESREASOS/R**

- SPECIFY \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

AB4. In the past 12 months, how many weeks did you attend ESL classes?  
[DO NOT ROUND. USE DECIMAL IF NEEDED.]

**ESWHEN**

NUMBER .....   
 REFUSED ..... -7  
 DON'T KNOW ..... -8

**ESWHENUN**

Unit  
 DAYS ..... 1 (GO TO AB5)  
 WEEKS ..... 2 (GO TO AB6)  
 MONTHS ..... 3 (GO TO AB6)  
 SEMESTER ..... 4 (GO TO AB6)  
 QUARTER ..... 5 (GO TO AB6)  
 OTHER ..... 91 (GO TO AB5)

**ESWHENOS/R**

SPECIFY \_\_\_\_\_  
 REFUSED ..... -7 (GO TO AB5)  
 DON'T KNOW ..... -8 (GO TO AB5)

AB5. How many weeks (did you attend ESL classes/was that)?

**ESWKS**

WEEKS .....   
 REFUSED ..... -7  
 DON'T KNOW ..... -8

AB6. For about how many hours per week did you attend during the time you were going to ESL classes?

**ESHRS**

HOURS .....   
 REFUSED ..... -7  
 DON'T KNOW ..... -8

**ESHRSUNT**

Unit  
 PER DAY ..... 1  
 PER WEEK ..... 2  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

*If Unit=1 (per day), ask AB7. Else, go to box after AB7.*

AB7. How many days per week was that?

**ESDAYS**

DAYS .....   
 REFUSED ..... -7  
 DON'T KNOW ..... -8

*If AB2 = 1 (part of a college program), go to box before AC1.  
Else, go to AB8.*



AB8. What type of school, organization, or business provided the instruction for your ESL classes?

[PROBE: USE CATEGORIES TO PROBE IF NECESSARY.]

ESPRTYP

<b><u>SCHOOL</u></b>	AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, OR HIGH SCHOOL .....	1
	A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....	2
	A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR TECHNICAL INSTITUTE .....	3
	A 4-YEAR COLLEGE OR UNIVERSITY .....	4
	A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL, OR FLIGHT SCHOOL .....	5
	AN ADULT LEARNING CENTER .....	6
<b><u>BUS/ASSO</u></b>	A BUSINESS OR INDUSTRY .....	7
	A PROFESSIONAL ASSOCIATION (INCLUDING LABOR ORGANIZATIONS) .....	8
<b><u>GOVMT</u></b>	A FEDERAL, STATE, COUNTY, OR LOCAL GOVERNMENT AGENCY .....	9
	A PUBLIC LIBRARY .....	10
<b><u>PRIVATE</u></b>	A PRIVATE COMMUNITY ORGANIZATION (EXCLUDING RELIGIOUS ORGANIZATIONS) .....	11
	A CHURCH OR RELIGIOUS ORGANIZATION .....	12
	A TUTOR OR PRIVATE INSTRUCTOR.....	13
<b><u>OTHER</u></b>	SOME OTHER SCHOOL OR ORGANIZATION .....	91
ESPTOS/R	SPECIFY _____	
	REFUSED .....	-7
	DON'T KNOW .....	-8

*If AA7 = 2 (not worked in the past 12 months), go to AB12.  
Else, go to AB9.*

AB9. Was the provider of your ESL classes also your employer?

ESPROVEM

YES.....	1
NO .....	2
REFUSED .....	-7
DON'T KNOW .....	-8

AB10. Did your employer...

		YES	NO	REF	DK
<b>ESEMPREQ</b>	a. Require you to take these classes? .....	1	2	-7	-8
<b>ESEMPWP</b>	b. Give you time off from work with or without pay? .....	1	2	-7	-8
<b>ESEMPSPA</b>	c. Provide classroom space?.....	1	2	-7	-8
<b>ESEMPPAY</b>	d. Pay all or part of the cost, including tuition, books, and supplies, and other costs like transportation? .....	1	2	-7	-8

*If AB9 = 1 or any AB10b-d = 1 (employer support) and [AA5=1 or AA6 = 1 (worked last week or on leave or vacation) or (AA5 NE1 or AA6 NE1) and AA7 = 1 (worked in the last 12 months but did not work last week)], ask AB11. Else, go to AB12.*

AB11. Was the employer who provided this support your (current/most recent) employer?  
**ESCUREM**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AB12. Did you receive instruction for your ESL classes through distance education? Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.

**ESDIST**

- YES.....1 (GO TO AB13)
- NO .....2 (GO TO BOX BEFORE AC1)
- REFUSED ..... -7 (GO TO BOX BEFORE AC1)
- DON'T KNOW ..... -8 (GO TO BOX BEFORE AC1)

AB13. What types of technologies were used for the teacher and students to communicate?  
 [CODE ALL THAT APPLY.]

- ESINTV** TELEVISION OR RADIO.....1
- ESINEMA** E-MAIL .....2
- ESINCOM** COMPUTER CONFERENCING .....3
- ESINWWW** THE INTERNET, SUCH AS THE WORLD WIDE WEB .....4
- ESINSAT** SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....5
- ESINVID** VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....6
- ESINOTH** SOME OTHER WAY.....91
- ESINOTOS/R** SPECIFY \_\_\_\_\_

*Go to box before AC1.*

AB14. Have you ever had a tutor to learn English or taken classes to learn English as a second language?  
**ESEVER**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

**Basic Skills and GED Preparation**

*If AA2 = 2, -7, -8, -9 (no high school diploma) or AA3 = 1 (received high school diploma in the past 12 months) or (AA2OV = 2, -7, -8, -9 and IBGRADE NE 9, 10, 11, 12, 13) (foreign high school diploma and no college degree), then ask AC1. Else, go to AD1.*

**SKIL**

AC1. (Not including regular daytime high school classes,) During the past 12 months, did you have a tutor or take any classes...

		YES	NO	REF	DK
<b>BSIMPROV</b>	a. To improve your basic reading, writing, and math skills? .....	1	2	-7	-8
<b>BSGED</b>	b. To prepare to take the General Educational Development test, or GED? .....	1	2	-7	-8
<b>BSHSEQUV</b>	c. In some other high school equivalency program or adult high school program? .....	1	2	-7	-8

*If AA3 = 1 (received high school diploma in the past 12 months) and AA4 NE 1 (did not complete high school requirement through GED), go to AC2. Else go to box after AC2.*

AC2. Earlier, I recorded that you got your high school diploma in the past 12 months and it was not a GED. Did you get a diploma through regular daytime high school?

**BSATDAY**

YES .....	1	(GO TO AD1)
NO .....	2	(GO TO BOX)
REFUSED .....	-7	(GO TO AD1)
DON'T KNOW .....	-8	(GO TO AD1)

*If AC1a-c NE 1 (no basic skills or GED preparation classes), go to box before AC15. Else, go to AC3.*

AC3. Were the basic skills or high school completion classes part of a family literacy program, such as Even Start or Head Start?

**BSFMLIT**

YES .....	1
NO .....	2
REFUSED .....	-7
DON'T KNOW .....	-8

AC4. What was the main reason you took basic skills or high school completion classes?  
 [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.]

**bsreason**

- TO IMPROVE, ADVANCE, OR KEEP UP TO DATE  
 ON CURRENT JOB .....1
- TO TRAIN FOR A NEW JOB OR A NEW CAREER.....2
- TO IMPROVE YOUR BASIC READING, WRITING,  
 OR MATH SKILLS.....3
- TO MEET A REQUIREMENT FOR A HIGH SCHOOL DIPLOMA  
 OR GED .....4
- BSREASO2/R** SPECIFY \_\_\_\_\_
- A PERSONAL, FAMILY, OR SOCIAL REASON .....5
- TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR  
 CERTIFICATE OTHER THAN A HIGH SCHOOL DIPLOMA  
 OR GED .....6
- BSREASOS/R** SOME OTHER MAIN REASON .....91
- SPECIFY \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

AC5. In the past 12 months, how many weeks did you attend basic skills or high school completion classes?

[DO NOT ROUND. USE DECIMAL IF NEEDED.]

**BSWHEN**

- NUMBER .....
- REFUSED ..... -7
- DON'T KNOW ..... -8

**BSWHENUN**

- Unit
- DAYS.....1 (GO TO AC6)
- WEEKS .....2 (GO TO AC7)
- MONTHS .....3 (GO TO AC7)
- SEMESTER .....4 (GO TO AC7)
- QUARTER.....5 (GO TO AC7)
- OTHER.....91 (GO TO AC6)

**BSWHENOS/R**

- SPECIFY \_\_\_\_\_
- REFUSED ..... -7 (GO TO AC6)
- DON'T KNOW ..... -8 (GO TO AC6)

AC6. How many weeks (did you attend basic skills or high school completion classes/was that)?

**BSWKS**

- WEEKS .....
- REFUSED ..... -7
- DON'T KNOW ..... -8

AC7. For about how many hours per week did you attend during the time you were going to the classes?

**BSHRS**

- HOURS .....    
 REFUSED ..... -7  
 DON'T KNOW ..... -8

**BSHRSUNT**

- Unit  
 PER DAY ..... 1  
 PER WEEK..... 2  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

**SKIL**

*If Unit = 1 ( per day), ask AC8. Else, go to AC9.*

AC8. How many days per week was that?

**BSDAYS**

- DAYS.....    
 REFUSED ..... -7  
 DON'T KNOW ..... -8

AC9. What type of school, organization, or business provided the instruction for your basic skills or high school completion classes? [PROBE: USE CATEGORIES TO PROBE IF NECESSARY.]

**BSPRTYP**

**SCHOOL**

- AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL,  
 OR HIGH SCHOOL ..... 1  
 A 2-YEAR COMMUNITY OR JUNIOR COLLEGE ..... 2  
 A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR  
 TECHNICAL INSTITUTE ..... 3  
 A 4-YEAR COLLEGE OR UNIVERSITY ..... 4  
 A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL,  
 OR FLIGHT SCHOOL ..... 5  
 AN ADULT LEARNING CENTER ..... 6

**BUS/ASSO**

- A BUSINESS OR INDUSTRY ..... 7  
 A PROFESSIONAL ASSOCIATION (INCLUDING  
 LABOR ORGANIZATIONS) ..... 8

**GOVMT**

- A FEDERAL, STATE, COUNTY, OR LOCAL  
 GOVERNMENT AGENCY ..... 9  
 A PUBLIC LIBRARY ..... 10

**PRIVATE**

- A PRIVATE COMMUNITY ORGANIZATION  
 (EXCLUDING RELIGIOUS ORGANIZATIONS) ..... 11  
 A CHURCH OR RELIGIOUS ORGANIZATION ..... 12  
 A TUTOR OR PRIVATE INSTRUCTOR..... 13

**OTHER**

**BSPRTOS/R**

- SOME OTHER SCHOOL OR ORGANIZATION ..... 91  
 SPECIFY \_\_\_\_\_  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

*If AA7 = 2 (not worked in the past 12 months), go to AC13.  
 Else, go to AC10.*

AC10. Was the provider of your basic skills or high school completion classes also your employer?  
**BSPROVEM**

- YES.....1
- NO .....2
- REFUSED .....-7
- DON'T KNOW .....-8

**SKIL**

AC11. Did your employer...

		YES	NO	REF	DK
<b>BSEMPREQ</b>	a. Require you to take these classes? .....	1	2	-7	-8
<b>BSEMPWP</b>	b. Give you time off from work with or without pay? .....	1	2	-7	-8
<b>BSEMPSPA</b>	c. Provide classroom space?.....	1	2	-7	-8
<b>BSEMPPAY</b>	d. Pay all or part of the cost, including tuition, books, and supplies, and other costs like transportation? .....	1	2	-7	-8

*If AC10 = 1 or any AC11b-d = 1 (employer support) and [AA5=1 or AA6=1 (worked last week or on leave or vacation) or (AA5 NE1 or AA6 NE1) and AA7 = 1 (worked in the last 12 months but did not work last week)], ask AC12. Else, go to AC13.*

AC12. Was the employer who provided this support your (current/most recent) employer?  
**BSCUREM**

- YES.....1
- NO .....2
- REFUSED .....-7
- DON'T KNOW .....-8

AC13. Did you receive instruction for basic skills or high school completion classes through distance education?

[READ DEFINITION THE FIRST TIME QUESTION IS ASKED: Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.]

**BSDIST**

- YES.....1 (GO TO AC14)
- NO .....2 (GO TO AD1)
- REFUSED .....-7 (GO TO AD1)
- DON'T KNOW .....-8 (GO TO AD1)

AC14. What types of technologies were used for the teacher and students to communicate?  
 [CODE ALL THAT APPLY.]

- BSINTV** TELEVISION OR RADIO.....1
- BSINEMA** E-MAIL.....2
- BSINCOM** COMPUTER CONFERENCING .....3
- BSINWWW** THE INTERNET, SUCH AS THE WORLD WIDE WEB .....4
- BSINSAT** SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....5
- BSINVID** VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....6
- BSINOTH** SOME OTHER WAY.....91
- BSINOTOS/R** SPECIFY \_\_\_\_\_

*If AC1a-c NE 1 (no basic skills or GED preparation classes), go to AC15. Else, go to AD1.*

AC15.  
**BSEVER**

Have you ever taken basic skills or high school completion classes?

YES.....	1
NO .....	2
REFUSED .....	-7
DON'T KNOW .....	-8

**Credential Programs**

**ADLT**

AD1. (Not including the classes you told us about earlier,) During the past 12 months, did you take any courses that are part of a program leading toward...

		YES	NO	REF	DK
<b>CRDEGREE</b>	a. A college or university degree, such as an associate's, bachelor's, or graduate degree? .....	1	2	-7	-8
<b>CRVOC DIP</b>	b. A diploma or certificate from a vocational or technical <u>school</u> after high school or a <u>formal vocational training</u> program .....	1	2	-7	-8

*If AD1a-b NE 1(no credential programs), go to AE1. Else, go to AD2.*

**CRED**

AD2. In what (type/types) of degree, diploma, or certificate program were you working?  
[CODE UP TO 5. CATEGORIES CAN BE ENTERED MORE THAN ONCE FOR MULTIPLE PROGRAMS OF THE SAME PROGRAM TYPE.]

<b>CRTYVOC</b>	VOC/TECH DIPLOMA AFTER HIGH SCHOOL, BUT BELOW BACHELOR'S DEGREE .....	1
<b>CRTYASC</b>	ASSOCIATE'S DEGREE (AA, AS) .....	2
<b>CRTYBCH</b>	BACHELOR'S DEGREE (BA, BS).....	3
<b>CRTYMAS</b>	MASTER'S DEGREE (MA, MS) .....	4
<b>CRTYDOC</b>	DOCTORATE (PHD, EDD) .....	5
<b>CRTYPRF</b>	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) .....	6
<b>CRTYOTH</b>	ANOTHER DEGREE .....	91
<b>CRTYOS1-5/R</b>	SPECIFY _____	
	REFUSED .....	-7
	DON'T KNOW .....	-8

*Ask AD3 to AD8 for the highest degree program.*

AD3. What was the major subject or field of study of your (HIGHEST DEGREE) program?  
[IF MORE THAN ONE HIGHEST DEGREE PROGRAM, PROBE FOR THE MOST RECENT.]

<b>CRMAJOR/R</b>	MAJOR FIELD OF STUDY _____	
	REFUSED .....	-7
	DON'T KNOW .....	-8

**CRED**

AD4. What was the main reason you were working on the (HIGHEST DEGREE) program?  
[PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.]

<b>CRREASON</b>	TO IMPROVE, ADVANCE, OR KEEP UP TO DATE ON CURRENT JOB.....	1
	TO TRAIN FOR A NEW JOB OR A NEW CAREER.....	2
	TO IMPROVE YOUR BASIC READING, WRITING, OR MATH SKILLS .....	3
	TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR CERTIFICATE OF COMPLETION .....	4



	A PERSONAL, FAMILY, OR SOCIAL REASON, .....	5
	SOME OTHER MAIN REASON .....	91
<b>CRRSNOS/R</b>	SPECIFY _____	
	REFUSED .....	-7
	DON'T KNOW .....	-8

AD5. What type of school, organization, or business provided the instruction for your (HIGHEST DEGREE) program?

**CRPRTYP** [PROBE: USE CATEGORIES TO PROBE IF NECESSARY.]

<b><u>SCHOOL</u></b>	AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, OR HIGH SCHOOL .....	1
	A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....	2
	A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR TECHNICAL INSTITUTE .....	3
	A 4-YEAR COLLEGE OR UNIVERSITY .....	4
	A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL, OR FLIGHT SCHOOL .....	5
	AN ADULT LEARNING CENTER .....	6
<b><u>BUS/ASSO</u></b>	A BUSINESS OR INDUSTRY .....	7
	A PROFESSIONAL ASSOCIATION (INCLUDING LABOR ORGANIZATIONS) .....	8
<b><u>GOVMT</u></b>	A FEDERAL, STATE, COUNTY, OR LOCAL GOVERNMENT AGENCY .....	9
	A PUBLIC LIBRARY .....	10
<b><u>PRIVATE</u></b>	A PRIVATE COMMUNITY ORGANIZATION (EXCLUDING RELIGIOUS ORGANIZATIONS) .....	11
	A CHURCH OR RELIGIOUS ORGANIZATION .....	12
	A TUTOR OR PRIVATE INSTRUCTOR.....	13
<b><u>OTHER</u></b>	SOME OTHER SCHOOL OR ORGANIZATION .....	91
<b>CRPRTOS/R</b>	SPECIFY _____	
	REFUSED .....	-7
	DON'T KNOW .....	-8

*If AD5 = 2 or 4 (4-year or 2-year colleges or universities), go to AD6. Else, go to box after AD6.*

**CRED**

AD6. Was (the 2-year college/4-year college or university) a public or private institution?

**CRPBPR**

	PUBLIC .....	1
	PRIVATE .....	2
	REFUSED .....	-7
	DON'T KNOW .....	-8

*If AA7 = 2 (not worked in the past 12 months), go to AD10.*

AD7. Was the provider of your (HIGHEST DEGREE) program also your employer?

**CRPROVEM**

	YES.....	1
	NO .....	2
	REFUSED .....	-7
	DON'T KNOW .....	-8

AD8. (For any of these programs leading toward a college degree or vocational diploma,) Did your employer...

		YES	NO	REF	DK
<b>CREMPREQ</b>	a. Require you to take (the program/any of the programs)?.....	1	2	-7	-8
<b>CREMPWP</b>	b. Give you time off from work with or without pay? .....	1	2	-7	-8
<b>CREMPSPA</b>	c. Provide classroom space?.....	1	2	-7	-8
<b>CREMPPAY</b>	d. Pay all or part of the cost, including tuition, books, and supplies, and other costs like transportation? .....	1	2	-7	-8

*If AD7 = 1 or any AD8b-d = 1 (employer support) and [AA5 = 1 or AA6 = 1 (worked last week or on leave or vacation) or (AA5 NE1 or AA6 NE1) and AA7 = 1 (worked in the last 12 months but did not work last week)], ask AD9. Else go to AD10.*

AD9. Was the employer who provided this support your (current/most recent) employer?

**CRCUREM**

YES.....	1
NO .....	2
REFUSED .....	-7
DON'T KNOW .....	-8

AD10. In the past 12 months, were you a part-time student, full-time student, or both?

**CRPTFT**

FULL-TIME ONLY .....	1
PART-TIME ONLY .....	2
BOTH.....	3
REFUSED .....	-7
DON'T KNOW .....	-8

**CRED**

AD11. Did you receive instruction for any of these classes or courses through distance education?

[READ DEFINITION THE FIRST TIME QUESTION IS ASKED: Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.]

**CRDIST**

YES.....	1	(GO TO AD12)
NO .....	2	(GO TO AE1)
REFUSED .....	-7	(GO TO AE1)
DON'T KNOW .....	-8	(GO TO AE1)

AD12. What types of technologies were used for the teacher and students to communicate?

[CODE ALL THAT APPLY.]

<b>CRINTV</b>	TELEVISION OR RADIO.....	1
<b>CRINEMA</b>	E-MAIL .....	2
<b>CRINCOM</b>	COMPUTER CONFERENCING .....	3
<b>CRINWWW</b>	THE INTERNET, SUCH AS THE WORLD WIDE WEB .....	4
<b>CRINSAT</b>	SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....	5
<b>CRINVID</b>	VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....	6
<b>CRINOTH</b>	SOME OTHER WAY.....	91
<b>CRINOTOS/R</b>	SPECIFY _____	

**Apprenticeship Programs**

**ADLT**

AE1. During the past 12 months, were you in a formal apprenticeship program leading to journeyman status in a skilled trade or craft?

**APPRENTI**

- YES.....1 (GO TO AE2)
- NO .....2 (GO TO NEWTRAN)
- REFUSED .....-7 (GO TO NEWTRAN)
- DON'T KNOW .....-8 (GO TO NEWTRAN)

**APPR**

AE2. Are you still in that program?

**APSTILL**

- YES.....1
- NO .....2
- REFUSED .....-7
- DON'T KNOW .....-8

AE3. In what trade or craft (are you an/did you) apprentice?

**APTRADE/R**

- SPECIFY \_\_\_\_\_
- REFUSED .....-7
- DON'T KNOW .....-8

*If AA7 = 2 (not worked in the past 12 months), do not ask AE4a.*

AE4. Who sponsors the program? Was it...

		YES	NO	REF	DK
<b>APEMPLOY</b>	a. An employer?.....	1	2	-7	-8
<b>APUNION</b>	b. A labor union?.....	1	2	-7	-8
<b>APSTAGOV</b>	c. The local or state government? .....	1	2	-7	-8
<b>APFEDGOV</b>	d. The federal government? .....	1	2	-7	-8
<b>APOTHER</b>	e. Anyone else? .....	1	2	-7	-8
<b>APOTHEOS/R</b>	Who was that? _____				

NEWTRAN. Now, I'd like to ask about different types of educational activities that might be less formal than college degree or vocational diploma programs. These could be classes or courses taken at work, at a recreational center, school or college, a church, or at another place. They might be as long as several months or as short as a few hours.

**Career- or Job-Related Courses**

ADLT

AF1. First, please think about career or job-related classes, courses, seminars, training programs, or workshops whether or not you had a job when you took them. Some examples are classes or courses taken at your job, classes or courses taken somewhere else that relate to your job or a new career, or classes or courses for a license or certification you need for your job. (Please don't include courses you already told me about.) Have you taken any of these in the past 12 months?

WRACTY

- YES.....1 (GO TO AF2)
- NO .....2 (GO TO AF3)
- REFUSED ..... -7 (GO TO AF3)
- DON'T KNOW ..... -8 (GO TO AF3)

WORK

AF2. (Not including courses you took for a credential program,) What were the names of all the career- or job-related courses you took during the past 12 months?  
[RECORD UP TO 14 COURSES]

WRNAME1-14/R

WORK.WRNEW

- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

AF3. Have you taken any (other) training programs at work during the past 12 months (that you haven't already mentioned), for example, to learn computer skills or a new computer program, to learn to operate machinery, or to improve your job skills?

WRATWRK

- YES.....1 (GO TO AF4)
- NO .....2 (GO TO AF5)
- REFUSED ..... -7 (GO TO AF5)
- DON'T KNOW ..... -8 (GO TO AF5)

AF4. What were the names of those courses?  
[RECORD UP TO 14 COURSES]

WRATNAM1-14/R

WORK.WRATNEW

- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

WORK

AF5. How about business management training, communication or diversity training, stress management, or other classes related to workplace issues (, not including any courses you have already mentioned)?

**WRISUE**

- YES.....1 (GO TO AF6)
- NO .....2 (GO TO BOX AFTER AF6)
- REFUSED ..... -7 (GO TO BOX AFTER AF6)
- DON'T KNOW ..... -8 (GO TO BOX AFTER AF6)

AF6. What were the names of the courses?  
[RECORD UP TO 14 COURSES]

**WRISNAM1-14/R**  
**WORK.WRISNEW**

- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

*If any of AF1, AF3, or AF5= 1, ask AF7.  
Else, go to AG1.*

AF7. (Rather than ask about all these courses, the computer has selected one of them automatically.) What was the main reason you took (COURSE NAME)? [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.]

**WRCSREA**

- TO IMPROVE, ADVANCE, OR KEEP UP TO DATE
- ON CURRENT JOB.....1
- TO TRAIN FOR A NEW JOB OR A NEW CAREER.....2
- TO IMPROVE BASIC READING, WRITING,  
OR MATH SKILLS .....3
- TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR  
CERTIFICATE OF COMPLETION .....4
- FOR A PERSONAL, FAMILY, OR SOCIAL REASON .....5
- FOR SOME OTHER REASON.....6
- SPECIFY \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

**WRCSREOS/R**

*If more than one course reported, ask AF8.  
Else, go to AF10.*

AF8. Did you have the same main reason for participating in the other course(s)?

**WRSAME**

- YES.....1 (GO TO AF10)
- NO .....2 (GO TO AF9)
- REFUSED ..... -7 (GO TO AF9)
- DON'T KNOW ..... -8 (GO TO AF9)

AF9. What were the main reasons for taking part in (the) other job- or career-related course(s)?  
 [CODE ALL THAT APPLY.] [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.] [PROBE: Any different main reason for other courses?]

<b>WRRSCUR</b>	TO IMPROVE, ADVANCE, OR KEEP UP TO DATE ON CURRENT JOB,.....	1
<b>WRRSNEW</b>	TO TRAIN FOR A NEW JOB OR A NEW CAREER,.....	2
<b>WRRSBAS</b>	TO IMPROVE YOUR BASIC READING, WRITING, OR MATH SKILLS, .....	3
<b>WRRSREQ</b>	TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR CERTIFICATE OF COMPLETION, .....	4
<b>WRRSPER</b>	FOR A PERSONAL, FAMILY, OR SOCIAL REASON, .....	5
<b>WRRSOTH</b>	OTHER .....	6
<b>WRRSOTOS/R</b>	SPECIFY _____	
	REFUSED .....	-7
	DON'T KNOW .....	-8

AF10. In the past 12 months, how many total hours did you attend (all of) the course(s) related to a job or career? Would you say...

<b>WRTOTHR</b>	15 hours or less,.....	1
	16 to 30 hours, .....	2
	31 to 50 hours, .....	3
	51 to 100 hours, or .....	4
	More than 100 hours? .....	5
	REFUSED .....	-7
	DON'T KNOW .....	-8

AF11. (Thinking about all of the career or job related courses you took in the past 12 months,) What type of school, organization, or business provided the instruction? [CODE ALL THAT APPLY.]  
 [PROBE: USE CATEGORIES TO PROBE IF NECESSARY.] [PROBE: Were there different providers for other courses?]

<b>WRSCSCH</b>	<b><u>SCHOOL</u></b>	AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, OR HIGH SCHOOL.....	1
<b>WRSC2YR</b>		A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....	2
<b>WRSCVOC</b>		A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR TECHNICAL INSTITUTE .....	3
<b>WRPR4YR</b>		A 4-YEAR COLLEGE OR UNIVERSITY.....	4
<b>WRPRPRI</b>		A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL, OR FLIGHT SCHOOL .....	5
<b>WRSCALC</b>		AN ADULT LEARNING CENTER .....	6
<b>WRPRBUS</b>	<b><u>BUS/ASSO</u></b>	A BUSINESS OR INDUSTRY.....	7
<b>WRPRPRO</b>		A PROFESSIONAL ASSOCIATION (INCLUDING LABOR ORGANIZATIONS).....	8
<b>WRPRGOV</b>	<b><u>GOVMT</u></b>	A FEDERAL, STATE, COUNTY, OR LOCAL GOVERNMENT AGENCY .....	9
<b>WRSCLIB</b>		A PUBLIC LIBRARY .....	10
<b>WRSCORG</b>	<b><u>PRIVATE</u></b>	A PRIVATE COMMUNITY ORGANIZATION (EXCLUDING RELIGIOUS ORGANIZATIONS) .....	11
<b>WRSCCHU</b>		A CHURCH OR RELIGIOUS ORGANIZATION.....	12
<b>WRSC TUT</b>		A TUTOR OR PRIVATE INSTRUCTOR .....	13
<b>WRSCOTH</b>	<b><u>OTHER</u></b>	SOME OTHER SCHOOL OR ORGANIZATION .....	91
<b>WRSCOTOS/R</b>		SPECIFY _____	
		REFUSED .....	-7
		DON'T KNOW .....	-8

*If AA7 NE1 (not worked in the past 12 months), go to AF15.  
Else, ask AF12.*

AF12. (Was/Were any of) the course provider(s) also your employer?  
**WRPROVEM**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AF13. Did your employer...

		YES	NO	REF	DK
<b>WREMPREQ</b>	a. Require you to take (the/any of these) course(s)?.....	1	2	-7	-8
<b>WREMPWP</b>	b. Give you time off from work with or without pay? .....	1	2	-7	-8
<b>WREMPSPA</b>	c. Provide classroom space?.....	1	2	-7	-8
<b>WREMPPAY</b>	d. Pay all or part of the cost, including tuition, books, and supplies, and other costs like transportation? .....	1	2	-7	-8

*If AF12 = 1 or any AF13b-d = 1 (employer support) and [AA5 = 1 or AA6 = 1 (worked last week or on leave or vacation) or (AA5 NE1 or AA6 NE1) and AA7 = 1 (worked in the last 12 months but did not work last week)], ask AF14. Else, go to AF15.*

AF14. Was the employer who provided this support your (current/most recent) employer?  
**WRCUREM**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AF15. Did you receive instruction for (any of) your career- or job-related course(s) through distance education?

[READ DEFINITION THE FIRST TIME QUESTION IS ASKED: Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.]

**WRDIST**

- YES.....1 (GO TO AF16)
- NO .....2 (GO TO AG1)
- REFUSED ..... -7 (GO TO AG1)
- DON'T KNOW ..... -8 (GO TO AG1)

AF16. What types of technologies were used for the teacher and students to communicate?  
[CODE ALL THAT APPLY.]

- WRINTV** TELEVISION OR RADIO.....1
- WRINEMA** E-MAIL .....2
- WRINCOM** COMPUTER CONFERENCING .....3
- WRINWWW** THE INTERNET, SUCH AS THE WORLD WIDE WEB .....4
- WRINSAT** SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....5
- WRINVID** VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....6
- WRINOTH** SOME OTHER WAY.....91
- WRINOTOS/R** SPECIFY \_\_\_\_\_

**Personal Interest/Development Courses**

**ADLT**

AG1. Now, I am going to ask about classes or courses not related to a job or work. These would be any other courses where there was an instructor. You might have taken them for your personal interest or personal development. They might include classes, workshops, or any other educational activities related to hobbies, recreation or sports, health, religion, and so on. (Not including any classes or courses you have already told us about,) Did you take any classes or courses for personal interest in the past 12 months?

**SAACTY**

- YES.....1 (GO TO AG2)
- NO .....2 (GO TO AG3)
- REFUSED ..... -7 (GO TO AG3)
- DON'T KNOW ..... -8 (GO TO AG3)

**ACTY**

AG2. What were the names of all the personal interest or personal development courses you took during the past 12 months?  
[RECORD UP TO 14 COURSES]

**SANAME1-14/R**  
**ACTY.SANEW**

- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

AG3. In the past 12 months, have you taken any classes or workshops in such areas as arts and crafts, cooking, sports lessons, first aid or CPR, childbirth, Bible study, or other classes for personal interest or personal development (that you have not already mentioned)?

**SAATWRK**

- YES.....1 (GO TO AG4)
- NO .....2 (GO TO AG5)
- REFUSED ..... -7 (GO TO AG5)
- DON'T KNOW ..... -8 (GO TO AG5)

AG4. What were the names of those courses?  
[RECORD UP TO 14 COURSES]

**SAATNAM1-14/R**  
**ACTY.SAATNEW**

- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- NAME \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

AG5. (In addition to the courses you have already told me about,) In the past 12 months, have you taken any foreign language, home improvement, personal computing, dance or musical instrument, or personal finance classes or other such courses?

**SAISSUE**

- YES.....1 (GO TO AG6)
- NO .....2 (GO TO BOX AFTER AG6)
- REFUSED ..... -7 (GO TO BOX AFTER AG6)
- DON'T KNOW ..... -8 (GO TO BOX AFTER AG6)



AG6. What were the names of those courses?  
 [RECORD UP TO 14 COURSES]

**SAISNAM1-14/R**  
**ACTY.SAISNEW**

NAME \_\_\_\_\_  
 NAME \_\_\_\_\_  
 NAME \_\_\_\_\_  
 NAME \_\_\_\_\_  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

*If any of AG1, AG3, or AG5= 1, ask AG7.  
 Else, go to AH1.*

AG7. (For any of these courses,) What was the main reason you took the course?  
 [CODE ALL THAT APPLY.] [PROBE: READ LIKELY ANSWERS TO VERIFY IF RESPONDENT'S ANSWER IS NOT CLEAR.] [PROBE: Any different main reason for other courses?]

**SARSPER** FOR A PERSONAL, FAMILY, OR SOCIAL REASON .....1  
**SARSREQ** TO MEET A REQUIREMENT FOR A DIPLOMA, DEGREE, OR  
 CERTIFICATE OF COMPLETION .....2  
**SARSCUR** TO IMPROVE, ADVANCE, OR KEEP UP TO DATE  
 ON CURRENT JOB.....3  
**SARSNEW** TO TRAIN FOR A NEW JOB OR A NEW CAREER.....4  
**SARSBAS** TO IMPROVE YOUR BASIC READING, WRITING,  
 OR MATH SKILLS .....5  
**SARSOTH** FOR SOME OTHER MAIN REASON .....6  
**SARSOTOS/R** SPECIFY\_\_\_\_\_

AG8. (Thinking about all of the personal interest or development courses you took in the past 12 months,) What type of school, organization, or business provided the instruction? [CODE ALL THAT APPLY.]  
 [PROBE: USE CATEGORIES TO PROBE IF NECESSARY.] [PROBE: Were there any different providers for other courses?]

<b>SASCSCH</b>	<b><u>SCHOOL</u></b>	AN ELEMENTARY SCHOOL, JUNIOR HIGH SCHOOL, OR HIGH SCHOOL.....	1
<b>SASC2YR</b>		A 2-YEAR COMMUNITY OR JUNIOR COLLEGE .....	2
<b>SASCVOC</b>		A PUBLIC 2-YEAR VOCATIONAL SCHOOL OR TECHNICAL INSTITUTE .....	3
<b>SAPR4YR</b>		A 4-YEAR COLLEGE OR UNIVERSITY.....	4
<b>SAPRPRI</b>		A PRIVATE VOCATIONAL, TRADE, BUSINESS, HOSPITAL, OR FLIGHT SCHOOL.....	5
<b>SASCALC</b>		AN ADULT LEARNING CENTER .....	6
<b>SAPRBUS</b>	<b><u>BUS/ASSO</u></b>	A BUSINESS OR INDUSTRY.....	7
<b>SARPRPRO</b>		A PROFESSIONAL ASSOCIATION (INCLUDING LABOR ORGANIZATIONS).....	8
<b>SAPRGOV</b>	<b><u>GOVMT</u></b>	A FEDERAL, STATE, COUNTY, OR LOCAL GOVERNMENT AGENCY.....	9
<b>SASCLIB</b>		A PUBLIC LIBRARY .....	10
<b>SASCORG</b>	<b><u>PRIVATE</u></b>	A PRIVATE COMMUNITY ORGANIZATION (EXCLUDING RELIGIOUS ORGANIZATIONS).....	11
<b>SASCCHU</b>		A CHURCH OR RELIGIOUS ORGANIZATION.....	12
<b>SASCTUT</b>		A TUTOR OR PRIVATE INSTRUCTOR .....	13
<b>SASCOTH</b>	<b><u>OTHER</u></b>	SOME OTHER SCHOOL OR ORGANIZATION .....	91
<b>SASCOTO/R</b>		SPECIFY _____ REFUSED .....	-7
		DON'T KNOW .....	-8

AG9. Did you receive instruction for (any of) your personal development course(s) through distance education?  
 [READ DEFINITION THE FIRST TIME QUESTION IS ASKED: Distance education is where instructor and students are not in the same location but communicate through technology, for example, video conferencing or computer technologies.]

<b>SADIST</b>	YES.....	1	(GO TO AG10)
	NO .....	2	(GO TO AH1)
	REFUSED .....	-7	(GO TO AH1)
	DON'T KNOW .....	-8	(GO TO AH1)

AG10. What types of technologies were used for the teacher and students to communicate?  
 [CODE ALL THAT APPLY.]

<b>SAINTV</b>	TELEVISION OR RADIO.....	1
<b>SAINEMA</b>	E-MAIL.....	2
<b>SAINCOM</b>	COMPUTER CONFERENCING .....	3
<b>SAINWWW</b>	THE INTERNET, SUCH AS THE WORLD WIDE WEB .....	4
<b>SAINSAT</b>	SATELLITE BROADCAST (1-WAY VIDEO, 2-WAY AUDIO).....	5
<b>SAINVID</b>	VIDEO CONFERENCING (2-WAY AUDIO AND VIDEO) .....	6
<b>SAINOTH</b>	SOME OTHER WAY.....	91
<b>SAINOTOS/R</b>	SPECIFY _____	

**General Information about Educational Activities**

ADLT

AH1. While we have been talking, have you remembered any (other) courses or programs that you took in the past 12 months that you haven't mentioned yet?

**GIOTH**

YES.....	1	(GO TO BOX)
NO .....	2	(GO TO AH3)
REFUSED .....	-7	(GO TO AH3)
DON'T KNOW .....	-8	(GO TO AH3)

*If AA9 NE 1 (main language is other than English), ask AH2a. If AA2 = 2, -7, -8, -9 (no high school diploma) or AA3 = 1 (received high school diploma in the past 12 months) or (AA2OV = 2, -7, -8, -9 and IBGRADE NE 9, 10, 11, 12, 13) (foreign high school diploma and no college degree), ask AH2b. Ask all respondents AH2c-AH2f.*

AH2. Were any of those...

		YES	NO	REF	DK
<b>GIOTESL</b>	a. Classes to learn English as a second language? .....	1	2	-7	-8
<b>GIOTGED</b>	b. Classes to improve basic reading, writing, or math skills or to prepare to take GED test, or some other high school equivalent program or adult high school program? .....	1	2	-7	-8
<b>GIOTCRD</b>	c. Programs leading toward a college or university degree or a vocational or technical diploma or certificate? .....	1	2	-7	-8
<b>GIOTAPR</b>	d. Formal apprenticeship programs leading to journeyman status in a skilled trade or craft? .....	1	2	-7	-8
<b>GIOTWRL</b>	e. Courses taken at your job, courses taken somewhere else that relate to your job or a new career, or courses for a license or certification? .....	1	2	-7	-8
<b>GIOTPRS</b>	f. How about any other courses like arts and crafts, sports or recreation, first aid or childbirth, or Bible study? .....	1	2	-7	-8

*Ask AH3a-b only one time per respondent.*

AH3. Have you ever heard of...

		YES	NO	REF	DK
<b>GILIFE</b>	a. The Lifetime Learning tax credit? .....	1	2	-7	-8
<b>GIHOPE</b>	b. The HOPE Scholarship tax credit? .....	1	2	-7	-8

*If AH3a = 1 (heard of Lifetime Learning tax credit) and [AB1 = 1 or (any of AC1a-c = 1 & AC2=2, -1) or any of AD1a-b = 1 or AE1 = 1 or AF1 = 1 or AF3=1 or AF5=1 or AG1=1 or AG3=1 or AG5 = 1 (participant)], ask AH4. If AH3b = 1 (heard of HOPE Scholarship tax credit) and [AB1 = 1 or (any of AC1a-c = 1 & AC2=2,-1) or any of AD1a-b = 1 or AE1 = 1 or AF1 = 1 or AF3=1 or AF5=1 or AG1=1 or AG3=1 or AG5 = 1 (participant)], ask AH5. Else, go to INTRO4.*

AH4. Did you or will you use the Lifetime Learning tax credit for any courses you have taken in the past 12 months?

*GILIFUS*

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AH5. Did you or will you use the HOPE Scholarship tax credit for any courses you have taken in the past 12 months?

*GIHOPUS*

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

**Literacy Activities and Community Involvement**

INTRO4. Those are all the questions about educational activities. Now, I have a few questions about other activities.

ADLT

AI1. First, I'd like to ask about what you read. How often do you read a newspaper (in English)?

**CARDPAPR**

- Almost every day.....1
- At least once a week, .....2
- At least once a month, or.....3
- Hardly ever?.....4
- REFUSED ..... -7
- DON'T KNOW ..... -8

AI2. About how many different magazines do you look at or read (in English) on a regular basis?

**CARDMAGS**

- NUMBER .....
- REFUSED ..... -7
- DON'T KNOW ..... -8

AI3. Have you read any books (in English) in the past six months?

**CARDBOOK**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AI4. Have you used a public library or public library program in the past month?

**LIBMO**

- YES.....1 (AUTOCODE AI5=1 AND GO TO AI6)
- NO .....2 (GO TO AI5)
- REFUSED ..... -7 (GO TO AI5)
- DON'T KNOW ..... -8 (GO TO AI5)

AI5. In the past year?

**LIBYR**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AI6. Do you participate in any ongoing community service activity, for example, volunteering at a school, coaching a sports team, or working with a church or neighborhood association?

**CASERVC**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

A17.  
education.  
education.

Now I'd like your opinion. People have suggested a number of ways of improving public  
For each of the following, please tell me how much you think it might improve public

How about...

[RESPONSE CATEGORIES: A GREAT DEAL, SOMEWHAT, OR NOT MUCH.]

			GREAT	SOME-	NOT		
			DEAL	WHAT	MUCH	REF	DK
<b>ADISCIP</b>	a.	Enforcing stricter discipline in school. Would that improve public education a great deal, somewhat, or not much? .....	1	2	3	-7	-8
<b>ASTANDS</b>	b.	Not promoting students to the next grade unless they meet strict standards for what children should learn in each grade? .....	1	2	3	-7	-8
<b>AEVAL</b>	c.	Evaluating teachers according to high performance standards? .....	1	2	3	-7	-8
<b>ASCHLYR</b>	d.	Making the school year longer? .....	1	2	3	-7	-8

**Remaining Background**

**ADLT**

AJ1. Now, I would like to ask you a few additional background questions. In what month and year were you born?

**ADOBMM**

**ADOBYY**

	MONTH <input type="checkbox"/> <input type="checkbox"/>	YEAR 19 <input type="checkbox"/> <input type="checkbox"/>
1	JANUARY	7 JULY
2	FEBRUARY	8 AUGUST
3	MARCH	9 SEPTEMBER
4	APRIL	10 OCTOBER
5	MAY	11 NOVEMBER
6	JUNE	12 DECEMBER
	REFUSED .....	-7
	DON'T KNOW .....	-8

*Calculate current age for display in AJ10V. If current age does not match Screener age or birth month is current month, ask AJ1A. Else, go to AJ2.*

AJ10V. That would mean that you [are (AGE)/turn (AGE) this month]. Is that right?

**AAGECONF**

YES.....	1	(GO TO AJ2)
NO .....	2	(RETURN TO AJ1)
REFUSED .....	-7	(GO TO AJ2)
DON'T KNOW .....	-8	(GO TO AJ2)

AJ2. Are you...  
 [IF R GIVES ETHNICITY (E.G., HISPANIC), PROBE FOR RACE. IF NO RACE OR MORE THAN ONE RACE GIVEN, CODE 91.]

**ARACE**

White, .....	1	(GO TO AJ4)
Black, .....	2	(GO TO AJ4)
American Indian or Alaskan Native, .....	3	(GO TO AJ4)
Asian or Pacific Islander, or .....	4	(GO TO AJ4)
Some other race? .....	91	(GO TO AJ3)
REFUSED .....	-7	(GO TO AJ4)
DON'T KNOW .....	-8	(GO TO AJ4)

AJ3. [CODE RESPONSE IF AJ2=91.]

**AOTHRACE**

HISPANIC/LATINO/MEXICAN/SPANISH/ PUERTO RICAN .....	1	(AUTOCODE AJ4=1 AND GO AJ5)
MORE THAN ONE RACE/BIRACIAL/MULTIRACIAL .....	2	(GO TO AJ4)
OTHER.....	91	(GO TO AJ4)
SPECIFY _____		
REFUSED .....	-7	(GO TO AJ4)
DON'T KNOW .....	-8	(GO TO AJ4)

**ARACEOS/R**

AJ4.  
**AHISPANI**

Are you of Hispanic origin?

- YES.....1
- NO .....2
- REFUSED .....-7
- DON'T KNOW .....-8

**ADLT**

AJ5.  
**AMARSTAT**

What is your marital status?

- MARRIED/REMARRIED .....1
- SEPARATED.....2
- DIVORCED.....3
- WIDOWED .....4
- NEVER MARRIED .....5
- REFUSED .....-7
- DON'T KNOW .....-8

AJ6.  
**ABORNUS**

In what country were you born?

- 50 STATES OR THE DISTRICT OF COLUMBIA.....1 (GO TO BOX)
- U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR SOLOMON ISLANDS.....2 (GO TO AJ6OV)
- ATERROS/R** SPECIFY \_\_\_\_\_
- ACONTOS/R** SOME OTHER COUNTRY .....3 (GO TO AJ6OV)
- SPECIFY \_\_\_\_\_
- REFUSED .....-7 (GO TO AJ6OV)
- DON'T KNOW .....-8 (GO TO AJ6OV)

AJ6OV.  
**AMOVEAGE**

How old were you when you first moved to the (United States/50 states or the District of Columbia)?

AGE .....

*If AA8 NE 1,3, or 4 (first language was not English) and AJ6OV†6, ask AJ6OV2. Else, go to box after AJ6OV2.*

AJ6OV2.  
**ASTUENG**

Did you study English before you first came to the (United States/50 states or the District of Columbia)?

- YES.....1
- NO .....2
- REFUSED .....-7
- DON'T KNOW .....-8

*If AA5= 1 or AA6 = 1 (worked last week or on leave or vacation), then go to AJ12. If AA5 = 3, then autocode AJ9 to 3 and go to box after AJ9. If AA5 = 4, then autocode AJ9 to 4 and go to box before AJ11. If AA5 = 2, -7, -8 (not worked last week) and AA6 NE 1 (not on leave or vacation), then go to AJ7.*



AJ7. Earlier you reported that you did not work last week and were not on leave or vacation. Have you been actively looking for work in the past 4 weeks?

**JOBLOOK**

- YES.....1 (GO TO AJ8)
- NO .....2 (GO TO AJ9)
- REFUSED ..... -7 (GO TO AJ9)
- DON'T KNOW ..... -8 (GO TO AJ9)

**ADLT**

AJ8. What have you been doing in the past 4 weeks to find work?  
[CODE ALL THAT APPLY]

- JOBPUBL** CHECKED WITH PUBLIC EMPLOYMENT AGENCY .....1 (GO TO AJ10)
- JOBPRIV** CHECKED WITH PRIVATE EMPLOYMENT AGENCY.....2 (GO TO AJ10)
- JOBEMPL** CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME .....3 (GO TO AJ10)
- JOBREL** CHECKED WITH FRIENDS OR RELATIVES .....4 (GO TO AJ10)
- JOBANSAD** PLACED OR ANSWERED ADS/SENT RESUME .....5 (GO TO AJ10)
- JOBREAD** READ WANT ADS .....6 (GO TO AJ9)
- JOBOTHER** SOMETHING ELSE .....91 (GO TO AJ9)
- JOBOTHOS/R** SPECIFY \_\_\_\_\_
- REFUSED ..... -7 (GO TO AJ9)
- DON'T KNOW ..... -8 (GO TO AJ9)

AJ9. What were you doing most of last week? Would you say...

**JOBACTY**

- Keeping house or caring for children, .....1
- Going to school, .....2
- Retired, .....3
- Unable to work, or .....4
- Something else? .....91

**JOBACTOS/R**

- What was that? \_\_\_\_\_
- REFUSED ..... -7
- DON'T KNOW ..... -8

*If AJ9 = 3 (retired), autocode AJ11 = 1 and go to AJ12. Else, if AJ9 = 91 (did something else), go to AJ10. Else, go to box after AJ10.*

AJ10. Could you have taken a job last week if one had been offered?

**JOBTAKE**

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

*If AA7 = 1 (worked in the past 12 months), go to AJ12. Else, go to AJ11.*

AJ11.  
JOBEVER

Have you ever worked at a job for pay or income?

- YES.....1 (GO TO BOX AFTER AJ14)
- NO .....2 (GO TO BOX AFTER AJ14)
- REFUSED ..... -7 (GO TO BOX AFTER AJ14)
- DON'T KNOW ..... -8 (GO TO BOX AFTER AJ14)

AJ12.

Earlier you reported that you worked (last week/in the past 12 months). How many months have you worked for pay or income in the past 12 months?

IBWORKMO

- MONTHS .....
- REFUSED ..... -7
- DON'T KNOW ..... -8

ADLT

*If AJ12 > 0 or AJ12 = -7,-8,-9, go to AJ13. Else, if AJ12 = 0 (did not work in the past 12 months), go to HHINTRO.*

AJ13.

Were you working at more than one job for pay or income at the same time in the past week?  
[IF ON VACATION OR LEAVE, ASK ABOUT LAST WEEK WORKED.]

JOBMORE

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

AJ14.

About how many total hours per week do you usually work for pay or income (counting all jobs)?  
[IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

PAYHRS

- WEEKLY HOURS .....
- REFUSED ..... -7
- DON'T KNOW ..... -8

*If AA5 = 1 or AA6 = 1 (worked last week or on leave or vacation), code CURRJOB = 1 (currently working). Else if AA5 NE 1 or AA6 NE 1 and AA7 = 1 (worked in the past 12 months), code CURRJOB = 2 (not currently working but worked in the past 12 months). Else, CURRJOB = 3 (not worked in the past 12 months). If CURRJOB = 1 or 2, ask AJ15. Else, go to box before HHINTRO.*

AJ15. (Counting all jobs,) About how much (do/did) you earn before taxes and other deductions (when you last worked)?

**EARNAMT**

AMOUNT .....\$,.  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

**EARNUNT**

Per  
 HOUR .....1  
 DAY .....2  
 WEEK .....3  
 BI WEEKLY .....4  
 MONTH .....5  
 YEAR .....6  
 OTHER .....91

**EARNUNOS/R**

What (is/was) that? \_\_\_\_\_  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

**ADLT**

AJ16. Where (do/did) you work (when you were last employed) and what kind of business or industry (is/was) that?

[EMPLOYER PROBE: Name of the company, business, organization, or other employer.]

[BUSINESS/INDUSTRY PROBE: For example, TV and radio manufacturing, retail shoe store, state labor department, or farm.] [IF MORE THAN ONE JOB, COLLECT JOB WHERE R WORKS MOST HOURS.]

**EMPLNAME/R  
 INDUSTRY/R**

NAME OF COMPANY \_\_\_\_\_  
 TYPE OF INDUSTRY \_\_\_\_\_  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

AJ17. What (is/was) your job title and what (are/were) your most important duties?

[JOB PROBE: For example, electrical engineer, stock clerk, typist, or farmer]

[IMPORTANT DUTY PROBE: For example, typing, keeping account book, filing, selling cars, operating printing press, or finishing concrete.]

[IF MORE THAN ONE JOB, COLLECT JOB WHERE R WORKS MOST HOURS.]

**PROFESSN/R  
 DUTIES/R**

JOB TITLE \_\_\_\_\_  
 IMPORTANT DUTY \_\_\_\_\_  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

AJ18. Does your occupation have legal or professional requirements for continuing training or education?

**CONTREQ**

YES .....1  
 NO .....2  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

**Household Characteristics**

*The following questions are asked only once per household.*

HHINTRO. These last few questions are about your household.

**HOME**

AK1.  
**HOWNHOM**

Do you...

- Own your home,.....1
- Rent your home, or .....2
- Have some other arrangement? .....3
- REFUSED ..... -7
- DON'T KNOW ..... -8

AK2.  
**HOTHNUM**

Besides (PHONE NUMBER), do you have other telephone numbers in your household?

- YES.....1 (GO TO AK3)
- NO .....2 (GO TO AK4)
- NOT MY NUMBER.....3 (GO TO BOX)
- REFUSED ..... -7 (GO TO BOX)
- DON'T KNOW ..... -8 (GO TO BOX)

*If AK2 = 3 (not my number), ask for number reached and record explanation of difference between phone numbers in comments box. Then, ask AK2 again with new number.*

AK3.  
**HNUMUSE**

How many of these additional telephone numbers are for home use?

- NUMBER .....
- REFUSED ..... -7
- DON'T KNOW ..... -8

AK4.  
**HCOMPFAX**

Does your household have any telephone numbers used mostly for a computer or fax machine?

- YES.....1 (GO TO AK5)
- NO .....2 (GO TO AK7)
- REFUSED ..... -7 (GO TO AK7)
- DON'T KNOW ..... -8 (GO TO AK7)

AK5.  
**HCOMPINC**

Did you include these telephone numbers when I asked you how many telephone numbers were in your household?

- YES.....1
- NO .....2
- REFUSED ..... -7
- DON'T KNOW ..... -8

**HOME**

AK6. If we had called a telephone number used mostly for your computer or fax machine, would someone have answered it?

**HCOMPANS**

YES.....1  
 NO .....2  
 SOMETIMES/MAYBE .....3  
 REFUSED .....-7  
 DON'T KNOW .....-8

AK7. Does anyone in your household have a cellular phone?

**HOWNCEL**

YES.....1 (GO TO AK8)  
 NO .....2 (GO TO BOX BEFORE AK9)  
 REFUSED .....-7 (GO TO BOX BEFORE AK9)  
 DON'T KNOW .....-8 (GO TO BOX BEFORE AK9)

AK8. Did you include any cellular phone numbers when I asked if there were any other telephone numbers in your household?

**HCELINC**

YES.....1  
 NO .....2  
 REFUSED .....-7  
 DON'T KNOW .....-8

*If an answering machine message was left, autocode AK9=1 and go to AK10. Else, go to AK9.*

AK9. Does your household have a telephone answering machine or an answering service such as voicemail?

**HVCMAIL**

YES.....1 (GO TO AK12)  
 NO .....2 (GO TO AK14)  
 REFUSED .....-7 (GO TO AK14)  
 DON'T KNOW .....-8 (GO TO AK14)

AK10. Some time ago, we left a message about this study on the answering machine or service in your household. Did you hear the message we left, were you told about it by some other member of your household, or do you not know about the message?

**HGOTMSG**

HEARD MESSAGE .....1 (GO TO AK11)  
 WAS TOLD ABOUT MESSAGE .....2 (GO TO AK11)  
 DIDN'T KNOW ABOUT MESSAGE .....3 (GO TO AK12)  
 REFUSED .....-7 (GO TO AK12)  
 DON'T KNOW .....-8 (GO TO AK12)

AK11. Did the message make you more or less willing to complete this survey, or did it make no difference?

**HGOTWIL**

MORE WILLING.....1 (GO TO AK12)  
 LESS WILLING .....2 (GO TO AK12)  
 NO DIFFERENCE.....3 (GO TO AK12)  
 REFUSED .....-7 (GO TO AK12)  
 DON'T KNOW .....-8 (GO TO AK12)

AK12. Does anyone in your household ever use your answering machine to hear who is calling and then decide whether to answer?

**HAMSCR**

YES.....	1	(GO TO AK13)
NO .....	2	(GO TO AK14)
REFUSED .....	-7	(GO TO AK14)
DON'T KNOW .....	-8	(GO TO AK14)

AK13. Would you say your answering machine is used to do this for ...

**HAMFRQ**

All of your calls, .....	1
Some of your calls, or.....	2
Only a few calls? .....	3
REFUSED .....	-7
DON'T KNOW .....	-8

AK14. Does your household have caller ID?

**HCALLID**

YES.....	1	(GO TO AK15)
NO .....	2	(GO TO AK17)
REFUSED .....	-7	(GO TO AK17)
DON'T KNOW .....	-8	(GO TO AK17)

AK15. Does anyone in your household ever use caller ID to see who is calling and then decide whether to answer?

**HCIDSCR**

YES.....	1	(GO TO AK16)
NO .....	2	(GO TO AK17)
REFUSED .....	-7	(GO TO AK17)
DON'T KNOW .....	-8	(GO TO AK17)

AK16. Would you say caller ID is used to do this for ...

**HCIDFRQ**

All of your calls, .....	1
Some of your calls, or.....	2
Only a few calls? .....	3
REFUSED .....	-7
DON'T KNOW .....	-8

AK17.  
**HZIPCODE**

So that we can group households geographically, may I have your ZIP code?

ZIP CODE .....       
 REFUSED ..... -7  
 DON'T KNOW ..... -8

*If NUMKID20 > 0 (number of children age 20 or younger), ask  
 AK18. Else, go to AK19.*

**HOME**

AK18.

In the past 12 months, has your family received funds or services from any of the following programs? How about...

		YES	NO	REF	DK
<b>HWIC</b>	a. Women, Infants, and Children, or WIC?.....	1	2	-7	-8
<b>HFOODST</b>	b. Food Stamps?.....	1	2	-7	-8
<b>HAFDC</b>	c. Temporary Assistance to Needy Families, AFDC, or your state welfare program?.....	1	2	-7	-8

AK19.

In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

**HINCMRNG**

Was it....

\$25,000 or less, or .....	1	(READ SET 1)
More than \$25,000? .....	2	(READ SET 2)
REFUSED .....	-7	(GO TO AK20)
DON'T KNOW .....	-8	(GO TO AK20)

**HINCOME**

Was it...

[SET 1]	
\$5,000 or less.....	1
\$5,001 to \$10,000 .....	2
\$10,001 to \$15,000 .....	3
\$15,001 to \$20,000, or .....	4
\$20,001 to \$25,000? .....	5
REFUSED .....	-7
DON'T KNOW .....	-8
[SET 2]	
\$25,001 to \$30,000 .....	6
\$30,001 to \$35,000 .....	7
\$35,001 to \$40,000 .....	8
\$40,001 to \$50,000 .....	9
\$50,001 to \$75,000, or .....	10
Over \$75,000? .....	11
REFUSED .....	-7
DON'T KNOW .....	-8

Ask AK190V if  
 (Number in HH = 2 and HINCOME <= 3) or  
 (Number in HH = 3 and HINCOME <= 3) or  
 (Number in HH = 4 and HINCOME <= 4) or  
 (Number in HH = 5 and HINCOME <= 4) or  
 (Number in HH = 6 and HINCOME <= 5) or  
 (Number in HH = 7 and HINCOME <= 5) or  
 (Number in HH = 8 and HINCOME <= 6) or  
 (Number in HH => 9 and HINCOME <= 7).  
 Else, go to AK20.

HOME

AK190V. What was your total household income last year, to the nearest thousand?  
**HINCMEXT**

INCOME .....\$□□,□□□  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

AK20. We are testing a new way of asking two questions we asked you earlier in the interview. Please tell me, are you of Hispanic or Latino origin?

**ASHISP**

YES.....1  
 NO .....2  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

AK21. Now I am going to read you a list of racial groups. After you have heard the list, you may choose one or more that apply to you. Are you...

[CODE ALL THAT APPLY.]

**ASWHITE** White, .....1  
**ASBLACK** Black or African American, .....2  
**ASAMIND** American Indian or Alaska Native, .....3  
**ASASIAN** Asian, or.....4  
**ASPACIS** Native Hawaiian or Other Pacific Islander? .....5  
**ASRACOT** OTHER.....91  
**ASRACOS/R** SPECIFY \_\_\_\_\_  
 REFUSED ..... -7  
 DON'T KNOW ..... -8

[CODE WHETHER THE LIST HAD TO BE READ MORE THAN ONE TIME.]

**ASLSTRD**

LIST WAS READ ONLY ONE TIME .....1  
 LIST WAS READ MORE THAN ONE TIME .....2

CLOSE. Thank you. Those are all the questions I have.



## **APPENDIX C**

### **NHES:1999 Interviewer Training Agendas**

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## NHES:1999 INTERVIEWER TRAINING AGENDA

### NEW INTERVIEWERS

Activity	Time in Minutes	Topic
1	15	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Background and purpose of the NHES</li> <li>▪ Overview of the 1999 NHES</li> </ul>
2	30	<b>Demonstration and critique: The effective interviewer</b> <ul style="list-style-type: none"> <li>▪ Demonstration of a Parent interview (I path, parental care)</li> <li>▪ Critique of interviewing techniques</li> <li>▪ Implications for response rate</li> </ul>
3	120	<b>Screener Interactives</b> (includes 15 min. break) <ul style="list-style-type: none"> <li>▪ Explanation of information already on the screen</li> <li>▪ Eligibility requirements</li> <li>▪ The matrices                             <ul style="list-style-type: none"> <li>▪ Enumerate ALL household members</li> <li>▪ Enumerate children only/ Emancipated minor</li> <li>▪ Empty matrix</li> <li>▪ Refused names or initials in matrix</li> </ul> </li> <li>▪ Explanation of Result Codes</li> <li>▪ Explanation of Call Back Screens</li> <li>▪ Selecting respondents                             <ul style="list-style-type: none"> <li>▪ NOCHOICE screen</li> <li>▪ HHSELECT screen</li> </ul> </li> <li>▪ Review of key concepts</li> </ul>
4	45	<b>Contact procedures (Part 1)</b> <ul style="list-style-type: none"> <li>▪ RNA (ring no answer)</li> <li>▪ NW (non-working)</li> <li>▪ Business</li> <li>▪ Probable Business/Callback</li> <li>▪ Mail out request</li> <li>▪ AM (answering machine)</li> <li>▪ Problem (NIRF)</li> <li>▪ Teen Phone (Messages)</li> <li>▪ Language Problem (NIRF)</li> </ul>
5	30	<b>Exercise on Screener and contact procedures</b>

Activity	Time in Minutes	Topic
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6	75	<b>Contact Procedures (Part 2)</b> <ul style="list-style-type: none"> <li>▪ Refusal (in matrix/NIRF)</li> <li>▪ Restart at the extended <ul style="list-style-type: none"> <li>▪ Selecting the appropriate interview</li> <li>▪ Deletion of household members</li> </ul> </li> </ul>
7	70	<b>Interactive 1: Adult Interview</b> <ul style="list-style-type: none"> <li>▪ Full household enumeration</li> <li>▪ Sample adult and child</li> <li>▪ Change from Screener respondent to sampled adult</li> <li>▪ Eligible for ESL and Basic Skills/GED</li> <li>▪ Participant in personal development courses</li> </ul>
8	95	<b>Contact Role Plays</b> (includes 15 min. break) <ul style="list-style-type: none"> <li>▪ Ring no answer</li> <li>▪ Non-working at the screener</li> <li>▪ Problem</li> <li>▪ Empty matrix</li> <li>▪ Answering machine (residential)</li> <li>▪ Mailout</li> <li>▪ Non-working at the extended</li> <li>▪ Probable business</li> <li>▪ Refusal</li> <li>▪ Refused names in matrix</li> <li>▪ Answering machine (movie theater)</li> <li>▪ Order of selection</li> <li>▪ Busy</li> <li>▪ Answering machine (business)</li> <li>▪ Callback beyond matrix</li> <li>▪ Language problem</li> <li>▪ Emancipated minor-no adult household members</li> </ul>

Activity	Time in Minutes	Topic
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9	70	<b>Interactive 2: Parent (N Path)</b> <ul style="list-style-type: none"> <li>▪ Restart at PA</li> <li>▪ Center-based program</li> <li>▪ Relative care</li> </ul>
10	85	<b>Interactive 3A: Parent</b> <ul style="list-style-type: none"> <li>▪ Middle school student (start at PD)</li> </ul>
	<b>15</b>	Break
11	55	<b>Interactive 3B: Youth</b> <ul style="list-style-type: none"> <li>▪ Callback to middle school youth</li> <li>▪ Community service participant</li> </ul>
12	30	<b>Exercise on extended interview</b>

13	90	<b>Strategies for gaining cooperation</b> <ul style="list-style-type: none"> <li>▪ Includes review of Q&amp;A card</li> </ul>
14	15	<b>Problem Sheet review</b>
	<b>15</b>	Break
15	45	<b>Interactive 4: Adult Special Study</b> <ul style="list-style-type: none"> <li>▪ Restart at credential programs</li> <li>▪ Credential and work-related participant</li> </ul>
16	60	<b>Interactive 5: Special Items</b> <ul style="list-style-type: none"> <li>▪ Explanation of challenging questions and paths</li> </ul>

Activity	Time in Minutes	Topic
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17

120

**Role Plays**

(includes 15 min. break)

- Parent Interview
  - E path
  - S path
  - N path
  - M path
- Youth Interview
  - S path
  - M path
- Adult Interview
  - Nonparticipant
  - ESL and credential
- Adult Special Study Interview
  - Work related and personal development

## NHES:1999 INTERVIEWER TRAINING AGENDA

### EXPERIENCED INTERVIEWERS

Activity	Time in Minutes	Topic
1	15	<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ Background and purpose of the NHES</li> <li>▪ Overview of the 1999 NHES</li> </ul>
2	30	<b>Demonstration and critique: The effective interviewer</b> <ul style="list-style-type: none"> <li>▪ Demonstration of a Parent interview (I path, parental care)</li> <li>▪ Critique of interviewing techniques</li> <li>▪ Implications for response rate</li> </ul>
3	105	<b> Screener Interactives</b> (includes 15 min. break) <ul style="list-style-type: none"> <li>▪ Explanation of information already on the screen</li> <li>▪ Eligibility requirements</li> <li>▪ The matrices               <ul style="list-style-type: none"> <li>▪ Enumerate ALL household members</li> <li>▪ Enumerate children only/ Emancipated minor</li> <li>▪ Empty matrix</li> <li>▪ Refused names or initials in matrix</li> </ul> </li> <li>▪ Explanation of Result Codes</li> <li>▪ Explanation of Call Back Screens</li> <li>▪ Selecting respondents               <ul style="list-style-type: none"> <li>▪ NOCHOICE screen</li> <li>▪ HHSELECT screen</li> </ul> </li> <li>▪ Review of key concepts</li> </ul>
4	15	<b>Contact procedures (Part 1)</b> <ul style="list-style-type: none"> <li>▪ RNA (ring no answer)</li> <li>▪ NW (non-working)</li> <li>▪ Business</li> <li>▪ Probable Business/Callback</li> <li>▪ Mail out request</li> <li>▪ AM (answering machine)</li> <li>▪ Problem (NIRF)</li> <li>▪ Teen Phone (Messages)</li> <li>▪ Language Problem (NIRF)</li> </ul>
5	15	<b>Exercise on Screener and contact procedures</b>
6	60	<b>Contact Procedures (Part 2)</b> <ul style="list-style-type: none"> <li>▪ Refusal (in matrix/NIRF)</li> <li>▪ Restart at the extended               <ul style="list-style-type: none"> <li>▪ Selecting the appropriate interview</li> <li>▪ Deletion of household members</li> </ul> </li> </ul>

Activity	Time in Minutes	Topic
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7	60	<b>Interactive 1: Adult Interview</b> <ul style="list-style-type: none"> <li>▪ Full household enumeration</li> <li>▪ Sample adult and child</li> <li>▪ Change from Screener respondent to sampled adult</li> <li>▪ Eligible for ESL and Basic Skills/GED</li> <li>▪ Participant in personal development courses</li> </ul>
8	75	<b>Contact Role Plays</b> (includes 15 min. break) <ul style="list-style-type: none"> <li>▪ Ring no answer</li> <li>▪ Non-working at the screener</li> <li>▪ Problem</li> <li>▪ Empty matrix</li> <li>▪ Answering machine (residential)</li> <li>▪ Mailout</li> <li>▪ Non-working at the extended</li> <li>▪ Probable business</li> <li>▪ Refusal</li> <li>▪ Refused names in matrix</li> <li>▪ Answering machine (movie theater)</li> <li>▪ Order of selection</li> <li>▪ Busy</li> <li>▪ Answering machine (business)</li> <li>▪ Callback beyond matrix</li> <li>▪ Language problem</li> <li>▪ Emancipated minor-no adult household members</li> </ul>
9	50	<b>Interactive 3A: Parent</b> (includes 15 min. break) <ul style="list-style-type: none"> <li>▪ Middle school student (start at PD)</li> </ul>
10	50	<b>Interactive 3B: Youth</b> <ul style="list-style-type: none"> <li>▪ Callback to middle school youth</li> <li>▪ Community service participant</li> </ul>



Activity	Time in Minutes	Topic
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11	50	<b>Interactive 2: Parent (N Path)</b> <ul style="list-style-type: none"> <li>▪ Restart at PA1</li> <li>▪ Center-based program</li> <li>▪ Relative care</li> </ul>
12	30	<b>Exercise on extended interview</b>
13	50	<b>Strategies for gaining cooperation</b> <ul style="list-style-type: none"> <li>▪ Includes review of Q&amp;A card</li> </ul>
	15	Break
14	5	<b>Problem Sheet review</b>
15	45	<b>Interactive 4: Adult Special Study</b> <ul style="list-style-type: none"> <li>▪ Restart at credential programs</li> <li>▪ Credential and work-related participant</li> </ul>
16	45	<b>Interactive 5: Special Items</b> <ul style="list-style-type: none"> <li>▪ Explanation of challenging questions and paths</li> </ul>

17	120	<b>Role Plays</b> (includes 15 min. break) <ul style="list-style-type: none"> <li>▪ Parent Interview <ul style="list-style-type: none"> <li>▪ E path</li> <li>▪ S path</li> <li>▪ N path</li> <li>▪ M path</li> </ul> </li> <li>▪ Youth Interview <ul style="list-style-type: none"> <li>▪ S path</li> <li>▪ M path</li> </ul> </li> <li>▪ Adult Interview <ul style="list-style-type: none"> <li>▪ Nonparticipant</li> <li>▪ ESL and credential</li> </ul> </li> <li>▪ Adult Special Study Interview <ul style="list-style-type: none"> <li>▪ Work related and personal development</li> </ul> </li> </ul>
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## **APPENDIX D**

### **Letters to Potential Respondents**

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**Advance information letter**



**U.S. DEPARTMENT OF EDUCATION**  
**OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT**

**NATIONAL CENTER FOR EDUCATION STATISTICS**

December 1998

Dear Potential Respondent,

We need your help with an important education research study, the National Household Education Survey (NHES). The purpose of the study is to learn about the educational experiences of both adults and children. We are interested in learning about child care and educational programs for babies and young children, about the educational experiences of youngsters in kindergarten through grade 12, and about the types of educational activities in which adults may participate. Your household may be interviewed about one or more of these topics.

This study is sponsored by the National Center for Education Statistics of the United States Department of Education. The NHES has been conducted before, in 1991, 1993, 1995, and 1996, and has provided valuable data for educational policy makers and researchers. I want to strongly encourage you to participate in the 1999 NHES.

Your telephone number was selected for the study as part of a scientific random sample of all households in the nation, and another telephone number cannot be substituted for yours. Your household represents thousands of households. Even if your household does not have any children or any adults who participate in educational activities, it is very important that you take part so that our survey results can accurately reflect the experiences of all children and adults across the nation.

The study will be conducted by Westat, a social science research firm, and will take place from January 4 through April 4, 1999. Sometime during those four months, a Westat interviewer will call you. If we happen to call at an inconvenient time, please suggest a time that is better for you. If you would like to set an appointment before we call, contact Westat at their toll-free number (1-800-221-8628) and give your telephone number and your preferred appointment time.

More information about the NHES is provided on the back of this letter. Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Christopher Chapman".

Christopher Chapman  
Project Officer  
1999 National Household Education Survey

## **Some Frequently Asked Questions about the National Household Education Survey (NHES)**

***Q. How will the study results be used? What will you do with this information?***

A. The information we collect will be used to better understand educational experiences and needs. Some information from the study will be published in the annual report on the National Education Goals. Other findings will be published in U.S. Department of Education reports. Those reports, which do not reveal individual answers but rather findings for large groups of people, will be widely distributed to educators, researchers, news organizations, and the general public.

***Q. How did you get my (unlisted) phone number?***

A. Your number was randomly selected from among all of the possible telephone numbers in the nation. It was selected using scientific sampling methods. We do not use telephone directories to select telephone numbers. If your number was unlisted, it still is.

***Q. How did you get my address?***

A. An independent organization matched a list of published addresses to the randomly selected list of phone numbers. This letter was sent to every address that was matched with a telephone number. Interviewers do not have the names or addresses for any telephone numbers. All address information will be destroyed as soon as the data collection is completed.

***Q. Will you keep my information confidential?***

A. All information you give to the interviewer will be kept completely confidential. All employees of the U.S. Department of Education and Westat who are working on this study are required by law to protect the confidentiality of respondents. Also, individual responses are never published in reports; they are combined with the responses of others and are published as grouped data only.

***Q. How long will the survey take?***

A. First, there are a few short questions to see if any members of your household qualify for the study. They take about 3 minutes. In about half of all households, no one is selected for an interview. If someone is chosen for an interview, it will take approximately 10 to 15 minutes depending on the interview.

***Q. What is the authority for conducting this survey?***

A. This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0713. You may send any comments about this survey, including its length, to the Federal Government. Write to Christopher Chapman, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 422K, Washington, DC 20208-5651.

## Letter providing information



### U.S. DEPARTMENT OF EDUCATION OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear Potential Respondent,

Recently you were called and asked to participate in the National Household Education Survey (NHES). I am pleased to provide you with more information about this important study, which is sponsored by the National Center for Education Statistics of the United States Department of Education.

The NHES has been conducted before, in 1991, 1993, 1995, and 1996, and has provided valuable data for educational policy makers and researchers. The purpose of the study is to learn about the educational experiences of both adults and children. We are interested in learning about child care and educational programs for babies and young children, about the educational experiences of children in kindergarten through grade 12, and about the types of educational activities in which adults may participate. A few initial questions will determine whether your household is selected for an interview about one or more of these topics.

The topics are related to the President's and Governors' education goals for the nation, and we can only learn about them by speaking to families like yours. Your telephone number was selected for the study as part of a scientific random sample of all households in the country, and another telephone number cannot be substituted for yours. Your household represents thousands of households. Even if your household does not have any children or any adults who have taken part in educational activities, your participation in our study, although completely voluntary, is important so that the survey results can accurately reflect the experiences of all children and adults across the nation.

The study is being conducted by Westat, a social science research firm. The information you give is held in the strictest confidence. Study findings are reported as group data only; individual responses are never revealed.

More information about the NHES is provided on the back of this letter. If you have additional questions, you may contact me at 202-219-4182; however, this is not a toll-free number. If you have not yet completed an interview and would like to set an appointment before we call, please contact Westat at their toll-free number, 1-800-221-8628, and give your telephone number and your preferred appointment time. Thank you for your interest in the NHES.

Sincerely,

A handwritten signature in cursive script that reads "Christopher Chapman".

Christopher Chapman  
Project Officer  
1999 National Household Education Survey

## **Some Frequently Asked Questions about the National Household Education Survey (NHES)**

***Q. How will the study results be used? What will you do with this information?***

A. The information we collect will be used to better understand educational experiences and needs. Some information from the study will be published in the annual report on the National Education Goals. Other findings will be published in U.S. Department of Education reports. Those reports, which do not reveal individual answers but rather findings for large groups of people, will be widely distributed to educators, researchers, news organizations, and the general public.

***Q. How did you get my (unlisted) phone number?***

A. Your number was randomly selected from among all of the possible telephone numbers in the nation. It was selected using scientific sampling methods. We do not use telephone directories to select telephone numbers. If your number was unlisted, it still is.

***Q. How did you get my address?***

A. An independent organization matched a list of published addresses to the randomly selected list of phone numbers. This letter was sent to every address that was matched with a telephone number. Interviewers do not have the names or addresses for any telephone numbers. All address information will be destroyed as soon as the data collection is completed.

***Q. Will you keep my information confidential?***

A. All information you give to the interviewer will be kept completely confidential. All employees of the U.S. Department of Education and Westat who are working on this study are required by law to protect the confidentiality of respondents. Also, individual responses are never published in reports; they are combined with the responses of others and are published as grouped data only.

***Q. How long will the survey take?***

A. First, there are a few short questions to see if any members of your household qualify for the study. They take about 3 minutes. In about half of all households, no one is selected for an interview. If someone is chosen for an interview, it will take approximately 10 to 15 minutes depending on the interview.

***Q. What is the authority for conducting this survey?***

A. This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0713. You may send any comments about this survey, including its length, to the Federal Government. Write to Christopher Chapman, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 422K, Washington, DC 20208-5651.



**Letter for refusal, no answer-answering machine, and maximum call cases**



U.S. DEPARTMENT OF EDUCATION  
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

[date]

Dear Sir or Madam:

Recently, a professional telephone interviewer called your household about a national study about the educational experiences of children and adults. This study, the 1999 National Household Education Survey (NHES), is sponsored by the National Center for Educational Statistics of the U.S. Department of Education. As of the date we mailed this letter, we had not completed an interview with your household. I am writing to give you more information about the NHES, and I hope that after reading this letter you will take part in this very important research effort.

The purpose of the 1999 NHES is to learn about child care and educational programs for babies and young children, about the educational experiences of youngsters in kindergarten through grade 12, and about the types of educational activities in which adults may participate. A few initial questions will determine whether your household is selected for an interview about one or more of these topics. Findings from this study will help educational policy makers and researchers improve education in the United States.

Your telephone number was selected for the study as part of a scientific random sample of all households in the nation, so another telephone number cannot be substituted for yours. Your household represents thousands of households, so we need your help. Even if your household does not have any children or any adults who have taken part in educational activities, your participation in our study, although completely voluntary, is important so that the survey results can accurately reflect the experiences of all children and adults across the nation.

Westat, a social science research firm, is conducting the 1999 NHES. In the next week or two, a Westat interviewer will call your household again. If we happen to call at an inconvenient time, please suggest a time that is better for you. If you would like to set an appointment before we call, contact Westat at their toll-free number (1-800-221-8628) and give your telephone number and your preferred appointment time.

More information about the NHES is provided on the back of this letter. Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in black ink that reads "Christopher Chapman".

Christopher Chapman  
Project Officer  
1999 National Household Education Survey

## **Some Frequently Asked Questions about the National Household Education Survey (NHES)**

***Q. How will the study results be used? What will you do with this information?***

A. The information we collect will be used to better understand educational experiences and needs. Some information from the study will be published in the annual report on the National Education Goals. Other findings will be published in U.S. Department of Education reports. Those reports, which do not reveal individual answers but rather findings for large groups of people, will be widely distributed to educators, researchers, news organizations, and the general public.

***Q. How did you get my (unlisted) phone number?***

A. Your number was randomly selected from among all of the possible telephone numbers in the nation. It was selected using scientific sampling methods. We do not use telephone directories to select telephone numbers. If your number was unlisted, it still is.

***Q. How did you get my address?***

A. An independent organization matched a list of published addresses to the randomly selected list of phone numbers. This letter was sent to every address that was matched with a telephone number. Interviewers do not have the names or addresses for any telephone numbers. All address information will be destroyed as soon as the data collection is completed.

***Q. Will you keep my information confidential?***

A. All information you give to the interviewer will be kept completely confidential. All employees of the U.S. Department of Education and Westat who are working on this study are required by law to protect the confidentiality of respondents. Also, individual responses are never published in reports; they are combined with the responses of others and are published as grouped data only.

***Q. How long will the survey take?***

A. First, there are a few short questions to see if any members of your household qualify for the study. They take about 3 minutes. In about half of all households, no one is selected for an interview. If someone is chosen for an interview, it will take approximately 10 to 15 minutes depending on the interview.

***Q. What is the authority for conducting this survey?***

A. This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0713. You may send any comments about this survey, including its length, to the Federal Government. Write to Christopher Chapman, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 422K, Washington, DC 20208-5651.

**Letter for “no answer” cases**



U.S. DEPARTMENT OF EDUCATION  
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

[date]

Dear Sir or Madam:

We have made several attempts to contact your household by telephone about a study of the educational experiences of children and adults. This study, the 1999 National Household Education Survey (NHES), is sponsored by the U.S. Department of Education. As of the date we mailed this letter, we have not reached any person in your household. I am writing to give you more information about the NHES, and I hope that after reading this letter you will take part in this very important research effort.

The purpose of the 1999 NHES is to learn about child care and educational programs for babies and young children, about the educational experiences of youngsters in kindergarten through grade 12, and about the types of educational activities in which adults may participate. Your household may be interviewed about one or more of these topics. Findings from this study will help educational policy makers and researchers improve education in the United States.

Your telephone number was selected for the study as part of a scientific random sample of all households in the nation, so another telephone number cannot be substituted for yours. Your household represents thousands of households, so we need your help. Even if your household does not have any children or any adults who participate in educational activities, it is very important that you take part so that our survey results can accurately reflect the experiences of all children and adults across the nation.

Westat, a social science research firm, is conducting the 1999 NHES. Would you kindly contact Westat at their toll-free number (1-800-221-8628) and let them know when you would like an interviewer to contact you? Meanwhile, our interviewers will continue to try to reach you.

More information about the NHES is provided on the back of this letter. Thank you in advance for your cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Christopher Chapman".

Christopher Chapman  
Project Officer  
1999 National Household Education Survey

## **Some Frequently Asked Questions about the National Household Education Survey (NHES)**

***Q. How will the study results be used? What will you do with this information?***

A. The information we collect will be used to better understand educational experiences and needs. Some information from the study will be published in the annual report on the National Education Goals. Other findings will be published in U.S. Department of Education reports. Those reports, which do not reveal individual answers but rather findings for large groups of people, will be widely distributed to educators, researchers, news organizations, and the general public.

***Q. How did you get my (unlisted) phone number?***

A. Your number was randomly selected from among all of the possible telephone numbers in the nation. It was selected using scientific sampling methods. We do not use telephone directories to select telephone numbers. If your number was unlisted, it still is.

***Q. How did you get my address?***

A. An independent organization matched a list of published addresses to the randomly selected list of phone numbers. This letter was sent to every address that was matched with a telephone number. Interviewers do not have the names or addresses for any telephone numbers. All address information will be destroyed as soon as the data collection is completed.

***Q. Will you keep my information confidential?***

A. All information you give to the interviewer will be kept completely confidential. All employees of the U.S. Department of Education and Westat who are working on this study are required by law to protect the confidentiality of respondents. Also, individual responses are never published in reports; they are combined with the responses of others and are published as grouped data only.

***Q. How long will the survey take?***

A. First, there are a few short questions to see if any members of your household qualify for the study. They take about 3 minutes. In about half of all households, no one is selected for an interview. If someone is chosen for an interview, it will take approximately 10 to 15 minutes depending on the interview.

***Q. What is the authority for conducting this survey?***

A. This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0713. You may send any comments about this survey, including its length, to the Federal Government. Write to Christopher Chapman, National Center for Education Statistics, U.S. Department of Education, 555 New Jersey Avenue, NW, Room 422k, Washington, DC 20208-5651.

**APPENDIX E**  
**NHES:1999 Result Codes**

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**NHES:1999 Result Codes**

	<b>Code</b>	<b>Label</b>	<b>Description</b>	<b> Screener/ extended</b>
<b>INTERIM</b>	-1	New work	Work that has yet to receive a call attempt	S/E
	1	RNA	The call attempt resulted in a ring, no answer	S/E
	2	Initial refusal	Respondent refuses to do the interview or refuses to continue with the interview	S/E
	3	Busy	Call results in “regular” busy signal	S/E
	41	Appointment, general	Respondent requests a callback to complete the interview at a general time, e.g., day, evening or weekend	S/E
	42	Appointment, exact	Respondent requests a callback to complete the interview at a specific date and time	S/E
	5	Answering machine	Telephone is answered by an answering machine	S/E
	61	Initial language problem, hearing/speech	Respondent has a hearing or speech problem	S/E
	62	Initial language problem, other language	Respondent speaks a language other than English	S/E
	7	Questionable ring	Code used any time the call results in a sound that cannot be identified, e.g., dead air, “fast” busy signals, possible modem or fax tones	S/E
	8	Problem	All situations that are not included in other interim codes; case is reviewed	S/E
	9	Mailout needed	Respondent requested a letter describing the study before completing	S/E
	95	Hold, indefinite	Youth on hold until Parent Interview is completed	S

**NHES:1999 Result Codes**

	<b>Code</b>	<b>Label</b>	<b>Description</b>	<b> Screener/ extended</b>
<b>FINAL Response</b>	CO	Complete interview	Complete Screener with no extended interviews	S
	C1	Complete interview	Complete Screener with Parent Interview(s) only	S
	C2	Complete interview	Complete Screener with Parent and Youth Interviews	S
	C3	Complete interview	Complete Screener with Adult Education Interview only	S
	C4	Complete interview	Complete Screener with Parent and Adult Education Interviews	S
	C5	Complete interview	Complete Screener with Parent, Youth, and Adult Education Interviews	S
	C6	Complete interview	Complete Screener with Adult Special Study Interview	S
	CE	Complete interview	Complete Parent Interview for an elementary schooler	E
	CH	Complete interview	Complete Parent Interview for a home schooler	E
	CI	Complete interview	Complete Parent Interview for an infant/toddler	E
	CM	Complete interview	Complete Parent Interview for a middle schooler/junior high schooler	E
	CN	Complete interview	Complete Parent Interview for a preschooler	E
	CP	Complete interview	Complete Adult Education Interview; sampled as participant, completed as participant	E
	CS	Complete interview	Complete Parent Interview for a senior high schooler	E
	CU	Complete interview	Complete Adult Education Interview; sampled as nonparticipant, completed as nonparticipant	E
	CX	Complete interview	Complete Adult Education Interview; sampled as participant, completed as nonparticipant	E
	CY	Complete interview	Complete Youth Interview	E
	CZ	Complete interview	Complete Adult Education Interview; sampled as nonparticipant, completed as participant	E
	IA	Ineligible interview	Ineligible Adult Education Interview; adult is in military or living in another private home/apartment	E
	IP	Ineligible interview	Ineligible Parent Interview; sampled child is emancipated	E
IY	Ineligible interview	Ineligible Youth Interview; sampled child is an old-to-young switcher or is emancipated	S/E	



**NHES:1999 Result Codes**

	<b>Code</b>	<b>Label</b>	<b>Description</b>	<b> Screener/ extended</b>
<b>FINAL Nonresponse</b>	LH	Final language problem, hearing/speech	Two calls to this respondent resulted in a hearing or speech communication problem	S/E
	LM	Maximum call, language	Interview had a language problem and has reached the maximum calling algorithm	S/E
	LP	Final language problem	In two calls to this respondent an English or Spanish speaking respondent was not identified	S/E
	MC	Maximum call	The calling algorithm has been fulfilled; at least one "human" contact has been made at the number and there are no refusals or language problems in the call history for the household	S/E
	ML	Maximum call, language problem	The calling algorithm has been fulfilled; an attempt to contact someone else in the HH resulted in an interim language problem, but this particular interview has had no interim language problem in its call history	E
	MR	Maximum call, refusal	The calling algorithm has been fulfilled; an attempt to contact someone else in the household resulted in an interim refusal but this particular interview has had no refusal in its call history	E
	NA	No answer	The calling algorithm has been fulfilled with no "human" or answering machine contact	S
	NM	No answer, answering machine	The calling algorithm has been fulfilled for a telephone number and only answering machine contact was made	S
	NO	Other nonresponse	Nonresponse, other; no other final result code is applicable	S/E
	NS	Subject sick	Subject physically or mentally incapable of completing interview	E
	NZ	Deleted subject	Deleted subject was a household member on SCRNDATE	E
	RB	Final refusal	On two calls, the respondent refused to be interviewed or broke off during the interview and refused to continue	S/E
	R3	Final refusal for re-released RBs	A re-released final refusal (RB) has received an additional refusal	S/E
	RM	Maximum call, refusal	Questionnaire had a refusal code and has reached the maximum calling algorithm	S/E
	RX	Maximum call re-released RBs	A re-released final refusal (RB), has reached the maximum calling algorithm	S/E
RY	Parent refusal for youth	Parent will not agree to letting youth be interviewed	E	

**NHES:1999 Result Codes**

	<b>Code</b>	<b>Label</b>	<b>Description</b>	<b> Screener/ extended</b>
<b>FINAL Out of Scope</b>	OE	Enumeration error	The respondent enumerated in the Screener and selected for the extended interview is not a member of the household	E
	OZ	Out of scope	Deleted subject was not a household member on SCRNDATE	E
	NR	Nonresidential	The number called was not a residential number; included are businesses, institutions, agencies, modems, public facilities, vacation homes, group quarters*	S/E
	NB	Nonresidential, business purge	Identified as nonresidential during business purge preprocessing prior to Cheshire load	S
	NW	Nonworking	On three call attempts, the call was coded a nonworking number. Included are temporary and permanent disconnects, fast busy's, and "dead" air*	S/E
	NT	Nonworking, Tritone match	Identified as nonworking during Tritone match preprocessing prior to Cheshire load	S

\* Only considered out of scope for cluster or screener questionnaires; nonresponse for extended.

## **APPENDIX F**

### **NHES:1999 Answering Machine Messages**

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## ANSWERING MACHINE MESSAGES FOR THE NHES:1999

### SCREENER OR EXTENDED IN INITIAL OR LANGUAGE PROBLEM STRATEGIES:

Hello, this is {interviewer's name} and I'm calling for the U.S. Department of Education from Westat, a social science research firm. We are conducting a study about the educational experiences of adults and children. We'll call back another time. If you have any questions or would like to schedule an appointment, please call 1-800-221-8628. Thank you.

### SCREENER IN REFUSAL STRATEGY:

Hello, this is {interviewer's name} and I'm calling for the U.S. Department of Education from Westat, a social science research firm. We are conducting a study about the educational experiences of adults and children. Your phone number was selected as part of a scientific random sample. Your participation is important so that our study can accurately represent all households in the nation. Initial questions only take about 3 minutes, and your answers will be kept confidential. We'll call back another time. If you have any questions or would like to schedule an appointment, please call 1-800-221-8628. Thank you.

### EXTENDED IN REFUSAL STRATEGY:

Hello, this is {interviewer's name} and I'm calling for the U.S. Department of Education from Westat, a social science research firm. I'm calling to complete an interview with a member of your household who was scientifically selected for our study about the educational experiences of adults and children. Your participation is important so that our study can accurately represent the experiences of people throughout the nation. We'll call back another time. If you have any questions or would like to schedule an appointment, please call 1-800-221-8628. Thank you.

### ANSWERING MACHINE DAY:

Hello, this is {interviewer name} calling on behalf of the U.S. Department of Education. We are conducting a research study about the educational experiences of adults and children. We have been trying to contact you because your telephone number was selected as part of a scientific random sample. Your input is very important for the success of this study, so we will continue to try to contact you. Or you may call 1-800-221-8628 to obtain more information, to complete the interview, or to have us call you at a particular time. Thank you.

### LAST WEEK OF DATA COLLECTION:

Hello, this is {interviewer name} calling on behalf of the U.S. Department of Education. We are conducting a study about the educational experiences of adults and children. We have been trying to contact you because your telephone number was selected as part of a scientific random sample. We are nearing the end of our research, and because your opinions and educational experiences are important to the accuracy of the study findings, we are leaving you another message. We will call you back in the next day or two or you may call 1-800-221-8628 through April 3 to complete the interview. Thank you.

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**APPENDIX G**

**NHES:1999 TRC Monitoring Form**

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## COACHING/MONITORING FORM

Interviewer: \_\_\_\_\_  
NAME

\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|  
INITIALS

\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|  
M O D D Y R

Reviewer Signature: \_\_\_\_\_  
NAME

TIME			
BEGIN	____:____	AM	END
			____:____
			AM
			PM
BEGIN	____:____	AM	END
			____:____
			AM
			PM

Project: \_\_\_\_\_  
NAME

\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|\_\_\_\_\_|  
NUMBER

Interviewing Characteristics						
	Excellent	Very Good	Good	Fair	Poor	N/A
1. <i>Voice Quality</i>						
2. <i>Reading Skills</i>						
3. <i>Listening, Probing &amp; Clarifying Skills</i>						
4. <i>Technical Skills</i>						
5. <i>Interview Management</i>						

**Special Tasks:**

- Language
- Refusal Conversion
- Tracing
- Other \_\_\_\_\_



Thank you!

**List Areas of Strength:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**List Coaching Tips:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

FEEDBACK GIVEN TO INTERVIEWER : \_\_\_\_\_ : \_\_\_\_\_ AM / PM

DATE: \_\_\_\_/\_\_\_\_/\_\_\_\_

CHECK BOX INDICATING MONITORING SHEET WAS **DISCUSSED** WITH INTERVIEWER

CASE ID <i>(If CATI)</i>	START TIME <i>(If PAPER)</i>	CALL RESULT	Question #	CASE ID <i>(If CATI)</i>	START TIME <i>(If PAPER)</i>	CALL RESULT	Question #

**Supervisory Notes:**

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## **APPENDIX H**

### **NHES:1999 Range and Logic Edit Specifications**

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## Range and Logic Edit Specifications

### Screener

#### S6. *Age entered at “children only” enumeration matrix*

If SCRN\_20 = 1 and the household is not sampled for an adult interview, all ages entered at S6 must be <= 20.

#### S9. *Grade or year person is attending*

If age = 3 - 4, then grade = -1, N, T, K, P, U, S  
If age = 5, then grade = -1, N, T, K, P, 1, U, S  
If age = 6, then grade = -1, N, T, K, P, 1, 2, U, S  
If age = 7, then grade = -1, T, K, P, 1, 2, 3, U, S  
If age = 8, then grade = -1, 1, 2, 3, 4, U, S  
If age = 9, then grade = -1, 2, 3, 4, 5, U, S  
If age = 10, then grade = -1, 3, 4, 5, 6, U, S  
If age = 11, then grade = -1, 4, 5, 6, 7, U, S  
If age = 12, then grade = -1, 5, 6, 7, 8, U, S  
If age = 13, then grade = -1, 6, 7, 8, 9, U, S  
If age = 14, then grade = -1, 7, 8, 9, 10, U, S  
If age = 15, then grade = -1, 8, 9, 10, 11, U, S  
If age = 16, then grade = -1, 9, 10, 11, 12, U, S  
If age = 17, then grade = -1, 10, 11, 12, U, S, 15  
If age = > 18, then grade = -1, 11, 12, U, S, 15

#### S10. *Grade equivalent*

If age = 3 - 4, then grade equivalent = -1, N, T, K, P, U  
If age = 5, then grade equivalent = -1, N, T, K, P, 1, U  
If age = 6, then grade equivalent = -1, N, T, K, P, 1, 2, U  
If age = 7, then grade equivalent = -1, T, K, P, 1, 2, 3, U  
If age = 8, then grade equivalent = -1, 1, 2, 3, 4, U  
If age = 9, then grade equivalent = -1, 2, 3, 4, 5, U  
If age = 10, then grade equivalent = -1, 3, 4, 5, 6, U  
If age = 11, then grade equivalent = -1, 4, 5, 6, 7, U  
If age = 12, then grade equivalent = -1, 5, 6, 7, 8, U  
If age = 13, then grade equivalent = -1, 6, 7, 8, 9, U  
If age = 14, then grade equivalent = -1, 7, 8, 9, 10, U  
If age = 15, then grade equivalent = -1, 8, 9, 10, 11, U  
If age = 16, then grade equivalent = -1, 9, 10, 11, 12, U  
If age = 17, then grade equivalent = -1, 10, 11, 12, U  
If age = > 18, then grade equivalent = -1, 11, 12, U

**S12, S14.** *Relationship between child and most knowledgeable parent/guardian*

If S12 = 1, 2, then parent's age = > (child's age + 12)  
If S12 = 5, 6, then parent's age = > (child's age + 24)  
If S12 = 1, then parent's gender = F  
If S12 = 2, then parent's gender = M  
If S12 = 3, then brother's gender = M  
If S12 = 4, then sister's gender = F  
If S12 = 5, then grandmother's gender = F  
If S12 = 6, then grandfather's gender = M  
If S12 = 7, then aunt's gender = F  
If S12 = 8, then uncle's gender = M  
If S12 = 10, 11, then guardian's age must be >= (child's age + 12)

**S13.** *Age entered at "emancipated minor" matrix*

If the sampled child has identified him/herself as most knowledgeable, all ages entered at S13 must be >= 21.

**S21.** *Number of additional telephone numbers for home use*

0 - 9 (hard range)  
0 - 3 (soft range)

**Parent Interview**

**PA1.** *Month and year of child's birth*

Month: 1 - 12 (hard range)  
Year: 1978 - 1998 (all entries confirmed in PA2)

**PA5OV.** *Age of child when first moved to US*

Years: 0 – current age

**PA8.** *Relationships of household members to child*

If PA8 = 1, 2, then parent's age = > (AGE98 + 12)  
If PA8 = 5, 6, then grandparent's age = > (AGE98 + 24)  
If PA8 = 1, then parent's gender = F  
If PA8 = 2, then parent's gender = M  
If PA8 = 3, then brother's gender = M  
If PA8 = 4, then sister's gender = F  
If PA8 = 5, then grandmother's gender = F  
If PA8 = 6, then grandfather's gender = M  
If PA8 = 7, then aunt's gender = F  
If PA8 = 8, then uncle's gender = M  
If PA8 = 12, then child's age = > 16  
For each child, only 1 household member can have PA8 = 1  
For each child, only 1 household member can have PA8 = 2

**PB5.** *Number of hours homeschooled child attends school for instruction*

1 – 30 (hard range)

1 – 20 (soft range)

**PB6.** *Grade or year child is attending*

If AGE98 = 3 - 4, then grade = -1, N, T, K, P, U, S

If AGE98 = 5, then grade = -1, N, T, K, P, 1, U, S

If AGE98 = 6, then grade = -1, N, T, K, P, 1, 2, U, S

If AGE98 = 7, then grade = -1, T, K, P, 1, 2, 3, U, S

If AGE98 = 8, then grade = -1, 1, 2, 3, 4, U, S

If AGE98 = 9, then grade = -1, 2, 3, 4, 5, U, S

If AGE98 = 10, then grade = -1, 3, 4, 5, 6, U, S

If AGE98 = 11, then grade = -1, 4, 5, 6, 7, U, S

If AGE98 = 12, then grade = -1, 5, 6, 7, 8, U, S

If AGE98 = 13, then grade = -1, 6, 7, 8, 9, U, S

If AGE98 = 14, then grade = -1, 7, 8, 9, 10, U, S

If AGE98 = 15, then grade = -1, 8, 9, 10, 11, U, S

If AGE98 = 16, then grade = -1, 9, 10, 11, 12, U, S

If AGE98 = 17, then grade = -1, 10, 11, 12, 13, U, S

If AGE98 = 18, then grade = -1, 11, 12, 13, U, S

If AGE98 = 19, then grade = -1, 12, 13, U, S

If AGE98 = 20, then grade = -1, 12, 13, U, S

**PB7.** *Grade equivalent*

If AGE98 = 3 - 4, then grade equivalent = -1, N, T, K, P, U

If AGE98 = 5, then grade equivalent = -1, N, T, K, P, 1, U

If AGE98 = 6, then grade equivalent = -1, N, T, K, P, 1, 2, U

If AGE98 = 7, then grade equivalent = -1, T, K, P, 1, 2, 3, U

If AGE98 = 8, then grade equivalent = -1, 1, 2, 3, 4, U

If AGE98 = 9, then grade equivalent = -1, 2, 3, 4, 5, U

If AGE98 = 10, then grade equivalent = -1, 3, 4, 5, 6, U

If AGE98 = 11, then grade equivalent = -1, 4, 5, 6, 7, U

If AGE98 = 12, then grade equivalent = -1, 5, 6, 7, 8, U

If AGE98 = 13, then grade equivalent = -1, 6, 7, 8, 9, U

If AGE98 = 14, then grade equivalent = -1, 7, 8, 9, 10, U

If AGE98 = 15, then grade equivalent = -1, 8, 9, 10, 11, U

If AGE98 = 16, then grade equivalent = -1, 9, 10, 11, 12, U

If AGE98 = 17, then grade equivalent = -1, 10, 11, 12, 13, U

If AGE98 = 18, then grade equivalent = -1, 11, 12, 13, U

If AGE98 = 19, then grade equivalent = -1, 12, 13, U

If AGE98 = 20, then grade equivalent = -1, 12, 13, U

**PD6, PD7.** *Lowest/highest grade taught in child's school*

Child's GRADE/GRADEEQ must be  $\leq$  highest grade in school (SHIGH) and  $\geq$  lowest grade in school (SLOW).

SHIGH must be  $\geq$  SLOW.

**PD8OV.** *Number of students in child's grade at school*

1 - 5000 (hard range)

1 - 1000 (soft range)

**PF6.** *Number of days each week child is cared for by relative*

1 - 7 (hard range)

1 - 5 (soft range)

**PF7.** *Number of hours each week child is cared for by relative*

1 - 70 (hard range)

1 - 50 (soft range)

**PF9.** *Number of children cared for together by relative*

1 - 10 (hard range)

1 - 5 (soft range)

**PF10.** *Number of adults who usually care for child*

1 - 8 (hard range)

1 - 4 (soft range)

**Check on child/staff ratio:** 1:1 to 8:1 (hard range)

1:1 to 5:1 (soft range)

**PF12.** *Cost of relative care to child's household*

per hour: 0.50 - 10.00 (hard range)

1.00 - 6.00 (soft range)

per day: 1.00 - 50.00 (hard range)

1.00 - 10.00 (soft range)

per week: 5.00 - 200.00 (hard range)

10.00 - 100.00 (soft range)

per month: 20.00 - 400.00 (hard range)

40.00 - 240.00 (soft range)

per year: 240.00 - 4,800.00 (hard range)

480.00 - 2,000.00 (soft range)



**PF13OV.** *Number of children cost of relative care applies to*

This number cannot exceed the number of children age 14 or younger enumerated in the household.

2 - 12 (hard range)

2 - 6 (soft range)

**PG5.** *Number of days each week child is cared for by nonrelative*

1 - 7 (hard range)

1 - 5 (soft range)

**PG6.** *Number of hours each week child is cared for by nonrelative*

1 - 70 (hard range)

1 - 50 (soft range)

**PG8.** *Number of children cared for together by nonrelative*

1 - 15 (hard range)

1 - 8 (soft range)

**PG9.** *Number of adults who usually care for child*

1 - 8 (hard range)

1 - 4 (soft range)

**Check on child/staff ratio:** 1:1 to 8:1 (hard range)  
1:1 to 5:1 (soft range)

**PG11.** *Cost of nonrelative care to child's household*

per hour: 1.00 - 10.00 (hard range)

1.00 - 6.00 (soft range)

per day: 3.00 - 100.00 (hard range)

10.00 - 40.00 (soft range)

per week: 5.00 - 500.00 (hard range)

30.00 - 200.00 (soft range)

per month: 30.00 - 2,000.00 (hard range)

120.00 - 800.00 (soft range)

per year: 360.00 - 20,000.00 (hard range)

1,400.00 - 5,000.00 (soft range)

**PG12OV.** *Number of children cost of nonrelative care applies to*

This number cannot exceed the number of children age 14 or younger enumerated in the household.

2 - 12 (hard range)

2 - 6 (soft range)

**PH5.** *Number of days each week child attends Head Start program*

1 - 7 (hard range)  
1 - 5 (soft range)

**PH6.** *Number of hours each week child attends Head Start program*

1 - 70 (hard range)  
1 - 50 (soft range)

**PH8.** *Number of children in Head Start room or group*

1 - 40 (hard range)  
5 - 20 (soft range)

**PH9.** *Number of adults in Head Start room or group*

1 - 10 (hard range)  
1 - 4 (soft range)

**Check on child/staff ratio:** 1:1 to 20:1 (hard range)  
3:1 to 12:1 (soft range)

**PH11.** *Cost of attending Head Start to child's household*

per hour:	.00 - 10.00 (hard range)
	.00 - 6.00 (soft range)
per day:	.00 - 40.00 (hard range)
	.00 - 10.00 (soft range)
per week:	.00 - 100.00 (hard range)
	.00 - 60.00 (soft range)
per month:	.00 - 400.00 (hard range)
	.00 - 240.00 (soft range)
per year:	.00 - 4,800.00 (hard range)
	.00 - 2,000.00 (soft range)

**PH12OV.** *Number of children cost of Head Start applies to*

This number cannot exceed the number of children age 14 or younger enumerated in the household.

2 - 12 (hard range)  
2 - 6 (soft range)

**PI7.** *Number of days each week child attends center-based program*

1 - 7 (hard range)  
1 - 5 (soft range)

**PI8.** *Number of hours each week child attends center-based program*

1-70 (hard range)  
1-50 (soft range)

**PI10.** *Number of children in center-based program room or group*

1 - 40 (hard range)  
5 - 25 (soft range)

**PI11.** *Number of adults in center-based program room or group*

1 - 10 (hard range)  
1 - 5 (soft range)

**Check on child/staff ratio:** 1:1 to 20:1 (hard range)  
3:1 to 12:1 (soft range)

**PI13.** *Cost of attending program to child's household*

per hour:	1.00 - 10.00 (hard range) 1.00 - 6.00 (soft range)
per day:	3.00 - 100.00 (hard range) 10.00 - 40.00 (soft range)
per week:	5.00 - 500.00 (hard range) 30.00 - 200.00 (soft range)
per month:	30.00 - 2,000.00 (hard range) 120.00 - 800.00 (soft range)
per year:	360.00 - 20,000.00 (hard range) 1,400.00 - 5,000.00 (soft range)

**PI14OV.** *Number of children cost of program applies to*

This number cannot exceed the number of children age 14 or younger enumerated in the household.

2 - 12 (hard range)  
2 - 6 (soft range)

**Consistency check on frequency of participation in meetings or activities at child's school:**

If PM1a or PM1b = 1 (attended a general school meeting or parent-teacher conference), then PM2 (frequency of participation) > 0.

**PM2.** *Number of times participated in meetings or activities at child's school*

0 - 260 (hard range)  
0 - 52 (soft range)

**PN7.** *Number of days each week child receives relative care before/after school*

1 - 5 (hard range)

**PN8, PN9, PN9OV.** *Number of hours each week child receives relative care before/after school*

1 - 40 (hard range)

1 - 20 (soft range)

**PN12.** *Cost of relative care before/after school to child's household*

per hour: 0.50 - 10.00 (hard range)

1.00 - 6.00 (soft range)

per day: 1.00 - 50.00 (hard range)

1.00 - 10.00 (soft range)

per week: 5.00 - 200.00 (hard range)

10.00 - 100.00 (soft range)

per month: 20.00 - 400.00 (hard range)

40.00 - 240.00 (soft range)

per year: 240.00 - 4,800.00 (hard range)

480.00 - 2,000.00 (soft range)

**PN13OV.** *Number of children cost of relative care before/after school applies to*

This number cannot exceed the number of children age 14 or younger enumerated in the household.

2 - 12 (hard range)

2 - 6 (soft range)

**PO6.** *Number of days each week child receives nonrelative care before/after school*

1 - 5 (hard range)

**PO7, PO8, PO8OV.** *Number of hours each week child receives nonrelative care before/after school*

1 - 40 (hard range)

1 - 20 (soft range)

**PO11.** *Cost of nonrelative care before/after school to child's household*

per hour: 1.00 - 10.00 (hard range)  
1.00 - 6.00 (soft range)  
per day: 3.00 - 100.00 (hard range)  
10.00 - 40.00 (soft range)  
per week: 5.00 - 500.00 (hard range)  
30.00 - 200.00 (soft range)  
per month: 30.00 - 2,000.00 (hard range)  
120.00 - 800.00 (soft range)  
per year: 360.00 - 20,000.00 (hard range)  
1,400.00 - 5,000.00 (soft range)

**PO12OV.** *Number of children cost of nonrelative care before/after school applies to*

This number cannot exceed the number of children age 14 or younger enumerated in the household.

2 - 12 (hard range)  
2 - 6 (soft range)

**PP8.** *Number of days each week child receives center-based care before/after school*

1 - 5 (hard range)

**PP9, PP10, PP10OV.** *Number of hours each week child receives center-based care before/after school*

1 - 40 (hard range)  
1 - 20 (soft range)

**PP13.** *Cost of center-based care before/after school to child's household*

per hour: 1.00 - 10.00 (hard range)  
1.00 - 6.00 (soft range)  
per day: 3.00 - 100.00 (hard range)  
10.00 - 40.00 (soft range)  
per week: 5.00 - 500.00 (hard range)  
30.00 - 200.00 (soft range)  
per month: 30.00 - 2,000.00 (hard range)  
120.00 - 800.00 (soft range)  
per year: 360.00 - 20,000.00 (hard range)  
1,400.00 - 5,000.00 (soft range)

**PP14OV.** *Number of children cost of center-based care before/after school applies to*

This number cannot exceed the number of children age 14 or younger enumerated in the household.

2 - 12 (hard range)  
2 - 6 (soft range)

**PQ3.** *Number of days each week child participates in activities/lessons after school*

1 - 5 (hard range)

**PQ4.** *Number of hours each week child participates in activities/lessons after school*

1 - 40 (hard range)

1 - 20 (soft range)

**PQ9.** *Number of days each week child cares for self before/after school*

1 - 5 (hard range)

**PQ10, PQ11.** *Number of hours each week child cares for self before/after school*

1 - 40 (hard range)

1 - 20 (soft range)

**PR6.** *Cost estimate of one year's tuition at a specific college*

4-year public in-state college:

1,000 – 20,000 (hard range)

1,000 – 12,000 (soft range)

4-year public out-of-state college:

1,000 – 30,000 (hard range)

1,000 – 20,000 (soft range)

4-year private college:

2,000 – 40,000 (hard range)

2,000 – 30,000 (soft range)

**PR7OV1.** *Cost estimate of one year's tuition at college child might attend:*

4-year public in-state college:

1,000 – 20,000 (hard range)

1,000 – 12,000 (soft range)

4-year public out-of-state college:

1,000 – 30,000 (hard range)

1,000 – 20,000 (soft range)

4-year private college:

2,000 – 40,000 (hard range)

2,000 – 30,000 (soft range)

**PU9.** *Hours per week mother usually works for pay*

1 - 99 (hard range)

1 - 60 (soft range)

**PU10.** *Number of months mother worked for pay in past 12 months*

0 - 12 (hard range)

Cannot equal 0 if mother was employed last week for pay

**PV8.** *Hours per week father usually works for pay*

1 - 99 (hard range)

1 - 60 (soft range)

**PV10.** *What have you been doing in the past 4 weeks?*

At least one of PV10 must not be 2.

**PW3.** *Number of additional telephone numbers for home use*

0 - 9 (hard range)

0 - 3 (soft range)

**PW4.** *ZIP code*

Match first three digits to three digit ZIP code loaded with list-assisted sample from Genesys.

Edit will allow respondent to verify their response.

Zip code must be 5 characters in length

**PW6OV.** *Household income to the nearest thousand*

Response must fall within the range reported at PW6.

### **Youth Interview**

**YC6.** *Number of hours per week working for pay during school year*

1 - 40 (hard range)

1 - 20 (soft range)

**YD5OV.** *Number of weeks participating in an activity*

1-40 (hard range)

1-36 (soft range)



**YD6OV.** *Number of hours per week participating in an activity*

1-30 (hard range)

1-15 (soft range)

**YF9.** *Cost of tuition for one year at a specific college*

4-year public in-state college:

1,000 – 20,000 (hard range)

1,000 – 12,000 (soft range)

4-year public out-of-state college:

1,000 – 30,000 (hard range)

1,000 – 20,000 (soft range)

4-year private college:

2,000 – 40,000 (hard range)

2,000 – 30,000 (soft range)

**YF10OV1.** *Cost of tuition for one year at college youth might attend:*

4-year public in-state college:

1,000 – 20,000 (hard range)

1,000 – 12,000 (soft range)

4-year public out-of-state college:

1,000 – 30,000 (hard range)

1,000 – 20,000

4-year private college:

2,000 – 40,000 (hard range)

2,000 – 30,000 (soft range)

**YF11.** *Estimate of average in-state tuition for one year at a public in-state 4-year college*

1,000 – 20,000 (hard range)

1,000 – 12,000 (soft range)

**YF14.** *Cost estimate of tuition at a specific vocational or technical school/2-year community college/junior college/school*

200 – 8,000 (hard range)

200 – 4,000 (soft range)

**YF15.** *Cost estimate of in-state tuition at a vocational or technical school/2-year community college/junior college/school that youth might attend*

200 – 8,000 (hard range)

200 – 4,000 (soft range)

**YF16OV1.** *Average cost of in-state tuition for one year at a 2-year community college*

200 – 8,000 (hard range)

200 – 4,000 (soft range)

## Adult Education Interview and Adult Special Study

### AB4. *Number of weeks attended ESL*

Days: 1 - 365 (hard range)  
1 - 30 (soft range)

Weeks: 1 - 52 (hard range)  
1 - 20 (soft range)

Months: 1 - 12 (hard range)

Semesters: 1 - 3 (hard range)

Quarters: 1 - 4 (hard range)

### AB5. *Number of weeks attended ESL (if AB4 unit = 1, 91, -7, -8)*

1 - 50 (hard range)  
1 - 30 (soft range)

### AB6. *Number of hours per week attended ESL*

Hours per day: 1 - 15 (hard range)  
1 - 8 (soft range)

Hours per week: 1 - 50 (hard range)  
1 - 40 (soft range)

### AB7. *Number of days per week attended ESL (if AB6 unit = 1)*

1 - 7 (hard range)  
1 - 5 (soft range)

### AC5. *Number of weeks attended ABE/GED*

Days: 1 - 365 (hard range)  
1 - 30 (soft range)

Weeks: 1 - 52 (hard range)  
1 - 20 (soft range)

Months: 1 - 12 (hard range)

Semesters: 1 - 3 (hard range)

Quarters: 1 - 4 (hard range)

**AC6.** *Number of weeks attended ABE/GED (if AC5 unit = 1, 91, -7, -8)*

1 - 50 (hard range)  
1 - 30 (soft range)

**AC7.** *Number of hours per week attended ABE/GED*

Hours per day: 1 - 15 (hard range)  
1 - 8 (soft range)

Hours per week: 1 - 50 (hard range)  
1 - 40 (soft range)

**AC8.** *Number of days per week attended ABE/GED (if AC7 unit = 1)*

1 - 7 (hard range)  
1 - 5 (soft range)

**AI2.** *Number of magazines read on regular basis*

1 - 20 (hard range)  
1 - 10 (soft range)

**AJ1.** *Month and year born*

Month: 1 - 12 (hard range)

Year: 1 - 82 (hard range)  
20 - 82 (soft range)

**AJ6OV.** *Age when first moved to U.S.*

Age must be less than or equal to current age

1 - 80 (hard range)  
1 - 40 (soft range)

**AJ8.** *What have you been doing in the past 4 weeks?*

At least one of AJ8 should not be 2

**AJ12.** *Number of months worked in past 12 months*

1 - 12 (hard range)

**AJ14.** *Number of total hours per week work for pay*

1 - 99 (hard range)  
1 - 60 (soft range)

**AJ15.**      *Earnings*

Per hour:	1 - 40 (hard range) 1 - 25 (soft range)
Per day:	1 - 350 (hard range) 1 - 200 (soft range)
Per week:	10 - 2,000 (hard range) 50 - 1,000 (soft range)
Per bi-weekly:	20 - 4,000 (hard range) 100 - 2,000 (soft range)
Per month:	40 - 10,000 (hard range) 200 - 5,000 (soft range)
Per year:	500 - 300,000 (hard range) 1,000 - 100,000 (soft range)

**AK3.**      *Number of additional telephone numbers for home use*

0 - 9 (hard range)  
0 - 3 (soft range)

**AK4.**      *ZIP code*

Match first three digits to 3-digit ZIP code loaded with list-assisted sample from Genesys  
Edit will allow respondent to verify their response  
Zip code must be 5 characters in length

**AK6OV.**      *Household income to the nearest thousand*

Response must fall within the range reported at AK6

## Miscellaneous Batch Data Integrity Edit Specifications

Various data integrity edits were run against completed interviews to verify between-item skips and copying of data from one interview to another. These were run by data preparation staff to be sure that updates posted to cases took into account all variable settings that may have been affected by the change. These edits differ from the range and logic edits because they were not done during interview administration. They are different from the structural edits because they did not check the integrity of database records, but the integrity of the relationships between data items. These edits were developed to assist data preparation staff when reading frequencies. Edits that changed after delivery of the Data Editing Plan are noted with an asterisk and the change is in italics.

### Parent Interview

1. Confirmation of HHMOM, HHDAD with FEMGUARD, MALGUARD setting:
  - If HHMOM = 1 then FEMGUARD[MOMNUM] must = 1,2;
  - If HHMOM = 2 then FEMGUARD[MOMNUM] must = 3,4;
  - If HHMOM = 4 then all FEMGUARD array cells must = -1.
  
  - If HHDAD = 1 then MALGUARD[DADNUM] must = 1,2;
  - If HHDAD = 2 then MALGUARD[DADNUM] must = 3,4;
  - If HHDAD = 4 then all MALGUARD array cells must = -1.
  
- 2.\* Confirmation of PATH:
  - If AGE98 = 0, 1, 2 then PATH must = I (infants/toddlers).
  
  - If [(AGE98 >= 3 and AGE98 <= 6) and not enrolled in school (ENROLL = 2) and not in home school (HOMESCHL not = 1 or HOMECON not = 1)] or [GRADE/GRADEEQ = N] or [GRADEEQ = U, -7, -8 and AGE98 = 3 or 4] then PATH must = N (preschool).
  
  - If [GRADE/GRADEEQ = T, K, P, 1, 2, 3, 4 or 5 and not in home school (HOMESCHL not = 1 or HOMECON not = 1)] or [GRADEEQ = U, -7, -8 and AGE98 >= 5 and <= 11 and not in home school (HOMESCHL not = 1 or HOMECON not = 1)] then PATH must = E (elementary).
  
  - If [GRADE/GRADEEQ = 6, 7 or 8 and not in home school (HOMESCHL not = 1 or HOMECON not = 1)] or [GRADEEQ = U, -7, -8 and AGE98 = 12 or 13 and not in home school (HOMESCHL not = 1 or HOMECON not = 1)] then PATH must = M (middle school/junior high).
  
  - If [GRADE/GRADEEQ = 9, 10, 11 or 12 and not in home school (HOMESCHL not = 1 or HOMECON not = 1)] or [GRADEEQ = U, -7, -8 and AGE98 >= 14 and not in home school (HOMESCHL not = 1 or HOMECON not = 1)] then PATH must = S (upper school/senior high).
  
  - If AGE98 >= 5 and in home school (HOMESCHL = 1) and GRADEEQ not = N then PATH must = H (home school).
  
3. PD14 - If two children are sampled in the same household (SPSMP > 1), the respondent for both interviews is the same, neither child has PATH = 'I', 'N' or 'H', and it is possible from the responses to GRADE and SGRADE, GRADEEQ and SGRADEQ that the two children go to the same school, SSAME must not = -1.

4. If two children go to the same school and the respondent is the same for both Parent Interviews in the household (PARN.SSAME = 1 and ENUM.PARNUM is identical) then SPUBLIC, SCHOICE, SDISRCT, SCHARTR, SMAGSCH, SMAGOFR, SRELGN, SCATHLIC, SLOW, SHIGH, SNUMSTUD, SNUMGRAD, FSSPVOLN and FSDECIS should be equal ("Same School" common items).
5. PJ1, PJ2 - If an infant/toddler (PATH = I) and a preschooler (PATH = N) are sampled in a household, then SFATTGRP, SFATTCLS, SFSUPCTR, and SFVISITS must be equal ("Support for Families of
6. PM1 - If FSMEETNG = 1 and HHMOM = 1,2 and HHDAD = 1,2 (two parents in household) then FSMEETNP must not equal -1. Conversely, if FSMEETNG is not = 1 or HHMOM is not = 1,2 or HHDAD is not = 1,2 then FSMEETNP must equal -1. This edit also applies to FSATCNFN/FSCFNP, FSSPORT/FSSPORTP, and FSVOLNTR/FSVOLNTP.
7. Confirmation of before/after school care skips for split half sample:  
 If the sampled child with PATH = E, M has a relative care arrangement at least once per week (PN6 = 1) then:  
 If the relative care occurs both before and after school (PN5 = 3) and the child's GRADE/GRADEEQ = T, K, P, 1, 2, 3 and the telephone number (BASE.BASELOCL) ends with an odd number, then PN8A and PN8B must not = -1 and PN8 must = -1;  
 Else, PN8A and PN8B must = -1 and PN8 must not = -1.  
 This edit also applies to nonrelative care and center-based care in the Before/After-School Care and Activities section.
8. PS3, PS4 skips based on GRADE/EQ:  
 if PATH = N or GRADE/EQ = T,K, or P or [GRADEEQ = U, -7, -8) and AGE98 <= 6] then FOSTORY, FOWORDS, FOMUSIC, FOCRAFTS, FOERAND and FOCHORE should not = -1.  
  
 if GRADE/EQ = 1 - 5 or [GRADEEQ = U, -7, -8 and AGE98 > 6 and AGE98 <= 11] then FOSTORY, FOCHORE, and FOCRAFTS should not = -1 and FOWORDS, FOMUSIC, and FOERAND should = -1.
9. If the respondent to a Parent Interview was the parent or guardian (no parent in the household) of the sampled child and also completed an Adult Education or Adult Special Study Interview, the common items between the Parent and Adult Education/Adult Special Study Interviews must contain identical information ("Parent/Adult" common items).

### **Youth Interview**

1. If telephone number (BASE.BASELOCL) ends with an odd number, YE8 should be asked (CYVP, CYLAW, CYHOUSE, CYVETO and CYCONSRV should not equal -1). If telephone number (BASE.BASELOCL) ends with an even number, YE9 should be asked (CYSPKR, CYJUDGE, CYSENATE, CYCONST and CYDFENS should not equal -1).
2. If the youth participated in a service activity (YD1 = 1) and was sampled to receive the Additional Items on Service Activities, YG1 – YG8 should be asked.

## Household Characteristics

1. Number in household (HHNUM) should equal the total number of people enumerated as household members in S6, S13, S15 and/or PA7.
2. If (Number in HH = 2,3 and HINCOME  $\leq$  3) or  
(Number in HH = 4,5 and HINCOME  $\leq$  4) or  
(Number in HH = 6,7 and HINCOME  $\leq$  5) or  
(Number in HH = 8 and HINCOME  $\leq$  6) or  
(Number in HH  $\geq$  9 and HINCOME  $\leq$  7) or  
HINCMEXT must have been asked (HINCMEXT cannot = -1)



## Edits for Structural Completeness

The structural edits were run against completed interviews only. Edits that changed after delivery of the Data Editing Plan are noted with an asterisk and the change is in italics. The completion codes (database variables SCR.N.SCRNRSLT for Screener completes and BASM.MAINRSLT for extended completes) were as follows:

### Screener (SCR.N.SCRNRSLT)

- C0 Complete Screener with no extended interviews
- C1 Complete Screener with Parent Interview(s) only
- C2 Complete Screener with Parent and Youth Interviews
- C3 Complete Screener with Adult Education Interview only
- C4 Complete Screener with Parent and Adult Education Interviews
- C5 Complete Screener with Parent, Youth, and Adult Education Interviews
- C6 Complete Screener with Adult Special Study Interview

### Parent (BASM.MAINRSLT)

- CI Complete Parent Interview for an infant/toddler
- CN Complete Parent Interview for a preschooler
- CE Complete Parent Interview for an elementary schooler
- CM Complete Parent Interview for a middle schooler/junior high schooler
- CS Complete Parent Interview for a senior high schooler
- CH Complete Parent Interview for a home schooler

### Youth (BASM.MAINRSLT)

- CY Complete Youth Interview

### Adult Education (BASM.MAINRSLT)

- CP Complete Adult Education Interview; sampled as participant, completed as participant
- CU Complete Adult Education Interview; sampled as nonparticipant, completed as nonparticipant
- CX Complete Adult Education Interview; sampled as participant, completed as nonparticipant
- CZ Complete Adult Education Interview; sampled as nonparticipant, completed as participant

### Adult Special Study (BASM.MAINRSLT)

- CA Complete Adult Special Study Interview

The structural edits were grouped into four categories as described below.

#### A. Interview Completeness

These edits confirm the completeness of the database. In other words, if there is a completed interview, all of the appropriate data records associated with that type of interview must exist.

- A1. Screeners completed with Parent Interview(s) only (SCR.N.SCRNRSLT = C1) must have Parent extended(s) only (SELECTEX = SP [sampled for Parent] for the BASM record(s)).
- A2. Screeners completed with Parent and Youth Interviews (SCR.N.SCRNRSLT = C2) must have at least one Parent extended (SELECTEX = SP) and one Youth extended (SELECTEX = SY).
- A3. Screeners completed with an Adult Education Interview (SCR.N.SCRNRSLT = C3) must have one Adult Education extended (SELECTEX = AP, AU).

- A4. Screeners completed with Parent and Adult Education Interviews (SCRN.SCRNRSLT = C4) must have at least one Parent extended (SELECTEX = SP) and one Adult Education extended (SELECTEX = AP, AU).
- A5. Screeners completed with Parent, Youth, and Adult Education Interviews (SCRN.SCRNRSLT = C5) must have at least one Parent extended (SELECTEX = SP), one Youth extended (SELECTEX = SY) and one Adult Education extended (SELECTEX = AP, AU).
- A6. Screeners completed with an Adult Special Study Interview (SCRN.SCRNRSLT = C6) must have one Adult Special Study extended (SELECTEX = SS).
- A7. Screeners completed with no sampled interviews (SCRN.SCRNRSLT = C0) must have no extendeds (BASM records).
- A8. Screeners completed with no extended interviews (SCRN.SCRNRSLT = C0) must have one and only one HOME record.
- A9. Each household in which there is a completed or ineligible Parent Interview or a completed or ineligible Adult Education or Adult Special Study Interview (BASM.MAINRSLT = CI, CN, CE, CM, CS, CH, CP, CU, CX, CZ, CA, IP, IA) must have one and only one HOME record.
- A10. For each completed Parent Interview (BASM.MAINRSLT = CI, CN, CE, CM, CS, or CH) there must be a DEMO record and a PARN record.
- A11. For each completed Youth Interview (BASM.MAINRSLT = CY) there must be a YUTH record.
- A12. For each completed Adult Education or Adult Special Study Interview (BASM.MAINRSLT = CP, CU, CX, CZ, CA) there must be an ADLT record.
- A13. For each completed Parent Interview (BASM.MAINRSLT = CI, CN, CE, CM, CS or CH) there must be no YUTH record and no ADLT record.
- A14. For each completed Youth Interview (BASM.MAINRSLT = CY) there must be no DEMO record, no PARN record, and no ADLT record.
- A15. For each completed Adult Education and Adult Special Study Interview (BASM.MAINRSLT = CP, CU, CX, CZ, CA) there must be no DEMO record, no PARN record, and no YUTH record.
- A16. Every Parent Interview in which the child is currently receiving care from a relative on a regular basis (PARN.RCNOW = 1) must have one RELA record.
- A17. Every Parent Interview in which the child is NOT currently receiving care from a relative on a regular basis (PARN.RCNOW not = 1) must have no RELA records.
- A18. Every Parent Interview in which the child is currently receiving care from a nonrelative on a regular basis (PARN.NCNOW = 1) must have one NREL record.
- A19. Every Parent Interview in which the child is NOT currently receiving care from a nonrelative on a regular basis (PARN.NCNOW not = 1) must have no NREL records.

- A20. Every Parent Interview in which the child is currently attending Head Start (PARN.HSNOW = 1) must have one HEAD record.
- A21. Every Parent Interview in which the child is NOT currently attending Head Start (PARN.HSNOW not = 1) must have no HEAD records.
- A22. Every Parent Interview in which the child is currently attending a center-based arrangement (PARN.CPNNOW = 1 or PARN.CPSNOW = 1) must have one CENT record.
- A23. Every Parent Interview in which the child is NOT currently attending a center-based arrangement (PARN.CPNNOW not = 1 and PARN.CPSNOW not = 1) must have no CENT records.
- A24. Every Adult Education and Adult Special Study Interview in which the adult has taken ESL classes in the past 12 months (ADLT.ESLANG = 1) must have one and only one LANG record.
- A25. Every Adult Education and Adult Special Study Interview in which the adult has NOT taken ESL classes in the past 12 months (ADLT.ESLANG not = 1) must have no LANG records.
- A26. Every Adult Education and Adult Special Study Interview in which the adult has taken basic skills or high school completion courses in the past 12 months and did not get a diploma through regular daytime high school [(ADLT.BSIMPROV = 1 or ADLT.BSGED = 1 or ADLT.BSHSEQUV = 1) and ADLT.BSATDAY not = 1] must have one SKIL record.
- A27. Every Adult Education and Adult Special Study Interview in which the adult has NOT taken basic skills or high school completion courses in the past 12 months or got a diploma through regular daytime high school [(ADLT.BSIMPROV not= 1 and ADLT.BSGED not= 1 and ADLT.BSHSEQUV not= 1) or ADLT.BSATDAY = 1] must have no SKIL records.
- A28. Every Adult Education and Adult Special Study Interview in which the adult has taken courses toward a credential in the past 12 months (ADLT.CRDEGREE = 1 or ADLT.CRVOCDIP = 1) must have one CRED record.
- A29. Every Adult Education and Adult Special Study Interview in which the adult has NOT taken courses toward a credential in the past 12 months (ADLT.CRDEGREE not = 1 and ADLT.CRVOCDIP not = 1) must have no CRED records.
- A30. Every Adult Education and Adult Special Study Interview in which the adult has been enrolled in an apprenticeship program in the past 12 months (ADLT.APPRENTI = 1) must have one APPR record.
- A31. Every Adult Education and Adult Special Study Interview in which the adult has NOT been enrolled in an apprenticeship program in the past 12 months (ADLT.APPRENTI not = 1) must have no APPR records.
- A32. Every Adult Education and Adult Special Study Interview in which the adult has taken work-related courses in the past 12 months (ADLT.WRACTY = 1) must have one WORK record.
- A33. Every Adult Education and Adult Special Study Interview in which the adult has NOT taken work-related courses in the past 12 months (ADLT.WRACTY not = 1) must have no WORK records.
- A34. Every Adult Education and Adult Special Study Interview in which the adult has taken other structured courses in the past 12 months (ADLT.SAACTY = 1) must have one ACTY record.

- A35. Every Adult Education and Adult Special Study Interview in which the adult has NOT taken other structured courses in the past 12 months (ADLT.SAACTY not = 1) must have no ACTY records.
- A36. All completed Parent Interviews for infants/toddlers (BASM.MAINRSLT = CI) must have PATH equal to I.
- A37. All completed Parent Interviews for preschool children who are not home schooled (BASM.MAINRSLT = CN) must have PATH equal to N.
- A38. All completed Parent Interviews for elementary school children who are not home schooled (BASM.MAINRSLT = CE) must have PATH equal to E.
- A39. All completed Parent Interviews for middle school/junior high school children who are not home schooled (BASM.MAINRSLT = CM) must have PATH equal to M.
- A40. All completed Parent Interviews for upper school/senior high school children who are not home schooled (BASM.MAINRSLT = CS) must have PATH equal to S.
- A41. All completed Parent Interviews for children in home school (BASM.MAINRSLT = CH) must have PATH equal to H.
- A42. For completed Adult Education Interviews in which the respondent was sampled as a participant and completed as a participant (BASM.MAINRSLT = CP), the following conditions must be true:  
The adult must have been sampled as a participant (SELECTED = AP) AND  
The adult must have taken courses of some sort (ESLANG = 1 or [BSIMPROV = 1 or BSGED = 1 or BSHSEQUV = 1 and BSATDAY not = 1] or CRDEGREE = 1 or CRVOC DIP = 1 or APPRENTI = 1 or WRACTY = 1 or SAACTY = 1).
- A43. For completed Adult Education Interviews in which the respondent was sampled as a participant and completed as a non-participant (BASM.MAINRSLT = CX), the following conditions must be true:  
The adult must have been sampled as a participant (SELECTED = AP) AND  
The adult must not have taken courses of any sort (ESLANG not = 1 and [BSIMPROV not = 1 and BSGED not = 1 and BSHSEQUV not = 1 or BSATDAY = 1] and CRDEGREE not = 1 and CRVOC DIP not = 1 and APPRENTI not = 1 and WRACTY not = 1 and SAACTY not = 1).
- A44. For completed Adult Education Interviews in which the respondent was sampled as a nonparticipant and completed as a participant (BASM.MAINRSLT = CZ), the following conditions must be true:  
The adult must have been sampled as a nonparticipant (SELECTED = AU) AND  
The adult must have taken courses of some sort (ESLANG = 1 or [BSIMPROV = 1 or BSGED = 1 or BSHSEQUV = 1 and BSATDAY not = 1] or CRDEGREE = 1 or CRVOC DIP = 1 or APPRENTI = 1 or WRACTY = 1 or SAACTY = 1).
- A45. For completed Adult Education Interviews in which the respondent was sampled as a nonparticipant and completed as a nonparticipant (BASM.MAINRSLT = CU), the following conditions must be true:  
The adult must have been sampled as a nonparticipant (SELECTED = AU) AND  
The adult must not have taken courses of any sort (ESLANG not = 1 and [BSIMPROV not = 1 and BSGED not = 1 and BSHSEQUV not = 1 or BSATDAY = 1] and CRDEGREE not = 1 and CRVOC DIP not = 1 and APPRENTI not = 1 and WRACTY not = 1 and SAACTY not = 1).

## B. Appropriate Person Records

Every completed interview must have the appropriate associated person records. This includes person records for the subject and for the respondent, as well as for the mother, the father, and all other household members.

A new category of person-level records have been added for the NHES:99. ENU2 records are identical in structure and content to the ENUM records. At the completion of the Screener, each ENUM record for a household will be copied to a corresponding ENU2 record. These ENU2 records will not be modified, so there will always be a record of the persons enumerated and their characteristics *at the time of sampling*. During the Parent Interview for CHILD1, household members may be added, deleted or characteristics modified at PA7. These changes will be applied to the ENUM records, but the number and content of the ENU2 records will not be changed.

- B1. Every BASM record must represent an enumerated, interview-eligible household member (ENU2.PERSNUM = BASM.ENUMNUM and ENU2.ELIGFLG = 1).
- B2. All completed Parent Interviews (BASM.MAINRSLT = CI, CN, CE, CM, CS, CH) must have been completed by an enumerated household member and this respondent's sex must match PARSEX for the child's interview. (There must be an ENUM where ENUM.PERSNUM = ENUM.PARNUM of child's ENUM and ENUM.SEX = ENUM.PARSEX of child's ENUM.)
- B3. If DEMO.MOMNUM not = -1 then there must be an ENUM record where ENUMID = the first 8 digits of DEMOID concatenated with DEMO.MOMNUM.
- B4. If DEMO.DADNUM not = -1 then there must be an ENUM record where ENUMID = the first 8 digits of DEMOID concatenated with DEMO.DADNUM.
- B5. NUMKID14 must equal the number of ENUM records with ENUM.AGE <= 14.
- B6. NUMKID20 must equal the number of ENUM records with ENUM.AGE <= 20.
- B7. If the Parent Interview respondent is not a parent of the sampled child (ENUM.PARRELN not = 1 or 2) then there must be an ENUM where ENUMID = the first 8 digits of BASMID concatenated with the child's ENUM.PARNUM and the respondent must be 12 or older (ENUM.AGE >= 12).
- B8. If the Parent Interview respondent is a grandparent of the child (ENUM.PARRELN = 5, 6) then there must be an ENUM where ENUMID = the first 8 digits of BASMID concatenated with the child's ENUM.PARNUM and the respondent must be 24 or more years older than the child (ENUM.AGE >= child's DEMO.AGE98 + 24).
- B9. For every relationship recorded in the Parent Interview at PA8, (DEMO.RELATION[n] not = -1), there must be an ENUM record with ENUMID = BASEID concatenated with n.
- B10. If the Parent Interview respondent is the child's mother (ENUM.PARRELN = 1), then there must be an ENUM record with ENUM.PERSNUM = DEMO.MOMNUM.
- B11. If the Parent Interview respondent is the child's father (ENUM.PARRELN = 2), then there must be an ENUM record with ENUM.PERSNUM = DEMO.DADNUM.

### C. Parent Relationships

Every person defined as a parent must have appropriate records and database values. The parent relationship structural edits check that expected records and database relationships are correct.

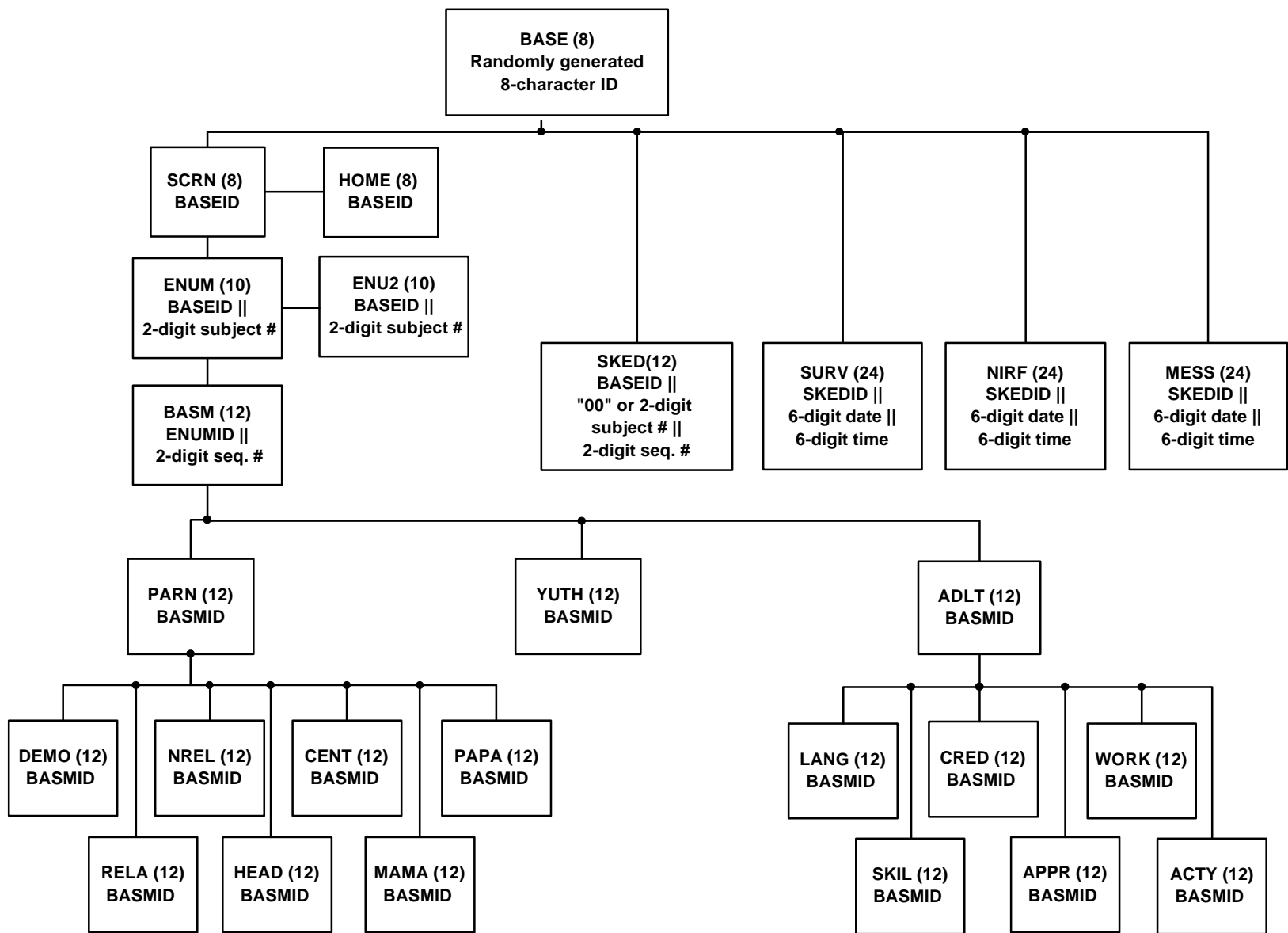
- C1. If any mother relationship is recorded in the Parent Interview (DEMO.RELATION[n] = 1), then there must be an ENUM where ENUM.PERSNUM = DEMO.MOMNUM.
- C2. If any father relationship is recorded in the Parent Interview (DEMO.RELATION[n] = 2), then there must be an ENUM where ENUM.PERSNUM = DEMO.DADNUM.
- C3. If there is a mother or female guardian in the household (DEMO.HHMOM = 1, 2 or 3), then there must be a MAMA record.
- C4. If there is a father or male guardian in the household (DEMO.HHDAD = 1, 2 or 3), then there must be a PAPA record.
- C5. If there is a mother in the household (DEMO.HHMOM = 1,2), then the child's ENUM should represent this in the RELATION cell corresponding to the mother's enumeration number (ENUM.RELATION[MOMNUM] = 1).
- C6. If there is a father in the household (DEMO.HHDAD = 1,2), then the child's ENUM should represent this in the RELATION cell corresponding to the father's enumeration number (ENUM.RELATION[DADNUM] = 2).
- C7.\* If there is a *birth* mother in the household (not missing DEMO.MOMNUM and *FEMGUARD[DEMO.MOMNUM] = 1*) then there must be an ENUM record where ENUMID = the first 8 digits of BASMID concatenated with DEMO.MOMNUM and the mother must be between 12 and 55 years older (inclusive) than the child (ENUM.AGE <= child's AGE98 + 55 and ENUM.AGE >= child's AGE98 + 12).
- C8.\* If there is a *birth* father in the household (not missing DEMO.DADNUM and *MALGUARD[DEMO.DADNUM] = 1*) then there must be an ENUM record where ENUMID = the first 8 digits of BASMID concatenated with DEMO.DADNUM and the father must be between 12 and 55 years older (inclusive) than the child (ENUM.AGE <= child's AGE98 + 55 and ENUM.AGE >= child's AGE98 + 12).
- C9. Every child must have one and only one mother (for every BASM there must be one and only one RELATION[n] = 1).
- C10. Every child must have one and only one father (for every BASM there must be one and only one RELATION[n] = 2).
- C11. If there is no mother or father in the household (DEMO.HHMOM not = 1 or 2 and DEMO.HHDAD not = 1 or 2) and the respondent is female, there must be a MAMA record but no PAPA record.
- C12. If there is no mother or father in the household (DEMO.HHMOM not = 1 or 2 and DEMO.HHDAD not = 1 or 2) and the respondent is male, there must be a PAPA record but no MAMA record.

**D. Common Items**

Items asked only once per interview are copied over to successive records. These edits confirm that parent information is identical for similar children.

- D1. All children with the same mother or same female respondent (all DEMO records with the same DEMO.MOMNUM) or (HHMOM = 3 and the same ENUM.PARNUM) must have a MAMA record with identical information.
- D2. All children with the same father or same male respondent (all DEMO records with the same DEMO.DADNUM or (HHDAD = 3 and the same ENUM.PARNUM) must have a PAPA record with identical information.

NHES: 99 Database Design Diagram





## **APPENDIX I**

### **Estimation of Residency Rates for Undetermined Numbers and the Implications for Response Rate Estimation for the NHES:1999**

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# Estimation of Residency Rates for Undetermined Numbers and the Implications for Response Rate Estimation for the NHES:1999

## 1. Introduction

Response rates are important indicators of quality in surveys. This role is justified because of the inverse relationship between the response rate and nonresponse bias: As the response rate increases, the potential for nonresponse bias decreases. As a result, response rates are used to compare the quality of the results of surveys and to determine the survey method that might be most appropriate in the design stage. Sometimes the reliance on this relationship is too great, especially when the response rate is the only measurable quality indicator for a survey or for comparing surveys. In such cases, the response rate is mistakenly considered synonymous with the quality of the survey, and other important measures of sampling and nonsampling error are disregarded.

In random digit dial (RDD) telephone surveys, a standard definition of response rate has not yet emerged, despite many attempts (e.g., Frankel, 1983; Groves and Lyberg, 1988; and AAPOR, 1998). One problem is that the denominator of the response rate must be estimated and there are many ways to do this. The denominator should be the number of residences dialed, but this must be estimated because it is not possible to determine the residential status for all telephone numbers. For example, some telephone numbers ring when they are dialed (at least that is what it sounds like to the person who dialed the number) even though the telephone number is not assigned for use. For these numbers it is not possible to classify the residential status for the number with certainty because the same result could occur even if the number is assigned to a residence. Telephone numbers for which residential status is still not resolved at the end of the data collection period will be referred to as “undetermined” numbers.

The percentage of undetermined telephone numbers encountered in surveys has been increasing over the last few years as a result of changes in the telephony system. Piekarski et al. (1999) describe many of the changes related to this increase, including the competition for local exchange service in the market. They note that while the number of telephone households increased only 11 percent from 1988 to 1998, the number of telephone numbers that could be dialed in an RDD telephone survey<sup>1</sup> increased by 80 percent. Even accounting for the increase in the number of households with more than one telephone number and the increased demand for business telephone numbers, many of these newly created numbers are not assigned to any user.

The next section contains a review of some terminology and methods that have been used to estimate the percentage residential for undetermined telephone numbers. Some of the deficiencies of these approaches are noted. The third section presents a new method for estimating the percentage residential and gives an overview of the application of this method to an RDD survey. The fourth section extends the method and takes advantage of more information to estimate the percentage. The fifth section compares the response rates computed using the new methodology to the response rates using older methods, summarizes the findings, and makes recommendations for computing response rates.

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<sup>1</sup> The number of telephone numbers that could be dialed is the number of prefixes (area code and first three digits of the telephone number) that are assigned for POTS (plain old telephone service) multiplied by 10,000.

## 2. Methods Currently Used for Undetermined Numbers

Before describing methods for estimating the percentage of undetermined numbers that are residential, a few terms must be defined. It is assumed that each telephone number in an RDD survey is dialed<sup>2</sup>, probably several times, and after these call attempts each number can be categorized as being residential (RE), nonresidential (NR), or undetermined (UN). These categories can be further classified and some subcategories are needed for estimating the response rate. For example, the residential numbers must be further categorized as being respondents or nonrespondents to compute a response rate.

It is important to understand that residential numbers include all the numbers where a person answers irrespective of whether the household agrees to participate in the survey. For example, the person may hang up during the interviewer's introduction, without giving a reason or even saying anything to the interviewer. These numbers are residential. Similarly, if a child answers the phone it is classified as residential, even if further attempts at the number never result in contact with an adult. The nonresidential category includes numbers that are not working, and numbers for businesses. Undetermined numbers are those where the only results of call attempts are some combination of ring/no answers, busy signals, or answering machine outcomes<sup>3</sup>. If a person ever answers the phone, it cannot be an undetermined number.

Frankel (1983) is an early and very influential attempt to address the estimation of response rates. The Council of American Survey Research Organizations (CASRO) published this report and the response rates computed using this methodology are often called CASRO rates. The report explicitly takes up the issue of undetermined sampling units and states "the following procedures should be used to determine the number of eligible sampling units." The method requires attempting to determine eligibility for each sampling unit, and then distributes the undetermined units in proportion to the distribution of the units that are determined. In particular, the percentage of the undetermined numbers that are residential numbers,  $UNP_{RE}$ , is estimated as

$$UNP_{RE}(CASRO) = 100 \cdot \frac{RE}{RE + NR},$$

where RE is the number classified as residential, and NR is the number classified as nonresidential.

The bounds on this percentage are interesting and sometimes used in estimating response rates, as defined later. If all the undetermined numbers are considered residential, then the response rate is minimized (the denominator of the response rate is maximized). Because of its effect on the response rate, this method is called the conservative or lower bound method. The other bound is attained when none of the undetermined numbers are estimated as residential, which maximizes the response rate. This method is called the liberal or upper bound method. These allocations are given by

$$UNP_{RE}(conservative) = 1$$

and

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<sup>2</sup> Methods of classifying a number as nonresidential other than having an interviewer dial the number are included in this process. The two most commonly used methods are classifying telephone numbers as nonresidential if they are listed in the Yellow Pages but not in the White Pages, and automatically dialing a number to detect a tritone non-working message.

<sup>3</sup> In some organizations, when an answering machine is encountered interviewers classify the telephone number as residential or not based on the message. At Westat, interviewers are asked if the message sounds residential or not whenever an answering message is heard, but the number is not classified as residential or nonresidential on this basis.

$$UNP_{RE}(liberal) = 0.$$

The CASRO approach has not been accepted widely because it results in a larger percentage of the undetermined numbers being classified as residential than most practitioners believe is reasonable. Some have simply concluded that a smaller percentage residential is appropriate and have chosen the liberal or some arbitrary smaller percentage for the allocation (Keeter and Miller, 1998).

The main problem with the CASRO approach is that it allocates the undetermined numbers ignoring any information associated with the attempts made to contact the undetermined telephone numbers. This approach is more appropriate for estimating the residential status of numbers that were never attempted than for numbers that may have been attempted many times. The CASRO approach does not condition the estimation of the percentage residential using the data known about this particular subset of the telephone numbers. For example, at the end of data collection the following data are usually available for each sample telephone number: the number of call attempts, whether an answering machine was ever reached, and whether the answering machine messages could be classified as residential or business. Even before the first call attempt is made, it is common practice to know whether a telephone number is listed. All this information can be used to make better inferences about the estimated residential status for the undetermined numbers, but it is ignored in the CASRO approach.

A more attractive alternative is called the business office method. In this method, a subsample of the undetermined numbers is selected and telephone business offices are contacted to determine whether the number is residential. The percentage of undetermined numbers estimated as residential from the business office method is

$$UNP_{RE}(bus. office) = \frac{\text{no. residential from business office}}{\text{no. resolved by business office}}.$$

This method has been used in the National Household Education Survey since 1991 and is described by Brick and Broene (1997) for the 1995 NHES.

Shapiro et al. (1995) report on using the business office method for the State and Local Immunization Coverage and Health Survey (SLICHHS), a survey conducted for the National Center for Health Statistics. They describe the procedures involved in contacting business offices, noting that obtaining cooperation of the companies is difficult and their responses are not consistent. They reported obtaining a response for 78 percent of the numbers they sampled for the business office check. The estimated percentage residential is computed ignoring the telephone numbers for which there was no response from the business office. Again, this assumes the percentage residential for the respondents and nonrespondents (those telephone numbers the business office did not classify) is the same.

Even when a business office does cooperate, the responses they provide are often in error. Shapiro et al. found that a large percentage of the responses of the business offices that could be checked were in error. Only 53 percent of the numbers classified as residential by business offices<sup>4</sup> were actually residential when validated. Some errors are very understandable. For example, the business office may not know whether the telephone number is permanently attached to a computer. The interviewer dialing such a number would hear a ring or a busy signal, but it might not actually ring at the other end. Furthermore, a business office probably does not know that a number is for a vacation home in use only part of the year.

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<sup>4</sup> Only telephone numbers that could be validated were included in the estimation of this percentage.

Because of the nature of the classification errors a higher percentage of the undetermined numbers will be estimated as residential than actually are residential when the business office method is used. This observation is consistent with the findings in Shapiro et al. Nevertheless, the business office method almost always results in a lower residential rate than the CASRO approach, providing further evidence of the severe problem with the CASRO approach.

In addition to measurement problems that cause the business office method to overestimate the percentage residential among the undetermined numbers, there are other problems with this approach. It requires substantial resources to call the business offices and process the data, resources that may not be available in smaller studies and may be better spent in larger studies. The approach is also not very portable from one survey to the next unless the same procedures are used in the studies. For example, Keeter and Miller (1998) report on a study comparing the results using different data collection strategies and numbers of call attempts. The percentages of undetermined numbers using the different strategies vary substantially. It is not logical that the same business office estimate of the percentage residential should apply equally to all the strategies. The estimated percentage is likely to vary substantially across survey organizations and even within organizations depending on the data collection strategy for the particular study.

The next section outlines a new method for estimating the percentage of the undetermined telephone numbers that are residential that overcomes many of the shortcomings of the CASRO and business office approaches<sup>5</sup>. In the new method, the estimated percentage is conditioned on the data available from the survey about the undetermined telephone numbers. As contrasted with the business office method, no additional data collection is needed. The method is also portable across studies because the percentage is estimated directly from the specific survey.

### 3. New Method for Estimating Residency Rate

The new approach for estimating the residency rate for undetermined numbers is described in this section. Unlike the business office method, this approach takes into account the number of call attempts the cases with undetermined numbers received. For ease of description throughout the following discussion, the  $t$ th call attempt will be referred to as “time  $t$ .” Note that this is not a fixed point in time, but rather a relative time (since one case might be receiving its eighteenth call attempt while another case is receiving its second).

Let

$$\begin{aligned} r_t &= \text{number of cases (telephone numbers) resolved as residential at time } t \text{ and} \\ n &= \text{total number of telephone numbers.} \end{aligned}$$

The residency rate at time  $t$ <sup>6</sup>, which will be denoted  $R_t$ , may be estimated by

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<sup>5</sup> In AAPOR (1998), the CASRO and business office methods are generally described, with the business office method subsumed under the rubric of a follow-up approach. This report also mentions a third approach that might be similar to the method proposed here, but no details are given and the reference is to an unpublished letter.

<sup>6</sup> The status of a telephone number as residential or nonresidential is determined on the  $i$ th call attempt if it can be unambiguously classified on this attempt. Subsequent call attempts to obtain cooperation from the household do not affect  $R_t$ , so these additional call attempts are not included in this analysis.

$$\hat{R}_t = \frac{\sum_{i=1}^t r_i}{n} \quad (1)$$

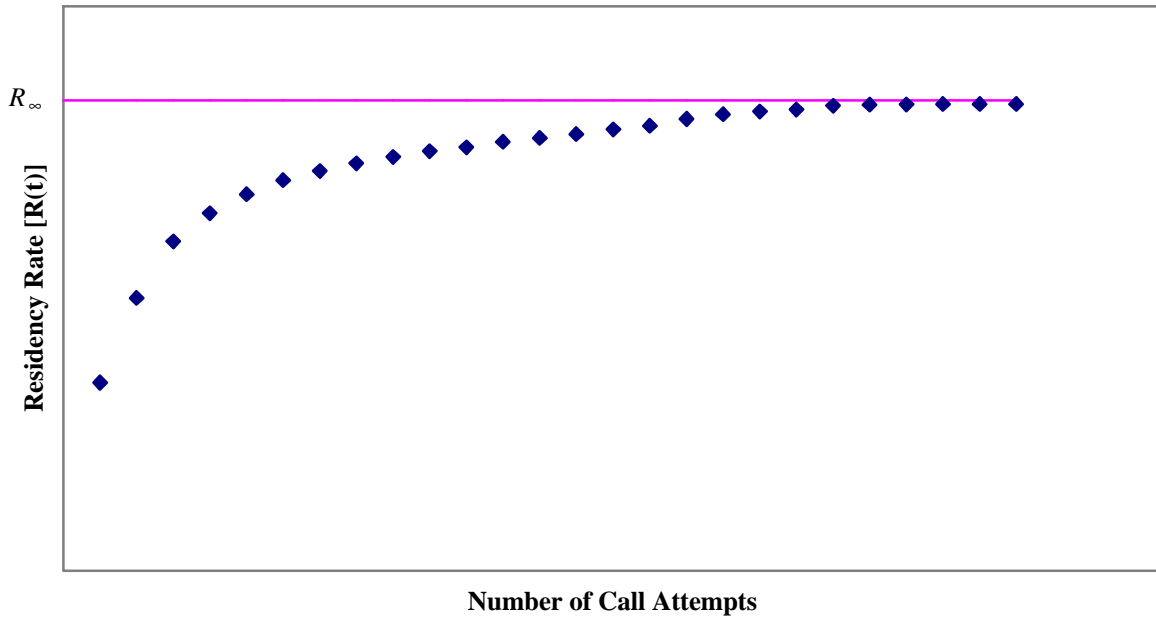


Figure I-1. Hypothetical example of residency rate as a function of the number of call attempts

Figure I-1 contains a graph depicting a hypothetical (but typical) pattern. Typically, the residential status of a large proportion of cases is resolved within the first few call attempts. Note that  $\{\hat{R}_t\}_{t=1,2,3,\dots}$  is a non-decreasing sequence that converges to the asymptote  $R_\infty$ . If the residential status of all cases was resolved by some time  $T$ , then  $\hat{R}_T$  could be used as an estimate of the overall residency rate. However, in practice, it is neither feasible nor cost-effective to resolve the residential status of all cases. Even after a large number of calls, some cases will remain undetermined, with a status of “no answer” or “no answer, answering machine”. Some of these cases are non-working numbers (numbers that have not been assigned); others include telephone numbers connected to home computers, etc.

The estimation of the residency rate for undetermined numbers involves first estimating the overall residency rate ( $R_\infty$ ). The expected residency rate among cases with undetermined numbers finalized after  $t$  call attempts is estimated by the difference between the expected number of residential telephone numbers (the estimate of  $R_\infty$  multiplied by the total number of telephone numbers) and the number of resolved residential telephone numbers, divided by the number of undetermined numbers. For sake of illustration, suppose  $\hat{R}_\infty = 0.50$ , 900 telephone numbers are resolved as residential, 800 are resolved as nonresidential, and 300 are undetermined. Then an estimated 100 of those 300 cases  $[0.50 \cdot 2,000 - 900]$  are residential, and the residency rate for undetermined numbers is estimated to be 33 percent  $[100/300]$ .

Cases with undetermined numbers at the end of data collection may be viewed as right-censored data, with a varying number of call attempts. When cast in this light, the problem of estimating the

residency rate may be solved using techniques from survival analysis. In particular, Kaplan-Meier estimates (also known as product-limit estimates) may be used to estimate the survival function  $S(t) = \Pr\{T \geq t\}$ , where  $T$  is a nonnegative random variable that denotes the “lifetime” of the case. The Kaplan-Meier estimate of the survival function (Lawless 1982) is

$$\hat{S}(t) = \prod_{\substack{i:t_i < t \\ d_i=1}} \frac{n_i - d_i}{n_i}, \quad (2)$$

where

- $i$  indexes the individual case,
- $d_i$  is the indicator of censoring ( $d_i = 0$  if the lifetime of the  $i$ th case is censored and  $d_i = 1$  if the lifetime of the  $i$ th case is observed),
- $n_i$  is the number of cases “at risk” just prior to time  $t_i$ , and
- $d_i$  is the number of “deaths” or resolved cases at time  $t_i$ .

This formulation does not provide a way of estimating  $R_\infty$  because it is the survival function for the resolution of cases due to any reason. The determination that a telephone number is residential and the determination that a telephone number is nonresidential may be thought of as the two “causes of death,” and the survival functions for these two causes of death are estimated (Lawless 1982) using

$$\hat{S}_{RES}(t) = \sum_{i:t_i \geq t} \frac{d_{RES,i}}{n_i} \hat{S}(t_i) \quad (3)$$

and

$$\hat{S}_{NONRES}(t) = \sum_{i:t_i \geq t} \frac{d_{NONRES,i}}{n_i} \hat{S}(t_i), \quad (4)$$

where

- $d_{RES,i}$  is the number of cases determined to be residential at time  $t_i$  and
- $d_{NONRES,i}$  is the number of cases determined to be nonresidential at time  $t_i$ .

The overall residency rate,  $R_\infty$ , is then estimated as

$$\hat{R}_\infty = \frac{\hat{S}_{RES}(0)}{\hat{S}_{RES}(0) + \hat{S}_{NONRES}(0)}. \quad (5)$$

The residency rate for cases with undetermined numbers is then estimated as

$$\hat{R}_{UN} = \frac{(\hat{R}_\infty \cdot n_{TOT} - n_{RES})}{n_{UN}}, \quad (6)$$

where  $n_{TOT}$  is the total number of cases,  $n_{RES}$  is the number resolved as residential, and  $n_{UN}$  is the number undetermined.



#### 4. Conditioning Using Auxiliary Data

The general process to be used in estimating the residency rates for undetermined numbers using only the number of call attempts was described above. In the NHES:1999, auxiliary data are available that are expected to be associated with residential status. The listed status of each telephone number was provided by Genesys, the vendor who provided the sample of telephone numbers. Listed status was coded after matching the sample of telephone numbers to White Pages listings. Numbers that matched to White Pages listings are expected to have a high residency rate.

A second auxiliary item available for the “no answer, answering machine” cases is the interviewer’s coding of the type of answering machine for each answering machine call result. Each answering machine call result was coded by the interviewer as either likely to be residential, likely to be nonresidential, or undeterminable. For the purpose of this analysis, a variable was derived that summarizes the call attempt-level codes. For each telephone with at least one answering machine outcome a variable was created with the values: “residential” if at least as many call attempts were coded “likely to be residential” as either of the other two codings; “nonresidential” if more call attempts were coded “likely to be nonresidential” than either of the other two codings; and “unclassified” otherwise. Cases coded “residential” are expected to have a higher residency rate than others. Cases coded “nonresidential” are expected to have the lowest residency rate.

Since these two items are likely to be highly associated with residential status, they may be used in addition to the number of call attempts in order to estimate the asymptote  $R_{\infty}$ . Separate survival curves were fit and separate residency rate estimates derived for each of the eight groups defined by combinations of listed status and answering machine status. The estimated asymptotes for each of the eight groups are given in table I-1. The results are depicted in figures I-2 through I-9. As expected, for each category of the answering machine variable, the estimated residency rate asymptote is higher for listed numbers than for unlisted numbers. Within each of the listed status categories, the estimated residency rate asymptote is highest for cases with answering machine call results coded as “residential”

$R_{\infty}$ ) by listed status and primary coding of answering machine call results

Listed status	Primary coding of answering machine call results	Estimated residency rate asymptote ( $R_{\infty}$ ) (percent)
Listed	None	75.4
Listed	Residential	90.4
Listed	Nonresidential	38.1
Listed	Unclassified	89.3
Unlisted	None	30.0
Unlisted	Residential	86.4
Unlisted	Nonresidential	7.7
Unlisted	Unclassified	61.4

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1999.

For each of the eight groups, the residency rate for undetermined numbers is estimated by

$$\hat{R}_{UN}^{(g)} = \frac{(\hat{R}_{\infty}^{(g)} \cdot n_{TOT}^{(g)} - n_{RES}^{(g)})}{n_{UN}^{(g)}}, \quad (7)$$

where the terms are defined as in (6) but are computed separately for each of the eight groups ( $g = 1, 2, \dots, 8$ ).

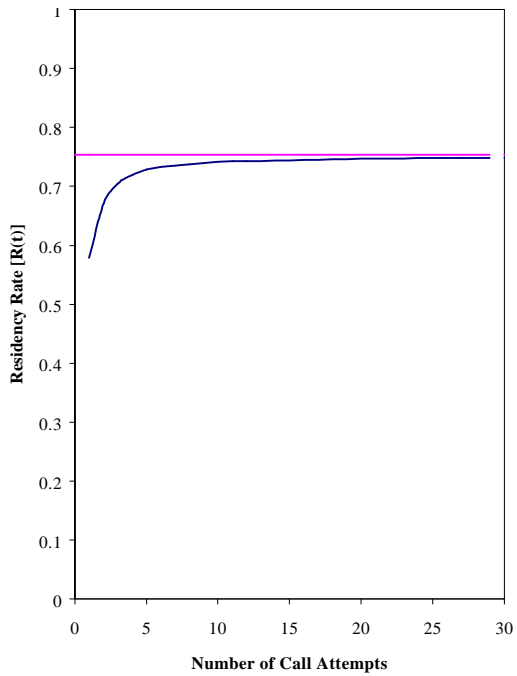


Figure I-2.—Residency rate for listed numbers with no answering machine call results

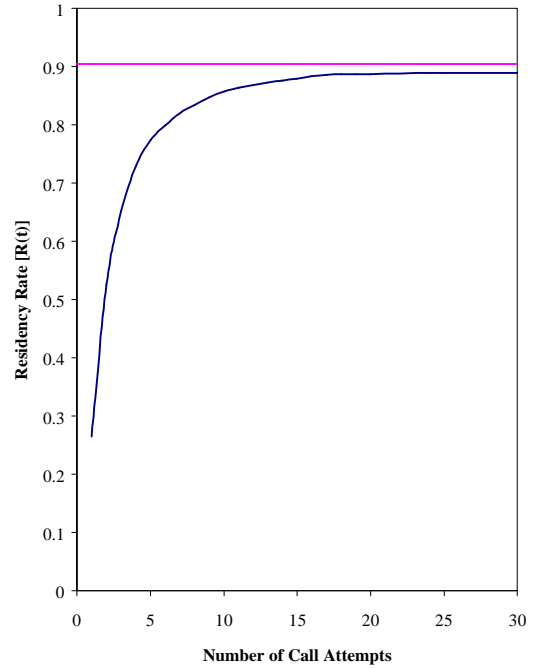


Figure I-3.—Residency rate for listed numbers with primarily residential answering machine call results

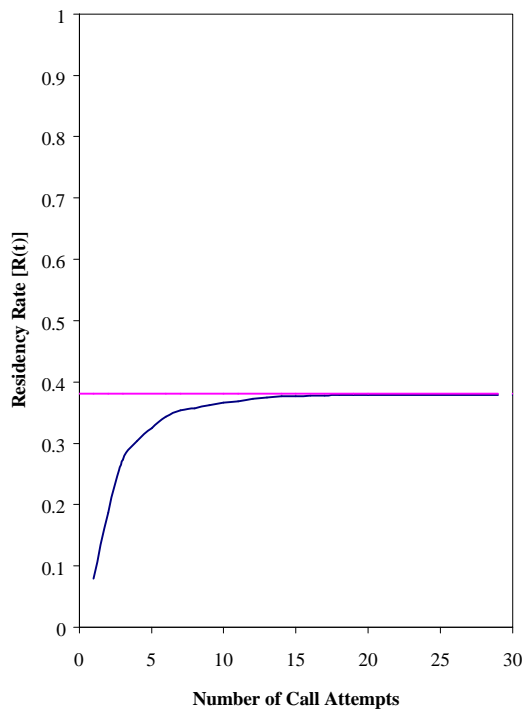


Figure I-4.—Residency rate for listed numbers with primarily non-residential answering machine call results

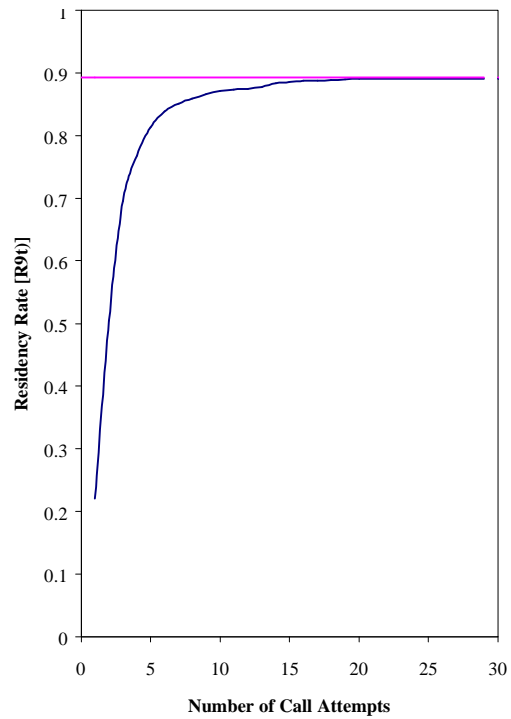


Figure I-5.—Residency rate for listed numbers with undeterminable answering machine call results

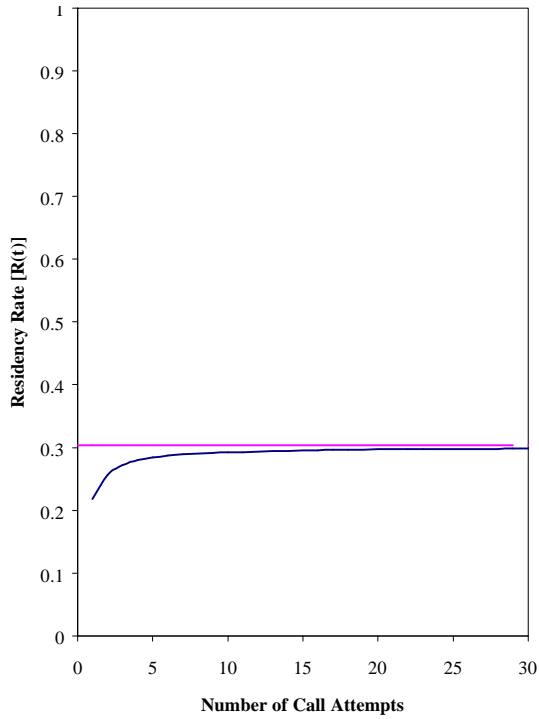


Figure I-6.—Residency rate for unlisted numbers with no answering machine call results

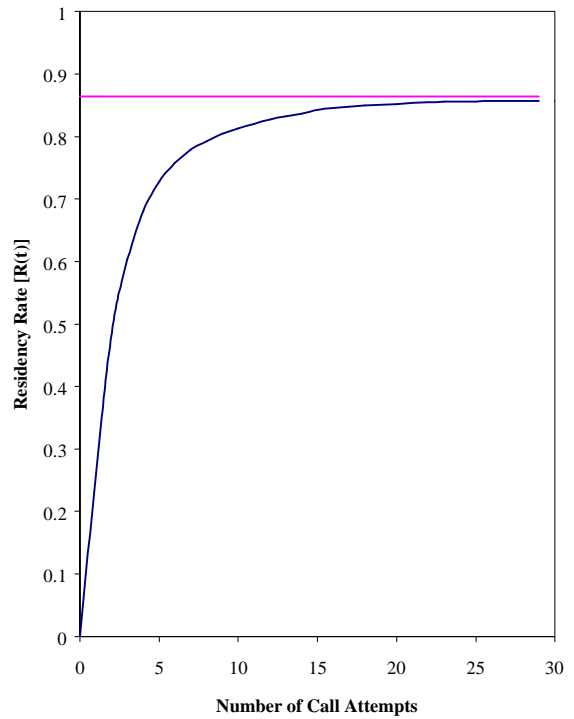


Figure I-7.—Residency rate for unlisted numbers with primarily residential answering machine call results

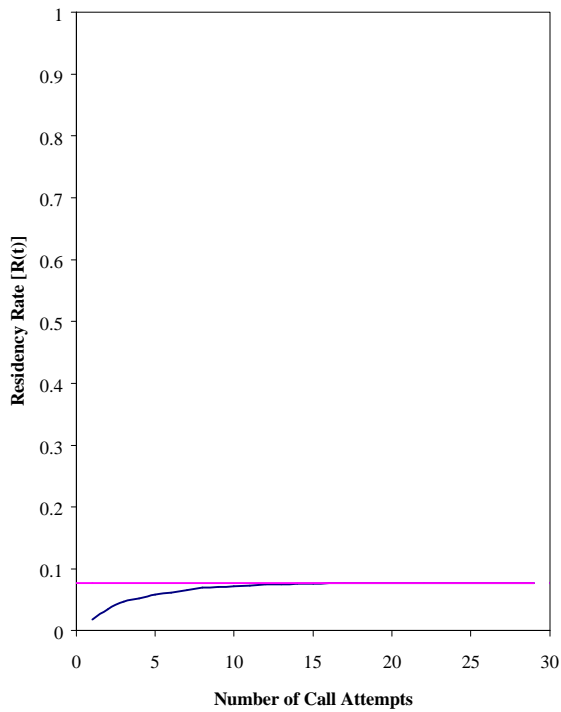


Figure I-8.—Residency rate for unlisted numbers with primarily non-residential answering machine call results

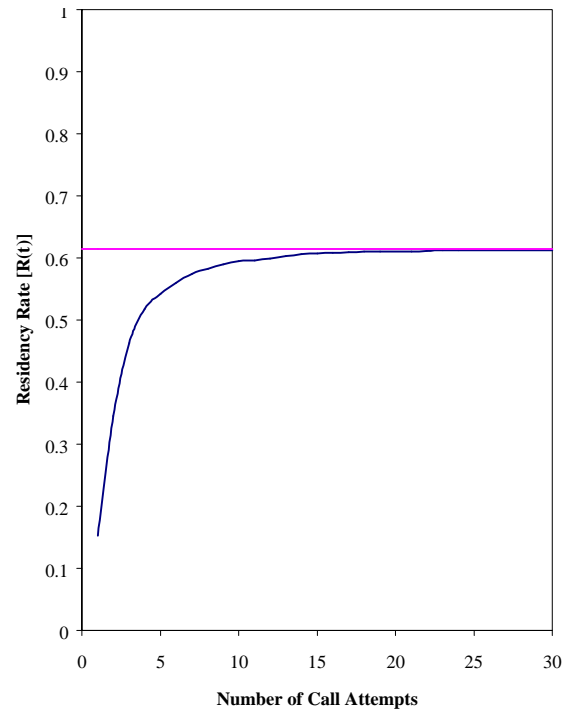


Figure I-9.—Residency rate for unlisted numbers with undeterminable answering machine call results

Table I.2.—Estimated residency rate and distribution of undetermined numbers by listed status and primary coding of answering machine call results

Listed status	Primary coding of answering machine call results	Estimated residency rate $100 \cdot \hat{R}_{UN}^{(g)}$ (percent)	Distribution of undetermined numbers $n_{UN}^{(g)*}$	
			“No answer” cases**	“No answer, answering machine” cases
Listed	None	32.5	1,689	
Listed	Residential	21.1	2	1,633
Listed	Nonresidential	2.2		89
Listed	Unclassified	62.1		108
Unlisted	None	24.2	13,864	
Unlisted	Residential	22.8	6	1,540
Unlisted	Nonresidential	0.8		339
Unlisted	Unclassified	19.9		337
<b>Total</b>			<b>15,561</b>	<b>4,046</b>

\*Counts given here are weighted to reflect the differential sampling of telephone numbers by minority stratum and the subsampling of non-mailable “no answer” cases for follow-up.

\*\*The weighted total of eight cases that finalized as “no answer” but had an answering machine call result in their call histories are cases that were refiled and the answering machine counter used to finalize a case as “No answer, answering machine” was reset.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1999.

## 5. Implications and Discussion

In previous NHES surveys, the Screener response rate calculated using the business office method has assumed that 40.5 percent of undetermined numbers are residential. Using this approach, the business office method resulted in a Screener response rate for the NHES:1999 of 74.0 percent. The Screener response rate is the estimated number of households that completed the screening interview divided by the estimated total number of households. The only issue, discussed earlier, is the estimation of the percentage of the undetermined numbers that are residential and thus included in the denominator of the response rate.

In the above analysis, by using information available for undetermined numbers, the residency rate for such cases was actually found to be much lower than 40.5 percent. The overall residency rate for such cases is estimated to be 24.2 percent. Using the residency rate estimate of 24.2 percent for undetermined numbers results in an estimated Screener response rate for the NHES:1999 of 76.1 percent.

Table I-3 gives the estimates of residency rates used for undetermined numbers and the response rates for each of the approaches. The residency rates used for undetermined numbers range from 0 to 100 percent, and the resulting estimated response rates range from 67.4 to 79.4 percent. The estimated response rates for the extended interview components of the NHES:1999 computed using the survival method are given and contrasted to those based on the business office method in table I-4.

Table I-3.—Estimated residency rates for undetermined numbers and response rates for the NHES:1999<sup>7</sup> computed using each of the alternative approaches

Approach	Estimated percent residential for undetermined numbers	Estimated Screener response rate (percent)
CASRO	47.5	73.2
Liberal	0.0	79.4
Conservative	100.0	67.4
Business Office	40.5	74.1
Survival Method	24.2	76.1

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1999.

Table I-4.—Estimated response rates for the NHES:1999 extended interview components based on Screener response rates computed using the business office and survival methods

Extended interview component	Estimated response rate (percent)	
	Business office method	Survival method
Parent interview	66.7	68.5
Youth interview	57.9	59.4
Adult Education interview	62.3	64.0

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1999.

<sup>7</sup> A separate Adult Special Study was conducted in conjunction with the NHES:1999. Response rates reported here are for the NHES:1999 Main Study only.

Above, some of the issues related to the other approaches to estimating the residency rate for undetermined telephone numbers were discussed. Here, some of the issues concerning the survival method are considered. This is important because the previously used approaches (all except the liberal) led to overestimation of the residency rate, while the survival method results in estimates of the residency rate that are very close to the liberal approach.

One of the basic assumptions of the survival methods used in this analysis is that after an infinite number of calls all of the telephone numbers will be classified as residential or nonresidential (this is the premise that a survival function must have  $S(0)=1$ ). However, in this application it is not clear that all the numbers would be resolved even if an infinite number of calls could be made to the numbers. For example, if the numbers are not assigned but ring, an infinite number of calls (while the telephone number remains in this unassigned condition) would not resolve the status of the telephone number.

Since the survival method assumes all the numbers will be resolved at the asymptote, it partitions all the undetermined numbers as either residential or nonresidential at  $R_\infty$ . This would result in slight overestimation of the residency rate if virtually all the undetermined numbers are like these unassigned numbers. On the other hand, it is possible that the undetermined numbers might be residential numbers of people who use devices, such as Caller ID, to screen their calls. Both of these extreme scenarios seem unlikely, so the survival method estimate appears reasonable.

Another issue that could distort the estimates of the residency rate using the survival method is related to the nature of the call attempts. Suppose a telephone number was attempted only one day, but up to 40 calls were made during a three-hour period in that day to reach the household. In this situation, the number of call attempts may not be a very good measure of the exposure to “risk” or classification. The choice of a good measure of exposure is a common problem in life-testing (should the age or number of miles a car has been driven be the measure of exposure?). This question also applies to the estimation of the residency rate for undetermined numbers. In the NHES:1999, the calls were distributed over every day of the week and most times of the day (attempts to screen telephone numbers were not scheduled before 9 am or after 9 pm, respondent time), with some telephone numbers attempted over 60 times in the three months of data collection. Nevertheless, if some households are never at home during any of these times, then the residency rate could be underestimated.

One of the features of the survival method is that it can be applied to many studies, using data collected from the particular study. It is clear from the graphs presented earlier that additional attempts do not change the estimated residency rate very much after about 10 calls in the NHES:1999. However, the estimation of the residency rate for the undetermined numbers is affected by the number of calls made. Also, these results cannot be directly extrapolated to other studies because the distribution of call attempts (across days of the week, times of the day, and over calendar time) may affect the estimates. Instead, all the data needed for the analysis and estimation can be captured in the specific study. Of course, having more than a few call attempts at each number and distributing those attempts over a wide range of times is essential for estimating  $R_\infty$  accurately and for making sure that the number of call attempts is a reasonable measure of exposure.

The survival method provides a formal and statistically defensible method of using the data collected on the undetermined numbers in estimating the residency rate for these numbers in RDD surveys. Existing approaches, such as the CASRO approach, ignore the conditionality principle and result in estimates that are not as reliable. In this examination, the listed status of the telephone number, whether or not an answering machine was ever detected, and the interviewer’s classification of the

answering machine messages were found to be important conditioning variables. Further investigations, or other RDD studies, might find other important conditioning variables.

If the survival method is adopted in practice, other indicators such as the number and distribution of call attempts for the undetermined numbers should be included in methodological reports so the validity of the approach can be evaluated by data users.

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## **APPENDIX J**

### **Extant Data Sources for Comparison of NHES Topics**

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**PARENT TOPICS**

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## TITLE

Current Population Survey (CPS), October School Enrollment Supplement

## PURPOSE

The purpose of the Current Population Survey is to provide estimates of employment, unemployment, and other characteristics of the labor force, for the population at large and various subgroups of the population. The October School Enrollment Supplement provides specific information on the educational status of individuals in the population by demographic and socioeconomic characteristics.

## SPONSORSHIP

The supplement has been jointly sponsored by the Bureau of Labor Statistics and the Bureau of the Census, with data collection conducted by the Census Bureau. The Department of Education sponsors additional questions on special educational issues that change from year to year.

## DESIGN

The Current Population Survey (CPS) is designed to be representative of the civilian, noninstitutionalized population of the United States, including Armed Forces personnel living offbase or on base with their families. The CPS uses a probability sample based on a multistage stratified sampling scheme. In general, the sample is selected by (a) grouping counties or groups of counties into primary sampling units (PSUs) that are assembled into homogeneous strata within each state; (b) selecting one PSU to represent each strata; and (c) selecting addresses within each PSU for membership in the sample. There is no oversampling of minority or low-income areas.

Each month, interviews are conducted in about 50,000 households. Households are in a rotating sample so that they are interviewed each month for 4 months, followed by an 8 month "rest period," and then interviews for the next 4 months. Interviews are conducted in person during the first and fifth month that households are in the sample; otherwise interviews are conducted by telephone (by a field interviewer or from a centralized telephone interviewing facility). The household respondent must be a knowledgeable household member aged 15 years or older; this respondent provides information for each household member. The questions in the school enrollment supplement are asked about all persons aged 3 or older in the household. The sample size for children in each one-year age group is approximately 2,000.

## PERIODICITY

The supplement has been conducted each October since 1946. Plans include retaining this supplement in the future.

## CONTENT

Each year the basic school enrollment supplement contains questions on highest grade completed, enrollment status, and if enrolled, the grade or level of school and type of school (public or private). Additional questions on educational topics are also included, but the topics change each year. Topics in recent years include: home activity of children in the household (October 1990); information on child care and educational experiences (October 1992); information on the use of home computers (October 1993); tuition and major/degree sought (October 1994); proficiency in English and disability (October 1995); summer activities (October 1996); and a remeasure of the October 1992 questions on computer ownership and home use (October 1997). Future plans include remeasure of the proficiency in English and disability questions in October 1999 and remeasure of the computer ownership and home usage questions in October 2001.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Given that the CPS October supplement is in fact a *supplement* to another major survey, it cannot provide information on the breadth of education-related topics that have been covered by the NHES, nor the depth of questions on certain subjects. For example, the October supplement includes questions asking whether children are enrolled in “nursery school,” but does not differentiate participation in Head Start programs.

## AVAILABILITY

The Census Bureau usually releases reports on supplement data approximately 3 to 6 months after data collection, and final reports within 12 to 18 months. Published tabulations on school enrollment are available in the Current Population Reports, Series P-20.

Public use microdata files are available from the Bureau of the Census for months in which there is a supplement; these files are usually made available within 6 months to 1 year after data collection.

For further information on the October supplement to the CPS, contact

Tim Madigan  
Population Division  
Federal Office Building 3, Room 2343  
U.S. Bureau of the Census  
Washington, D.C. 20233  
301/457-2464

## TITLE

The Metropolitan Life Survey of the American Teacher, 1987: Strengthening Links between Home and School

## PURPOSE

The survey was designed to present the viewpoints of American teachers and parents to the American public and to educational policy-makers. Parents' and teachers' views of each other's roles and agreement about how to improve the home-school relationship were examined.

## SPONSORSHIP

The survey was sponsored by the Metropolitan Life Insurance Company and conducted by Louis Harris and Associates, Inc.

## DESIGN

Interviews were administered to 1,002 teachers and 2,011 parents of public school children in kindergarten through the twelfth grade. Parents were interviewed by telephone and were sampled using modified, stratified, random digit dialing (RDD) techniques. The parent sample was weighted to match the most recently available Census Bureau estimates.

Teachers were sampled randomly from a list of 1.2 million teachers compiled by Market Data Retrieval of Westport, CT. Teacher sample sizes were determined for each state depending upon the proportions of elementary and secondary school teachers for each state. State sample sizes were calculated using standards set by the National Center for Education Statistics. The teacher sample was weighted to the "best available" estimates for sex, geographic region, and grade level.

## PERIODICITY

The series of Metropolitan Life surveys also includes the first Metropolitan Life Survey of the American Teacher, released in 1984; The Metropolitan Life Survey of the American Teacher, 1985: Strengthening the Profession; a third survey in 1986 called The Metropolitan Survey of Former Teachers in America; and The Metropolitan Life Survey of the American Teacher, 1986: Restructuring the Teaching Profession.

## CONTENT

The Parent Questionnaire and Teacher Questionnaire contained many of the same items to allow for direct comparisons between samples. Parents and teachers were asked to rate the physical environment of the school, the school board, parent-school relations, motivation of students, and perceived effectiveness of the school in providing education. Both samples also were asked about responsibility in initiating home-school contact, awkwardness in approaching parents/teachers, convenient times for parents and school personnel to meet, opinions on the benefits and success of the school in involving parents, reactions to stated criticisms of parents, causes of students' difficulties, reactions to a list of strategies for improving education, reactions to ways in which schools may benefit communities, and opinions on parental choice of public schools.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The Met Life survey covered several topics related to parent involvement; however, it did not contain items on parent involvement in the community. Also, general questions were asked about parent responsibilities in the home, but no questions were asked about how parents themselves were involved in home activities. Other limitations of the study compared to the NHES include not sampling parents of children in private

schools, a relatively small sample size, not oversampling minorities, and the exclusion of parents of preschoolers.

#### AVAILABILITY

The 1987 data file is available for public use. Contact:

Virginia Millan  
Metropolitan Life Insurance Company  
The American Teacher Survey, 1987  
P.O. Box 807  
Madison Square Station  
New York, NY 10159-0807  
212/578-5260



## TITLE

National Child Care Survey (NCCS), 1990

## PURPOSE

The three main purposes were: (1) to describe existing patterns of parental employment and use of child care and other early childhood programs, (2) to examine how personal characteristics and preferences of parents, as well as the characteristics of child care options available to them, are linked to their child care choices, and (3) to describe the characteristics of out-of-home care for these children, focusing particularly on family day care.

## SPONSORSHIP

The sponsoring organization was the National Association for the Education of Young Children, and the sponsoring agency was the Administration for Children, Youth and Families. The two organizations jointly funded the study which was conducted by the Urban Institute.

## DESIGN

The NCCS consisted of three different data-gathering efforts, including (1) a telephone survey of a nationally representative sample of households with children under age 13 (the Parent Survey), (2) interviews with a subsample of providers of child care/early childhood education for the children in this national sample, identified by their parents (the Linked Provider Study), and (3) interviews with a representative sample of providers of care in their own homes identified through screening households for the parental survey (the Family Day Care Home Study).

**Parent Survey.** Telephone surveys were completed in 4,392 households. Households were selected through a three-stage sampling process. At the first stage, 100 primary sampling units (PSUs), or groups of counties in the nation, were selected. At the second stage, "100-banks" of telephone numbers (numbers with the same first 8 digits) were selected using Mitofsky-Wasberg methods. At the third stage were residential phone numbers in the telephone banks. The main sample included about 1,500 households with a youngest child under 3 years old, 1,500 households with a youngest child between 3- and 5-years-old, and 1,500 households with a youngest child between 6- and 12-years-old. In addition, about 1,000 low-income households with children were oversampled; approximately 330 of these households had youngest children in each of the three age groups defined above. Most families in the oversample were black or Hispanic. Respondents were located through a random digit dialing (RDD) method and interviews were conducted using computer assisted telephone interviewing (CATI).

**Linked Provider Study.** Parents were asked to provide telephone numbers of their center-based and family day care providers for their youngest children. This resulted in 250 provider interviews, which were also conducted using CATI.

**Family Day Care Home Study.** Approximately 162 individuals who provided care in their homes were identified during the household screening process and interviewed. The interviews were conducted with the same instrument used for the care providers identified by parents.

## PERIODICITY

The survey was conducted once, beginning in late October 1989 and ending in May 1990. No updates or related collection efforts are planned at present.

## CONTENT

The National Child Care Survey examined information on use of child care and preschool programs, including scheduling, type of arrangement, factors determining arrangement, cost of care, an assessment of the quality of care, characteristics of alternative child care arrangements, and employment characteristics of parents, including type of employment, employment history, and availability and type of benefits.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

With a focus strictly on child care issues, the NCCS does not address the range of educational topics that are covered in the NHES. The information collected on child care participation is quite detailed (e.g., differentiating different types of care, describing characteristics of care arrangements); however, the NCCS was conducted only one time, and thus it does not allow for monitoring trends over time in child care participation. Also, the data are relatively old.

## AVAILABILITY

The final report, "[The National Child Care Survey, 1990](#)" is available from The Urban Institute publications office (202/857-8724).

For more information on the National Child Care Survey, contact:

Dr. Sandra Hofferth  
Institute for Social Research  
University of Michigan  
P.O. Box 1248  
Ann Arbor, MI 48106-1248

or

The Urban Institute  
2100 M St., N.W.  
Washington, D.C. 20037  
Sandy Clark 202/857-8726  
Duncan Chaplin 202/857-8771

## TITLE

National Education Longitudinal Study of 1988 (NELS:88)

## PURPOSE

The NELS is designed to provide longitudinal data about educational processes and outcomes experienced by students who were in the 8th grade in 1988. Data from this cohort of students is collected every two years to describe their experiences as they enter and progress through high school, and after high school as they may enter into college or other postsecondary institutions or the work force. Data have been collected from students, parents, teachers, and schools to study such issues as student learning and achievement, dropping out of school, and student access to programs and learning opportunities.

## SPONSORSHIP

The NELS:88 is primarily sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education; however, other divisions of the Department and other government agencies have sponsored the inclusion of certain questions on NELS:88 instruments or the oversampling of students with special characteristics.

## DESIGN

The NELS:88 is a longitudinal study of a national probability sample of 8th graders in 1988. In the 1988 base year, the sample was drawn as a two-stage stratified probability design in order to select a nationally representative sample of schools and students. At the first stage, 1,052 (participating) schools were selected (815 public and 237 private schools). Eighth-grade students were selected at the second stage and 24,599 participated. In 1988, data were collected from the students, parents, school principals, and teachers.

For the first (1990) followup, the 1988 student respondents were included in the sample, and the sample was “freshened” with additional students so that it provided a representative sample of students enrolled in the 10th grade in 1990. Students, dropouts, school principals, and teachers were interviewed in 1990; however, parents were not. In the second (1992) followup, parents were interviewed, along with the students, dropouts, school principals and teachers. A freshening of the sample was done again to provide a representative sample of 12th graders.

The third (1994) followup was conducted with the sample members only, by using computer-assisted telephone interviewing (CATI). Most sample members had left high school, and it was no longer possible to provide self-administered questionnaires in group settings at schools. Some in-person interviews were done for sample members who were difficult to locate or for refusal conversion.

The design of the NELS:88 allows for three different types of analyses: cross-wave (longitudinal), cross-sectional (at a single point in time), and cross-cohort by using other NCES longitudinal surveys of previous high school grade cohorts (i.e., High School and Beyond (HS&B), National Longitudinal Study of 1972 (NLS-72)). The student constitutes the basic unit of analysis in the NELS:88 study and in the sample design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data set.

## PERIODICITY

The base year measurement was in 1988 with followups in 1990, 1992, and 1994. The next planned followup is in 2000. The base year included questionnaires from students, school administrators, parents,

and teachers; however, not all followup surveys included interviews with each of these populations (see design description above).

## CONTENT

The student and parent questionnaires have collected information on topics relevant to the NHES. For example, the student interviews have collected information on student victimization at school, drug and alcohol education, communications with parents about educational experiences, participation in volunteer or community service activities, and participation in postsecondary schooling or training. The student achievement test has also included a section on history and citizenship knowledge. The parent questionnaire has contained items related to children's disabilities, school communication with parents, school environment, and parental involvement in children's academic activities.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The NELS:88 is a very rich data set as far as the variety of educational topics covered, the multiple sources of data, and its usefulness for studying students' experiences over time. However, it has very different purposes from the NHES, and thus, does not address all the populations or topics covered in the NHES interviews. For instance, because the NELS:88 focuses on describing and analyzing the experiences of a cohort of 8th graders in 1988 and beyond, it does not include data on educational experiences of younger youth, i.e., preschoolers and elementary school students. The data are also limited in that parents were not interviewed for the first followup in 1990.

## AVAILABILITY

Data and documentation for the base year and followups (combined) are available from NCES on CD-ROM.

Contact:

Dennis Carroll  
U.S. Department of Education, NCES  
555 New Jersey Ave., NW Room 301F  
Washington, DC 20208  
202/219-1774 or Jeffrey Owings at 202/219-1777

Visit the NELS:88 web page for an overview, information on contents, publications list, and data analysis systems. Publications are also available for downloading.

<http://nces.ed.gov/surveys/nels88.html>

## TITLE

National Health Interview Survey (NHIS)

## PURPOSE

The NHIS was intended to provide a continuing picture of the health status of the U.S. population based on respondent reports of health-related experiences and attributes.

## SPONSORSHIP

The NHIS is sponsored by the Centers for Disease Control and Prevention (CDC) and the National Center for Health Statistics (NCHS) of the U.S. Department of Health and Human Services.

## DESIGN

The NHIS is a cross-sectional household interview survey of approximately 40,000 households including about 30,000 children. It is conducted annually and includes only the civilian, noninstitutionalized population of the 50 states and the District of Columbia. The NHIS uses a multistage probability sample in which geographically defined primary sampling units (PSU's) are selected in the first stage, smaller geographic areas called "area segments" are selected at the second stage, and households are selected in the final stage. Data are gathered on a weekly basis from weekly samples which represent the target population. The data collected over a year are consolidated to produce an annual data file, from which most estimates of health characteristics of the population are made. All adult members of the household (17 years of age and older) who are at home at the time of the in-person interview are eligible respondents. One self-designated adult responds for other adults not at home. Generally the mother responds for the children living in the household. Beginning in 1985, the design included an oversampling of black persons.

## PERIODICITY

The NHIS has been conducted continuously since 1957.

## CONTENT

The NHIS consists of two basic parts: a "core" questionnaire and supplements. The content of the core questionnaire has remained relatively consistent over the years and collects information on such topics as the prevalence of chronic conditions, activity limitation due to impairment or health problems, and use of health care services. For each NHIS, one or more supplements on different topics are included. The supplements are designed to respond to public health data needs and thus the topics change each year.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The focus of the NHIS is to collect detailed data on the health status of persons, and thus, it does not cover the wide variety of educational topics that are addressed by the NHES.

## AVAILABILITY

Public use tapes are available from 1969-94; CD-ROMs are available from 1987-94.

Division of Health Interview Statistics  
National Center for Health Statistics  
Centers for Disease Control and Prevention  
6525 Belcrest Road, Rm. 850  
Hyattsville, MD 20782  
301/436-7089

For content questions, particularly in relation to children, contact:

Gloria Simpson  
Division of Health Interview Statistics  
National Center for Health Statistics  
301/436-7100; x162

The following web site also includes information on the NHIS public-use data files, survey content, and other pertinent information about the survey:

<http://www.cdc.gov/nchswww/products/catalogs/subject/nhis/nhis.htm>

## TITLE

National Longitudinal Survey of Labor Force Behavior, Youth Survey (NLSY79)

## PURPOSE

The purpose of the National Longitudinal Survey of Youth is to collect data related to the labor market experiences of a cohort of youth age 14 to 21 in 1979. The data provide information on youths' experiences in school, the labor market, the military, and their own families.

## SPONSORSHIP

The Bureau of Labor Statistics, an agency of the U.S. Department of Labor, sponsors the National Longitudinal Surveys. However, other agencies have sponsored portions of the surveys. Data are collected by the National Opinion Research Center, Chicago, Illinois.

## DESIGN

The NLSY79 is a nationally representative sample of 12,686 men and women who were age 14 to 22 in 1979. The NLSY79 includes three subsamples: (1) a cross-sectional sample of 6,111 people who are representative of the civilian, non-institutionalized population age 14 to 22 on January 1, 1979; (2) an oversample of 5,295 civilian Hispanic, black, and economically disadvantaged white youth age 14 to 22 on January 1, 1979; and (3) a sample of youth age 17 to 21 on January 1, 1979 who were enlisted in the four branches of the military as of September 30, 1978. Nonmilitary respondents were selected using a multistage, stratified area probability sample of dwelling units and group quarter units. Military respondents were sampled from rosters provided by the Department of Defense. Interviews have been conducted in person each year except 1987 in which telephone interviews were done. In 1993, the paper-and-pencil interviews were replaced with computer-assisted personal interviewing (CAPI) methods.

A sample of children from NLSY79 mothers was also drawn to be nationally representative of children born to women between the ages of 14 and 21 on January 1, 1979. For these children, data were collected in 1986 (when their mothers were age 21 to 28) and every other year thereafter through 1994 using primarily paper-and-pencil methods. Linking the child data with the mother's longitudinal data provides the opportunity to examine relationships between mothers' experiences and their children's development.

## PERIODICITY

Interviews with youth sampled for the NLSY79 have been conducted annually since 1979. Interviews are currently planned to continue at least through 1998. Interviews pertaining to the children of NLSY79 mothers have been conducted in 1986, 1988, 1990, 1992, and 1994.

## CONTENT

The NLSY79 was primarily designed to analyze sources of variation in the labor market behavior and experience of Americans. Consequently, the content of the surveys is weighted toward labor force training and experience. However, information relevant to the NHES has also been collected from this cohort of young people, such as data regarding educational status and attainment, participation in vocational/technical training programs, child care arrangements used by mothers, and alcohol and substance use.

Data collected pertaining to the sample of children of NLSY79 mothers includes information on home environment, health, behavior problems, and assessments done to evaluate development. Children age 10 or older were interviewed on several subjects including interactions with parents, attitudes about school, substance use, and educational expectations.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The major limitation of the NLSY79 data is that generalizations are limited to the cohort of 14 to 21 year olds in 1979 and their children. The data are useful for studying the life course experiences and transitions of young people and monitoring the early development of their children, but they are not useful for examining the experiences of a cross-section of U.S. adults, youth, or children that the NHES provides. Furthermore, the substantive focus of this study is labor force participation and related experiences; thus, the range of educational topics is limited relative to the needs of the NHES.

## AVAILABILITY

Public use data and documentation contact:

Steve McClaskie  
NLS User Services  
Center for Human Resource Research  
921 Chatham Lane, Suite 200  
Columbus, OH 43221-2416  
(614) 442-7366

For general information on NLSY including additional contact persons, browse the web site:

<http://stats.bls.gov/nlshome.htm>

For the NLSY bibliography go to the web site:

<http://www.chrr.ohio-state.edu/nls/bib>



## TITLE

National Maternal and Infant Health Survey (NMIHS)

## PURPOSE

The main objective of the National Maternal and Infant Health Survey (NMIHS) was to gather data needed to study factors related to poor pregnancy outcomes including low birth weight, stillbirth, infant illness, and infant death.

## SPONSORSHIP

The NMIHS was conducted by the National Center for Health Statistics in collaboration with the National Institutes of Health, the U.S. Department of Agriculture, the Human Resources and Services Administration, the Office of the Assistant Secretary for Health, the Alcohol, Drug Abuse, and Mental Health Administration, the Food and Drug Administration, the Centers for Disease Control, and the Agency for Toxic Substances and Disease Registry.

## DESIGN

For the 1988 NMIHS, vital records for live births, late fetal deaths, and infant deaths were sampled from each state. Each mother named in the vital records was mailed questionnaires; respondents included approximately 10,000 women who had live births, 3,000 women who had late fetal deaths, and 5,000 women who had infant deaths. These samples are representative of live births, late fetal deaths, and infant deaths to U.S. women age 15 and older.

In 1991, the Longitudinal Followup to the 1988 NMIHS was conducted to provide information on children's health and development. The Followup consisted of three surveys: the live birth survey, the child medical provider survey, and the fetal and infant death survey. The live birth survey gathered information on health issues for children of women interviewed as part of the 1988 NMIHS live birth cohort. The child medical provider survey was administered to health care providers identified by the women as having provided care for their children. The fetal and infant death survey was given to a subsample of women from the 1988 NMIHS fetal and infant death cohorts and gathered information about the women's health and any pregnancies after 1988.

## PERIODICITY

As indicated above, the NMIHS was conducted in 1988 and a longitudinal followup survey of the women in the 1988 NMIHS was conducted in 1991. There are plans for administering another followup in 2000.

## CONTENT

Information on the following health-related topics was collected in the 1988 NMIHS: prenatal care; alcohol and drug use during pregnancy; pregnancy history; WIC use patterns; work patterns before and after delivery; infant feeding practices; infant health and medical care up to 6 months; and sociodemographic characteristics. Mothers were also asked about child care, including questions on who the child care providers were, payment for care, the location of care, and hours per week children spent in care arrangements.

The 1991 NMIHS collected information concerning the child's health status and development; including measures of family members reading to child; participation in the WIC program; child care and center-based participation; child's medical care; problems getting medical care.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The content of the NMIHS focuses on health issues, rather than educational issues, and thus does not cover the breadth or depth of information that has been included in the NHES. The age range of children included in the NMIHS is also extremely limited, to children born in 1988.

## AVAILABILITY

For more information, contact:

Michael Kogan  
Reproductive Statistics Branch  
Division of Vital Statistics  
National Center for Health Statistics  
6525 Belcrest Road, Room 820  
Hyattsville, MD 20782  
301/436-8954 x170

or visit the web site for the NMIHS:

<http://www.cdc.gov/nchswww/products/catalogs/subject/mihs/mihs.htm>

## TITLE

National Study of Before- and After-School Programs

## PURPOSE

The purpose of the survey was to inform policy and practice by providing a descriptive foundation regarding the role of public schools in the provision of before- and after-school programs and the extent to which economically disadvantaged children participate in them.

## SPONSORSHIP

The National Study of Before- and After-School Programs was funded by the Office of Policy and Planning, U.S. Department of Education.

## DESIGN

Two methods were employed. The first involved 1,304 telephone interviews with a nationally representative sample of program providers across 144 U.S. counties in 100 primary sampling units. The second method complemented the first and involved site visits to 12 programs in 3 communities. Research questions centered on the relationships between program features and context-specific features of the program, informed by a conceptual framework which describes the essential characteristics of before- and after-school programs and the variable influences on program operations.

## PERIODICITY

The National Study of Before- and After-School Programs was a one-time data collection; there are no plans for future administrations.

## CONTENT

The study reports on what was learned about the national capacity for providing before- and after-school programs as well as program utilization rates. It summarizes the organizational characteristics of providers, and presents findings on features of programs, such as varying purposes, activities, location and use of space, staffing, and the role of parents. The study also focuses on the characteristics of programs that serve children from economically disadvantaged families. Finally, findings and issues having to do with program quality are presented.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Although the National Study of Before- and After-School Programs addresses the characteristics and availability of programs across the country, it does not gather any household data, and therefore has nothing to say about program participation or non-participation from the point of view of parents. In addition, while this study contributes to knowledge of the characteristics of before- and after-school programs, it is not able to provide information on the impact of such programs on school-age children.

## AVAILABILITY

For further information, contact:

Michelle Seligson, M.Ed  
Executive Director  
National Institute on Out-of-School Time  
Wellesley College Centers for Women  
Wellesley, MA 02181  
781-283-2554

## TITLE

National Survey of Families and Households (NSFH)

## PURPOSE

The NSFH is investigating the causes and consequences of the major changes in U.S. patterns of fertility, marriage, mortality, migration, family composition, and household structure that have occurred over the past several decades.

## SPONSORSHIP

The Social and Behavioral Sciences Branch, Center for Population Research of the National Institute of Child Health and Human Development is funding the survey. Staff at the Center for Demography and Ecology of the University of Wisconsin-Madison designed the survey and are analyzing the information. The Institute for Survey Research at Temple University collected the data.

## DESIGN

The NSFH was conducted in two waves. A baseline wave (Wave 1) was conducted in 1987-88 and a followup (Wave 2) was conducted in 1992-94.

The sample size for Wave 1 was approximately 13,000 households. The overall sample included a core cross-section of households plus an oversampling of blacks, Puerto Ricans, Mexican Americans, single-parent families, families with stepchildren, cohabiting couples, and recently married couples. One adult per household was randomly selected as the primary respondent. Data were collected through personal interviews and self-administered forms. Spouses and cohabiting partners of primary respondents were given shorter self-administered questionnaires.

In Wave 1, some information was obtained about each of the children in the household, and additional information was obtained about a selected "focal child." The focal child was chosen by listing the first names of all children in the household, and selecting the child whose name came first alphabetically.

For Wave 2, about 10,000 surviving members of the original sample were interviewed in person. The following other interview components were also included for Wave 2: a personal interview with the current spouse or cohabiting partner of the primary respondent; a personal interview with the original spouse or partner of the primary respondent in cases where the relationship has ended; a telephone interview with the "focal children" who were age 13-18 in Wave 1 and age 18-23 for Wave 2; a short telephone interview with "focal children" who were age 5-12 in Wave 1 and age 10-17 in Wave 2; short proxy interviews with a surviving spouse or other relative in cases where the original respondent had died or was too ill to interview; and a telephone interview with a randomly selected parent of a main respondent.

## PERIODICITY

As mentioned above, data collection took place in two waves. The first wave was from 1987-88 and the second wave was from 1992-94. There is another followup planned for the future, possibly by 1999.

## CONTENT

The questions included on this survey cover a very broad range of family-related topics. Those of relevance to the NHES in Wave 1 included questions about children's school attendance; grade repetition, behavior problems requiring a meeting, school suspension or expulsion; and emotional problems. Questions about children aged 4 and younger included nursery and preschool participation, hours spent at programs, and how frequently the parent reads to the child. If the respondent was employed, there were questions about child care arrangements during working hours. For children aged 5 through 11, parents were asked to assess their children's class ranking relative to other classmates and to state educational expectations for their children.

In Wave 2, primary respondents were asked several questions about their children. For children age 5 to 17, respondents were asked about their children repeating grades in school, children's behavior problems, educational expectations, activities with their children, and involvement in the child's school. For children under age 5, respondents were asked about long-lasting physical conditions, mental or emotional problems, readiness for kindergarten, behavior problems, television watching, and preschool participation. There were also questions regarding nonresident parents' contact with children.

In Wave 2, youth age 10 to 17 were also interviewed about several topics including having been a victim of stealing or having been threatened; fighting; grades in school; participation in school and community activities; expected educational attainment; cigarette, alcohol, and marijuana use; and contact with absent parents. Young adults age 18 to 23 were also interviewed about some educational issues, including receipt of high school diploma, expected educational attainment, postsecondary education; and degrees and certificates earned.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Because this survey is based on a cohort of respondents in 1987-1988, the data are not appropriate for monitoring changes in educational issues over time among cross-sections of U.S. children and adults. Also, the substantive focus is not education, and thus, the range of educational data available in the NHES is not fully represented in the NSFH.

## AVAILABILITY

The public use data tapes and associated documentation for both waves are available. These can be accessed by FTP and the World Wide Web for no charge. Assistance with the data may be obtained by contacting:

Julia Gray  
Center for Demography  
University of Wisconsin  
1180 Observation Drive, Rm 4412  
Madison, WI 53706-1393  
608/262-1537

For additional information about the survey, visit the web page at:

<http://ssc.wisc.edu/nsfh/home.htm>

## TITLE

National Survey of Family Growth (NSFG)

## PURPOSE

The main purpose of the NSFG is to gather information on factors affecting pregnancy and women's health among women in the U.S.

## SPONSORSHIP

The survey is sponsored by the National Center for Health Statistics, Division of Vital Statistics, Family Growth Survey Branch; however, funding from other agencies within the U.S. Department of Health and Human Services has been used.

## DESIGN

The NSFG was fielded in 1973, 1976, 1982, 1988, and 1995. A longitudinal followup of the 1988 collection was fielded in 1990. For each administration of the survey, a national sample of women aged 15 to 44 in the civilian noninstitutionalized U.S. population was used. For the first two surveys in 1973 and 1976, the survey was limited to women who had never been married. In subsequent survey cycles, women of all marital statuses were interviewed. For each survey, women were interviewed in person in their own households.

## PERIODICITY

Cycles I, II, III, IV, and V were fielded in 1973, 1976, 1982, 1988, and 1995, respectively. Cycle IV had a followup in 1990.

## CONTENT

Detailed data were collected as to women's health and pregnancy-related issues. As far as data relevant for the NHES, the NSFG has included items measuring women's educational attainment and use of child care. Child care questions were asked for children under 13 years of age and concerned care during the hours when the mother is employed or is in school. Questions include how and where child is cared for, number of hours in care, amount paid for care, and nonmonetary exchange for child care.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The sample for the NSFG is based on selecting women of childbearing age, so it does not provide a representative sample of U.S. children. This survey's focus is not on the child, but rather how the child affects the mother and her health. Also, educational topics covered are limited to child care while the mother is at work or school.

## AVAILABILITY

All Cycles of the survey and the 1990 followup are available on public use data tapes. There are plans for all years of the administration to be available on CD-ROM, perhaps by 1998.

More information about the NSFG may be obtained from

Family Growth Survey Branch  
National Center for Health Statistics  
6525 Belcrest Road, Room 840  
Hyattsville, Maryland 20782  
301/436-8731

or the web site:

<http://www.cdc.gov/nchswww/about/major/nsfg/nsfg.htm>

## TITLE

Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity (1991-1997)

## PURPOSE

Prospects was initiated in 1988 under Congressional mandate as an assessment of Chapter I (formerly Title I) programs. It is a longitudinal study designed to assess the impacts of Chapter I programs on school performance and compare students with "significant participation" in Chapter I programs to comparable children who are not receiving services. The study is nationally representative and is designed to inform policymakers.

## SPONSORSHIP

Prospects is sponsored by the Planning and Evaluation Service of the U.S. Department of Education.

## DESIGN

Prospects was designed to provide six 1-year "snapshots" from the following perspectives: economic disadvantage, as measured by sampling children in schools with very high concentrations of poor children and evaluating the nature of the educational environment of the schools that these children attend; characteristics of the children who received compensatory services, including Chapter 1; and characteristics of limited English proficient students and the services that are available to them. The design is based on a multi-stage sample with public school districts as the first stage, school buildings as the second stage, and students as the third stage. The first stage sample was selected from 12 sampling strata defined by three levels of urbanization within each of the four Census regions. To select a large enough number of Chapter I children, school districts serving large numbers of Chapter 1 students were given a higher probability of selection. Districts and schools were stratified according to economic disadvantage and concentration of Limited English Proficient students. The sample size allows for analyses by level of urbanization, by region as defined by Census, and for the nation as a whole. The design yielded approximately 320 schools in 150 districts and included samples of approximately 12,000 1st grade students, 12,000 3rd grade students, and 7,000 7th grade students.

## PERIODICITY

The survey collected annual data for six years on three cohorts of public school children beginning in grades 1, 3, and 7 in 1991.

## CONTENT

A total of 15 forms or questionnaires were used to collect data from students, parents, school records, teachers, and school and district officials. The parent questionnaire collects demographic information about household members, information on the child's previous enrollment in preschool, special services received, the child's self esteem, social skills, and disabilities. The questionnaire has sections called Your Child at Home (rules concerning schoolwork and household responsibilities, parent involvement with homework, reading with the child, expectations for the child's educational achievement, and educational family activities); Your Child at School (services received, parent involvement in school, parent's assessment of services received, school absenteeism, summer school attendance, grade repetition, and the parent's evaluation of the child's ability and performance); Contacts with Your Child's School (frequency and reasons for the parent contacting school, school response to parent contact, and types of in-school activities that the parent had attended); About Your Child's School (parent evaluation of school resources, practices and standards, and evaluation of parents' role in school); Your Child's Future (expectations about the child's educational attainment and provisions for education following high school); About Yourself and Your Family (household members, language minority status, parents' educational and occupational



attainment and status, race/ethnicity, marital status of adults in household, total family income, and educational/media resources in the home).

#### LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The main limitations are methodological. First, data pertain only to children in Chapter I (public) schools, eliminating a substantial proportion of the population of interest for the NHES:99. Furthermore, although Prospects utilizes a sample of disadvantaged children of interest to NCES, it does not oversample for minorities. Also, Prospects is being completed in 1997, and future monitoring is not planned.

#### AVAILABILITY

The data tapes are available for all years. The CD-ROM is available for 1991-93. The CD-ROM containing all the data from 1991-94 will be available soon.

For more information, contact:

Dr. Elois Scott, Project Officer  
Office of the Assistant Secretary for Policy and Planning, Room 327  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202  
202/401-1958

Copies of the report are available from:

Planning and Evaluation Services  
Office of the Under Secretary  
U.S. Department of Education  
400 Maryland Ave., S.W., Room 4165  
Washington, D.C. 20202-8240

For analysis and highlights, visit the web site:

<http://www.ed.gov/offices/OUS/eval/esed/prospect.html>

## TITLE

Survey of Income and Program Participation (SIPP)—Child Care Topical Module

## PURPOSE

The SIPP is a multi-panel longitudinal survey of adults, measuring their economic and demographic characteristics over a period of 2 1/2 years. The child care topical module to SIPP is designed to establish an ongoing data base of child care statistics at the national level.

## SPONSORSHIP

The topical module is funded and conducted by the U.S. Bureau of the Census. An Advisory Panel with representatives from selected Federal agencies oversees the questionnaire design and decides the frequency of interviewing.

## DESIGN

The SIPP survey is based on a multistage stratified sample of the noninstitutional resident population of the U.S. The survey universe includes persons living in households plus those persons living in group quarters such as dormitories and rooming houses. The first stage of sampling involves the definition of primary sampling units (PSUs), which are counties or groups of counties. Those with similar key socioeconomic characteristics are grouped together into strata, and one sample PSU is selected from each stratum. The PSUs used for SIPP are a subsample of those used in the Current Population Survey (CPS). The second stage of sampling is the selection of households. To arrive at this sample, geographic units called “enumeration districts” (EDs), with an average of 350 housing units, are sampled from each PSU. Within each selected ED, two or four living quarters or “ultimate sampling units,” are systematically selected.

The topical module on child care is asked of respondents who are the designated parents or guardians of children under 15 who are living in the sampled household. In the first administration of the module (1984 panel, wave 5), the respondents (usually mothers) had to be employed outside the home. In subsequent panels, the respondents were either working or enrolled in school. The questions asked of respondents in each panel pertain only to the three youngest children living in the household under 15 years of age. Child care data concerning approximately 5,400 children have been collected at each time of administration.

## PERIODICITY

The first SIPP panel began in 1984 and a new panel has been introduced in the February of each year. For each panel, the child care module has been administered in at least one wave of the survey. Each wave of interviewing is consecutive and lasts four months: Wave 1 begins in February and ends in May; Wave 2 begins in June and ends in September, etc. Each household in a panel is interviewed once each wave, so that each household is interviewed once every four months over a period of three years. The child care module was administered for each panel as follows: 1984 panel, wave 5; 1985 panel, wave 6; 1986 panel, waves 3 and 6; 1987 panel, waves 3 and 6; 1988 panel, waves 3 and 6; 1989 panel, wave 3; 1990 panel, wave 3; 1991 panel, wave 3; 1992 panel, waves 6 and 9; 1993 panel, waves 3, 6, and 9.

## CONTENT

The SIPP child care module obtains basic information on child care arrangements for children during the time when respondents are working or are in school. Questions specifically concern the month prior to the interview. For each of the three youngest children, the respondent is asked about the main type of arrangement used (that is, the one where the child was cared for during most of the hours that the respondent worked or was in class), when the child was usually cared for under the arrangement, and the number of hours per week the child usually spent in the arrangement. Information about the type and location of the second major type of arrangement is also gathered. Respondents are then asked about the total cost of child care

arrangements in a typical week, and whether they have made any noncash payments. They are also asked if either they or their spouses have lost time from work because the person responsible for taking care of their children was not available.

#### LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The SIPP data regarding child care are not representative of all children. The SIPP child care module is administered only when the respondent (usually the mother) is employed or in school. Also, arrangements made by families in which the mother is at home are not considered. In addition, the care arrangements discussed are only those that overlap the respondent's hours of employment or school, rather than any nonparental care arrangements.

#### AVAILABILITY

Results from all administrations of the child care module are available through 1993. Questions about data products and their availability should be directed to

Data User Services Division  
U.S. Bureau of the Census  
Washington, DC 20233  
301/457-4100

For substantive questions on the child care topical module, contact:

Lynne Casper  
Population Division  
U.S. Bureau of the Census  
Washington, DC 20233  
301/457-2416  
lcasper@census.gov

For information on the SIPP Child Care module, visit the web site:

<http://www.census.gov/population/www/socdemo/childcare.html>

## TITLE

The Third PTA National Education Survey: A Study of Attitudes and Behavior Regarding Children's Education (1993)

## PURPOSE

The Third PTA National Education Survey was designed to gather information on educational issues not previously addressed in national surveys, including parental involvement plans, groups in society who are responsible for the improvement of schools, and the importance of schools in parents' selection of a neighborhood. The survey is the first national attempt to compare parents and non-parents on parent involvement items.

## SPONSORSHIP

The survey was sponsored by the National PTA and commissioned by *Newsweek*. The data were collected by NuStats.

## DESIGN

A sample of 1,148 adults at least 18 years of age were interviewed by telephone in February 1993. Of these adults, 806 were parents who had at least one child enrolled in kindergarten through the twelfth grade. One child from each sampled household was randomly selected. Data were collected using random digit dialing (RDD) and computer assisted telephone interviewing (CATI) technology.

Three separate and independent samples were selected for the survey. The Core Sample was a stratified, one-stage RDD sample of households with telephones in the 48 contiguous states. The second sample (Black Augment) was a stratified RDD sample of households in phone exchanges with a 20 percent or more black population. The third sample (Hispanic Augment) was a stratified RDD sample of households in phone exchanges with a 20 percent or more Hispanic population. A Spanish version of the questionnaire was designed, allowing for representation from Spanish-speaking respondents. The data were weighted to 1990 Census data to correspond to all U.S. households in the contiguous 48 states.

## PERIODICITY

Two previous surveys on parent involvement were sponsored by the PTA. The "PTA/Dodge National Parent Survey: A Study of Parental Involvement in Children's Education" was sponsored by the National PTA and Chrysler's Dodge Division and commissioned by *Newsweek* in 1990. A followup survey, "The Second PTA/Chrysler National Parent Survey: A Study of Parental Involvement", was sponsored by the Chrysler Corporation and the National PTA and commissioned by *Newsweek* in 1991.

## CONTENT

The questionnaire consisted of four parts: a screener to select the appropriate adult respondent, a section on general perceptions and attitudes toward schools, a section for parent responses only (gathering information on the child's school experiences), and a final section collecting information on the respondent's household and demographic characteristics.

Topics that relate to parent involvement included the frequency that parents talk to their child about school topics, parent monitoring of homework completion, parent assistance with homework, parent reading to/with the child, parents' discussions with the child's teachers, and parents taking the child to the library. Other questions inquired about the number of hours per week that parents spent in children's formal and informal education. Informal education was defined as non-school related activities in which the parent tried to teach the child new ideas or skills.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The survey is largely composed of opinion questions about education and hypothetical school practices to involve parents. There are relatively few direct measures of parent involvement, and these deal only with involvement in the home and involvement in the school. Parent and school partnerships and involvement in the community are not measured.

The survey had a relatively small sample size, and the involvement of parents of preschool aged children was not assessed. The usefulness of the database as a monitoring tool depends upon future funding.

## AVAILABILITY

There is no public data file available at this time. Questions may be directed to:

Jim Schwartz  
Market Research Manager  
Newsweek  
444 Madison Avenue  
New York, NY 10022-6999  
212/350-4774

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**YOUTH TOPICS**

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## TITLE

High School and Beyond (HS&B)

## PURPOSE

The High School and Beyond survey is one of three major studies that comprise the National Education Longitudinal Studies (NELS) program of the National Center for Education Statistics (NCES). These studies were established to study the educational, vocational, and personal development of young people beginning with their elementary or high school years, and following them over time as they begin to take on adult roles and responsibilities. HS&B is a study of the transition from secondary school to early adulthood. It includes data on high school experiences as well as events in the years following high school graduation, including post-secondary education, marriage, work, and family formation.

## SPONSORSHIP

The survey is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education. Supplemental funding was supplied by the following: the Office for Bilingual Education and Minority Language Affairs, the Office for Vocational Education, the Office for Civil Rights, the Office for Postsecondary Education, the Department of Defense, the National Science Foundation, and the Department of Health and Human Services.

## DESIGN

HS&B is a national longitudinal survey based on a national probability sample of high school sophomores and seniors enrolled in public and private schools in the fall of 1980. Students were selected through a two-stage stratified sample. In the first stage, schools were stratified by type and several strata were oversampled. The oversampled strata were alternative schools, Hispanic schools, high performance private schools, other non-Catholic private schools, and black Catholic schools. Catholic and public schools were in the regular strata which were not oversampled. With the exception of oversampled strata, schools were selected with probability proportional to estimated enrollment.

Within each school, 36 seniors and 36 sophomores were randomly selected to participate. The base year sample consisted of 30,030 sophomores and 28,240 seniors enrolled in 1,015 schools. There was an 84 percent completion rate for students, and a 91 percent school participation rate.

Base year data and data for the first followup of sophomores were collected directly from the students in their school using self-administered questionnaires. Students also completed cognitive tests in school. Later followups were conducted primarily through the mail, with some telephone interviewing. The principal of each school completed a questionnaire providing information about the school. Teachers filled out forms concerning their knowledge about and evaluations of students in the sample. A subsample of about 2,500 parents of students in each cohort provided information in the base year.

The subsample to be followed up consisted of approximately 14,994 1980 sophomores and 11,995 1980 seniors. It retained the multi-stage, stratified, and clustered design of the base year sample. The followup sample included 495 1980 seniors who had been selected for the base year sample but had not participated. Subsample rates were adjusted to include in the followup sufficient numbers of students and characteristics necessary for educational policy research. The fourth followup of the sophomores, which took place in 1992, was conducted using computer assisted telephone interviewing (CATI) to survey a sample of 14,825 students. The transcript section of this followup was based on 9,064 sophomore cohort members who reported postsecondary attendance.

## PERIODICITY

HS&B is a longitudinal study that collected the base year data in the spring of 1980. Followup collections have taken place in the spring of 1982, 1984, and 1986. The 1980 sophomore class was surveyed for a fourth time in 1992. No more followups are planned at this time.

## CONTENT

Educational topics include coursework, performance, plans and aspirations for college, influence of peers, parents, and teachers on educational goals, and attitudes toward school. While the primary focus of the student questionnaire was on educational topics, there were also items on social and demographic characteristics, personality characteristics, political and social attitudes, family environment, and physical disabilities.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Only limited family demographic data are available for students' family of origin, and parent questionnaires are available for only about 10 percent of the sample. Furthermore, family background data provided by students were not reliable when compared to information reported by the parents.

Since the senior sample was based on the in-school population, it did not include those students who had dropped out of school or graduated early. Therefore, the findings are not highly generalizable to the entire 17- to 18-year-old population.

## AVAILABILITY

For more information, contact:

Aurora D'Amico  
202/219-1365  
adamico@inet.ed.gov

Also, visit the web page at:

<http://nces.ed.gov/surveys/>

## TITLE

Longitudinal Study of American Youth (LSAY)

## PURPOSE

The LSAY focuses on students' attitudes toward science and mathematics as areas of study and possible career choices, particularly as these relate to a growing array of public policy issues.

## SPONSORSHIP

The study is funded by a grant from the National Science Foundation.

## DESIGN

The sampling scheme for the base year of the LSAY was a two-stage stratified probability sample. The U.S. was stratified first by geographic region, and then by degree of urban development, for a total of 12 strata. Stage I was the selection of schools to participate in the study. Stage II was the random selection of students within the schools selected in Stage I.

The sampling in Stage I included two sets of schools: a nationally representative stratified probability sample of 52 high schools and 52 middle schools, and a special sample of 8 high schools and 8 middle schools located in districts identified as having outstanding elementary science programs. When the study began in the fall of 1987, there were samples of approximately 60 7<sup>th</sup> graders and 60 10<sup>th</sup> graders in each of 60 locations across the country.

The subjects for the LSAY were randomly selected 7<sup>th</sup>- and 10<sup>th</sup>-grade students from selected schools. The student data were augmented by parent and school data collection efforts. In the spring of each year, one parent of each participating student was interviewed by telephone. Additional information on the schools was collected from science and math teachers and the school principals.

## PERIODICITY

Beginning in 1987, the LSAY administered questionnaires and achievement tests in science and mathematics to each participant. Tests and questionnaires were administered each fall, and an additional questionnaire was given each spring. These students were followed for 5 years, administered questionnaires each fall and spring. Once the 10<sup>th</sup> graders graduated from high school, they were administered the questionnaire either by phone interview or through mailed questionnaires.

## CONTENT

The LSAY is a national longitudinal study that focuses on students' attitudes towards science and mathematics as areas of study. However, it includes a battery of items relevant to citizenship, government, civics, and political socialization. Social-psychological composite scales were used to measure such issues as the importance of political goals to students, students' communications with their parents about political issues, students' interest in seven politically relevant issues, students' and their parents' interest in ten public policy issues, parents' organizational membership, and parents' political behavior.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

It becomes problematic to retain a student who was an LSAY participant in one school and moves to another school that is not an LSAY school. Because most students who change schools become the only LSAY participant in their new school, collection of classroom data from the new science and math teachers becomes impractical.

## AVAILABILITY

For substantive questions, contact:

Jon Miller  
Director  
Northern Illinois University  
DeKalb, IL 60115-2854  
815/753-2305 (FAX)

Or refer to the LSAY website at:

[www.lsay.org](http://www.lsay.org)

## TITLE

Monitoring the Future, A Continuing Study of American Youth

## PURPOSE

Monitoring the Future measures changes in the beliefs, attitudes, and behavior of young people in the U.S. One of the study's main purposes is to gather information on the prevalence and incidence of illicit drug use among high school seniors.

## SPONSORSHIP

The study has been designed and is carried out by the Survey Research Center, Institute for Social Research, University of Michigan. Funding for the study has been provided by a research grant from the National Institute on Drug Abuse.

## DESIGN

Monitoring the Future is a series of surveys administered each year to national samples of 8th, 10th, and 12th graders in public and private schools. The study began in 1975 with a sample of 12th graders, and each year thereafter 12th graders were interviewed. Beginning in 1991, samples of 8th and 10th graders were interviewed each year. The number of students interviewed each year are approximately 16,000 12th graders, 17,000 10th graders, and 18,000 8th graders. Students complete self-administered, machine-readable questionnaires in their classrooms.

Beginning with the 12th grade sample in 1976, a subsample of 12th graders has been surveyed bi-annually after high school on a continuing basis, using a self-administered mail questionnaire.

Students are selected for the study through a multi-stage random sampling procedure. At the first stage, geographic areas are selected. At the second stage, schools in each area are selected with probability proportionate to size. In the third stage, classrooms are selected within schools. In small schools, usually all students are included in the study; in larger schools, a subset of students are selected through a random procedure.

## PERIODICITY

Interviews for 8th, 10th, and 12th graders are conducted in the spring of each year.

## CONTENT

Monitoring the Future contains questions regarding attitudes about government, social institutions, race relations, educational aspirations, occupational aims, and marital and family plans.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

With a focus on drug use and attitudinal questions, there is little to no information collected on other educational topics of interest to the NHES. There is also relatively limited information on characteristics of the respondents' families. The age range of students is also limited relative to that covered in the NHES.

## AVAILABILITY

The Survey Research Center produces a publication annually which presents descriptive results on each variable by sex, race, religion, college plans, and drug use. Micro-data tapes are available through:

Inter-University Consortium for Political and Social Research  
Institute for Survey Research  
University of Michigan  
Ann Arbor, MI 48106-1248

Data on the longitudinal followups are not available to the public, but results are published in relevant papers and monographs. For a listing of recent publications and monographs, go to the web site:

<http://www.isr.umich.edu/src/mtf/index2.html>

## TITLE

National Assessment of Educational Progress

## PURPOSE

The National Assessment of Educational Progress (NAEP) is the only nationally representative and continuing assessment of what American students know and can do in various subject areas. Since 1969, assessments have been conducted regularly in civics, mathematics, reading, science, writing, and periodically, in adult literacy, computer competence, geography, literature, and U.S. history.

## SPONSORSHIP

NAEP is a congressionally mandated project of the National Center for Education Statistics, the U.S. Department of Education. The Commissioner of Education Statistics is responsible, by law, for carrying out the NAEP project through competitive awards to qualified organizations.

## DESIGN

The survey is designed to measure change in the educational attainment of young Americans through the periodic replication of cross-sectional surveys that assess the knowledge of the student population. This is done within the framework of three major objectives: context, cognition (knowledge and ability to apply), and content (democratic principles, political institutions, political processes, and rights, responsibilities and the law).

Between 75,000 and 100,000 students are included in each assessment. The population covered includes students enrolled in public or private schools in the 50 states and the District of Columbia. There are three age-level cohorts (9-, 13-, and 17-year-olds) in the study.

## PERIODICITY

From its inception in 1969 until 1980, NAEP collected assessments annually. Since 1980, the collections have been biannual.

## CONTENT

Questions relating to civic knowledge and involvement have been part of NAEP in the 1969-70, 1975-76, 1981-82, and 1988 assessments. Current plans include an assessment of this topic area again in 1998.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

NAEP was deliberately designed to make it difficult to use the assessment findings to evaluate the performance of any particular school or school system, or even to link assessment results to specific educational practices. Secondly, previous research has indicated that parents are a more reliable source of information concerning parent and family characteristics, versus collecting such information from the child, as is done in the NAEP. Finally, certain youth subpopulations have been intentionally excluded from the survey. This includes students who are institutionalized, non-English speaking, or physically, mentally, or emotionally handicapped. Because the data are collected through the sampling of schools, students who have dropped out of school, are homeschooled, or have graduated early are not included.

## AVAILABILITY

To order public use data tapes, contact:

NAEP/ETS  
P.O. Box 6710  
Princeton, NJ 08541-6710

For substantive questions on the NAEP survey, contact:

Steve Gorman, Ph.D.  
NCES  
Educational Assessment Division  
555 New Jersey Avenue, NW  
Washington, DC 20208-5653  
202/219-1937

For substantive questions on the ETS instrument, contact:

Jules Goodman  
800/233-0267

For information on obtaining the NAEP instrument, contact:

Bob Clemens  
202/219-1690 or 301/763-8412



## TITLE

National Education Longitudinal Study of 1988 (NELS:88)

## PURPOSE

The NELS is designed to provide longitudinal data about educational processes and outcomes experienced by students who were in the 8th grade in 1988. Data from this cohort of students is collected every two years to describe their experiences as they enter and progress through high school, and after high school as they may enter into college or other postsecondary institutions or the work force. Data have been collected from students, parents, teachers, and schools to study such issues as student learning and achievement, dropping out of school, and student access to programs and learning opportunities.

## SPONSORSHIP

The NELS:88 is primarily sponsored by the National Center for Education Statistics in the U.S. Department of Education; however, other divisions of the Department and other government agencies have sponsored the inclusion of certain questions on NELS:88 instruments or the oversampling of students with special characteristics.

## DESIGN

The NELS:88 is a longitudinal study of a national probability sample of 8th graders in 1988. In the 1988 base year, the sample was drawn as a two-stage stratified probability design in order to select a nationally representative sample of schools and students. At the first stage, 1,052 (participating) schools were selected (815 public and 237 private schools). Eighth-grade students were selected at the second stage and 24,599 participated. In 1988, data were collected from the students, parents, school principals, and teachers.

For the first (1990) followup, the 1988 student respondents were included in the sample, and the sample was “freshened” with additional students so that it provided a representative sample of students enrolled in the 10th grade in 1990. Students, dropouts, school principals, and teachers were interviewed in 1990; however, parents were not. In the second (1992) followup, parents were interviewed, along with the students, dropouts, school principals and teachers. A freshening of the sample was done again to provide a representative sample of 12th graders.

The third (1994) followup was conducted with the sample members only, by using computer-assisted telephone interviewing (CATI). Most sample members had left high school, and it was no longer possible to provide self-administered questionnaires in group settings at schools. Some in-person interviews were done for sample members who were difficult to locate or for refusal conversion.

The design of the NELS:88 allows for three different types of analyses: cross-wave (longitudinal), cross-sectional (at a single point in time), and cross-cohort by using other NCES longitudinal surveys of previous high school grade cohorts (i.e., High School and Beyond (HS&B), National Longitudinal Study of 1972 (NLS-72)). The student constitutes the basic unit of analysis in the NELS:88 study and in the sample design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data set.

## PERIODICITY

The base year measurement was in 1988 with followups in 1990, 1992, and 1994. The next planned followup is in 2000. The base year included questionnaires from students, school administrators, parents, and teachers; however, not all followup surveys included interviews with each of these populations (see design description above).

## CONTENT

The student and parent questionnaires have collected information on topics relevant to the NHES. For example, the student interviews have collected information on communications with parents about educational experiences, participation in volunteer or community service activities, and participation in postsecondary schooling or training. As the sample ages, questions on family formation, occupation, and activities will be added. The student achievement test has also included a section on history and citizenship knowledge. The parent questionnaire has contained items related to children's disabilities, school communication with parents, school environment, and parental involvement in children's academic activities.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The NELS:88 is a very rich data set as far as the variety of educational topics covered, the multiple sources of data, and its usefulness for studying students' experiences over time. However, it has very different purposes from the NHES, and thus, does not address all the populations or topics covered in the NHES interviews. For instance, because the NELS:88 focuses on describing and analyzing the experiences of a cohort of 8th graders in 1988 and beyond, it does not include data on the educational experiences of younger youth, i.e., preschoolers and elementary school students. The data are also limited in that parents were not interviewed for the first followup in 1990.

## AVAILABILITY

Data and documentation for the base year and followups (combined) are available from NCES on CD-ROM.

Contact:

Dennis Carroll  
U.S. Department of Education, NCES  
555 New Jersey Ave., NW Room 301F  
Washington, DC 20208  
202/219-1774 or Jeffrey Owings, 202/219-1777

Visit the NELS:88 web page for an overview, information on contents, publications list, and data analysis systems. Publications are also available for downloading.

<http://nces.ed.gov/surveys/nels88.html>

## TITLE

National Longitudinal Survey of Youth 1997 Cohort (NLSY97)

## PURPOSE

The purpose of the NLSY97 is to collect information on the processes of moving from school to work among youth in the U.S. and to identify strengths and weaknesses in these processes. A particular goal is to identify the causes of difficulties some youths have in making the school-to-work transition.

## SPONSORSHIP

The NLSY97 is sponsored by the Bureau of Labor Statistics.

## DESIGN

The sample for the NLSY97 includes about 10,000 youth age 12 to 16 years old on December 31, 1996. These youth are representative of a national sample of youth these ages, and oversamples of black and Hispanic youth are included. A youth survey and a parent survey were administered. Surveys were conducted in person in the youth's home using CAPI (Computer-Assisted Personal Interview) methods. In future rounds of the study, a school survey will be administered to gather information about students' schools, high school transcripts will be collected, and youths' will be given standardized aptitude tests.

## PERIODICITY

The data collection for the NLSY97 started in 1997. Followup interviews will be conducted each year.

## CONTENT

The youth survey includes questions on topics including employment, educational attainment, school-to-work programs, time use, health, contact and relationship with parents, antisocial and crime behavior, gangs, weapons, alcohol and drugs, and expectations for the future. The parent survey primarily includes extensive questions on sociodemographic characteristics of the family, plus information on child custody, child care arrangements, and child education history.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Because of a substantive focus on "school-to-work" issues, topics of interest for the NHES are not fully covered. The age range of students included is also limited relative to students included in the NHES.

## AVAILABILITY

The first round of data is expected to be released to the public by December 1997. For information on NLSY public use data and documentation contact:

Michael Horrigan  
Bureau of Labor Statistics  
2 Massachusetts Avenue, N.E.  
Washington, DC 20212  
202/606-5905

For general information on NLSY including additional contact persons, browse the web site:

<http://stats.bls.gov/nlshome.htm>

For the NLSY bibliography go to the web site:

<http://www.chrr.ohio-state.edu/nls/bib>

## TITLE

National Survey of Families and Households (NSFH), Wave 2

## PURPOSE

The NSFH is investigating the causes and consequences of the major changes in U.S. patterns of fertility, marriage, mortality, migration, family composition, and household structure that have occurred over the past several decades.

## SPONSORSHIP

The Social and Behavioral Sciences Branch, Center for Population Research of the National Institute of Child Health and Human Development is funding the survey. Staff at the Center for Demography and Ecology of the University of Wisconsin-Madison designed the survey and are analyzing the information. The Institute for Survey Research at Temple University collected the data.

## DESIGN

The NSFH was conducted in two waves. A baseline wave (Wave 1) was conducted in 1987-88 and a followup (Wave 2) was conducted in 1992-94.

The sample size for Wave 1 was approximately 13,000 households. The overall sample included a core cross-section of households plus an oversampling of blacks, Puerto Ricans, Mexican Americans, single-parent families, families with stepchildren, cohabiting couples, and recently married couples. One adult per household was randomly selected as the primary respondent. Personal interviews and self-administered forms were used with these individuals. Spouses and cohabiting partners of primary respondents were given shorter self-administered questionnaires.

In Wave 1, some information was obtained about each of the children in the household, and additional information was obtained about a selected "focal child." The focal child was chosen by listing the first names of all children in the household, and selecting the child whose name came first alphabetically.

For Wave 2, about 10,000 surviving members of the original sample were interviewed in person. Several other interview components were also included for Wave 2: a personal interview with the current spouse or cohabiting partner of the primary respondent; a personal interview with the original spouse or partner of the primary respondent in cases where the relationship has ended; a telephone interview with the "focal children" who were age 13-18 in Wave 1 and age 18-23 for Wave 2; a short telephone interview with "focal children" who were age 5-12 in Wave 1 and age 10-17 in Wave 2; short proxy interviews with a surviving spouse or other relative in cases where the original respondent had died or was too ill to interview; and a telephone interview with a randomly selected parent of a main respondent.

## PERIODICITY

As mentioned above, data collection took place in two waves. The first wave was from 1987-88 and the second wave was from 1992-94. There is another followup planned for the future, possibly by 1999.

## CONTENT

The questions included on this survey cover a very broad range of family-related topics. Focusing on those of relevance to the NHES, the Wave 1 interviews included questions about children's school attendance; grade repetition, behavior problems requiring a meeting, school suspension or expulsion; and emotional problems. Questions about children aged 4 and younger included nursery and preschool participation, hours spent at programs, and how frequently the parent reads to the child. If the respondent was employed, she was asked about child care arrangements during her working hours. For children aged 5 through 11, parents were asked to assess their child's class ranking relative to other classmates and about educational expectations for their children.

In Wave 2, primary respondents were asked several questions about their children. For children age 5 to 17, respondents were asked about their children repeating grades in school; children's behavior problems; educational expectations; activities with their children; and involvement in the child's school. For children under age 5, respondents were asked about long-lasting physical conditions, mental or emotional problems; readiness for kindergarten; behavior problems, television watching; and preschool participation. There were also questions regarding nonresident parents' contact with children.

In Wave 2, youth age 10 to 17 were also interviewed about several topics including having been a victim of stealing or having been threatened; fighting; grades in school; participation in school and community activities; expected educational attainment; cigarette, alcohol, and marijuana use; and contact with absent parents. Young adults age 18 to 23 were also interviewed about some educational issues, including receipt of high school diploma, expected educational attainment, postsecondary education; and degrees and certificates earned.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Because this survey is based on a cohort of respondents in 1987-1988, the data are not appropriate for monitoring changes in educational issues over time among cross-sections of U.S. children and adults. Also, the substantive focus is not education, and thus, the range of educational data available in the NHES is not fully represented in the NSFH.

## AVAILABILITY

The public use data tapes and associated documentation for both waves are available. These can be accessed by FTP and the World Wide Web for no charge. Assistance with the data may be obtained by contacting:

Julia Gray  
Center for Demography  
University of Wisconsin  
1180 Observation Drive, Rm 4412  
Madison, WI 53706-1393  
608/262-1537

For additional information about the survey, visit the web page at:

<http://ssc.wisc.edu/nsfh/home.htm>

## TITLE

National Survey of High School Seniors

## PURPOSE

The primary objective of this survey was to elicit detailed information on political and relevant non-political matters so that parent-child similarities and differences could be assessed. This survey was used to assess the extent to which political socialization had occurred.

## SPONSORSHIP

The Danforth Foundation funded the 1965 collection. The National Science Foundation (NSF) funded the 1973 collection.

## DESIGN

This longitudinal survey set out to investigate the political orientation of parents and their children in their senior year of high school, with two more administrations 8 years apart. The original collection was performed in 1965 in two stages: a longitudinal panel component and a mass administration. The panel component was administered in a personal interview format, whereas the mass administration component was self-administered. The intent of this survey was two-fold. The longitudinal component was used to assess the amount of similarity between the youth's and parents' views on political issues. Then, these attitudes were to be tested 8 years later to examine the trend of change. The mass administration component collected political attitudinal information from a nationally representative sample.

## PERIODICITY

Data were collected in three rounds, in 1965, 1973, and 1982.

## CONTENT

The degree of parent/child agreement on political issues was measured in 1965, 1973, and again in 1982, when the change or durability of these values was assessed. The political issues that were investigated encompassed several aspects of political socialization, including orientation, ideology, issues, cynicism, interest, knowledge, influence, and efficacy.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The question remains concerning whether these results are "normal" or if the findings are unique to the politically turbulent time period of 1965 to 1982. The only way to determine if these results are generalizable to other time periods is to replicate the survey.

## AVAILABILITY

For substantive questions or copies of the instrument, contact:

Dr. M. Kent Jennings

During the spring semester:

University of California, Santa Barbara  
Department of Political Science  
Santa Barbara, CA 93106-9420  
805/893-3431  
805/893-3309 FAX

During the fall semester:

University of Michigan  
Political Science Department  
Ann Arbor, MI  
313/936-0552  
313/764-3341 FAX



## TITLE

National Survey of Volunteering and Giving Among Teenagers

## PURPOSE

The purpose is to provide trend data on volunteer activities and giving behavior of young people, examine the influence of institutions such as schools in encouraging such behavior, measure youths' attitudes about volunteering and giving, and examine factors that are associated with volunteering and giving. It was created to complement an already existing study on giving and volunteering among adults.

## SPONSORSHIP

This survey is sponsored by Independent Sector, a national coalition of voluntary organizations (e.g., Red Cross, Boy Scouts, Kellogg Foundation, Ford Foundation) with the goal of encouraging philanthropy and volunteering. The survey is conducted by The Gallup Organization.

## DESIGN

Surveys were conducted with samples of about 1,000 12 to 17 year olds in 1992 and in 1996. Interviews were conducted in person at youths' homes. The 1992 interview was conducted in the spring and the 1996 interview was conducted in the summer. The youth sample was drawn to represent the 12 to 17 year old U.S. population living in households. Youths were selected through a multi-stage sampling design, with geographic areas as the primary sampling unit, blocks or block clusters sampled at the second stage, and in the third stage, households were selected by interviewers in the field using a systematic procedure. As interviewers selected households, they approached them and attempted to conduct interviews with youths who were at home. Any 12 to 17 year old at home was eligible; however, interviewers were instructed to meet gender quotas (i.e., equal number of males and females) and to select older youth when more than one youth was at home.

## PERIODICITY

This survey is planned to take place every 4 years. Surveys have been completed in 1992 and 1996.

## CONTENT

In this survey, youth are asked questions about the types of organizations for which they volunteer (e.g., health, religious, environmental) and types of volunteer behaviors (e.g., giving time to help a neighbor or relative), frequency of volunteer behaviors and time spent volunteering, institutions that encouraged volunteering (e.g., church, school), other sources of information about volunteer opportunities, reasons for taking part and not taking part in volunteer activities, benefits resulting from volunteer experiences, giving money or property to different types of organizations, and school requirements and courses available for community service.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Questions on volunteering are extensive; however, other topics of interest for youth interviews (e.g., school safety issues) are not included in this survey. Also, some questions in the survey seem inappropriate for youth respondents. There is also little information on family characteristics.

## AVAILABILITY

Results of the 1996 survey are published in Volunteering and Giving Among Teenagers 12 to 17 Years of Age: Findings from a National Survey. The report is available from:

Independent Sector  
1828 L Street, NW  
Washington, DC 20036  
202/223-8100  
800/575-2666 (for document requests)

**ADULT TOPICS**

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## TITLE

1995 Survey of Employer-Provided Training (SEPT95)

## PURPOSE

The 1995 Survey of Employer-Provided Training includes two major components: (1) a survey of establishments and (2) a survey of randomly selected employees in the surveyed establishments. The SEPT95 provides information on the amount of formal and informal training provided by employers as well as the amount of money employers spent on selected training expenditures. The SEPT95 data are used by government, private industry, and the academic community to determine the major types of training that American workers receive from their employers.

## SPONSORSHIP

The SEPT95 was sponsored by the Employment Training Administration of the U.S. Department of Labor and conducted by the Bureau of Labor Statistics (BLS).

## DESIGN

Representatives of establishments provided information on the hours and costs of formal training. Randomly selected employees provided information on their hours of both formal and informal training. Over 1,000 employees were surveyed from May through October 1995. Each employee was interviewed in person and provided information on his/her age, sex, race/ethnicity, occupation, education, earnings, and tenure, as well as information on his/her past training and its benefits. In addition to this background information, employees were asked to answer a series of questions on the new skills or information they learned each day over a 10-day period. Information was collected on the nature, length, and type of each learning activity. These learning activities were then categorized by BLS as either formal training, informal training, or self-learning.

The sampling frame for the employee survey was a listing (usually a payroll listing) of employees supplied by the establishment respondent. The total number of employees on the listing was required to match that reported by the establishment respondent. Field economists used a computer-generated random number program based on a simple random selection method to randomly sample two employees from all of the employees in the establishment.

Experienced field economists in the BLS regional offices requested permission from establishment representatives to randomly sample and interview two employees. During the interview, field economists administered the employee questionnaire to the respondents using computer-assisted personal interviewing (CAPI).

## PERIODICITY

There is no plan for future data collection.

## CONTENT

The employee questionnaire focused on employment and demographic characteristics. Questions were included on job, employer and occupational tenure, income, weeks and hours worked, education, sex, age, race and ethnicity, marital status, and number of children. In addition, the employee questionnaire included general questions on the types of training provided by the employer during the employee's tenure and in the last 12 months, and on the benefits of training. Types of training include basic reading, writing, and arithmetic skills training; occupational safety training; employee health and wellness training; orientation training; awareness training; and communications, employee development, and quality training. The employee log collected detailed information on all training and learning activities the employee participated in over a 10-day period. The requested information on the activity included a description, its duration, who was involved, and what type of training medium was used.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The SEPT95 was limited in its scope as far as respondent characteristics and types of AE activities. It collected information from currently employed adults focusing on workplace training programs provided by private businesses. The SEPT95 did not ask questions about participation in credential programs, English as a Second Language (ESL) classes, or personal development courses.

## AVAILABILITY

Reports that provide detailed information and analysis of SEPT95 are available by contacting:

Michael Horrigan  
Bureau of Labor Statistics  
2 Massachusetts Avenue, N.E.  
Washington, DC 20212  
202/606-5905

The web site allows you to download or view on-line the shorter publications, reports, technical publications, and data products.

<http://stats.bls.gov/eptover.htm>

## TITLE

Citizens' Political and Social Participation Study (1989) (CPSP)

## PURPOSE

The purpose of the survey was to measure the extent and variety of voluntary social and political activity among Americans, and to determine the causes of that engagement.

## SPONSORSHIP

The CPSP was sponsored by the National Science Foundation, the Spencer Foundation, the Ford Foundation, and the Hewlett Foundation.

## DESIGN

The CPSP used a two-stage sampling procedure. The initial sample consisted of 15,053 adults age 18 and older. Data were collected by phone interview during the last six months of 1989. These respondents were selected randomly from phone exchanges matched to primary sampling units of the National Opinion Research Center's in-person sampling frame, yielding a sample representing the adult American population. The second stage sampling took place in spring of 1990, and this involved reweighting to compensate for a disproportionately high representation of females. This second stage consisted of 2,517 adults who were coded as political activists, based on their responses from the first stage.

## PERIODICITY

The CPSP was a one-time data collection; there are no plans for future administrations.

## CONTENT

The first-stage screening questionnaire contained demographic items measuring employment and income information, and information on educational attainment, marital status, and political party membership. There are several items assessing respondents' level of interest in politics and government, voting behavior, volunteer work for political candidates, financial contributions to political candidates, service in official government boards or councils, and other types of community service. Also included are questions about organizational membership and religious practices. The followup survey, administered to a subsample of 2,517 of the original respondents, contained more detailed information about political activities, perceptions and attitudes.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The more detailed information about political attitudes and activities from the second-stage sample is not generalizable to the population, since it includes responses only from adults who were classified as politically active. Information from respondents younger than age 18 is not available. The CPSP did not ask questions about participation in credential programs, work-related programs, English as a Second Language (ESL) classes, or personal development courses.

## AVAILABILITY

Data from both stages of the CPSP, as well as the Codebook and technical/sampling information are available at the Inter-University Consortium for Political and Social Research at the University of Michigan.

Further information about this survey can be obtained from

Dr. Jane Junn  
Department of Political Science  
Rutgers University  
Hickman Hall  
New Brunswick, NJ 08903-0270  
908/932-9312

Inter-University Consortium for Political and Social Research at the  
University of Michigan  
P.O. Box 1248  
Ann Arbor, Michigan 48106-1248  
313/763-5010



## TITLE

Current Population Survey (CPS), October School Enrollment Supplement

## PURPOSE

The purpose of the Current Population Survey is to provide estimates of employment, unemployment, and other characteristics of the labor force, for the population at large and various subgroups of the population. The October School Enrollment Supplement provides specific information on the educational status of individuals in the population by demographic and socioeconomic characteristics.

## SPONSORSHIP

The supplement has been jointly sponsored by the Bureau of Labor Statistics and the Bureau of the Census, with data collection conducted by the Census Bureau. The U.S. Department of Education, National Center for Education Statistics (NCES), sponsored the collection of a more extensive set of adult education questions in the October 1992 supplement. Previously, from 1969 to 1984, NCES sponsored the collection of adult education data in a triennial supplement to the CPS, called the Survey of Adult Education.

## DESIGN

The Current Population Survey (CPS) is designed to be representative of the civilian, noninstitutionalized population of the United States, including Armed Forces personnel living offbase or on base with their families. The CPS uses a probability sample based on a multistage stratified sampling scheme. In general, the sample is selected by (a) grouping counties or groups of counties into primary sampling units (PSUs) that are assembled into homogeneous strata within each state; (b) selecting one PSU to represent each strata; and (c) selecting addresses within each PSU for membership in the sample. There is no oversampling of minority or low-income areas.

Each month, interviews are conducted in about 50,000 households. Households are in a rotating sample so that they are interviewed each month for 4 months, followed by an 8 month "rest period," and then interviews for the next 4 months. Interviews are conducted in person during the first and fifth month that households are in the sample; otherwise interviews are conducted by telephone (by a field interviewer or from a centralized telephone interviewing facility). The household respondent must be a knowledgeable household member aged 15 years or older; this respondent provides information for each household member.

## PERIODICITY

The supplement has been conducted each October since 1946. Plans include retaining this supplement in the future.

## CONTENT

Each October supplement includes basic information on whether adults are enrolled in “regular school” (including high school, college, and professional school) and business or vocational courses. The October 1992 supplement gathered more extensive information about adult education participation, including full-time and/or part-time school enrollment or training program participation in the past year; type(s) of full-time/part-time educational programs in the past year; participation in other types of adult education such as noncredit courses, courses by mail, English as a Second Language (ESL) classes; and instruction in basic skills. Other topics in recent years include tuition and major/degree sought (October 1994); proficiency in English and disability (October 1995); and remeasure of the October 1992 questions on computer ownership and home use (October 1997). Future plans include remeasure in October 1999 of the proficiency in English and disability questions and remeasure in October 2001 of the computer ownership and home usage questions.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The types of educational activities addressed in this supplement are specific types of organized programs or program-based activities or training. This does not capture other important types of programs or activities such as participation in basic skills, GED, or English as a Second Language classes, workplace training, or personal education courses. The supplement does not regularly contain questions on the various types of participation in adult education covered by the NHES.

## AVAILABILITY

Public use microdata files are available from the Bureau of the Census for months in which there is a supplement; these files are usually made available within 6 months to 1 year after data collection.

For further information about the October supplement, contact:

Tim Madigan  
Population Division  
Federal Office Building 3, Room 2343  
U.S. Bureau of the Census  
Washington, DC 20233  
301/457-2464

## TITLE

General Social Survey (GSS)

## PURPOSE

The GSS collects data on social attitudes and behaviors of interest to a broad range of sociologists and political scientists. Its primary purpose is to provide data to facilitate the study of social trends.

## SPONSORSHIP

The GSS has been conducted by the National Opinion Research Center (NORC), with primary support from the National Science Foundation. James A. Davis of Harvard and Tom W. Smith of NORC are the principle investigators.

## DESIGN

The survey is representative of the total non-institutionalized English-speaking population of the U.S. ages 18 and older. The GSS is a face-to-face interview lasting about an hour and a half. It is conducted among a probability sample of households from which an adult is randomly selected as the respondent, with only one interview conducted per household. Individuals in households containing many adults are less likely to be chosen. There is a weight factor to adjust for this, if desired. African American families were oversampled in 1982 and 1987.

The 1991 GSS interview was conducted among 1,517 respondents in all geographic regions and in both urban and rural areas. Respondents included parents with minor children, parents with adult children, and childless adults. In 1993, the GSS interview of 1,500 cases was conducted using a ninety-minute interview. Beginning in 1994 there will be two separate surveys of 1,500 cases each.

## PERIODICITY

The General Social Surveys have been conducted annually during February through April of 1972-1978, 1980, 1982-1991, and 1993. Beginning in 1994 and continuing in even-numbered years, there will be biennial, split-sample surveys of 3,000 respondents.

## CONTENT

The GSS is a good source of trend data on family related attitudes. The survey contains such measures of adult functioning as score on a brief word knowledge test, hours worked, perceived job stability, spells of unemployment, number of children, and overall life satisfaction. Three types of items are included in the GSS: permanent questions that are identical in each survey; rotating questions that are posed to two-thirds of the respondents every year, and occasional questions or modules that are included in only one year. Survey content generally covers a variety of topics, including income, social activities, community involvement, political attitudes, race relations, religion, attitude tolerance, political participation, political ideology, and voicing political opinion.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

For a study of adult attitudes and behaviors in different family situations, the GSS sample is relatively small. This is especially so as the sample contains a substantial proportion of respondents who do not live in family households. Also, the use of "split-ballot" questionnaires to broaden the range of issues addressed means that not every respondent is asked each item. Only self-report methods are used to assess family-related attitudes and behaviors. Inasmuch as

children and adolescents are not eligible to be respondents, no data are available on their attitudes and behaviors. The GSS does not ask questions about participation in credential programs, work-related programs, basic skills and GED programs, English as a Second Language (ESL) classes, or personal development courses.

#### AVAILABILITY

Cumulative tapes, SPSS Control Cards, and a codebook with univariate tabulations for 1972-1993 are available from:

The Roper Center for Public Opinion Research  
P.O. Box 440  
Storrs, CT 06268  
203/486-4440

Inter-University Consortium for Political and Social Research (ICPSR)  
P.O. Box 1248  
Ann Arbor, MI 48106-1249  
313/763-5010

For reprints of published articles, contact:

GSS  
National Opinion Research Center (NORC)  
1155 East 60th Street  
Chicago, IL 60637  
312/753-7500

For more information about the GSS, including access to the GSS codebook, bibliography, and reports, browse the web site:

<http://www.norc.uchicago.edu/gss.htm>

## TITLE

Giving and Volunteering in the United States

## PURPOSE

The Giving and Volunteering study is conducted biennially in order to collect information on the philanthropic activities in the United States from a nationally representative sample of adults age 18 and older. It covers a wide range of topics concerning volunteering and giving, including demographic characteristics of volunteers and areas of service.

## SPONSORSHIP

Giving and Volunteering is sponsored by the nonprofit organization Independent Sector, which is a national leadership forum working to encourage philanthropy and volunteerism.

## DESIGN

Data is collected through in-home interviews every two years with approximately 2,600 respondents age 18 and older. The design includes oversampling of wealthy, poor, Hispanic, and African American households. Demographic characteristics collected include age, ethnicity, gender, employment and marital status, income, and religion. Adults were selected through a multi-stage sampling design, with geographic areas as the primary sampling unit, blocks or block clusters sampled at the second stage, and in the third stage, households were selected by interviewers in the field using a systematic procedure.

## PERIODICITY

Data was collected every two years from 1988 through 1996. The next round of data will be collected in 1999, and biennially thereafter.

## CONTENT

The study provides a profile of the characteristics of those who give and volunteer, and those who do not. In this survey, adults are asked questions about the types of organizations for which they volunteer (e.g., health, religious, environmental) types of volunteer behaviors (e.g., giving time to help a neighbor or relative), frequency of volunteer behaviors and time spent volunteering, institutions that encourage volunteering (e.g., church, school), other sources of information about volunteer opportunities, childhood events that could be associated with the likelihood of volunteering (e.g., grew up in poverty, someone admired was a volunteer), and benefits resulting from volunteer experiences.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

While Giving and Volunteering provides a more in-depth examination of volunteerism, it focuses solely on this topic area and does not provide the educational context for the questions that is found in the NHES. It does not provide information on the relationship between civic involvement and participation in adult educational activities. This survey does not ask questions about participation in credential programs, work-related programs, adult basic skills programs, GED programs, English as a Second Language (ESL) classes, or personal development courses. Also, there is limited demographic information on adults.

## AVAILABILITY

For general information about the study, refer to the website:

<http://www.indepsec.org>

For questions about Independent Sector or any of its publications, contact:

John Thomas  
Vice President of Communications  
Independent Sector  
1828 L Street, NW  
Washington, DC 20036  
202/223-8100  
202/416-0580 FAX

Or send an e-mail to:

[info@indepsec.org](mailto:info@indepsec.org)

## TITLE

Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey

## PURPOSE

The IPEDS is a comprehensive data collection system that encompasses all identified institutions whose primary purpose is to provide postsecondary education. The purpose of the Fall Enrollment Survey of the IPEDS is to provide annual data on full- and part-time enrollment by racial/ethnic category and sex for undergraduates, first professional, and graduate students. Age distributions by level of enrollment and sex are collected in odd-numbered years and first-time degree-seeking student enrollments by residence status are collected in even-numbered years.

The Department of Education uses fall enrollment data in program planning and for setting funding allocation standards for legislatively controlled programs such as the College Work-Study Program, State Incentive Grants, Direct Loans to Students, Basic Education Opportunity Grants, and Supplemental Opportunity Grants. The Office of Civil Rights uses the data to perform functions mandated by Title VI and Title IX and assist in the monitoring of desegregation plans. Other Federal and state agencies use enrollment data in policymaking decisions, economic and financial planning, manpower forecasting, and policy formulation.

## SPONSORSHIP

The survey is sponsored by the U.S. Department of Education's Office of Educational Research and Improvement, National Center for Education Statistics.

## DESIGN

Data are collected from approximately 11,000 postsecondary institutions offering awards at the bachelor's level and above, all two-year institutions, all public institutions of less than two years, and a sample of private less-than-two-year schools. IPEDS has been designed to produce national-, state-, and institutional-level data for most postsecondary institutions. However, prior to 1993, only national-level estimates from a sample of institutions are available for the private, less-than-2-year institutions.

## PERIODICITY

The survey started in 1986 and is conducted annually. It is administered in fall and includes students who have completed programs as of October 15.

## CONTENT

The survey collects information on institutional characteristics, fall enrollment, faculty salaries, degree awarded, and financial statistics.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

IPEDS is of limited use for studying adult education participation because the primary focus is on enrollment in two- and four-year colleges and universities. While a few questions cover part-time students and enrollment in occupationally specific programs, IPEDS does not collect information on adult basic education, GED preparation classes, English as a Second Language (ESL) classes, apprenticeships, work-related courses, or personal development courses.

## AVAILABILITY

The data are currently available by contacting:

Susan G. Broyles  
National Center for Education Statistics  
Room 313, Capitol Place  
555 New Jersey Avenue, N.W.  
Washington, DC 20208-5661

202/219-1642

The web site allows you to download or view on-line the shorter publications, reports, technical publications, and data products.

<http://nces.ed.gov/data/postsec/ipeds>



## TITLE

National Adult Literacy Survey (NALS)

## PURPOSE

The NALS was designed to measure the nature and extent of literacy skills among U.S. adult population (age 16 years old and older) and provide policymakers, researchers, and educators with a variety of statistics on the condition of adult literacy in the U.S.

## SPONSORSHIP

The NALS was sponsored by National Center for Education Statistics of the U.S. Department of Education.

## DESIGN

The NALS was administered in the summer of 1992 in person by trained interviewers to a nationally representative sample of about 13,600 individuals aged 16 and older who living in households. It was also administered to 1,100 adults incarcerated in federal and state prisons. In addition, 11 states (California, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) funded sample supplements of 1,000 adults in order to obtain literacy estimates for their state populations. Black and Hispanic households were over-sampled for the survey to ensure accurate estimates of literacy among minorities.

Personal interviews were conducted at the respondent's residence to collect data for the NALS. Data relating to adult literacy, motivating factors to participate in an adult training program, barriers to participation, skills that would improve personal productivity, and level of education were collected. During the visit to the household, the interviewer was responsible for administering an exercise to the sampled respondent. This exercise consisted of a series of literacy tasks that adults would ordinarily encounter in daily life (prose literacy, document literacy, and quantitative literacy).

## PERIODICITY

The NALS was conducted in 1992. NCES is beginning to plan for a subsequent literacy assessment of adults, possibly in 2002.

## CONTENT

The NALS has two basic components; the background questionnaire and the literacy exercise. The background questionnaire collects information on general and language background, educational background and experiences, political and social participation, labor force participation, literacy activities and collaboration, and demographic information. The second component administered by the interviewer during the household visit is a series of "literacy tasks." The tasks were designed to cover three basic forms of literacy: prose literacy, document literacy, and quantitative literacy. Prose literacy includes knowledge and skills needed to understand and use information from texts, such as editorials, new stories, poems, and works of fiction. Document literacy includes knowledge and skills required to locate and use information contained in such materials as job applications, payroll forms, transportation schedules, maps, tables, and indexes. Finally, quantitative literacy covers knowledge and skills needed to apply arithmetic operations to information contained in printed materials, such as a checkbook, a loan advertisement, or an order form.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Although the NALS is one of the most comprehensive efforts to measure adult literacy in the nation, the survey did not ask questions concerning participation in the range of adult education activities related to English literacy training, especially basic skills education, GED preparation classes, or English as a Second Language (ESL) classes.

## AVAILABILITY

The data are currently available by contacting:

Andrew J. Kolstad  
National Center for Education Statistics  
Room 406B  
555 New Jersey Avenue, N.W.  
Washington, DC 20208-5646  
202/219-1773

The web site allows you to download or view on-line the shorter publications, reports, technical publications, and data products.

<http://nces.ed.gov/nadlits/index.html>

## TITLE

National Candidate Survey and General Education Development (GED), 1989, and Follow-up Survey, 1992

## PURPOSE

The purpose of the original Candidate Survey was to measure demographic variables of GED candidates and to collect data on their motivations for leaving high school and for taking the GED, their methods of study, employment history, and expectations for the future. The Follow-up Survey was designed to assess respondents' educational, professional, and personal outcomes after taking the GED.

## SPONSORSHIP

The survey was sponsored and conducted by the GED Testing Service of the American Council on Education.

## DESIGN

The survey was administered to 7,800 of the 614,142 adults who took the English-language GED test in the U.S. and its territories in the fall of 1989. The initial survey included 44 statements that required a response of "Not True," "Somewhat True," or "Very True" pertaining to reasons for not completing high school. Other items dealt with respondents' background, employment and educational status, and long-term goals. The written multiple choice survey was completed by respondents at the location where the GED test was administered.

In 1992, those respondents who had indicated a willingness to participate in a follow-up study and could be contacted were mailed a follow-up survey in a format similar to the original.

## PERIODICITY

The GED Testing Service plans to do another survey of candidates similar to that conducted in 1989; however, this survey would not be administered until at least 2000.

## CONTENT

The 1989 survey reported on GED candidates' experiences in school, future education and employment plans, methods of study, and motivations to take the GED test. Also included were demographic variables such as age, race, marital status, employment experiences, and disabilities.

The 1992 Follow-up Survey contained demographic questions and questions on preparation for the GED, the helpfulness of various GED review classes, employment and income prior to and following the test, and current educational activities. Also included was a measure of attitudinal changes after taking the GED (e.g., self-confidence, direction in life, community activity, professional and educational motivation).

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The survey and follow-up study pertain to a limited population (those who took GED tests) and a singular type of adult education (GED preparation classes). The survey does not ask questions about participation in credential programs, work-related programs, adult basic skills programs, English as a Second Language (ESL) classes, or personal development courses

## AVAILABILITY

The GED Profiles are available by subscription from the GED Testing Service of the American Council on Education. These reports present data from the original 1989 survey. The GED Testing Service published a report, [A Promise of Empowerment: Results of the GED 1992 Follow-up Survey](#) using data from the 1992 Follow-up Survey.

## CONTACT

For information on publications, contact:

Sen Qi  
GED Testing Service  
American Council on Education  
One Dupont Circle, N.W., Suite 250  
Washington, DC 20036-1163  
202/939-9490

## TITLE

National Employer Survey (Phases I and II)

## PURPOSE

The National Employer Survey (NES) is was created to examine education and workforce issues from the employer's perspective. The survey explores interaction of employer practices, organizational structure, and workforce proficiency. It goes beyond the simple measurement of training incidence and provides a baseline of information that documents the practices and expectations of employers in their search for a skilled and proficient workforce. The NES also relates the educational level of a workforce with establishment productivity.

## SPONSORSHIP

The NES was funded by the National Center for Postsecondary Improvement (NCPI) and the Consortium for Policy Research in Education (CPRE).

## DESIGN

The NES was administered to more than 4,000 employers in private establishments in 1994 and 1997. It has a sampling frame that includes employers from the manufacturing and the non-manufacturing sectors. The survey oversampled the nation's largest establishments and those in the manufacturing sector. Public-sector employers, non-profit institutions, establishments with less than 20 employees, and corporate headquarters were excluded from the sample. The sampling frame was drawn from the Bureau's Standard Statistical Establishment Listing (SSEL), the most comprehensive list of U.S. business establishments. Data were collected using computer-assisted telephone interviewing (CATI).

## PERIODICITY

Follow-up versions of the NES will be administered in 2000. Also, in early 1998, the National Center on the Educational Quality of the Workforce (EQW) team, in conjunction with the U.S. Bureau of the Census, will oversee the administration of a survey of employees drawn from the sample of establishments participating in the 1997 NES. The new survey will link information gained from the NES on establishment practices and productivity with employee perspectives and behaviors.

## CONTENT

The NES is designed to capture the practices of employers, the employment outcomes of postsecondary education, and the value and utility that employers, employees, students, and parents attach to training and education. The NES also contains items that measure firm characteristics (i.e., production statistics, machinery, equipment, and technology), workforce characteristics, work organization and design, employee compensation and benefits, recruiting and hiring practices, training activities, and the firm's participation in school-to-work partnership programs and involvement in schools and with students in their communities.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The NES is a survey of employers about their employees and organization. No questions were asked about participation in work-related courses, workplace literacy courses, credential programs, English as a Second Language (ESL) classes, or personal development courses

## AVAILABILITY

For further information about the National Employer Survey, contact:

Dan Shapiro  
National Center on the Educational Quality of the Workforce  
University of Pennsylvania  
4200 Pine Street, 5A  
Philadelphia, PA 19104-4009  
215/898-4585

The web site allows you to download or view on-line the shorter publications, reports, technical publications, and data products.

<http://www.irhe.upenn.edu/eqw/eqw-prog4.html>

## TITLE

National Survey of Recent College Graduates (NSRCG): 1993, 1995, 1997

## PURPOSE

The NSRCG provides information on the continuing education and employment experiences of bachelor's and master's degree recipients in the sciences and engineering. Formerly called the "New Entrants Survey," this study focuses on graduates who received their degrees one to three years prior to the interviewing period. It is one of three surveys that comprise the Scientists and Engineers Statistical Data System (SESTAT).

## SPONSOR

NSRCG is sponsored by the National Science Foundation.

## DESIGN

The NSRCG is a multi-stage list sample survey. The first stage of sampling involved the selection of 275 colleges or universities, which were asked to provide lists of bachelor's and master's graduates during the time period of interest for the given survey cycle. In order to improve estimates for black and Hispanic graduates, those identified by the institutions on the graduate lists are oversampled. In the 1995 cycle, American Indian graduates (as identified by the institutions) were sampled with certainty; in 1997, they were oversampled but were not sampled with certainty.

In the 1993 and 1995 cycles, approximately 21,000 graduates were sampled from the lists. In the 1997 cycle, approximately 14,000 graduates were sampled from the lists. An added feature in the design of the 1997 survey is the inclusion of a longitudinal sample of about 15,000 graduates who responded to a baseline interview in the 1993 or 1995 cycles of the NSRCG (the panel sample).

Interviews are conducted by telephone using computer-assisted telephone interviewing (CATI) technology. Extensive tracing is required to locate the graduates, and efforts include searches through Telematch, the National Change of Address service, college and university alumni offices, and credit bureaus as well as referrals by relatives and acquaintances.

## PERIODICITY

The NSRCG has been conducted every two years since 1993. The current form is a significantly redesigned version of a survey that began in the mid-1970s. Future plans include conducting the survey again in 1999.

## CONTENT

The NSRCG focuses on educational attainment and employment experiences for recent graduates. The baseline interview for new graduates includes the collection of college degree history (bachelor's level and above) including degree level, institution, and major field of study. Both the new graduate interview and the panel sample interview include information on educational participation since the most recent degree and since the survey reference week (the week of April 15 of the survey year), employment in a career path job, employment during the survey reference week, sector of employment, occupation and industry, employment benefits, and salary. Respondents are also asked about attendance at professional conferences and participation in work-related workshops, seminars, or training activities in the past year; reasons for participation are collected for participants, as is main reason. Finally, demographic information is collected about the graduates.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The NSRCG includes a very limited population, persons who recently earned bachelor's or master's degrees in the sciences and engineering. Participation in college or university courses is tied to the timing of the graduate's most recent degree and the reference week for the survey, and therefore the time frame is not comparable to that of the NHES. Nondegree activity can be identified as work-related or personal/interest leisure, but not perfectly so (for example, one category is "to change your academic or occupational field"). The section on work-related workshops, seminars, or training activities does not explicitly include college courses.

## AVAILABILITY

The data are available via the World Wide Web at [www.srstats.sbe.nsf.gov](http://www.srstats.sbe.nsf.gov). The 1993 data are also available on CD-ROM. Contact:

John Tsapogas  
Division of Science Resources Studies  
National Science Foundation  
4201 Wilson Lane, Room 965S  
Arlington, VA 22230  
703/306-1776 x6920



## TITLE

Survey of Doctorate Recipients (SDR): 1993, 1995, 1997

## PURPOSE

The SDR provides information on employment experiences and continuing education of persons holding doctoral degrees in the sciences and engineering. It is one of three surveys that comprise the Scientists and Engineers Statistical Data System (SESTAT).

## SPONSOR

The SDR is sponsored by the National Science Foundation.

## DESIGN

Doctoral recipients are sampled from the data files of the Doctoral Record File, an ongoing census of all research doctorates earned in the United States. Persons sampled in the 1993 through 1997 surveys had earned a U.S. doctorate in the sciences and engineering were U.S. citizens or planned to stay in the U.S. after degree award, and were under 76 years of age. The survey is longitudinal, but new degree recipients are added to the population at each cycle. The sample for each cycle includes about 50,000 persons.

The survey is conducted by mail with followup by telephone using computer-assisted telephone interviewing (CATI) technology. Extensive tracing is required to locate the sample members.

## PERIODICITY

The SDR has been conducted every two years since 1993. The current form is a significantly redesigned version of a survey that began in the mid-1970s. Future plans include conducting the survey again in 1999.

## CONTENT

The SDR focuses primarily on the occupational experiences of the respondents. Some information on educational activity is included. Specifically, respondents are asked about any additional degrees since their first U.S. doctorate and any participation in college or universities courses between the most recent degree and the reference week of the survey (the week of April 15 of the survey year). Respondents are also asked about attendance at professional conferences and participation in work-related workshops, seminars, or training activities in the past year; reasons for participation are collected for participants. Finally, demographic information is collected about the graduates.

## LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The SDR includes a very limited population, persons who hold U.S. doctoral degrees in the sciences and engineering. Participation in college or university courses is tied to the timing of the graduate's most recent degree and the reference week for the survey, and therefore the time frame is not comparable to that of the NHES. Nondegree activity can be identified as work-related or personal/interest leisure, but not perfectly so (for example, one category is "to change your academic or occupational field"). The section on work-related workshops, seminars, or training activities does not explicitly include college courses.

## AVAILABILITY

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Kelly Kang  
Division of Science Resources Studies  
National Science Foundation  
4201 Wilson Lane, Room 965S  
Arlington, VA 22230  
703/306-1776 x6943