

## Appendix A

NHES:2007 Screener, School Readiness,  
Parent and Family Involvement in Education, and  
Adult Education for Work-Related Reasons Questionnaires

*This page intentionally blank.*

**NHES:2007 SCREENER**

- S1. Hello, this is (INTERVIEWER) and I'm calling for the United States Department of Education about a national research study. Are you a member of this household and at least 18 years old?
- \*                    YES..... 1    (GO TO S5)  
                       NO ..... 2    (GO TO S2)  
                       PROBABLE BUSINESS ..... 3    (GO TO S5)  
                       ANSWERING MACHINE ..... 4    (BOX AFTER THANK3)  
                       RETRY AUTODIALER ..... 5  
                       NONWORKING, DISCONNECTED, CHANGES ..... 6    (CODE RESULT)†  
                       GO TO RESULT ..... 4    (CODE RESULT)†
- S2. May I please speak with a household member who is at least 18 years old?
- [If needed: Household members include people who think of this household as their primary place of residence. It includes persons who usually stay in the household but are temporarily away on business, vacation, in a hospital, or living at school in a dorm, fraternity or sorority.]
- \*                    AVAILABLE ..... 1    (GO TO S1)  
                       NOT AVAILABLE ..... 2    (GO TO RESULT, CALLBACK APPT.)  
                       THERE ARE NONE ..... 3    (GO TO S3)  
                       GO TO RESULT ..... 4    (CODE RESULT)†
- S3. May I please speak with the male or female head of this household?
- \*                    PERSON ON PHONE ..... 1    (GO TO S5)  
                       OTHER PERSON, AVAILABLE ..... 2    (GO TO S4)  
                       OTHER PERSON, NOT AVAILABLE ..... 3    (GO TO RESULT, CALLBACK APPT.)  
                       GO TO RESULT ..... 4    (CODE RESULT)†
- S4. Hello, this is (INTERVIEWER) and I'm calling for the United States Department of Education about a national research study. Are you a head of this household?
- \*                    YES..... 1    (GO TO S5)  
                       NO ..... 2    (GO TO S3)  
                       GO TO RESULT ..... 3    (CODE RESULT)†
- S5. Is this phone number for...
- \*                    Home use, ..... 1    (GO TO SCR\_N\_15)  
                       Home and business use, or ..... 2    (GO TO SCR\_N\_15)  
                       Business use only? ..... 3    (GO TO THANK1)  
                       GO TO RESULT ..... 4    (CODE RESULT)†

\* An asterisk indicates that the variable does not appear on the data file.

† For a result code of "answering machine", go to the box after S59 at the end of the Screener.

SCRN\_15. The U.S. Department of Education is conducting a voluntary and confidential study about the 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 ..... 3

**If household has children/youth age 20 or younger (SCRN\_15 = 1), enumerate all HH members.**

**Else if HH does not have children/youth age 20 or younger (SCRN\_15 NE 1) but is designated for adult enumeration (HHADLT = 1, 2), enumerate all HH members.**

**Else if HH does not have children/youth age 20 or younger (SCRN\_15 NE 1) and is not designated for adult enumeration (HHADLT = -1) go to S42.**

S6. I have a few questions to see if someone in your household qualifies for the study. They take about (3/5) 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/his or her) first name/the name of the next person]?	Is (name) male or female?	How old is (name)?	SCREENER RESPONDENT
*	<b>SEX1-SEX(N)</b>	<b>AGE1-AGE(N)</b>	*

**If the age of any household member is missing (don't know, refused), go to S7 and ask for person(s) missing age.**

**Else go to S6VERF1.**

S7. [Is (PERSON)] age 21 or older?

- \* YES (AGE 21 OR OLDER)..... 1 (GO TO S6VERF1)
- NO (AGE 20 OR YOUNGER)..... 2 (GO TO S8)

S8. Would you say (person) is...  
[READ CATEGORIES ]

- \* Age 2 or younger, ..... 1
- Age 3 to 7, ..... 2
- Age 8 to 15, or ..... 3
- Age 16 to 20? ..... 4

S6VERF1. I have listed (NUMBER) people in your household. Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

- MISSED SOMEONE, RETURN TO MATRIX..... 1
- NO ONE WAS MISSED ..... 2
- GO TO RESULT ..... 3

**If any person in the HH is age 3 - 20, ask the series S9 to S22 for each person age 3-20 or (AGE20 = 2, 3, 4). Else if no one in the HH is age 3 - 20, go to the box before S26.**

S9. [Are you/is (CHILD)] attending (or enrolled in) (school/nursery school, kindergarten, or school)?

- \* YES..... 1
- NO ..... 2

**If AGE=4-18 (or AGE20 = 2, 3, 4), ask S10. Else go to box after S11.**

S10. [READ FIRST TIME: Some parents decide to educate their children at home rather than send them to school.] [Is (CHILD)/Are you] being schooled at home?

- \* YES..... 1 (GO TO S11)
- NO ..... 2 (GO TO BOX AFTER S11)

S11. So [(he/she)/you are] is being schooled at home instead of at school for at least some classes or subjects?

\* YES..... 1 (GO TO S12)  
NO ..... 2 (GO TO BOX)

**If S9 = 1 (child/person is enrolled in school),  
go to S14. Else, go to box after S15.**

S12. [Is (CHILD)/Are you] getting all of [(his/her)/your] instruction at home, or is [(he/she)/are you] getting some at school and some at home?

\* ALL AT HOME ..... 1 (GO TO S15)  
SOME AT SCHOOL & SOME AT HOME ..... 2 (GO TO S13)

S13. How many hours each week [does (CHILD)/do you] usually go to a school for instruction? Please do not include time spent in extracurricular activities.

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

**If S13 >= 9 hours, then set SHOMFLG(n) = 1  
(attends a school for at least 9 hours per week).  
Else, SHOMFLG(n)= -1.  
Then, go to S15.**

S14. What grade or year of school [are you/is (CHILD)] attending?  
[PROBE FOR 94 OR 96: Is that before or after kindergarten?]

- \* NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD
  - START ..... 93 (GO TO BOX AFTER S15)
  - TRANSITIONAL KINDERGARTEN (BEFORE K) ..... 94 (GO TO BOX AFTER S15)
  - KINDERGARTEN ..... 95 (GO TO BOX AFTER S15)
  - PREFIRST GRADE (AFTER K) ..... 96 (GO TO BOX AFTER S15)
  - FIRST GRADE..... 1 (GO TO BOX AFTER S15)
  - SECOND GRADE..... 2 (GO TO BOX AFTER S15)
  - THIRD GRADE ..... 3 (GO TO BOX AFTER S15)
  - FOURTH GRADE ..... 4 (GO TO BOX AFTER S15)
  - FIFTH GRADE ..... 5 (GO TO BOX AFTER S15)
  - SIXTH GRADE ..... 6 (GO TO BOX AFTER S15)
  - SEVENTH GRADE ..... 7 (GO TO BOX AFTER S15)
  - EIGHTH GRADE ..... 8 (GO TO BOX AFTER S15)
  - NINTH GRADE/FRESHMAN IN HIGH SCHOOL..... 9 (GO TO BOX AFTER S15)
  - TENTH GRADE/SOPHOMORE IN HIGH SCHOOL ..... 10 (GO TO BOX AFTER S15)
  - ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL ..... 11 (GO TO BOX AFTER S15)
  - TWELFTH GRADE/SENIOR IN HIGH SCHOOL ..... 12 (GO TO BOX AFTER S15)
  - ABOVE TWELFTH GRADE ..... 13 (GO TO BOX AFTER S15)
  - UNGRADED ELEMENTARY/SECONDARY..... 14 (GO TO S15)
  - SPECIAL EDUCATION ..... 15 (GO TO S15)

[IF 94: In this interview, we will be referring to that as "kindergarten."

IF 96: In this interview, we will be referring to that as "prefirst grade."]

S15. 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 94 OR 96: Is that before or after kindergarten?]

- \* NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD
- START ..... 93
  - TRANSITIONAL KINDERGARTEN (BEFORE K) ..... 94
  - KINDERGARTEN ..... 95
  - PREFIRST GRADE (AFTER K) ..... 96
  - 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 ..... 14

[IF 94: In this interview, we will be referring to that as "kindergarten."  
 IF 96: In this interview, we will be referring to that as "prefirst grade."]

**If field group<sup>†</sup> = 0, repeat S9-S15 for each child ages 3-20. After last child, go to end of loop (box after S22). Else, if field group =1 and the case is sent for in-person collection, and [S9 = 1 (enrolled) and S11 NE 1 (not homeschooled)] and S14 (GRADE) = 94, 95, 96, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, RF, DK or (grade=14 or 15 and SGRDEQ NE 13) ask S16 (public or private school).  
 Else go to box after S16.**

S16. Does (he/she) go to a public or private school?

- \* PUBLIC..... 1  
 PRIVATE ..... 2

<sup>†</sup>Field group = 1 indicates a bias study case. In addition to other child related questions, households with eligible children in which field group = 1 and the case was sent for in-person data collection received questions S16 through S22. Field group = 0 indicates that the case is not a bias study case.



**If age =3 through 7 years & S9 = 2 (not enrolled in school), and S11 NE 1 (not homeschooled), ask S17 (center based care). If (not enrolled or homeschooled) or (SGRADE or SGRDEQ = 13) and age =>16, go to end of loop (box after S22).  
 Else go to S18 (parents in HH).**

S17. Is (CHILD) now attending a daycare center, preschool, prekindergarten, or Head Start program?

\* YES..... 1  
 NO ..... 2

S18. [Does (CHILD)/Do you] have ... YES NO

\* a. At least one mother, stepmother, or female guardian living in the household?..... 1 2

\* b. At least one father, stepfather, or male guardian in the household? ..... 1 2

\* c. At least one brother or sister living in the household? ..... 1 2

\* d. Any other relatives living in the household? ... 1 2

\* e. Anyone else not related to [you/(NAME)] living in the household? ..... 1 2

S19. [Are you/Is (CHILD)] of Spanish, Hispanic, or Latino origin?

\* YES..... 1  
 NO ..... 2

S20. What is [(CHILD)'s/your] race? You may name more than one. [Are you/Is (he/she)]...  
 [IF "HISPANIC" PROBE "Is that White Hispanic, Black Hispanic, both, or something else?"]  
 [CODE ALL THAT APPLY].

	YES	NO
* White,.....	1	2
Black or African American, .....	1	2
American Indian or Alaska Native, .....	1	2
Asian, or.....	1	2
Native Hawaiian or other Pacific Islander?.....	1	2
OTHER RACE? .....	91	
SPECIFY _____		

**If [S9 = 1 (enrolled) and S11 NE 1 (not homeschooled) and grade or grade equivalent = 93, 94, 95, 96, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, or 15], or S17 = 1 (daycare), ask S21. Else, go to next box.**

S21. Since the beginning of the school year, has an adult in your household done any of the following related to [(CHILD)'s/your] school:

	[HOW ABOUT...]	YES	NO
* a.	Attended a general (school/preschool) meeting, for example, an open house, or back-to-school night?.....	1	2
* b.	Attended a meeting of a parent-teacher organization? .....	1	2
* c.	Gone to a regularly scheduled parent-teacher conference with [(CHILD)'s/your] teacher? .....	1	2
* d.	Attended a (preschool/school) or class event, such as a play, dance, sports event, or science fair because of [(CHILD)/you]? .....	1	2

**If age = 3 through 7 years ask S22. Else, go to next box.**

S22. How many times have you or someone in your family read to (CHILD) in the past week? Would you say...

* Not at all,.....	1
Once or twice,.....	2
3 or more times, or .....	3
Every day?.....	4

**Repeat S9 through S22 for each child/youth age 3–20. After last child, go to next box.**

**Child Sampling Point:**

**Children age 0 to 2 are ineligible.**

**Children age 3 to 6 (or AGE20 = 2) and not yet in kindergarten (unenrolled or enrolled in preschool) are eligible for SR sampling.**

**Children/youth age 3 to 20 (or AGE20 = 2, 3, 4) enrolled in grade/equivalent K–12 (including transitional kindergarten and prefirst), ungraded elementary/secondary, or special education (or homeschooled for these grades) are eligible for PFI sampling.**

**Children/youth age 7 and older who are not enrolled in grades K-12 (including transitional kindergarten and pre-first), ungraded elementary/secondary, or special education are ineligible for SR and PFI sampling.**

**Select child(ren) for SR and PFI interviews.**

**If any children are selected and this is the first child, ask S23. If two children are sampled, for 2<sup>nd</sup> child, ask if the most knowledgeable parent for 1<sup>st</sup> child is also most knowledgeable for 2<sup>nd</sup> child (S24). (If yes, copy name, age, and sex of parent respondent to 2<sup>nd</sup> child interview.) Ask S25 for each child.**

**If no children are selected, go to box before S27.**

S23. We would like to ask some (additional) questions about (CHILD)'s (care and) education. (Are you/Who is) the parent or guardian in this household who knows the most about (CHILD)'s (care and) education?

[DISPLAY HOUSEHOLD MEMBERS AGE 16 AND OLDER. RECORD PERSON NUMBER OF RESPONDENT FOR PARENT INTERVIEW.]

PERSON NUMBER .....□□

S24. We would also like to ask some (additional) questions about (CHILD) (care and) education.  
 (Are you/Is [NAME of first child's MKR]) the parent or guardian in this household who knows the most about [Second child's (NAME)'s] education?

- YES..... 1 (GO TO S25)
- NO ..... 2 (GO TO S24)

S25. What is [your/(PERSON)'s] relationship to (CHILD)? [VERIFY IF KNOWN]

- MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) ..... 1
- FATHER (BIRTH/ADOPTIVE/STEP/FOSTER)..... 2
- RESRELN(N)** 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..... 10
- RESREL\_OS/R** SPECIFY ..... 10
- NONRELATIVE ..... 11
- SPECIFY ..... 11
- SAME SEX PARENT..... 12
- GIRLFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN..... 13
- BOYFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN..... 14

**After a respondent for each SR and/or PFI interview is selected, go to next box.**

**If adults are not to be sampled (HHADLT = -1 or (HHADLT = 2 and children were selected)), go to S42.  
 Else if HHADLT = 1 and children were enumerated but none were selected, go to S26.  
 Else if HHADLT = 1 and no children were enumerated or children were selected, go to S27.  
 Else, if HHADLT = 2 and children were enumerated but none were selected, go to S26.  
 Else if HHADLT = 2 and no children were enumerated, go to S27.**

S26. In your household, the computer has not selected any interviews about children’s educational experiences, but we are also interested in learning about the educational activities of adults.

**Go to box after S27.**

S27. We are [also] interested in learning about the educational activities of adults.

**If person is <16 years old or enrolled in grade 12 or below, ungraded elementary/secondary, or special education, he or she is ineligible for an AEWI interview.  
Else go to next box.**

**For each eligible adult:  
If field group<sup>†</sup> = 1 and case is sent for in-person data collection go to S28.  
Else go to Box after S29.**

S28. What is the highest grade or year of school that [you/(PERSON)] completed?

*	UP TO 8TH GRADE .....	1	(GO TO S29)
	9TH TO 11TH GRADE .....	2	(GO TO S29)
	12TH GRADE BUT NO DIPLOMA .....	3	(GO TO S29)
	HIGH SCHOOL DIPLOMA/EQUIVALENT .....	4	(GO TO BOX AFTER S29)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA, DEGREE, OR CERTIF. .	5	(GO TO S29)
	VOC/TECH DIPLOMA, DEGREE, OR CERTIF. AFTER HIGH SCHOOL .....	6	(GO TO S29)
	SOME COLLEGE BUT NO DEGREE .....	7	(GO TO S29)
	ASSOCIATE'S DEGREE (AA, AS).....	8	(GO TO S29)
	BACHELOR'S DEGREE (BA, BS) .....	9	(GO TO BOX AFTER S29)
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL .....	10	(GO TO BOX AFTER S29)
	MASTER'S DEGREE (MA, MS) .....	11	(GO TO BOX AFTER S29)
	DOCTORATE DEGREE (PHD, EDD) .....	12	(GO TO BOX AFTER S29)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) .....	13	(GO TO BOX AFTER S29)

<sup>†</sup> In addition to other adult Screener questions, households with eligible adults in which field group = 1 will receive questions S28 through S38.

S29. (Do you/(PERSON) have/Did you/(PERSON) later receive) a high school diploma or its equivalent, such as a GED?

\* YES..... 1  
NO ..... 2

**If field group = 1 and case is sent for in-person collection, go to S30.**

**If field group = 0, person is age  $\geq$  16 (or AGE21 = 1 or AGE20 = 4), is enrolled in school (S9 = 1), and grade is above 12<sup>th</sup> grade (S14 or S15 = 13), autocode S30 = 1 (participant) and go to S35.**

**Else, ask S30 for each person age  $\geq$  16.**

S30. During the past 12 months, [did you/did (PERSON) take classes, courses, programs, workshops, or training of any kind for any reason?

\* YES..... 1  
NO ..... 2

**If field group = 0 or field group = 1 and case is done by telephone (not sent to field), go to S35.**

S31. During the past 12 months, [were you/was (PERSON)] enrolled in a program to earn a college or university degree, such as an associate's, bachelor's, or graduate degree(, or to earn a post-baccalaureate certificate, post-master's certificate, or post-doctoral certificate)?

\* YES..... 1  
NO ..... 2

S32. During the past 12 months, (were you/was (PERSON)) enrolled in a program to earn a vocational or technical diploma, degree, or certificate [not counting vocational or technical high school]?  
[IF RESPONDENT REPORTS THAT THEY ARE NOT ENROLLED IN A PROGRAM TO EARN A DIPLOMA, DEGREE, OR CERTIFICATE BUT THAT JUST TAKING A COURSE OR COURSES, CODE "2".

\* YES..... 1  
NO ..... 2

S33. During the past 12 months, [were you/was (PERSON)] in a formal apprenticeship program leading to journeyman status in a skilled trade or craft?

\* YES..... 1  
NO ..... 2

S34. [This question is about any training, workshops, seminars, courses, or classes (you/(PERSON)) took for work-related reasons in the past 12 months. This includes training or classes that had an instructor and were related to a job or career, whether or not (you/(PERSON)) had a job when (you/(he/she)) took them.] (Not counting the (college) (or) (vocational/technical) (or) (apprenticeship) program(s) we talked about earlier.) (Did/did) (you/(PERSON)) take any work-related training, workshops, seminars, or courses in the past 12 months?

\* YES..... 1  
 NO ..... 2

S35. Did (you/PERSON) work at a job for pay or income at any time in the past 12 months, including self-employment?

\* YES..... 1  
 NO ..... 2

**If field group = 0 or field group = 1 and case is done by telephone (not sent to field), go to box at end of loop (after S38). If field group = 1 and case is sent for in-person data collection and S35 =1 (worked in past 12 months), go to S36 (worked in past week).  
 Else go to S37 (Hispanic origin).**

S36. During the past week, did (you/(PERSON)) work at a job for pay or income, including self-employment?

\* YES..... 1  
 NO ..... 2  
 RETIRED ..... 3  
 DISABLED/UNABLE TO WORK ..... 4

S37. (Are you/Is he/she) of Spanish, Hispanic, or Latino origin?

\* YES..... 1  
 NO ..... 2

S38. Which of the following races (do you/does (PERSON)) consider (yourself/himself/herself) to be? You may name more than one.

[IF "HISPANIC" PROBE: Is that White Hispanic, Black Hispanic, both, or something else?]  
 [CODE ALL THAT APPLY]

	YES	NO
* White,.....	1	2
Black or African American, .....	1	2
American Indian or Alaska Native, .....	1	2
Asian, or.....	1	2
Native Hawaiian or other Pacific Islander?.....	1	2
OTHER RACE? .....	91	
SPECIFY _____		

**Go to the box before S28 and repeat S28 – S38 for each adult. After last adult, go to next box.**

**Adult Sampling Point:**  
**Select adult for AEWR interview. If adult is selected and age < 65 or (AGE21 = 1, -7, -8), go to S39; if age is => 65, go to S42.**  
  
**If no adult is selected, go to S42.**

S39. Not counting the Reserves or National Guard, (are you/is PERSON) currently serving on active duty in the U.S. Armed Forces?

- \* YES.....1 (INELIGIBLE. GO TO S42)
- NO .....2 (GO TO BOX)

**Ask S40 if sampled adult is not the Screener respondent and is age 16–25 or AGE20=4. Else, go to S42.**

S40. Is (PERSON) living at home, in student housing, or somewhere else?

- \* AT HOME.....1 (GO TO S42)
- 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 S41)
- OTHER PRIVATE HOME OR APARTMENT .....3 (INELIGIBLE. GO TO S42)
- 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 S42)

S41. 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 \_\_\_\_\_



S42. Because we are conducting this study by phone, and people with more telephone numbers have more chances of being in the study, I have some questions about the telephone numbers in your household.

\* (Besides the number I called,) (Do/do) you have (other/any) telephone numbers in your household, not including cell phones?

YES..... 1 (GO TO S43)  
NO ..... 2 (GO TO S47)

S43. Including computer and fax phone numbers, how many of [your/these additional] phone numbers are for home use?

[IF NEEDED: Do not include cell phones.]

\* NUMBER .....  (GO TO BOX)

**If S43 = 0 go to S51. If S43 = 1, ask S44. Else ask S45.**

S44. Is this(additional) phone number used for a computer or fax machine?

\* YES..... 1 (GO TO S46)  
NO..... 2 (GO TO S51)

S45. Of these (NUMBER) (additional) home use phone numbers, how many are used for a computer or fax machine?

\* NUMBER .....  (GO TO BOX)

**If S45 = 0 go to S51. If S45 = 1, go to S46. Else go to S48.**

S46. Some households have telephone numbers that are used both for talking and for computer or fax. Is this number ever answered for talking?

\* YES..... 1 (GO TO S49)  
NO ..... 2 (GO TO S51)

S47. Do you have any (additional) phone numbers for computers or fax machines?

\* YES..... 1 (GO TO S48)  
NO ..... 2 (GO TO S51)

S48. Some households have telephone numbers that are used both for talking and for computer or fax. How many of these (NUMBER) computer or fax numbers are ever answered for talking?

\* NUMBER .....  (GO TO BOX)

**If S48 = 0, go to S51. If S48 = 1, go to S49. Else go to S50.**

S49. Is this computer or fax number answered for...

\* Personal calls ..... 1 (GO TO S51)  
Business calls ..... 2 (GO TO S51)  
Both ..... 3 (GO TO S51)

S50. Of these (NUMBER) phone numbers that are answered, how many are answered for non-business related calls?

\* NUMBER .....  (GO TO S51)

S51. Do you...

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

**If field group = 1 and case is being administered through telephone collection by the TRC (case has NOT been sent to the field) go to S52. Else go to S53.**

S52. (I'd like to confirm your address./May I please have your address?)

\* STREET ADDRESS [ENTER CHANGES OR PRESS ENTER IF NO CHANGES]  
APARTMENT NUMBER [ENTER CHANGES OR PRESS ENTER IF NO CHANGES]  
CITY [ENTER CHANGES OR PRESS ENTER IF NO CHANGES]  
STATE [ENTER CHANGES OR PRESS ENTER IF NO CHANGES]  
ZIP CODE [ENTER CHANGES OR PRESS ENTER IF NO CHANGES]

S53. 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...

- \* \$25,000 or less, or ..... 1 (GO TO S55)
- More than \$25,000? ..... 2 (GO TO S54)

S54. Was it ...

- \* \$50,000 or less, or ..... 1 (GO TO S56)
- More than \$50,000? ..... 2 (GO TO S57)

S55. Was it ...

- \* \$5,000 or less ..... 1 (GO TO BOX)
- \$5,001 to \$10,000 ..... 2 (GO TO BOX)
- \$10,001 to \$15,000 ..... 3 (GO TO BOX)
- \$15,001 to \$20,000, or ..... 4 (GO TO BOX)
- \$20,001 to \$25,000? ..... 5 (GO TO BOX)

- S56. \$25,001 to \$30,000 ..... 1 (GO TO BOX)
- \$30,001 to \$35,000 ..... 2 (GO TO BOX)
- \$35,001 to \$40,000 ..... 3 (GO TO BOX)
- \$40,001 to \$45,000, or ..... 4 (GO TO BOX)
- \$45,001 to \$50,000 ..... 5 (GO TO BOX)

- S57. \$50,001 to \$60,000, ..... 1 (GO TO BOX)
- \$60,001 to \$75,000, ..... 2 (GO TO BOX)
- \$75,001 to \$100,000, or ..... 3 (GO TO BOX)
- Over \$100,000? ..... 4 (GO TO BOX)

**If any household members are sampled for extended interviews, go to THANK2. Else, go to THANK3.**

THANK1. Thank you, but we are only interviewing in private residences. Good-bye. (END)

THANK2. Thank you for answering our questions about your household. (Now I would like to talk with you further about (your educational experiences/(child's name) care and education)/Let me check to see who in your household I need to speak with next.) GO TO HHREVIEW

THANK3. Those are all the questions I have about your household. Thank you for your time. (END)

**The answering machine message is displayed for the first answering machine result in the household. If the case has never been coded as a refusal, go to S58. If the case has been coded as a refusal, go to S59.**

S58. [PLEASE READ THE FOLLOWING MESSAGE INTO THE ANSWERING MACHINE.]

Hello, this is {NAME} 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. To ask questions or make an appointment, please call our toll-free number, 1-888-696-5670. Thank you.

S59. [PLEASE READ THE FOLLOWING MESSAGE INTO THE ANSWERING MACHINE.]

Hello, this is {NAME} calling for the U.S. Department of Education from Westat, a social science research firm. We are conducting a nationwide study about the educational experiences of adults and children. Your phone number was randomly selected as part of this study. The information you provide will help us to represent households like yours and will be kept confidential. We'll call back another time. To ask questions or make an appointment, please call our toll-free number, 1-888-696-5670. Thank you.

**2007 National Household Education Surveys Program  
School Readiness and  
Parent and Family Involvement in Education Survey**

<u>Section</u>	<u>Page</u>
PA	Age Confirmation, Household Relationships, and Child & Parent Language.... A-21
PB	Current School Status ..... A-24
PC	Homeschooling ..... A-27
PD	Early Childhood Care and Programs ..... A-31
PE	Developmental Characteristics ..... A-32
PF	Kindergarten-Related Items ..... A-34
PG	School Characteristics ..... A-36
PH	Student Experiences, Teacher Feedback, and Adjustment..... A-41
PI	Family Involvement in School ..... A-46
PJ	School Practices to Involve and Support Families..... A-47
PK	Satisfaction with School ..... A-48
PL	Factors Affecting Parent and Family Participation in School and Parent Support for the School ..... A-49
PM	Family Involvement in Schoolwork..... A-51
PN	Home Activities/Family Involvement Outside of School..... A-54
PO	Role of Parent in Preparing Child for School ..... A-62
PP	Communication with Other Parents ..... A-63
PQ	Health and Disability ..... A-64
PR	Child Race and Country of Origin ..... A-68
PS	Mother/Female Guardian Characteristics ..... A-69
PT	Father/Male Guardian Characteristics ..... A-74
PU	Household Characteristics ..... A-79

*This page is intentionally blank.*



PA3. How (are you/is (PERSON)) related to (CHILD)?  
[VERIFY IF KNOWN.]

<b>RELATN(N)</b>	MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) .....	1 (GO TO PA4)
<b>RELTOS(N)/R</b>	FATHER (BIRTH/ADOPTIVE/STEP/FOSTER).....	2 (GO TO PA5)
	BROTHER, INCLUDING STEP, ADOPTED, AND FOSTER .....	3 (GO TO BOX AFTER PA5)
	SISTER, INCLUDING STEP, ADOPTED, AND FOSTER .....	4 (GO TO BOX AFTER PA5)
	GRANDMOTHER .....	5 (GO TO BOX AFTER PA5)
	GRANDFATHER .....	6 (GO TO BOX AFTER PA5)
	AUNT .....	7 (GO TO BOX AFTER PA5)
	UNCLE.....	8 (GO TO BOX AFTER PA5)
	COUSIN.....	9 (GO TO BOX AFTER PA5)
	OTHER RELATIVE.....	10 (GO TO BOX AFTER PA5)
	SPECIFY _____	
	NONRELATIVE .....	11 (GO TO BOX AFTER PA5)
	SPECIFY _____	
	SAME SEX PARENT.....	12 (GO TO NEXT BOX)
	GIRLFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN.....	13 (GO TO BOX AFTER PA5)
	BOYFRIEND OR PARTNER OF (CHILD)'S PARENT/ GUARDIAN.....	14 (GO TO BOX AFTER PA5)

**If [PA3 = 12 and sex = female (same sex parent/mother)],  
go to PA4. If [PA3 = 12 and sex = male (same sex  
parent/father)], go to PA5.**

**Else, go to next box.**

PA4. [Are you/Is (PERSON)] (CHILD)'s ...

<b>MOMTYPE1</b>	Birth mother, .....	1
<b>MOMTYPE2</b>	Adoptive mother, .....	2
	Stepmother, .....	3
	Foster mother, or .....	4
	Other parent or guardian? .....	5

PA5. [Are you/Is (PERSON)] (CHILD)'s...

<b>DADTYPE1</b>	Birth father, .....	1
<b>DADTYPE2</b>	Adoptive father, .....	2
	Stepfather, .....	3
	Foster father, or .....	4
	Other parent or guardian? .....	5



**Set HHMOM1:**  
**1 = birth/adoptive mother; 2 = step or foster mother, other parent/guardian, including female same sex parent other than birth/adoptive, or female partner of parent;**  
**3 = no mother or father, female respondent; 4 = else.**

**Set HHMOM2:**  
**1 = birth/adoptive mother; 2 = step or foster mother, other parent/guardian, including female same sex parent other than birth/adoptive, or female partner of parent; 4 = else.**

**Set HHDAD1:**  
**1 = birth/adoptive father; 2 = step or foster father, other parent/guardian, including male same sex parent other than birth/adoptive, or male partner of parent; 3 = no mother or father, male respondent; 4 = else.**

**Set HHDAD2:**  
**1 = birth/adoptive father; 2 = step or foster father, other parent/guardian, including male same sex parent other than birth/adoptive, or male partner of parent; 4 = else.**

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

- CSPEAK** ENGLISH ..... 1  
 SPANISH ..... 2  
 ENGLISH AND SPANISH EQUALLY ..... 3  
 ENGLISH AND ANOTHER LANGUAGE EQUALLY ..... 4  
 (SPECIFY) \_\_\_\_\_  
 CHILD DOES NOT SPEAK ..... 5  
 ANOTHER LANGUAGE ..... 91  
**CSPEAKOS/R** (SPECIFY) \_\_\_\_\_

PA7. How about you? What language do you speak most at home?

- RESPEAK** ENGLISH ..... 1  
 SPANISH ..... 2  
 ENGLISH AND SPANISH EQUALLY ..... 3  
 ENGLISH AND ANOTHER LANGUAGE EQUALLY ..... 4  
 (SPECIFY) \_\_\_\_\_  
 ANOTHER LANGUAGE ..... 91  
**RESPEAOS/R** (SPECIFY) \_\_\_\_\_

**Current School Status.** This section is asked of parents of all sampled children.

**If parent/guardian respondent was also the Screener respondent and Screener grade/grade equivalent = N (nursery/preschool/prekindergarten/Head Start), T (transitional kindergarten), K (kindergarten), P (prefirst grade), go to PB1.**  
  
**If parent/guardian respondent was also the Screener respondent and Screener grade/grade equivalent = 1 - 15, copy responses to PB2 – PB8 and go to SET PATH box.**  
  
**Else, go to PB2.**

PB1. Earlier I recorded that (CHILD)'s grade is (GRADE/EQUIVALENT FROM SCREENER). Is that correct?

\*

YES..... 1 (GO TO SET PATH BOX)  
 NO ..... 2 (GO TO PB7)

PB2. Now I'd like to talk with you about (CHILD)'s school experiences. Is (CHILD) attending (or enrolled in) (preschool, kindergarten or) school?

**ENROLL**

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

**If AGE2006 => 4 and <= 18, go to PB3. Else, if [AGE2006 <4 or >18 and if PB2 = 1 (enrolled)], go to PB7. Else, if [AGE2006 < 4 or > 18 and PB2 NE 1 (not enrolled)], go to SET PATH box.**

PB3. 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 PB4)  
 NO ..... 2 (GO TO 2ND BOX AFTER PB6)

PB4. So (CHILD) is being schooled at home instead of at school for at least some classes or subjects?

\*

YES ..... 1 (GO TO PB5)  
 NO ..... 2 (GO TO 2ND BOX AFTER PB6)

PB5. Is (CHILD) getting all of (his/her) instruction at home, or is (he/she) getting some at school and some at home?

- HOMEALL**
- ALL AT HOME ..... 1 (GO TO PB8)
  - SOME AT SCHOOL & SOME AT HOME..... 2 (GO TO PB6)

PB6. 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

**If PB6 >= 9 hours, then set HOMSCFLG = 1 (attends a school for at least 9 hours per week). Else, set HOMSCFLG = -1. Then, go to PB8.**

**If [PB2 = 1 (enrolled) and (PB3 NE 1 or PB4 NE 1 (not in homeschool))], ask PB7. Else, if [PB2 = 2 (not enrolled) and (PB3 NE 1 or PB4 NE 1 (not in homeschool))], go to SET PATH box.**

PB7. What grade or year is (CHILD) attending?  
 [PROBE FOR T OR P: Is that before or after kindergarten?]

- GRADE**
- NURSERY/PRESCHOOL/PREKINDERGARTEN/
  - HEAD START ..... N (GO TO SET PATH BOX)
  - TRANSITIONAL KINDERGARTEN (BEFORE K) ..... T (GO TO SET PATH BOX)
  - KINDERGARTEN ..... K (GO TO SET PATH BOX)
  - PREFIRST GRADE (AFTER K) ..... P (GO TO SET PATH BOX)
  - FIRST GRADE..... 1 (GO TO SET PATH BOX)
  - SECOND GRADE..... 2 (GO TO SET PATH BOX)
  - THIRD GRADE ..... 3 (GO TO SET PATH BOX)
  - FOURTH GRADE ..... 4 (GO TO SET PATH BOX)
  - FIFTH GRADE ..... 5 (GO TO SET PATH BOX)
  - SIXTH GRADE ..... 6 (GO TO SET PATH BOX)
  - SEVENTH GRADE ..... 7 (GO TO SET PATH BOX)
  - EIGHTH GRADE ..... 8 (GO TO SET PATH BOX)
  - NINTH GRADE/FRESHMAN..... 9 (GO TO SET PATH BOX)
  - TENTH GRADE/SOPHOMORE ..... 10 (GO TO SET PATH BOX)
  - ELEVENTH GRADE/JUNIOR ..... 11 (GO TO SET PATH BOX)
  - TWELFTH GRADE/SENIOR ..... 12 (GO TO SET PATH BOX)
  - ABOVE TWELFTH GRADE ..... 13 (GO TO CLOSE1)
  - UNGRADED ..... U (GO TO PB8)
  - SPECIAL EDUCATION ..... S (GO TO PB8)

[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."]

PB8. (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?]

**GRADEEQ**

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

<b>SET PATH</b>	
<b>If</b>	<b>[AGE2006 =&gt; 7 and child is not enrolled (PB2 NE 1) and child is not homeschooled (PB3 NE 1)], then child is ineligible; go to CLOSE1 (closing statement). Else, set PATH.</b>
<b>N =</b>	<b>PRESCHOOLER: [AGE2006 = 3 to 6 and not enrolled in school/homeschooled]; OR PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten).</b>
<b>E =</b>	<b>ELEMENTARY: [PB7/PB8 (grade/grade equivalent) = T, K, P, 1, 2, 3, 4, or 5 and PB3 NE 1 (not in homeschool)] or [PB8 (grade equivalent) = U and AGE2006 &gt;= 4 and &lt;= 11 and PB3 NE1 (not in homeschool)].</b>
<b>M =</b>	<b>MIDDLE SCHOOL/JUNIOR HIGH: [PB7/PB8 (grade/grade equivalent) = 6, 7, or 8 and PB3 NE 1 (not in homeschool)] or [PB8 (grade equivalent) = U and AGE2006 = 12 or 13 and PB3 NE 1 (not in homeschool)].</b>
<b>S =</b>	<b>SENIOR HIGH SCHOOL: [PB7/PB8 (grade/grade equivalent) = 9, 10, 11, or 12 and PB3 NE 1 (not in homeschool)] or [PB8 (grade equivalent) = U and AGE2006 &gt;= 14 and PB3 NE 1 (not in homeschool)].</b>
<b>H =</b>	<b>HOMESCHOOLER: [AGE2006 &gt;= 4 and &lt;= 18 and PB3 = 1 (homeschool) and PB8 (grade equivalent) NE N].</b>

**Homeschooling.** This section is asked of parents of children who are homeschooled.

**If PATH = H (HOMESCHOOLER), go to PCINTRO.  
Else, go to box before PDINTRO.**

PCINTRO. These next questions are about your family's homeschooling experiences.

PC1. Who is the person who mainly homeschools (CHILD)?  
[IF RESPONDENT SAYS "Me," CONFIRM RELATIONSHIP TO CHILD.]

**HSWHO**

- MOTHER ..... 10
- FATHER ..... 11
- GRANDPARENT ..... 12
- BROTHER/SISTER ..... 13
- OTHER PERSON ..... 91

**HSOTHOS/R**

SPECIFY \_\_\_\_\_

PC2. Is any of (CHILD)'s home instruction taught by a private tutor or teacher?

**HSTUTOR**

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

PC3. How many days each week is (CHILD) homeschooled?

**HSDAYS**

- DAYS      |\_\_|
- SAYS ALL TIME IS HOMESCHOOLING TIME .. 96

**If PC3 = 96 (homeschooled all of the time), set PC4 = 96 and go to PC5.  
Else, go to PC4.**

PC4. About how many total hours per week is (he/she) homeschooled?

**HSHOURS**

- HOURS      |\_\_||\_\_|
- SAYS ALL TIME IS HOMESCHOOLING TIME .. 96

PC5. Does your family participate in the activities or meetings of a local homeschooling association or other local homeschool group?

**HSASSN** YES..... 1 (GO TO PC6)  
 NO ..... 2 (GO TO PC8)

PC6. Since September, how many times has your family gone to meetings or participated in the activities of a local homeschooling association or other local homeschool group?

**HSFREQ** TIMES.....

PC7. Since September, has (CHILD) participated in activities with other children who are homeschooled?

**HSKACTIV** YES..... 1  
 NO ..... 2

PC8. Now, we'd like to ask you about sources of curriculum or books you use to homeschool (CHILD). Please tell us about all the sources that apply to you. In homeschooling (CHILD), have you used curriculum or books ....

		<u>YES</u>	<u>NO</u>
<b>HSCLIBR</b>	a. From a public library?.....	1	2
<b>HSCHSPUB</b>	b. Have you used curriculum or books obtained directly from a homeschooling catalog, publisher, or individual who specializes in homeschooling materials?.....	1	2
<b>HSCEDPUB</b>	c. How about any obtained directly from another educational publisher? .....	1	2
<b>HSCORG</b>	d. From a homeschooling organization?.....	1	2
<b>HSCCHUR</b>	e. From a church, synagogue, or other religious organization? .....	1	2
<b>HSCPUBL</b>	f. From your local public school or school district?.....	1	2
<b>HSCPRIV</b>	g. From a private school?.....	1	2
<b>HSCREL</b>	h. From a retail bookstore or other store?.....	1	2
<b>HSCNET</b>	i. From Internet sites? .....	1	2

PC9. For the next question, please also tell us about all answers that apply to you. Besides books and curriculum, have you used other services in homeschooling (CHILD), or participated in activities provided by...

		<u>YES</u>	<u>NO</u>
<b>HSOLIBR</b>	a. A public library?.....	1	2
<b>HSOCHUR</b>	b. A church, synagogue, or other religious organization? .....	1	2
<b>HSOPUBL</b>	c. Your local public school or school district? .....	1	2
<b>HSOPRIV</b>	d. A private school?.....	1	2
<b>HSOOTH</b>	e. Any other sources? .....	1	2
<b>HSOOTHOS/R</b>	SPECIFY _____		

PC10. Some homeschooled children take courses over the internet taught by people outside the household. Is (CHILD) receiving (his/her) instruction this way?

**HSINTNET** YES..... 1 (GO TO PC11)  
NO ..... 2 (GO TO BOX AFTER PC11)

PC11. Is that instruction provided by your public school?

**HSINTPUB** YES..... 1  
NO ..... 2

**If PB8 = 'T' (grade equivalent is transitional kindergarten), autocode HOMET to 1 for PC13 and go to PC14. Else, go to PC12.**

PC12. Thinking about typical grade levels, for which grades was (CHILD) schooled at home for at least some classes or subjects?  
[PROBE WHETHER KINDERGARTEN INCLUDED IF RESPONSE IS "ALL OF THE GRADES."]

**HOMALLGRD** ALL GRADES INCLUDING KINDERGARTEN ..... 1 (GO TO NEXT BOX)  
ALL GRADES OTHER THAN KINDERGARTEN..... 2 (GO TO NEXT BOX)  
SOME GRADES BUT NOT ALL..... 3 (GO TO PC13)

**For PC13, if PC12 = 1 (all grades including K) and PB8 = K, autocode HOMET to 2, HOMEK to 1, and HOME12 to -1. If PC12 = 1 and PB8 >= 1<sup>st</sup> grade, autocode HOMET and HOME12 to 2, HOMEK to 1, and set all HOME(n) variables up to the reported grade equivalent (PB8) for the sampled child to 1. Then autocode all HOME(n) variables beyond the reported grade equivalent (PB8) for the sampled child to -1.**

**If PC12 = 2 (all grades other than K) and PB8 >= 1<sup>st</sup> grade, autocode HOMET, HOMEK, and HOME12 to 2, and set all HOME(n) variables up to the reported grade equivalent (PB8) for the sampled child to 1. Then autocode all HOME(n) variables beyond the reported grade equivalent (PB8) for the sampled child to -1.**

PC13. [Thinking about typical grade levels, for which grades was (CHILD) schooled at home for at least some classes or subjects?]  
 [CODE ALL THAT APPLY.]  
 [PROBE: Any others?]

		<u>YES</u>	<u>NO</u>
<b>HOMET</b>	TRANSITIONAL KINDERGARTEN (BEFORE K) .....	1	2
<b>HOMEK</b>	KINDERGARTEN .....	1	2
<b>HOMEP</b>	PREFIRST GRADE (AFTER K) .....	1	2
<b>HOME1</b>	FIRST GRADE.....	1	2
<b>HOME2</b>	SECOND GRADE.....	1	2
<b>HOME3</b>	THIRD GRADE .....	1	2
<b>HOME4</b>	FOURTH GRADE .....	1	2
<b>HOME5</b>	FIFTH GRADE .....	1	2
<b>HOME6</b>	SIXTH GRADE .....	1	2
<b>HOME7</b>	SEVENTH GRADE .....	1	2
<b>HOME8</b>	EIGHTH GRADE .....	1	2
<b>HOME9</b>	NINTH GRADE/FRESHMAN.....	1	2
<b>HOME10</b>	TENTH GRADE/SOPHOMORE .....	1	2
<b>HOME11</b>	ELEVENTH GRADE/JUNIOR .....	1	2
<b>HOME12</b>	TWELFTH GRADE/SENIOR.....	1	2

PC14. There are many different reasons that parents choose to homeschool their children. Please tell me if any of these reasons apply to you.

		<u>YES</u>	<u>NO</u>
<b>HSSAFETY</b>	a. You are concerned about the school environment, such as safety, drugs, or negative peer pressure?.....	1	2
<b>HSDISSAT</b>	b. You are dissatisfied with the academic instruction at other schools? .....	1	2
<b>HSRELIGN</b>	c. You prefer to teach (CHILD) at home so that you can provide religious or moral instruction? .....	1	2
<b>HSDISABL</b>	d. (CHILD) has a physical or mental health problem that has lasted six months or more? ..	1	2
<b>HSILL</b>	e. (CHILD) has a temporary illness that prevents (him/her) from going to school?.....	1	2
<b>HSSPCLND</b>	f. (CHILD) has other special needs that you feel the school can't or won't meet? .....	1	2
<b>HSALT</b>	g. You are interested in a nontraditional approach to children's education? .....	1	2
<b>HSOTHER</b>	h. You have another reason for homeschooling your child? .....	1	2
<b>HSOTHEOS/R</b>	What is that? (SPECIFY _____)		



**If only one reason is chosen in PC14 (reasons  
 homeschooled child), copy the only response in PC14 to  
 PC15 and go to box before PDINTRO.**

**If more than one reason is chosen in PC14 (reasons  
 homeschooled child), go to PC15. Display all answers in  
 PC15 that had 'yes' answers in PC14 (if any PC14a, b, c,  
 d, e, f, g, h = 1).**

**Else, go to box before PDINTRO.**

PC15. Of the reasons you just mentioned, which would you say is the most important?

<b><i>HSMOST</i></b>	CONCERN ABOUT SCHOOL ENVIRONMENT .....	1
	DISSATISFIED WITH ACADEMIC INSTRUCTION	
	AT OTHER SCHOOLS .....	2
	TO PROVIDE RELIGIOUS OR MORAL INSTRUCTION .....	3
	CHILD HAS A PHYSICAL OR MENTAL HEALTH PROBLEM .....	4
	CHILD HAS A TEMPORARY ILLNESS .....	5
	CHILD HAS OTHER SPECIAL NEEDS .....	6
	TO PROVIDE NONTRADITIONAL EDUCATION .....	7
	(DISPLAY OTHER SPECIFY STRING FROM PC14).....	8



**Developmental Characteristics.** This section is asked of parents of preschoolers.

**If PATH = N (PRESCHOOLER), 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). Also, some parents may not have had a chance to observe these things, so just tell me if that's the case for any of these questions.

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 aren't quite right or are backwards?

- DPNAME**
- YES..... 1
  - NO ..... 2

PE5. Can (CHILD) rhyme words?

- DPRHYME**
- YES..... 1
  - NO ..... 2

PE6. Can (CHILD) recognize the beginning sound of a word? For example, can (he/she) tell you that the word "ball" starts with the "buh" sound?

**DPSTSND** YES..... 1  
NO ..... 2

PE7. When (CHILD) holds a pencil, does (he/she) use fingers to hold it, or does (he/she) grip it in (his/her) fist?

**DPPENCIL** USES FINGERS..... 1  
GRIPS IN FIST ..... 2  
CANNOT HOLD A PENCIL..... 3

PE8. Compared to other children (his/her) age, how often is (he/she) overly active, or unable to sit still? Would you say ....

**DPFIDGET** Never ..... 1  
Rarely ..... 2  
Sometimes..... 3  
Often, or..... 4  
Very often ..... 5

PE9. When (he/she) speaks, how often is (CHILD) understandable to a stranger? Would you say ...

**DPSPEAK** NEVER ..... 1  
RARELY ..... 2  
SOMETIMES ..... 3  
OFTEN..... 4  
VERY OFTEN..... 5

**Kindergarten-Related Items.** This section is asked of parents of preschoolers and children in kindergarten (including transitional kindergarten and prefirst grade) through second grade, except homeschoolers.

**If [PATH = N (PRESCHOOLER) or (PATH = E (ELEMENTARY) and PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), or P (prefirst grade), 1, or 2)], go to PFINTRO. Else, go to box before PGINTRO.**

*Plans for Kindergarten Enrollment*

PFINTRO. These next questions are about (your plans for enrolling (CHILD) in kindergarten/(CHILD's kindergarten experiences).

**If PATH = N (PRESCHOOLER), go to PF1. Else If [PATH = E (ELEMENTARY) and PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), or P (prefirst grade), 1, or 2], go to PF2.**

PF1. When do you expect (CHILD) to start kindergarten?

- KPSTART**
- |  |   |                            |
|--|---|----------------------------|
| DON'T PLAN FOR CHILD TO ATTEND .....   | 1 | (GO TO BOX BEFORE PGINTRO) |
| THIS SPRING/SUMMER (2007) .....        | 2 | (GO TO PF2)                |
| THIS FALL (2007) .....                 | 3 | (GO TO PF2)                |
| NEXT WINTER/SPRING/SUMMER (2008) ..... | 4 | (GO TO PF2)                |
| NEXT FALL (2008) .....                 | 5 | (GO TO PF2)                |
| WINTER/SPRING/SUMMER 2009 .....        | 6 | (GO TO PF2)                |
| FALL 2009 .....                        | 7 | (GO TO PF2)                |
| WINTER/SPRING/SUMMER 2010 .....        | 8 | (GO TO PF2)                |
| FALL 2010 .....                        | 9 | (GO TO PF2)                |

PF2. Most school districts have guidelines about when a child can start school based on his or her date of birth. (Do you expect to/Did you) enroll (CHILD) in (kindergarten/ prefirst grade) when (he/she) (is/was) old enough based on (his/her) birthdate, or (will/did) you wait until (he/she) (is/was) older?

- KPENROLL**
- |  |   |  |
|--|---|--|
| WHEN OLD ENOUGH/BASED ON BIRTHDATE ..... | 1 |  |
| WILL WAIT/WAITED .....                   | 2 |  |
| WILL ENTER EARLY/ENTERED .....           | 3 |  |
| HAVEN'T DECIDED/THOUGHT ABOUT IT .....   | 4 |  |



**School Characteristics.** This section is asked of parents of children enrolled in kindergarten (including transitional/prefirst) through grade 12 (PATH = E, M, S).

**If PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR HIGH), S (SENIOR HIGH SCHOOL), go to PGINTRO.  
 Else, if [PATH = N (PRESCHOOLER) and (PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) or PD1 = 1 (in center-based program))], go to PHINTRO1.  
 Else, if [PATH = N (PRESCHOOLER) or PATH = H (HOMESCHOOLERS)], go to box after PH11.**

PGINTRO. Next let's talk about the school (CHILD) attends.

PG1. Does (he/she) go to a public or private school?

**SPUBLIC** PUBLIC..... 1 (GO TO PG2)  
 PRIVATE ..... 2 (GO TO PG4)

PG2. Is it (his/her) regularly assigned school or a school that you chose?

**SCHOICE** ASSIGNED ..... 1 (GO TO PG4)  
 CHOSEN ..... 2 (GO TO PG3)  
 ASSIGNED SCHOOL IS SCHOOL  
 OF CHOICE..... 3 (GO TO PG4)

PG3. Is (his/her) school in your assigned school district?

**SDISRCT** YES..... 1  
 NO ..... 2

PG4. Does your public school district let you choose which public school you want (CHILD) to attend, either in your own school district or another district?

[IF NEEDED: Choices might include enrolling in another school, transferring to another school, or applying to a special program.]

**SPUBCHOI** YES..... 1  
 NO ..... 2

PG5. Did you consider other schools for (CHILD)?

**SCONSIDR** YES..... 1  
 NO ..... 2

**If [(PG1 = 2 (in private school) or PG2 = 2, 3 (chosen school)) and PG5 = 2 (didn't consider other schools)], go to PG8.**  
**If [PG2 = 1 (assigned school) and PG5 = 2 (didn't consider other schools)], go to PG9.**  
**Else, go to PG6.**

PG6. In deciding between schools, did you seek information on the performance of the schools you were considering, like test scores, dropout rates, and so on?

**SPERFORM** YES..... 1  
 NO ..... 2

PG7. Did you talk with other parents about the schools their children attend?

**STLKPAP** YES..... 1  
 NO ..... 2

PG8. What was the main reason you chose the school that (CHILD) attends?

**SREASON** ACADEMIC PERFORMANCE/ TEST SCORES. 1  
 SPECIAL ACADEMIC PROGRAMS ..... 2  
 EXTRACURRICULAR ACTIVITIES/ SPORTS ... 3  
 SAFE ENVIRONMENT..... 4  
 LOCATION ..... 5  
 TRANSPORTATION AVAILABLE ..... 6  
 SIZE OF SCHOOL/ CLASS..... 7  
 SPACE AVAILABLE ..... 8  
 BROTHER/ SISTER ATTENDING ..... 9  
 RELIGIOUS AND OTHER SPIRITUAL REASONS ..... 10  
 COST AND FINANCIAL REASONS ..... 11  
 ACADEMIC CALENDAR/ SCHOOL HOURS/ GRADES SERVED ..... 12  
 FAMILY MEMBER WORKS AT SCHOOL OR IN DISTRICT ..... 13  
 REPUTATION OF SCHOOL OR RECOMMENDATION..... 14  
 ASSIGNED/ NO CHOICE/ NOT ACCEPTED ELSEWHERE ..... 15  
 UNSATISFIED WITH PROBLEMS IN OTHER SCHOOLS ..... 16  
 DIVERSITY..... 17  
 ATTENDED SCHOOL/ FEEDER SCHOOL PREVIOUSLY..... 18



QUALITY OF/ FAMILIAR WITH FACULTY/ STAFF/ ADMINISTRATION .....	19
PREFER SCHOOL TYPE (CHARTER, PRIVATE, SINGLE SEX).....	20
ACCOMODATION FOR SPECIAL NEEDS/ PROBLEMS.....	21
STUDENT CHOSE TO ATTEND SCHOOL.....	22
OTHER .....	91
SPECIFY _____	

**SREASNOS/R**

PG9. Is the school (CHILD) attends the one you wanted most for (him/her), that is, your first choice?  
[PROBE: IF R SAYS IT WAS CHILD'S FIRST CHOICE, ASK: Was it also your first choice?]

<b>S1STCHOI</b>	YES.....	1
	NO .....	2

**If PG1 = 2 (in private school), go to PG11. Else, go to PG10.**

PG10. Did you move to your current neighborhood so that (CHILD) would be eligible to go to (his/her) current school?

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

PG11. We'd like to identify (CHILD's) school so we can include information about the school in our study. Let's start with the state. What state is (his/her) school in?

\* ENTER STATE

PG12. Please tell me the name of the school (he/she) attends.  
[PULL UP LOOKUP FILE.]  
[FIND SCHOOL IN LOOKUP FILE. IF SCHOOL NAME NOT FOUND, ENTER NF AND GO TO PG14.]  
[IF NEEDED: Probe for school location, address, city, and state]

<b>SCHLID/R</b>	SCHOOL ID .....	(GO TO PG13)
	NOT FOUND.....	NF (GO TO PG14)

PG13. The school name is [NAME OF SCHOOL] in [CITY, STATE]. Is that right?

*	CONTINUE.....	1	(GO TO PG23)
	RETURN TO SEARCH.....	2	(GO TO PG12)

PG14. I'm not finding that school, so I'll type in the information. You said that was [NAME OF SCHOOL]?

\* ENTER SCHOOL NAME \_\_\_\_\_

PG15. What is the street address?

\* ENTER STREET ADDRESS \_\_\_\_\_

PG16. And the city and state?

\* ENTER CITY \_\_\_\_\_

\* ENTER STATE \_\_\_\_\_

**If PG1 = 1 (in public school), go to PG17. Else, go to PG18.**

PG17. Is (his/her) school a charter school?

\* YES..... 1 (GO TO PG20)  
 NO ..... 2 (GO TO PG20)

PG18. Is (CHILD)'s school affiliated with a religion?

\* YES..... 1 (GO TO PG19)  
 NO ..... 2 (GO TO PG20)

PG19. Is it a Catholic school?

\* YES..... 1  
 NO ..... 2

PG20. What is the lowest grade taught at (CHILD)'s school?

\* NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START..... N  
 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

PG21. What is the highest grade taught at (his/her) school?

\* NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START..... N  
 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

PG22. About how many students are enrolled in (CHILD)'s school? Would you say ...

- \* Under 300, ..... 1  
300-599, ..... 2  
600-999 ..... 3  
1,000-2,499, or ..... 4  
2,500 or more? ..... 5

PG23. Since the beginning of this school year, has (CHILD) been in the same school?

- SSAMSC** YES ..... 1 (GO TO PHINTRO1)  
NO ..... 2 (GO TO PG24)

PG24. In which month did (CHILD) start at (his/her) current school?

**SMVMTH**    
MONTH

**Student Experiences, Teacher Feedback, and Adjustment.** This section is asked of parents of children in kindergarten (including transitional/prefirst) through grade 12. Limited items are asked of parents of preschoolers enrolled in center-based programs.

PHINTRO1. Let's talk now about (CHILD)'s experiences this school year at (his/her) current (school/preschool or daycare center).

**If [PATH = N (PRESCHOOLER) and (PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) or PD1 = 1 (in center-based program))]  
 OR if [PATH = E (ELEMENTARY) and PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst, 1, or 2)], go to PH1.  
 Else, go to box after PH1.**

PH1. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statement:

	<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
<b>SEENJOY</b> (CHILD) enjoys school.....	1	2	3	4

**If [PATH = N (PRESCHOOLER) and (PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) or PD1 = 1 (in center-based program))], go to box after PH4. Else, continue.**

PH2. Now I would like to ask you about (his/her) grades during this school year. Overall, across all subjects ((he/she) takes at school), does (he/she) get . . .

<b>SEGRADES</b>	Mostly A's, .....	1	(GO TO PH4)
	Mostly B's, .....	2	(GO TO PH4)
	Mostly C's, .....	3	(GO TO PH4)
	Mostly D's and lower, or .....	4	(GO TO PH4)
	Does (his/her) school not give these grades? .....	5	(GO TO PH3)

PH3. Would you describe (CHILD)'s work at school as . . .

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

*Teacher Feedback on Child's School Performance and Behavior*

PH4. Since (the beginning of this school year/September), how many times have any of (CHILD)'s teachers or (his/her) school contacted (you/any adult in your household) about any behavior problems (he/she) is having in (school)?

**SEBEHAV** TIMES.....

**If [PATH = N (PRESCHOOLER) and (PB7/PB8 (grade/grade equivalent) = N (nursery/preschool/prekindergarten/Head Start) or PD1 = 1 (in center-based program))], go to PH6.**

**Else, ask PH5.**

PH5. How about any problems (he/she) is having with school work?

**SESCHWRK** TIMES.....

PH6. How about anything (CHILD) is doing particularly well or better in (school/preschool)?

**SEDOWELL** TIMES.....

**If PATH = N (PRESCHOOLER), go to PNINTRO1.**

**If PATH = E (ELEMENTARY) or M (MIDDLE SCHOOL/JUNIOR HIGH), go to box after PH7.**

**Else, if PATH = S (SENIOR HIGH SCHOOL), go to PH7.**

PH7. Is (CHILD) currently enrolled in advanced placement classes?

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

**If PA6 = 2 or 91 (child speaks Spanish or another language  
 other than English mostly at home),  
 go to PH8.  
 Else go to PH9.**

PH8. Is (CHILD) currently enrolled in English as a second language, bilingual education, or an English immersion program?

**SEESL** YES..... 1  
 NO ..... 2

PH9. Since starting kindergarten, has (CHILD) repeated any grades?

**SEREPEAT** YES..... 1 (GO TO PH10)  
 NO ..... 2 (GO TO BOX AFTER PH10)

PH10. What grade or grades did (he/she) repeat? [CODE ALL THAT APPLY]  
 [DISPLAY RESPONSE OPTIONS ONLY UP TO CURRENT GRADE OR GRADE EQUIVALENT]

		<u>YES</u>	<u>NO</u>
<b>SEREPTK</b>	KINDERGARTEN.....	1	2
<b>SEREPT1</b>	FIRST GRADE.....	1	2
<b>SEREPT2</b>	SECOND GRADE.....	1	2
<b>SEREPT3</b>	THIRD GRADE.....	1	2
<b>SEREPT4</b>	FOURTH GRADE.....	1	2
<b>SEREPT5</b>	FIFTH GRADE.....	1	2
<b>SEREPT6</b>	SIXTH GRADE.....	1	2
<b>SEREPT7</b>	SEVENTH GRADE.....	1	2
<b>SEREPT8</b>	EIGHTH GRADE.....	1	2
<b>SEREPT9</b>	NINTH GRADE/FRESHMAN.....	1	2
<b>SEREPT10</b>	TENTH GRADE/SOPHOMORE.....	1	2
<b>SEREPT11</b>	ELEVENTH GRADE/JUNIOR.....	1	2
<b>SEREPT12</b>	TWELFTH GRADE/SENIOR.....	1	2

**If [PATH = M (MIDDLE SCHOOL/JUNIOR  
 HIGH) or S (SENIOR HIGH SCHOOL)] go  
 to PH11. Else, if PATH = E  
 (ELEMENTARY), go to box before  
 PIINTRO.**

PH11.	Has (CHILD) ever . . .		<u>YES</u>	<u>NO</u>
<b>SESUSOUT</b>	a. Had an out-of-school suspension? .....	1	2	
<b>SESUSPIN</b>	b. Had an in-school suspension, not counting detentions? .....	1	2	
<b>SEEXPEL</b>	c. Been expelled? .....	1	2	
<b>SERECNEW</b>	d. Been required to change schools because of behavior problems? .....	1	2	

**If PATH = M (MIDDLE SCHOOL/JUNIOR HIGH), S (SENIOR HIGH SCHOOL) or [PATH = H (HOMESCHOOLER) and PB8 (grade equivalent) >= 6] or [PATH = H (HOMESCHOOLER) and PB8 (grade equivalent) = U and AGE2006 >= 12], go to PHINTRO2. Else, go to PNINTRO1.**

PHINTRO2. Now I have some questions about (CHILD)'s future education.

PH12. How far do you expect (CHILD) to go in (his/her) education? Would you say you expect (him/her) . . .

<b>SEFUTURE</b>	To receive less than a high school diploma, .....	1	(GO TO BOX BEFORE PIINTRO)
	To graduate from high school, .....	2	(GO TO BOX BEFORE PIINTRO)
	To attend a vocational or technical school after high school, .....	3	(GO TO PH13)
	To attend two or more years of college .....	4	(GO TO PH13)
	To finish a four- or five-year college degree, or .....	5	(GO TO PH13)
	To earn a graduate degree or professional degree beyond a bachelor's? .....	6	(GO TO PH13)

PH13. Do you or does anyone in your family plan to help (CHILD) pay for (his/her) education after high school, or have you not thought about it yet?

<b>SEFAMPAY</b>	YES .....	1	(GO TO PH14)
	NO .....	2	(GO TO BOX BEFORE PIINTRO)
	HASN'T THOUGHT ABOUT IT YET .....	3	(GO TO BOX BEFORE PIINTRO)



PH14. Have you or anyone in your family opened any type of account to save for (CHILD)'s college education, for example, a 529 plan, a Coverdell Education Savings Account or Education IRA, or a prepaid tuition account?

**SECOLACT** YES..... 1  
NO ..... 2

**If PB7/PB8 (grade/grade equivalent) = 11 or 12, go to PH15.  
Else, go to box before PIINTRO.**

PH15. Have you or anyone in your family applied for a scholarship or grant for (CHILD)?

**SESCHOL** YES..... 1  
NO ..... 2



**School Practices to Involve and Support Families.** This section is asked of parents of children in grades K-12.

**If PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR HIGH), OR S (SENIOR HIGH SCHOOL), go to PJ1. Else, go to box before PNINTRO1.**

PJ1. We're also interested in times the school contacted you without your having contacted them first. During this school year, have any of (CHILD)'s teachers or (his/her) school...

		<u>YES</u>	<u>NO</u>
<b>FSSNOTES</b>	a. Sent your family notes or E-mails specifically about (CHILD)? .....	1	2
<b>FSSMEMOS</b>	b. Provided newsletters, memos or notices addressed to all parents? .....	1	2
<b>FSSPHONE</b>	c. Called you on the phone? .....	1	2

**If PATH = E (ELEMENTARY), ask PJ2a, b, c, and e. Else, ask PJ2a-e.**

PJ2. For each statement that I read you, please tell me how well (CHILD)'s school has been doing the following things during this school year:  
 [IF NECESSARY, READ AFTER STATEMENTS FOLLOWING THE FIRST STATEMENT:  
 Would you say (his/her) (school/current school) does it very well, just O.K., not very well, or doesn't do it at all.]

		<u>Does it very well</u>	<u>Just O.K.</u>	<u>Not very well</u>	<u>Doesn't do it at all</u>
<b>FSSPPERF</b>	a. Lets you know (between report cards) how (CHILD) is doing in school. Would you say (CHILD)'s school does it very well, just O.K., not very well, or doesn't do it at all?.....	1	2	3	4
<b>FSSPHW</b>	b. Provides information about how to help (CHILD) with (his/her) homework .....	1	2	3	4
<b>FSSPCOUR</b>	c. Provides information about why (CHILD) is placed in particular groups or classes .....	1	2	3	4
<b>FSSPCOLL</b>	d. Provides information on how to help (CHILD) plan for college or vocational school .....	1	2	3	4
<b>FSSPROLE</b>	e. Provides information on your expected role at (CHILD)'s school.....	1	2	3	4

**Satisfaction with School.** Items in this section will be asked of parents of children in grades K-12.

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

		<u>VERY</u> <u>SATISFIED</u>	<u>SOMEWHAT</u> <u>SATISFIED</u>	<u>SOMEWHAT</u> <u>DISSATISFIED</u>	<u>VERY</u> <u>DISSATISFIED</u>
<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
<b>FC SUPPRT</b>	e. With the way that school staff interacts with parents? ....	1	2	3	4

**Factors Affecting Parent and Family Participation in School and Parent Support for the School.** This section is asked of children in grades K-12.

PLINTRO. Now let's talk about things that may affect your family's involvement with (CHILD)'s school.

PL1. How often does the school hold meetings during times that fit your work and family schedules? Would you say...

- FPMTGWRK**
- Always, ..... 1
  - Sometimes, or..... 2
  - Never? ..... 3

**If any child in the household is under age 14, ask PL2.  
Else, go to PL3.**

PL2. How often has a lack of childcare prevented you from participating in (CHILD)'s school meetings and activities?

- FPTCHCAR**
- ALWAYS..... 1
  - SOMETIMES ..... 2
  - NEVER ..... 3

PL3. Please tell me whether you strongly agree, agree, disagree, or strongly disagree with the following statements:

		<u>SA</u>	<u>A</u>	<u>D</u>	<u>SD</u>
<b>FPMLPCHD</b>	a. I know how to help my child do well in school .....	1	2	3	4
<b>FPPTRUST</b>	b. I trust the staff at (CHILD)'s school to act with (CHILD)'s best interest in mind .....	1	2	3	4
<b>FPSWELCM</b>	c. (CHILD)'s school as a whole is welcoming to my family.....	1	2	3	4
<b>FPPRVAL</b>	d. It is the parents' responsibility to teach their children to value education and success in school .....	1	2	3	4
<b>FPPRATND</b>	e. It is the parents' responsibility to attend meetings with teachers or other school staff .....	1	2	3	4

PL4. When you disagree with (CHILD)'s school, do you ever contact (his/her) school or teacher?

- FPTALK**
- YES..... 1
  - NO ..... 2
  - DON'T EVER DISAGREE ..... 3

**If PA7 = 2 or 91 (respondent speaks either Spanish or another language other than English mostly at home), go to PL5. Else, go to box before PMINTRO.**

PL5. How difficult is it for you to participate in activities at (CHILD)'s school because you or members of your family speak a language other than English? Is it . . .

<b>FSDIFENG</b>	Very difficult, .....	1
	Somewhat difficult, or .....	2
	Not at all difficult? .....	3

PL6. Does (CHILD)'s school have . . .

		<u>YES</u>	<u>NO</u>
<b>FSINTERP</b>	a. Interpreters who speak your native language for meetings or parent-teacher conferences?.....	1	2
<b>FSTRANSL</b>	b. Written materials, such as newsletters or school notices that are translated into your native language? .....	1	2

**Family Involvement in Schoolwork.** Items in this section are asked of parents of children in grades K to 12.

**If PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR HIGH), or S (SENIOR HIGH SCHOOL), go to PMINTRO. Else, go to PNINTRO1.**

PMINTRO. Now I have some questions about (CHILD)'s homework.

PM1. How often does (CHILD) do homework, either at home, at an after-school program, or somewhere else outside of school? Would you say . . .

[IF NEEDED: Any school work that the child is supposed to do outside of school is considered homework. IF R SAYS "EVERY DAY," PROBE: Would that be 3 to 4 days a week, or 5 or more days a week?]

- FHHOME**
- Never, ..... 0 (GO TO PM8)
  - Less than once a week, ..... 1 (GO TO PM2)
  - 1 to 2 days a week, ..... 2 (GO TO PM2)
  - 3 to 4 days a week, ..... 3 (GO TO PM2)
  - 5 or more days a week, or ..... 4 (GO TO PM2)
  - Does (CHILD) not have homework? ..... 5 (GO TO PM8)

PM2. In an average week, how many hours does (CHILD) spend on homework outside of school?

[IF GREATER THAN ZERO BUT LESS THAN ONE HOUR, ENTER 1]

**FHWKHRS**                              
HOURS

PM3. How do you feel about the amount of homework (CHILD) is assigned? Would you say...

- FHAMOUNT**
- The amount is about right, ..... 1
  - It's too much, or ..... 2
  - It's too little? ..... 3

PM4. Is there a place in your home that is set aside for (him/her) to do homework?

- FHPLACE**
- YES ..... 1
  - NO ..... 2
  - CHILD DOES NOT DO  
HOMEWORK AT HOME ..... 3

PM5. Are there family rules for (CHILD) about doing homework?

**FORHW** YES..... 1  
NO ..... 2

PM6. (Do/Does) (you/any adult in your household) check to see that (his/her) homework is done?

**FHCHECK** YES..... 1  
NO ..... 2

PM7. During this school year, about how many days in an average week do you or does anyone in your household help (him/her) with (his/her) homework? Would you say...  
[DISPLAY RESPONSE CATEGORIES UP TO RESPONSE FOR PM1.]

**FHHELP** Never, ..... 0  
Less than once a week, ..... 1  
1 to 2 days a week, ..... 2  
3 to 4 days a week, or ..... 3  
5 or more days a week? ..... 4

PM8. Some schools and districts help students get free tutoring or extra academic help outside of regular school hours. This extra help can be offered after school, on weekends, or during the summer.

Have you received information from (CHILD)'s current school or district about opportunities for free tutoring?

**FHSCHTUT** YES..... 1 (GO TO PM9)  
NO ..... 2 (GO TO PM11)

PM9. During this school year, has (CHILD) received free tutoring outside of regular school hours by a provider approved by your state or district?

**FHGETTUT** YES..... 1 (GO TO PM10)  
NO ..... 2 (GO TO PM11)

PM10. Overall, how satisfied are you with the tutoring services that (CHILD) received? Are you...

**FHTUTSAT** Very satisfied ..... 1  
Somewhat satisfied ..... 2  
Somewhat dissatisfied ..... 3  
Very dissatisfied ..... 4





**Home Activities/Family Involvement Outside of School.** This section is asked for all cases, with skip patterns for age/grade groups.

PNINTRO1. Now I'd like to talk with you about (CHILD)'s activities with family members.

**If [PATH = N (PRESCHOOLER) or PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1, or 2], go to PN1.  
Else, go to box after PN10.**

PN1. About how many books does (CHILD) have of (his/her) own (including those shared with brothers or sisters)?

**HABOOKS**

NUMBER			

PN2. How many times have you or someone in your family read to (CHILD) in the past week?  
Would you say...

**FOREADTO**

- |                           |               |
|---------------------------|---------------|
| Not at all,.....          | 1 (GO TO PN6) |
| Once or twice,.....       | 2 (GO TO BOX) |
| 3 or more times, or ..... | 3 (GO TO BOX) |
| Every day?.....           | 4 (GO TO BOX) |

**If the household has less than three members including the sampled child, skip PN3 and autocode based on the relationship of the household member to the child and go to PN4.  
Else, ask PN3.**

PN3. Who in your family read to (CHILD) in the past week?  
[DISPLAY CATEGORIES BASED ON HH MEMBERSHIP.]  
[CODE ALL THAT APPLY.]

		YES	NO
<b>MOTHERFG</b>	MOTHER/FEMALE GUARDIAN.....	1	2
<b>FATHERMG</b>	FATHER/MALE GUARDIAN .....	1	2
<b>SISBRO</b>	SISTER/BROTHER.....	1	2
<b>ANOTADLT</b>	ANOTHER ADULT IN YOUR HOUSEHOLD .....	1	2
<b>SOMEONEL</b>	SOMEONE ELSE .....	1	2



PN10. Do you have any electronic products other than a computer, like Leap Pad, designed to help (CHILD) learn to read?

**HALEAPPD** YES..... 1  
 NO ..... 2

**If PATH = N (PRESCHOOLER), go to PN11. Else, go to box after PN11.**

PN11. In the past week, has anyone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>
<b>FOSTORY1</b>	a. Told (him/her) a story?.....	1	2
<b>FOWORDS</b>	b. Taught (him/her) letters, words, or numbers? .....	1	2
<b>FOMUSIC</b>	c. Taught (CHILD) songs or music? .....	1	2
<b>FOCRAFT1</b>	d. Did arts and crafts, for example, coloring, painting, pasting, or using clay? .....	1	2
<b>FOSPORT1</b>	e. Played sports, active games, or exercised together?.....	1	2
<b>FOGAMES1</b>	f. Played board games or did puzzles with (CHILD)? .....	1	2

**If [(PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1-5) or (PB8 (grade equivalent) = U (ungraded) and AGE2006 <= 11)], go to PN12. Else, go to box after PN12.**

PN12. In the past week, has anyone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>
<b>FOSTORY2</b>	a. Told (him/her) a story?.....	1	2
<b>FOCRAFT2</b>	b. Did arts and crafts, for example, coloring, painting, pasting, or using clay? .....	1	2
<b>FOSPORT2</b>	c. Played sports, active games, or exercised together?.....	1	2
<b>FOBUILD1</b>	d. Worked on another type of project with (CHILD) that you didn't think of as a chore, like building, making, or fixing something? .....	1	2
<b>FOHIST</b>	e. Talked with (CHILD) about (his/ her) family history or ethnic heritage? .....	1	2
<b>FOGAMES2</b>	f. Played board games or did puzzles with (CHILD)? .....	1	2

**If [(PB7/PB8 (grade/grade equivalent) = 6 through 12) or (PB8 (grade equivalent) = U (ungraded) and AGE2006 >= 12)], go to PN13. Else, go to PN14.**

PN13. In the past week, has anyone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>
<b>FOBUILD2</b>	a. Worked on a project with (CHILD), like arts and crafts, building, making, or fixing something?.....	1	2
<b>FOSPORT3</b>	b. Played a sport or exercised together? .....	1	2
<b>FORESPON</b>	c. Discussed with (CHILD) how (he/she) would manage (his/her) time? .....	1	2

PN14. In the past week, how many times has most or all of your family eaten dinner together, either at home or somewhere else? Would you say...

<b>FODINNER</b>	Not at all,.....	1
	Once or twice,.....	2
	3 or four times, or .....	3
	Five or more times?.....	4

**If [(PATH = N (PRESCHOOLER) or PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1-5) or (PB8 (grade equivalent) = U (ungraded) and AGE2006 <= 11)], ask PN15a-g.**  
  
**Else, if [PB7/PB8 (grade/grade equivalent) = 6 through 12 or (PB8 (grade equivalent) = U (ungraded) and AGE2006 >= 12)], ask PN15a-h.**

PN15. In the past month, that is, since (MONTH) (DAY), has anyone in your family done the following things with (CHILD)?

		<u>YES</u>	<u>NO</u>
<b>FOLIBRAR</b>	a. Visited a library? .....	1	2
<b>FOBOOKST</b>	b. Visited a bookstore? .....	1	2
<b>FOCONCRT</b>	c. Gone to a play, concert, or other live show? .....	1	2
<b>FOMUSEUM</b>	d. Visited an art gallery, museum, or historical site? .....	1	2
<b>FOZOO</b>	e. Visited a zoo or aquarium? .....	1	2
<b>FOGROUP</b>	f. Attended an event sponsored by a community, religious, or ethnic group? .....	1	2
<b>FOSPRTEV</b>	g. Attended an athletic or sporting event (outside of school) in which (CHILD) was not a player? .....	1	2
<b>FOETHNIC</b>	h. Talked with (CHILD) about (his/her) family history or ethnic heritage? .....	1	2

**Television Viewing**

**If [PATH = N (PRESCHOOLER) or PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1, or 2], go to PNINTRO2.  
Else, go to box after PN22.**

PNINTRO2. Now let's talk about (CHILD)'s television viewing.

PN16. Thinking about a typical weekday for your family, how much time would you say  
**TVHRWKDY** (CHILD) spends watching television or videos on a typical weekday, either in your home or elsewhere?

- NUMBER GIVEN ..... 1 (GO TO PN17)
- CHILD DOES NOT WATCH TV OR VIDEOS  
ON WEEKDAYS ..... 2 (GO TO PN18)
- CHILD DOES NOT EVER WATCH TV OR VIDEOS ..... 3 (GO TO BOX AFTER PN22)

PN17.  
**TVWKDYNU** [ENTER HOURS]

[IF GREATER THAN ZERO BUT LESS THAN ONE HOUR, ENTER 1]

|\_|\_|  
HOURS

PN18. Thinking about a typical day of the weekend for your family, how much time would you  
**TVHRWKND** say (CHILD) spends watching television or videos on a typical day of the weekend, either in your home or elsewhere?

- NUMBER GIVEN ..... 1 (GO TO PN19)
- CHILD DOES NOT WATCH TV OR VIDEOS  
ON WEEKENDS ..... 2 (GO TO BOX AFTER PN19)

PN19.  
**TVWKNDNU** [ENTER HOURS]

[IF GREATER THAN ZERO BUT LESS THAN ONE HOUR, ENTER 1]

|\_|\_|  
HOURS

**If [PN16 = 2 (doesn't watch TV/Videos on weekdays) and  
 PN18 = 2 (doesn't watch TV/Videos on weekends)], go to  
 the box after PN22.**  
  
**Else, if [PN17 >= 1 (hours watches TV on weekdays) or  
 PN19 >= 1 (hours watches TV on weekends)], go to PN20.**  
  
**Else, go to the box after PN22.**

PN20. Which television networks or channels, for example ABC, Nickelodeon, Discovery Channel, or PBS, does (CHILD) watch at least once per week?

[CODE ALL THAT APPLY]  
 [A MAXIMUM OF 19 RESPONSES CAN BE GIVEN]

		<u>YES</u>	<u>NO</u>
<b>ABCCBSCW</b>	ABC, CBS, NBC, FOX, CW (UPN/WB).....	1	2 (GO TO BOX)
<b>ANIMPLAN</b>	ANIMAL PLANET .....	1	2 (GO TO BOX)
<b>CARTOONS</b>	BOOMERANG/ CARTOON NETWORK/ NICKTOONS.....	1	2 (GO TO BOX)
<b>CHRSTNCH</b>	CHRISTIAN CHANNEL (E.G. CTN, CORNERSTONE).....	1	2 (GO TO BOX)
<b>DISCOVER</b>	DISCOVERY CHANNEL/KIDS.....	1	2 (GO TO BOX)
<b>DISNEYCH</b>	DISNEY CHANNEL .....	1	2 (GO TO BOX)
<b>SPORTSCH</b>	SPORTS CHANNEL (E.G. ESPN, SOCCER CHANNEL) .....	1	2 (GO TO BOX)
<b>FAMILYCH</b>	FAMILY CHANNEL.....	1	2 (GO TO BOX)
<b>MTVVH1</b>	MTV/ VH-1 .....	1	2 (GO TO BOX)
<b>NICKELOD</b>	NICKELODEON/NICK-AT-NITE/NICK JR.....	1	2 (GO TO BOX)
<b>NEWSNET</b>	NEWS NETWORK (E.G. CNN, CNBC, MSNBC, FOX NEWS) .....	1	2 (GO TO BOX)
<b>NOGGIN</b>	NOGGIN .....	1	2 (GO TO BOX)
<b>PBSSPRT</b>	PBS/ PBS SPROUT/PBS KIDS.....	1	2 (GO TO BOX)
<b>SPNLNGCH</b>	SPANISH LANG CHNL (E.G. GALAVISION, TELEMUNDO, UNIVISION).....	1	2 (GO TO BOX)
<b>LEARNCH</b>	THE LEARNING CHANNEL (TLC).....	1	2 (GO TO BOX)
<b>TVLAND</b>	TV LAND.....	1	2 (GO TO BOX)
<b>HISTCHAN</b>	THE HISTORY CHANNEL .....	1	2 (GO TO BOX)
<b>FOODNET</b>	FOOD NETWORK.....	1	2 (GO TO BOX)
<b>TVOTHER</b>	OTHER .....	1	2 (GO TO BOX)
<b>TVCHNLOS/R</b>	SPECIFY _____		
<b>VIDNOTV</b>	CHILD ONLY WATCHES VIDEOS, NOT TV .....	1	2 (GO TO BOX AFTER PN22)

**If more than one TV channel is chosen in PN20 (TV  
 channels watched), go to PN21.**  
**Else, autocode response given in PN20 (TV channel  
 watched) to PN21 and go to PN22.**

PN21. Of the channels you just mentioned, which one does (CHILD) watch most often?

<b>TVCHMOST</b>	ABC, CBS, NBC, FOX, CW (UPN/WB).....	1
	ANIMAL PLANET .....	2
	BOOMERANG/CARTOON NETWORK/NICKTOONS.....	3
	CHRISTIAN CHANNEL (E.G. CTN, CORNERSTONE).....	4
	DISCOVERY CHANNEL/KIDS.....	5
	DISNEY CHANNEL .....	6
	SPORTS CHANNEL (E.G. ESPN, SOCCER CHANNEL) .....	7
	FAMILY CHANNEL.....	8
	MTV/ VH-1 .....	9
	NICKELODEON/NICK-AT-NITE.....	10
	NEWS NETWORK (E.G. CNN, CNBC, MSNBC, FOX NEWS) ....	11
	NOGGIN .....	12
	PBS/ PBS SPROUT/PBS KIDS.....	13
	SPANISH LANG CHNL (E.G. GALAVISION, TELEMUNDO, UNIVISION) .....	14
	THE LEARNING CHANNEL (TLC).....	15
	TV LAND.....	16
	THE HISTORY CHANNEL .....	17
	FOOD NETWORK.....	18
	DISPLAY OTHER SPECIFY STRING FROM PN20.....	19

PN22. Are there family rules for (CHILD) about what TV programs or how much TV (he/she) is allowed to watch?

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

**If [PATH = N (PRESCHOOLER) or PATH = H (HOMESCHOOLER)], go to box after PN23. Else, go to PN23.**

PN23. Now let's talk about (CHILD)'s school activities. During this school year, has (CHILD) participated in any school activities such as sports teams, band or chorus, or safety patrol?

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



**Ask items in PN24a - f as follows:**  
**If [PATH = E (ELEMENTARY) or M (MIDDLE SCHOOL/JUNIOR HIGH) or (PATH = H (HOMESCHOOLER) and PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1-8)], ask PN24a – PN24d, PN24f.**  
  
**If [PATH = S (SENIOR HIGH SCHOOL) or (PATH = H (HOMESCHOOLER) and AGE2006 >= 14)], ask PN24a – PN24f.**  
  
**Else go to next box.**

PN24. (During this school year/Since September), has (CHILD) participated in any of the following activities outside of school? How about...

		<u>YES</u>	<u>NO</u>
<b>FOMUSLES</b>	a. Regular music lessons (from someone other than a homeschooling parent)? .....	1	2
<b>FORELCLS</b>	b. Church or temple youth group or religious classes? .....	1	2
<b>FOORGSPR</b>	c. Organized sports that are supervised by an adult? .....	1	2
<b>FOSCOUTS</b>	d. Scouting, 4H, or other group or club activities? .....	1	2
<b>FOCOLEXM</b>	e. Programs to prepare (CHILD) for college entrance exams? ..	1	2
<b>FOARTS</b>	f. Performing arts or other arts? .....	1	2

**If [PATH = N (PRESCHOOLER) or PB7/PB8 (grade/grade equivalent) = T (transitional kindergarten), K (kindergarten), P (prefirst grade), 1, or 2], go to PN25.**  
**Else go to box before POINTRO.**

PN25. Now I'd like to ask you a question about activities at home of adults in your household. In the last week, how often did any adult in your household read a book, newspaper or magazine either in print, on a computer or online. Would you say . . .

<b>PARREAD</b>	Never, .....	0
	Once or twice, .....	1
	3 or 4 times, or .....	2
	5 or more times? .....	3

**Role of Parent in Preparing Child for School. This section is asked of parents of preschoolers.**

**If [PATH = N (PRESCHOOLER)], go to POINTRO.  
 Else, if [PATH = E (ELEMENTARY), M (MIDDLE SCHOOL/JUNIOR HIGH), S (SENIOR HIGH SCHOOL), or H (HOMESCHOOLER)], go to box before PPINTRO.**

POINTRO. Now I'd like to ask you how important you think it is for you (and the other adult(s) in your household) to do certain things to prepare your child for kindergarten.

PO1. How important do you think it is for (you/any adult in your household) to ...

		<u>E</u>	<u>VI</u>	<u>SI</u>	<u>NI</u>	
<b>RPALPHA</b>	a. Teach your child the alphabet? Would you say essential, very important, somewhat important or not at all important? .....	1	2	3	4	(GO TO PQINTRO)
<b>RPSHARE</b>	b. Teach your child about sharing? .....	1	2	3	4	(GO TO PQINTRO)
<b>RPREAD</b>	c. Teach your child to read? .....	1	2	3	4	(GO TO PQINTRO)
<b>RPNUMB</b>	d. Teach your child numbers? .....	1	2	3	4	(GO TO PQINTRO)
<b>RPPENCIL</b>	e. Show your child how to hold a pencil? .....	1	2	3	4	(GO TO PQINTRO)
<b>RPDISCP</b>	f. Discipline your child when (he/she) is misbehaving? ..	1	2	3	4	(GO TO PQINTRO)

**Communication with Other Parents.** This section is administered to parents of children in grades K-12, including homeschoolers, but is collected only once per household in the first parent interview.

**Administer this section only once for each household.**

PPINTRO. Now I'd like to talk with you about contact with other parents.

PP1. About how many parents do you talk to regularly in your neighborhood, community, or (CHILD)'s (school/homeschooling group) who have children about the same (age or grade as your child/ages and grades of your children)? Would you say...

<b>CSPARCMT</b>	None, .....	0
	One to three other parents, .....	1
	Four to five other parents, .....	2
	Six to ten other parents, or .....	3
	More than 10 other parents? .....	4



PQ7. Is (CHILD) covered by health insurance?

**HDCHINS** YES..... 1  
 NO ..... 2

PQ8. Has a doctor or other health professional ever expressed concern about (CHILD)'s weight?

**HDWEIGHT** YES..... 1 (GO TO PQ9)  
 NO ..... 2 (GO TO PQ10)

PQ9. Was the doctor or health professional concerned that (CHILD) was overweight or underweight?

**HDWEIGHT2** OVERWEIGHT ..... 1  
 UNDERWEIGHT ..... 2

PQ10. Has a health professional told you that (CHILD) has any of the following disabilities?

		<u>YES</u>	<u>NO</u>
<b>HDLEARN</b>	a. A specific learning disability? .....	1	2
<b>HDMENRET</b>	b. Mental retardation? .....	1	2
<b>HDSPEECH</b>	c. A speech or language delay? .....	1	2
<b>HDDISTRB</b>	d. A serious emotional disturbance?.....	1	2
<b>HDDEAFIM</b>	e. Deafness or another hearing impairment? .....	1	2
<b>HDBLIND</b>	f. Blindness or another visual impairment not corrected with glasses? .....	1	2
<b>HDORTHO</b>	g. An orthopedic impairment? .....	1	2
<b>HDAUTISM</b>	h. Autism? .....	1	2
<b>HDADD</b>	i. Attention deficit disorder, ADD, or ADHD? .....	1	2
<b>HDPDD</b>	j. Pervasive Developmental Disorder or PDD? .....	1	2
<b>HDOTHER</b>	k. Another health impairment lasting 6 months or more?.....	1	2

**If any PQ10a-k = 1 (any disabilities diagnosed by a health professional), go to PQ11.  
 Else, go to PRINTRO.**

PQ11. Is (CHILD) receiving services for (his/her) condition ...

YES NO NLHCON

**HDSCHL** a. From your local school district? ..... 1 2 3

**If PQ11a = 3 (NO LONGER HAS CONDITION),  
go to PRINTRO. Else go to PQ11b.**

**HDGOVT** b. From a state or local health or social service agency?..... 1 2  
**HDDOCTOR** c. From a doctor, clinic, or other health care provider? ..... 1 2  
**HDSOURCE** d. From some other source?..... 1 2  
**HDSOUROS/R** SPECIFY? \_\_\_\_\_

**If any PQ11a-d = 1 (child receiving services for  
disability/disabilities), go to PQ12.  
Else, go to PQ14.**

PQ12. Are any of these services provided through an Individualized Educational Program or Plan, or IEP?

**HDIEP** YES..... 1 (GO TO PQ13)  
NO ..... 2 (GO TO PQ14)

PQ13. Did (you/any adult in your household) work with the school to develop or change (his/her) IEP?

**HDDEVIEP** YES..... 1  
NO ..... 2

PQ14. Is (CHILD) currently enrolled in any special education classes or services?

**HDSPCLED** YES..... 1  
NO ..... 2

**If [PQ12 = 1 (services provided through IEP or Plan) or  
PQ14 = 1 (child enrolled in special ed. classes or services)]  
ask PQ15. Else, go to PQ16.**

PQ15. During this school year, how satisfied have you been with the following aspects of (CHILD)'s IEP (Individualized Education Program or Plan), or special education classes or services?

		<u>VS</u>	<u>SS</u>	<u>SD</u>	<u>VD</u>	<u>NA</u>
<b>HDCOMMU</b>	a. The school's communication with your family? Would you say you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied? .....	1	2	3	4	5
<b>HDTCHR</b>	b. (CHILD)'s special needs teacher or therapists? .....	1	2	3	4	5
<b>HDACCOM</b>	c. The school's ability to accommodate (his/her) special needs? .....	1	2	3	4	5
<b>HDCOMMIT</b>	d. The school's commitment to help your child learn?	1	2	3	4	5

PQ16. (Does/Do) (CHILD)'s (disability/disabilities) affect (his/her) ability to learn?

<b>HDAFFECT</b>	YES.....	1
	NO .....	2
	NO LONGER HAS CONDITION .....	3







PS3. (Are you/Is she) currently living with a partner?

**MOMLIVW(N)** YES..... 1  
 NO ..... 2

PS4. What was the first language (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)/ (NAME)) learned to speak?

**MOMLANG(N)** ENGLISH ..... 1  
 SPANISH ..... 2  
 ENGLISH AND SPANISH EQUALLY..... 3  
 ENGLISH AND ANOTHER LANGUAGE EQUALLY ..... 91  
 SPECIFY \_\_\_\_\_  
**MOMLANOS(N)/R** ANOTHER LANGUAGE ..... 92  
 SPECIFY \_\_\_\_\_

**If PS4 = 1 (mother's first language spoken was English), then autocode PS5 to 1 and go to PS6. Else, go to PS5.**

PS5. What language (do you/does she) speak most at home now?

**MOMSPEAK(N)** ENGLISH ..... 1  
 SPANISH ..... 2  
 ENGLISH AND SPANISH EQUALLY..... 3  
 ENGLISH AND ANOTHER LANGUAGE EQUALLY ..... 4  
 SPECIFY \_\_\_\_\_  
 (ENGLISH AND OTHER LANGUAGE SPECIFIED  
 IN PS4 EQUALLY)..... 5  
 (OTHER LANGUAGE SPECIFIED IN PS4) ..... 6  
 ANOTHER LANGUAGE ..... 91  
**MOMSPEOS(N)/R** SPECIFY \_\_\_\_\_

PS6. In what state, country, or territory (were you/was (CHILD)'s (mother/stepmother/foster mother/ grandmother/(NAME)) born?

**MOMBORN(N)** ONE OF THE 50 STATES OR THE DISTRICT OF  
 COLUMBIA, ..... 1  
 ONE OF THE U.S. TERRITORIES, [PUERTO RICO,  
 GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS,  
 OR MARIANA ISLANDS] ..... 2  
**MOMTEROS(N)/R** SPECIFY \_\_\_\_\_  
 SOME OTHER COUNTRY ..... 3  
**MOMCONOS(N)/R** SPECIFY \_\_\_\_\_

PS7. (Are you/is she) of Spanish, Hispanic, or Latino origin?

<b>MHISPAN(N)</b>	YES.....	1
	NO .....	2

PS8. What is (your/her) race? You may name more than one. (Are you/Is she)...  
 [if "HISPANIC" PROBE "Is that White Hispanic, Black Hispanic, both, or something else?"]  
 [CODE ALL THAT APPLY].

		<u>YES</u>	<u>NO</u>
<b>MWHITE(N)</b>	White,.....	1	2
<b>MBLACK(N)</b>	Black or African American, .....	1	2
<b>MAMIND(N)</b>	American Indian or Alaska Native, .....	1	2
<b>MASIAN(N)</b>	Asian, or.....	1	2
<b>MPACI(N)</b>	Native Hawaiian or other Pacific Islander?.....	1	2
<b>MRACEOTH(N)</b>	OTHER RACE? .....	1	2
<b>MRACEOS(N)/R</b>	SPECIFY _____		

PS9. What is the highest grade or year of school that (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)/(NAME)) completed?

<b>MOMGRADE(N)</b>	UP TO 8TH GRADE .....	1	(ENTER GRADE, GO TO PS11)
<b>MOMGRAD1(N)</b>	9TH TO 11TH GRADE .....	2	(ENTER GRADE, GO TO PS11)
<b>MOMGRAD2(N)</b>	12TH GRADE BUT NO DIPLOMA .....	3	(GO TO PS11)
	HIGH SCHOOL DIPLOMA/EQUIVALENT .....	4	(GO TO PS12)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA .....	5	(GO TO PS11)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL.....	6	(GO TO PS11)
	SOME COLLEGE BUT NO DEGREE .....	7	(GO TO PS10)
	ASSOCIATE'S DEGREE (AA, AS).....	8	(GO TO PS11)
	BACHELOR'S DEGREE (BA, BS).....	9	(GO TO PS12)
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL .....	10	(GO TO PS12)
	MASTER'S DEGREE (MA, MS) .....	11	(GO TO PS12)
	DOCTORATE DEGREE (PHD, EDD) .....	12	(GO TO PS12)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	13	(GO TO PS12)

PS10. Did (you/she) earn a vocational or technical diploma after leaving high school?

<b>MOMVOTEC(N)</b>	YES.....	1
	NO .....	2

PS11. (Do you have/Does she have/Did you later receive/Did she later receive) a high school diploma or its equivalent, such as a GED?

**MOMDIPL(N)** YES..... 1  
NO ..... 2

PS12. During the past week, did (you/(CHILD)'s (mother/stepmother/foster mother/grandmother)/(NAME)) work at a job for pay or income, including self-employment?

**MOMWORK(N)** YES..... 1 (GO TO PS14)  
NO ..... 2 (GO TO PS13)  
RETIRED ..... 3 (GO TO PS15)  
DISABLED/UNABLE TO WORK ..... 4 (GO TO PS15)

PS13. (Were you/Was she) on leave or vacation from a job during the past week?

**MOMLEAVE(N)** YES..... 1 (GO TO PS14)  
NO ..... 2 (GO TO PS15)

PS14. 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(N)**     
WEEKLY HOURS

PS15. In the past 12 months, how many months (,if any,) (have you/has she) worked for pay or income?  
[IF LESS THAN 1 MONTH, ENTER "1"]

**MOMMTHS(N)**     
MONTHS

**If [PS12 = 1 (working), 3 (retired), or 4 (disabled/unable to work) or PS13 = 1 (on leave/vacation)], go to PS18.  
Else ask PS16.**

PS16. (Have you/Has she) been actively looking for work in the past 4 weeks?

**MOMLOOK(N)** YES..... 1 (GO TO PS17)  
NO ..... 2 (GO TO PS18)

PS17. What (have you/has she) been doing in the past 4 weeks to find work? (Have you/Has she)...

		<u>YES</u>	<u>NO</u>
<b>MOMAGN(N)</b>	a. Checked with an employment agency? .....	1	2
<b>MOMEMPL(N)</b>	b. Checked with an employer directly or sent a resume?.	1	2
<b>MOMREL(N)</b>	c. Checked with friends or relatives? .....	1	2
<b>MOMANSAD(N)</b>	d. Placed or answered job ads? .....	1	2

PS18. (Are you/Is (CHILD)'s mother/stepmother/foster mother/grandmother)/(NAME)) attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training [other than at (your/her) regular job]?

<b>MOMENROL(N)</b>	YES.....	1
	NO .....	2

**Father/Male Guardian Characteristics.** This section is asked about the child's father/male guardian(s). It is asked once per household for each father/guardian of the focal child(ren).

**If there is no mother or father in the household but there are both a grandmother and grandfather and one of the grandparents is the respondent, ask section PT about the grandfather (section PS should already have been completed about the grandmother). Else, go to next box.**

**If there are two fathers/male guardians (same sex parents or father and male partner), collect father items for each. If none, go to PUINTRO.**

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

PT1. [Are you/Is (CHILD)'s (father/stepfather/foster father/grandfather)/Is (NAME)] currently...

**DADSTAT(N)**

Married,.....	1 (GO TO PT3)
Separated, .....	2 (GO TO BOX)
Divorced,.....	3 (GO TO BOX)
Widowed, or.....	4 (GO TO BOX)
Never married?.....	5 (GO TO BOX)

**If any HH member other than the father/grandfather and other than the subject child is age 16 or older and PS3 was not asked already, ask PT2.**

**Else, if the only HH member other than the father/grandfather who is age 16 or older is the subject child, autocode PT2 to 2.**

**Else, if any household member has RELATN = 12, 13, 14 (same sex parent/partner of parent), autocode PT2 to 1. Else, go to PT3.**

PT2. (Are you/Is he) currently living with a partner?

**DADLIVW(N)**

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

PT3. What was the first language (you/(CHILD)'s (father/stepfather/foster father/grandfather)/(NAME)) learned to speak?

- DADLANG(N)** ENGLISH ..... 1  
 SPANISH ..... 2  
 ENGLISH AND SPANISH EQUALLY ..... 3  
 ENGLISH AND ANOTHER LANGUAGE EQUALLY ..... 91  
 SPECIFY \_\_\_\_\_  
**DADLANOS(N)/R** ANOTHER LANGUAGE ..... 92  
 SPECIFY \_\_\_\_\_

**If PT3 = 1 (father's first language spoken was English), then autocode PT4 to 1 and go to PT5. Else, go to PT4.**

PT4. What language (do you/does he) speak most at home now?

- DADSPEAK(N)** ENGLISH ..... 1  
 SPANISH ..... 2  
 ENGLISH AND SPANISH EQUALLY ..... 3  
 ENGLISH AND ANOTHER LANGUAGE EQUALLY ..... 4  
 SPECIFY \_\_\_\_\_  
 (ENGLISH AND OTHER LANGUAGE SPECIFIED IN PT3 EQUALLY) ..... 5  
 (OTHER LANGUAGE SPECIFIED IN PT3) ..... 6  
 ANOTHER LANGUAGE ..... 91  
**DADSPEOS(N)/R** SPECIFY \_\_\_\_\_

PT5. In what state, country, or territory (were you/was (CHILD)'s (father/stepfather/foster father/grandfather)/was (NAME) born?

- DADBORN(N)** ONE OF THE 50 STATES OR THE DISTRICT OF COLUMBIA, ..... 1  
 ONE OF THE U.S. TERRITORIES, [PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, OR MARIANA ISLANDS] ..... 2  
**DADTEROS(N)/R** SPECIFY \_\_\_\_\_  
 SOME OTHER COUNTRY ..... 3  
**DADCONOS(N)/R** SPECIFY \_\_\_\_\_

PT6. (Are you/is he) of Spanish, Hispanic, or Latino origin?

- DHISPAN(N)** YES ..... 1  
 NO ..... 2

PT7. What is (your/his) race? You may name more than one. (Are you/Is he)...  
 [If "HISPANIC" PROBE "Is that White Hispanic, Black Hispanic, both, or something else?"]  
 [CODE ALL THAT APPLY].

		<u>YES</u>	<u>NO</u>
<b>DWHITE(N)</b>	White,.....	1	2
<b>DBLACK(N)</b>	Black or African American, .....	1	2
<b>DAMIND(N)</b>	American Indian or Alaska Native, .....	1	2
<b>DASIAN(N)</b>	Asian, or.....	1	2
<b>DPACI(N)</b>	Native Hawaiian or other Pacific Islander?.....	1	2
<b>DRACEOTH(N)</b>	OTHER RACE .....	1	2
<b>DRACEOS(N)/R</b>	SPECIFY _____		

PT8. What is the highest grade or year of school that (you/(CHILD)'s (father/stepfather/foster father/grandfather/(NAME))) completed?

<b>DADGRADE(N)</b>	UP TO 8TH GRADE .....	1	(ENTER GRADE, GO TO PT10)
<b>DADGRAD1(N)</b>	9TH TO 11TH GRADE .....	2	(ENTER GRADE, GO TO PT10)
<b>DADGRAD2(N)</b>	12TH GRADE BUT NO DIPLOMA .....	3	(GO TO PT10)
	HIGH SCHOOL DIPLOMA/EQUIVALENT .....	4	(GO TO PT11)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA .....	5	(GO TO PT10)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL.....	6	(GO TO PT10)
	SOME COLLEGE BUT NO DEGREE .....	7	(GO TO PT9)
	ASSOCIATE'S DEGREE (AA, AS).....	8	(GO TO PT10)
	BACHELOR'S DEGREE (BA, BS) .....	9	(GO TO PT11)
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL .....	10	(GO TO PT11)
	MASTER'S DEGREE (MA, MS) .....	11	(GO TO PT11)
	DOCTORATE DEGREE (PHD, EDD).....	12	(GO TO PT11)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).....	13	(GO TO PT11)

PT9. Did (you/he) earn a vocational or technical diploma after leaving high school?

<b>DADVOTEC(N)</b>	YES.....	1
	NO .....	2

PT10. (Do you have/Does he have/Did you later receive/Did he later receive) a high school diploma or its equivalent, such as a GED?

<b>DADDIPL(N)</b>	YES.....	1
	NO .....	2



PT11. During the past week, did (you/(CHILD)'s (father/stepfather/foster father/grandfather/(NAME))) work at a job for pay or income, including self-employment?

**DADWORK(N)** YES..... 1 (GO TO PT13)  
 NO ..... 2 (GO TO PT12)  
 RETIRED ..... 3 (GO TO PT14)  
 DISABLED/UNABLE TO WORK ..... 4 (GO TO PT14)

PT12. (Were you/Was he) on leave or vacation from a job during the past week?

**DADLEAVE(N)** YES..... 1 (GO TO PT13)  
 NO ..... 2 (GO TO PT14)

PT13. 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(N)**     
 WEEKLY HOURS

PT14. In the past 12 months, how many months (,if any,) (have you/has he) worked for pay or income?  
 [IF LESS THAN 1 MONTH, ENTER "1"]

**DADMTHS(N)**     
 MONTHS

**If [PT11 = 1 (working), 3 (retired), or 4 (disabled/unable to work) or PT12 = 1 (on leave/vacation)], go to PT17.  
 Else ask PT15.**

PT15. (Have you/Has he) been actively looking for work in the past 4 weeks?

**DADLOOK(N)** YES..... 1 (GO TO PT16)  
 NO ..... 2 (GO TO PT17)

PT16. What (have you/has he) been doing in the past 4 weeks to find work? (Have you/Has he)...

		<u>YES</u>	<u>NO</u>
<b>DADAGN(N)</b>	a. Checked with an employment agency?.....	1	2
<b>DADEMP(L)(N)</b>	b. Checked with an employer directly or sent a resume?.	1	2
<b>DADREL(N)</b>	c. Checked with friends or relatives?.....	1	2
<b>DADANSAD(N)</b>	d. Placed or answered job ads? .....	1	2

PT17. (Are you/Is (CHILD)'s (father/stepfather/foster father/grandfather)/Is (NAME)) attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training [other than at (your/his) regular job]?

<b>DADENROL(N)</b>	YES.....	1
	NO .....	2



PU5. 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 (GO TO PU5OV1)

PU5OV1. Was it ...  
**HINCM50K** \$50,000 or less, or ..... 1 (READ SET 2)  
 More than \$50,000? ..... 2 (READ SET 3)

PU5OV2. Was it ...

[SET 1]

**HINCOME** \$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 \$45,000, or ..... 9  
 \$45,001 to \$50,000 ..... 10

[SET 3]

\$50,001 to \$60,000, ..... 11  
 \$60,001 to \$75,000, ..... 12  
 \$75,001 to \$100,000, or ..... 13  
 Over \$100,000? ..... 14

**Go to CLOSE2.**

**CLOSE1.** Thank you, but we are only asking about children in a specific age or grade range. Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with.

**CLOSE2.** Those are all the questions I have about (you/CHILD).

**Adult Education for Work-Related Reasons Survey  
of the 2007 National Household Education Surveys Program  
(AEWR-NHES:2007)**

<u>Section</u>	<u>Page</u>
AA Initial Background.....	A-83
AB College or University Degree or Certificate Programs for Work-Related Reasons .....	A-86
AC Vocational or Technical Diploma, Degree, or Certificate Programs for Work-Related Reasons .....	A-93
AD Apprenticeship Programs.....	A-99
AE Work-Related Training or Courses.....	A-102
AF Factors Associated with Participation in Work-Related Educational Activities .....	A-111
AG Work-Related Less Formal Learning Activities .....	A-114
AH Distance Learning .....	A-117
AI Remaining Background.....	A-119
AJ Household Characteristics .....	A-128

*This page is intentionally blank.*

**NHES:2007 Adult Education for Work-Related Reasons**

INTRO1. [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 education and training that adults take. ]

INTRO2. The purpose of this interview is to learn about education and training that adults may take part in. We will talk about college or vocational degree programs, apprenticeships, and other kinds of courses, workshops, seminars, or training. On average, the interview takes less than 20 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?

- IBGRADE** UP TO 8TH GRADE ..... 1 (ENTER GRADE, GO TO AA3)
- IBGRAD1** 9TH TO 11TH GRADE ..... 2 (ENTER GRADE, GO TO AA3)
- IBGRAD2** 12TH GRADE BUT NO DIPLOMA ..... 3 (GO TO AA3)
- HIGH SCHOOL DIPLOMA/EQUIVALENT ..... 4 (GO TO AA4)
- VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA, DEGREE, OR CERTIF. . 5 (GO TO AA3)
- VOC/TECH DIPLOMA, DEGREE, OR CERTIF. AFTER HIGH SCHOOL ..... 6 (GO TO AA3)
- SOME COLLEGE BUT NO DEGREE ..... 7 (GO TO AA2)
- ASSOCIATE'S DEGREE (AA, AS)..... 8 (GO TO AA3)
- BACHELOR'S DEGREE (BA, BS) ..... 9 (GO TO AA4)
- ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL ..... 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)

AA2. Did you earn a vocational or technical diploma, degree, or certificate after leaving high school?

- IBVOCDIP** YES..... 1
- NO ..... 2

AA3. (Do you have/Did you later receive) a high school diploma or its equivalent, such as a GED?

**IBDIPL** YES..... 1 (GO TO AA4)  
NO ..... 2 (GO TO BOX AFTER AA4)

AA4. Did you complete your high school requirements through a regular high school diploma or through a GED test, (or did you go to college without earning a high school diploma)?

**IBHSREQ** REGULAR HIGH SCHOOL DIPLOMA... 1  
GED TEST..... 2  
NO HIGH SCHOOL DIPLOMA/GED ..... 3  
OTHER ..... 91  
**IBHSROS/R** SPECIFY \_\_\_\_\_

**If AA1 >= 6, then go to AA5. Else, go to box before AA6.**

AA5. What was the field of study for your (HIGHEST POSTSECONDARY DEGREE/PROGRAM)?  
[NOTE: IF RESPONDENT REPORTS MORE THAN 1 DEGREE/PROGRAM, RECORD BOTH USING DEGRTYPE AND DEGRYP2.]

**DEGRTYPE/R** FIELD OF STUDY \_\_\_\_\_  
**DEGRYP2/R** FIELD OF STUDY \_\_\_\_\_

**If Respondent is the screener respondent, copy SWORK12 (screener - work in past 12 months) to AA6 and follow skips for AA6. Else, ask AA6.**

AA6. Did you work at a job for pay or income at any time in the past 12 months, including self-employment?

**IBWORK12** YES..... 1 (GO TO AA7)  
NO ..... 2 (GO TO INTRO3)

AA7. (Earlier you reported that you worked in the past 12 months.) Were you self-employed at any time in the past 12 months?

**IBSELFEM** YES..... 1 (GO TO AA8)  
NO ..... 2 (GO TO AA9)

AA8. Besides being self-employed, did you also work for another employer in the past 12 months?

**IBOTHEMP** YES..... 1  
NO ..... 2



**If AA8 = 2 (self-employed only), then set AA9 (number of employers) = 1 and go to INTRO3. Else go to AA9.**

AA9. (Counting your self-employment as one job,) how many different employers did you work for in the past 12 months?

***IBEMPNUM***

|\_|\_|  
NUMBER

INTRO3

Now, I'd like to ask you about different kinds of training or education that you may have taken during the past 12 months, that is, since (MONTH), 2006.

**College or University Degree or Certificate Programs For Work-Related Reasons**

Display logic:

If AA1 = 9 or 10 (bachelor's degree or some graduate), display a post-baccalaureate certificate.

If AA1 = 11 (master's degree), display a post-baccalaureate certificate and post-master's certificate.

If AA1 =12 or 13 (doctorate or professional), display a post-baccalaureate, post-master's certificate, and post-doctoral certificate.

AB1. During the past 12 months, were you enrolled in a program to earn a college or university degree, such as an associate's, bachelor's, or graduate degree(, or to earn a post-baccalaureate certificate, post-master's certificate, or post-doctoral certificate)?

**CRDEGREE** YES..... 1 (GO TO AB2)  
 NO ..... 2 (GO TO AC1)

AB2. In what types of college degree or certificate programs were you enrolled?  
[PROBE: Any others?]

**CRTYASC** ASSOCIATE'S DEGREE (AA, AS) ..... 1  
**CRTYBCH** BACHELOR'S DEGREE (BA, BS)..... 2  
**CRTYMAS** MASTER'S DEGREE (MA, MS)..... 3  
**CRTYDOC** DOCTORATE (PHD, EDD)..... 4  
**CRTYPRF** PROFESSIONAL DEGREE BEYOND BACHELOR'S  
 DEGREE (MEDICINE/MD; DENTISTRY/DDS;  
 LAW/JD/LLB; ETC.)..... 5  
**CRPOSBAC** POST-BACCALAUREATE CERTIFICATE ..... 6  
**CRPOSMAS** POST-MASTER'S CERTIFICATE ..... 7  
**CRPOSDOC** POST-DOCTORAL CERTIFICATE ..... 8  
**CRTYOTH** ANOTHER DEGREE OR CERTIFICATE ..... 91  
**CRTYOS1-** SPECIFY \_\_\_\_\_  
**CRTYOS4/R**

**For each program reported, ask AB3 (major field of study) and AB4 (work-related reasons).**

AB3. What was the major subject or field of study of your (first, second, third, fourth, BLANK) (DEGREE/CERTIFICATE) program?

**CRMAJOR1-** MAJOR FIELD OF STUDY \_\_\_\_\_  
**CRMAJOR4/R**

AB4. Did you take the (first, second, third, fourth, BLANK) (DEGREE/CERTIFICATE) program in (MAJOR) for any work-related reasons, such as preparing for a career or advancing in a job or career?

**CRWRREA1-** YES..... 1  
**CRWRREA4** NO ..... 2

**If two or more programs were reported, go to AB6 and ask about the program taken for work-related reasons with the highest degree/certificate level. If two or more programs at the same highest level were reported for work-related reasons, go to AB5 and ask about the program taken most recently. If only one program was reported for work-related reasons, go to AB6. If none were work-related, go to AC1.**

AB5. Of the (NUMBER OF DEGREE PROGRAMS) (DEGREE/CERTIFICATE) degree programs you took for work-related reasons in the past 12 months, which one is the most recent program you were enrolled in?  
That is, [DISPLAY THE HIGHEST WORK-RELATED DEGREE/CERTIFICATE PROGRAMS.]

**CRRECENT**   
MOST RECENT PROGRAM NUMBER

**For The Highest Degree/Certificate Program for Work-Related Reasons**

AB6. (Let's talk about your (DEGREE/CERTIFICATE) program in (MAJOR).) Are you currently enrolled in the (DEGREE/CERTIFICATE) program, have you completed the program, or did you stop without completing it?

<b>CRCURR</b>	CURRENTLY ENROLLED .....	1
	COMPLETED .....	2
	STOPPED WITHOUT COMPLETING....	3

AB7. Did you take the (DEGREE/CERTIFICATE) program in (MAJOR) for any of the following reasons? How about ...

		<u>YES</u>	<u>NO</u>
<b>CRRSSKIL</b>	a. To maintain or improve skills or knowledge that you already had?.....	1	2
<b>CRRSNWSK</b>	b. To learn completely new skills or knowledge?.....	1	2

**If AA6 = 1 (worked in the past 12 months) and (AA7 NE 1 (not self-employed) or AA8 NE 2 (not self-employed only)), go to AB7c. Else, go to AB7f.**

<b>CRRSEMPR</b>	c. Because your employer required that you take it?.....	1	2
-----------------	--	---	---

**If AB7c = 1 (employer required that you take it) go to AB7e. Else, go to AB7d.**

<b>CRRSEMPS</b>	d. Because your employer recommended that you take it?..	1	2
<b>CRRSRAIS</b>	e. To receive a promotion or pay raise?.....	1	2
<b>CRRSCHNS</b>	f. To help you change your job?.....	1	2
<b>CRRSCHNG</b>	g. To help you change your career field, enter the workforce or start your own business?.....	1	2
<b>CRRSCERT</b>	h. To get or keep a state or industry certificate or license?...	1	2

**If AB7h = 1 (took for certificate or license), go to AB8. Else, go to AB10.**

AB8. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

**CREXAM** YES..... 1  
NO ..... 2

AB9. Did you receive your certificate or license before (MONTH) 2006, in (MONTH) 2006 or since then, or have you not received it yet?

**CRCERMO** BEFORE (MONTH) ..... 1  
IN (MONTH) OR SINCE ..... 2  
NOT YET RECEIVED..... 3

AB10. Did you take the (DEGREE/CERTIFICATE) program (in (MAJOR)) (at a 2-year community or junior college or) at a 4-year public or private college or university?  
[PROBE: FOR 4-YEAR COLLEGE OR UNIVERSITY, WAS THIS A PUBLIC OR PRIVATE COLLEGE OR UNIVERSITY]

**CRINST** 2-YEAR COMMUNITY OR JUNIOR COLLEGE ..... 1  
4-YEAR PUBLIC COLLEGE OR UNIVERSITY ..... 2  
4-YEAR PRIVATE COLLEGE OR UNIVERSITY .... 3  
OTHER ..... 91

**CRINSOS/R** SPECIFY \_\_\_\_\_

AB11. For how many total credit hours were you enrolled in the (DEGREE/CERTIFICATE) program in the past 12 months?  
[PROBE FOR UNIT.]

**CRCRDHR** | | |  
TOTAL CREDIT HOURS  
CREDIT HOURS DO NOT APPLY TO THE  
CERTIFICATE PROGRAM..... 96

<b>If AB11 (CRCRDHR) = 96, set CRCRUNT = -1.</b>
--

**CRCRUNT** UNIT  
SEMESTER HOURS ..... 1  
QUARTER HOURS ..... 2  
TRIMESTER HOURS ..... 3  
OTHER ..... 91

**CRCRUOS/R** SPECIFY \_\_\_\_\_

AB12. In the past 12 months, about how much of your own or your family's money did you pay for...  
 [IF NEEDED, READ THE FOLLOWING TEXT: include money from your self-employed business here]

		<u>AMOUNT</u>
<b>CRTUITON</b>	a. Tuition and fees to attend the (DEGREE/ CERTIFICATE) program, including money you borrowed and have to pay back? .....	\$ _ _ _ , _ _ _ _
<b>CRMATLS</b>	b. How much for books and other materials? .....	\$ _ _ _ , _ _ _ _

**If AB12a > 0 (paid some amount for tuition and fees)  
 and AB12b = 0 (\$0 for books or  
 materials), ask AB13. Else, go to AB14a-d.**

AB13. Did the tuition and fees also include books and other materials?

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

AB14. During the past 12 months, did you receive any financial support for the (DEGREE/  
 CERTIFICATE) program that you don't have to pay back from any of the following sources?  
 How about...

			<u>YES</u>	<u>NO</u>
<b>CRGOVSUP</b>	a. A local, state, or federal government?.....	1	2	2
<b>CRUNISUP</b>	b. Labor unions? .....	1	2	2
<b>CRFNDSUP</b>	c. Private foundations? .....	1	2	2
<b>CRORGSUP</b>	d. Professional or trade organizations?.....	1	2	2

**If AB6 = 3 (stopped without completing), then set AB15  
 MONTH = 13 and go to next box. Else go to AB15.**

AB15. In what month and year (did you (complete/stop taking)/do you expect to complete) the  
 (DEGREE/ CERTIFICATE) program?  
 [IF DON'T KNOW, PROBE WHETHER NEVER COMPLETED OR DON'T INTEND TO  
 COMPLETE.]

<b>CRCOMPMM</b>	_ _ _   _ _ _ _ _	
<b>CRCOMPYY</b>	MONTH                  YEAR	
	NEVER COMPLETED .....	13
	DO NOT INTEND TO COMPLETE .....	14

**If CRCOMPMM = 13 or 14, set CRCOMPPY = 13 or 14, respectively.**

**If AA6 = 1 and AA8 NE 2 (worked in the past 12 months and not self-employed only), ask AB16. Else, go to box before AB21.**

AB16. (Have you been/Were you) employed (other than your self-employment) during the time you (have been/were) taking the (DEGREE/CERTIFICATE) program?

**CRWORK** YES..... 1 (GO TO AB17)  
 NO ..... 2 (GO TO BOX BEFORE AB21)

AB17. (Are you taking/Did you take) the (DEGREE/CERTIFICATE) program at your workplace?

**CRWRKPL** YES..... 1  
 NO ..... 2

AB18. (Are you taking/Did you take) the (DEGREE/CERTIFICATE) program during your regular work hours?

**CRWRKHR** YES..... 1  
 NO ..... 2

AB19. (Are/Were) you being paid by your employer during the hours you (are/were) taking the (DEGREE/CERTIFICATE) program?

**CREMPAID** YES..... 1  
 NO ..... 2

AB20. Did your employer...

		<u>YES</u>	<u>NO</u>
<b>CREMPTUI</b>	a. Reimburse you or pay directly for all or part of the tuition and fees for the (DEGREE/CERTIFICATE) program? .....	1	2
<b>CREMPMAT</b>	b. Reimburse you or pay directly for all or part of the costs of books and other materials? .....	1	2

**If AA7 = 1 (self-employed in the past 12 months), go to AB21. Else, go to AB22a-g.**

AB21. Were any of the costs for tuition and fees or for books and materials paid for through your self-employed business?

**CRSLFPAY** YES..... 1  
 NO ..... 2

AB22. As a result of participating in the (DEGREE/CERTIFICATE) program, have you . . .

		<u>YES</u>	<u>NO</u>
<b>CRPIMPSK</b>	a. Improved skills and knowledge you already had? .....	1	2
<b>CRPLRNSK</b>	b. Learned entirely new skills?.....	1	2
<b>CRPINCR</b>	c. Increased your employability in the labor market? .....	1	2
<b>CRPADVNC</b>	d. Improved your ability to advance in your career?.....	1	2
<b>CRPNEWJS</b>	e. Gotten a new job or position? .....	1	2
<b>CRPNEWJG</b>	f. Changed your career field or started your own business? .....	1	2
<b>CRPMONEY</b>	g. Made more money? .....	1	2



**Vocational or Technical Diploma, Degree, or Certificate Programs for Work-Related Reasons**

AC1. During the past 12 months, were you enrolled in a program to earn a vocational or technical diploma, degree, or certificate (not counting vocational or technical high school)?  
 [IF RESPONDENT REPORTS THAT NOT ENROLLED IN A PROGRAM TO EARN A DIPLOMA, DEGREE, OR CERTIFICATE BUT THAT JUST TAKING A COURSE OR COURSES, CODE "2" AND READ THE FOLLOWING TEXT TO THE RESPONDENT:  
 We're going to cover this course or these courses later on in the interview under the Work-Related Training or Courses section.

**CRVOC**DIP YES..... 1 (GO TO AC2)  
 NO ..... 2 (GO TO AD1)

AC2. In what types of vocational or technical diploma, degree, or certificate programs were you enrolled?  
 [RECORD EMPLOYABILITY CERTIFICATES AS "91"]  
 [PROBE: Any others?]

**VOVOC** VOCATIONAL DIPLOMA..... 1  
**VOTECH** TECHNICAL DIPLOMA..... 2  
**VOASSOC** ASSOCIATE'S DEGREE (AA, AS) ..... 3  
**VOOTHDIP** ANOTHER DIPLOMA OR CERTIFICATE ..... 91  
**VOTYOS1-** SPECIFY \_\_\_\_\_  
**VOTYOS3/R**

**For each program reported, ask AC3 (major field of study) and AC4 (work-related reasons).**

AC3. What was the major subject or field of study of your (first, second, third, BLANK) (VOC/TECH) program?

**VOMAJOR1-** MAJOR FIELD OF STUDY \_\_\_\_\_  
**VOMAJOR3/R**

AC4. Did you take the (first, second, third, BLANK) (VOC/TECH) program in (MAJOR) for work-related reasons, such as preparing for a career or advancing in a job or career?

**VOWRREA1-** YES..... 1  
**VOWRREA3** NO ..... 2

**If two or more programs were reported for work-related reasons, go to AC5 and ask about the program taken most recently. If only one program was reported for work-related reasons, go to AC6. If none were work-related, go to AD1.**

AC5. Of these (NUMBER OF VOC/TECH PROGRAM) work-related programs you took in the past 12 months, which one is the most recent program you were enrolled in? That is, [DISPLAY WORK-RELATED VOC/TECH PROGRAMS IN MAJOR.]

**VORECENT**

MOST RECENT VOC/TECH PROGRAM NUMBER

***For the Most Recent Vocational/Technical Diploma, Degree, or Certificate Program***

AC6. (Let's talk about your (VOC/TECH) program in (MAJOR).) Are you currently enrolled in the (VOC/TECH) program, have you completed the program, or did you stop without completing it?

**VOCURR**

CURRENTLY ENROLLED ..... 1  
 COMPLETED ..... 2  
 STOPPED WITHOUT COMPLETING.... 3

AC7. Did you take the (VOC/TECH) program in (MAJOR) for any of the following reasons? How about ...

		<u>YES</u>	<u>NO</u>
<b>VORSSKIL</b>	a. To maintain or improve skills or knowledge that you already had? .....	1	2
<b>VORSNWSK</b>	b. To learn completely new skills or knowledge? .....	1	2

**Box AVT1223**

**If AA6 NE 1 (not worked in the past 12 months) or AA8 = 2 (self-employed only), go to AC7f. Else, go to AC7c.**

<b>VORSEMPR</b>	c. Because your employer required that you take it? .....	1	2
-----------------	---	---	---

**If AC7c = 1 (employer required that you take it) go to AC7e. Else, go to AC7d.**

<b>VORSEMPR</b>	d. Because your employer recommended that you take it? .....	1	2
<b>VORSRAIS</b>	e. To receive a promotion or pay raise? .....	1	2
<b>VORSCHNS</b>	f. To help you change your job? .....	1	2
<b>VORSCHNG</b>	g. To help you change your career field, enter the workforce, or start your own business? .....	1	2
<b>VORSCERT</b>	h. To get or keep a state or industry certificate or license? .....	1	2

**If AC7h = 1 (took for certificate or license), go to AC8.  
Else, go to AC10.**

AC8. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

**VOEXAM** YES..... 1  
NO ..... 2

AC9. Did you receive your certificate or license before (MONTH) 2006, in (MONTH) 2006 or since then, or have you not received it yet?

**VOCERMO** BEFORE (MONTH) ..... 1  
IN (MONTH) OR SINCE ..... 2  
NOT YET RECEIVED..... 3

AC10. In the past 12 months, how many weeks or months did you attend classes for the (VOC/TECH) program?  
[PROBE FOR UNIT.]

**VOFREQ**           |\_|\_|\_|  
                      NUMBER

**VOUNIT**           WEEKS ..... 1  
                      MONTHS ..... 2

AC11. How many hours did you attend classes during each (week/month)?

**VOHOURS**       |\_|\_|\_|\_|  
                      CLASSROOM HOURS

AC12. In the past 12 months, about how much of your own or your family's money did you pay for [IF NEEDED, READ THE FOLLOWING TEXT: include money from your self-employed business here.]

		<u>AMOUNT</u>
<b>VOTUITON</b>	a. Tuition and fees to attend the (VOC/TECH) program, including money you borrowed and have to pay back? ...	\$ _ _ _ , _ _ _ _
<b>VOMATLS</b>	b. How much for books and other materials? .....	\$ _ _ _ , _ _ _ _

**If AC12a > 0 (paid some amount for tuition and fees) and AC12b =0 (\$0 for books or materials), ask AC13.  
Else, go to AC14a-d.**



AC17. (Are you taking/Did you take) the (VOC/TECH) program at your workplace?

**VOWRKPL** YES..... 1  
 NO ..... 2

AC18. (Are you taking/Did you take) the (VOC/TECH) program during your regular work hours?

**VOWRKHR** YES..... 1  
 NO ..... 2

AC19. (Are/Were) you being paid by your employer during the hours you (are/were) taking the (VOC/TECH) program?

**VOEMPAID** YES..... 1  
 NO ..... 2

AC20. Did your employer...

		<u>YES</u>	<u>NO</u>
<b>VOEMPTUI</b>	a. Reimburse you or pay directly for all or part of the tuition and fees for the (VOC/TECH) program? .....	1	2
<b>VOEMPMAT</b>	b. Reimburse you or pay directly for all or part of the costs of books and other materials? .....	1	2

**If AA7 = 1 (self-employed in the past 12 months), go to AC21. Else, go to AC22a-g.**

AC21. Were any of the costs for tuition and fees or for books and materials paid for through your self-employed business?

**VOSLFPAY** YES..... 1  
 NO ..... 2

AC22. As a result of participating in the (VOC/TECH) program, have you . . .

		<u>YES</u>	<u>NO</u>
<b>VOPIMPSK</b>	a. Improved skills and knowledge you already had? .....	1	2
<b>VOPLRNSK</b>	b. Learned entirely new skills?.....	1	2
<b>VOPINCR</b>	c. Increased your employability in the labor market? .....	1	2
<b>VOPADVNC</b>	d. Improved your ability to advance in your career?.....	1	2
<b>VOPNEWJS</b>	e. Gotten a new job or position? .....	1	2
<b>VOPNEWJG</b>	f. Changed your career field or started your own business? ...	1	2
<b>VOPMONEY</b>	g. Made more money? .....	1	2







AD9. Did you leave the apprenticeship program prior to completing it for any of the following reasons? How about...

		<u>YES</u>	<u>NO</u>
<b>APREMPR</b>	a. For a job in the same trade as the apprenticeship program?	1	2
<b>APREMPNR</b>	b. For a job or to look for a job in an area not related to the apprenticeship program? .....	1	2
<b>APRFINCR</b>	c. For financial reasons such as not enough funds for the program or loss or change of financial sponsorship?.....	1	2
<b>APRPERSR</b>	d. For personal reasons such as family, transportation, health, or something else? .....	1	2
<b>APRDIFFC</b>	e. Because the program was too difficult or you were unable to complete the course requirements? .....	1	2
<b>APROTHR</b>	f. Some other reason? .....	1	2
<b>APROTCAT/R</b>	SPECIFY _____		

**Work-Related Training or Courses**

AE1. Now I'd like to ask you about any training, workshops, seminars, courses, or classes you took for work-related reasons in the past 12 months. This includes training or classes that had an instructor and were related to a job or career, whether or not you had a job when you took them. (Not counting the (college) (or) (vocational/technical) (or) (apprenticeship) program(s) we talked about earlier,) (Did/did) you take any work-related training, workshops, seminars, or courses in the past 12 months?

**WRACTY** YES..... 1 (GO TO AE3)  
 NO ..... 2 (GO TO AE2)

AE2. Have you taken any training sessions, workshops, or classes on basic reading, writing or math skills, computer skills, the Internet, stress management, communication or diversity, or any other work-related skills or issues?

**WRACTOTH** YES..... 1 (GO TO AE3)  
 NO ..... 2 (GO TO AF1)

**Course/Training Roster**

AE3. Please tell me the name and general topic for each work-related training or course you have taken during the past 12 months.  
 [MAY RECORD UP TO 20 COURSES.]

<b>CRNAME1-</b>	TRAINING NAME _____	TOPIC _____
<b>CRNAME20/R</b>	TRAINING NAME _____	TOPIC _____
	TRAINING NAME _____	TOPIC _____
<b>CRSUBJ1-</b>	TRAINING NAME _____	TOPIC _____
<b>CRSUBJ20/R</b>	TRAINING NAME _____	TOPIC _____
	TRAINING NAME _____	TOPIC _____
<b>WRNAME1-</b>	TRAINING NAME _____	TOPIC _____
<b>WRNAME4/R</b>	TRAINING NAME _____	TOPIC _____

**Upon completion of the initial course/subject listing, go to CRVERF1 if AE1=1. Else, go to CRVERF2. For second and any additional course/subject listings, go to CRVERF2.**

**CRVERF1** Have you taken any other training sessions, workshops, or classes on basic reading, writing, and math skills, computer skills, the Internet, stress management, communication or diversity, or any other work-related skills or issues in the past 12 months?

- YES..... 1 (GO TO AE3)
- NO ..... 2 (GO TO BOX BEFORE INTRO4)

**CRVERF2** Have you taken any other work-related classes in the past 12 months?

- YES..... 1 (GO TO AE3)
- NO ..... 2 (GO TO BOX BEFORE INTRO4)

**Sample up to 4 courses or training. For each sampled course or training, ask AE4-AE16d.**

INTRO4. Now, I'd like to talk about (some of) the course(s) or training you took in the past 12 months. That is, (DISPLAY TRAINING NAMES.)

INSTRUC3 (Now) let's talk about the (TRAINING NAME) (training/course/seminar).

- CONTINUE..... 1 (GO TO AE4)
- DELETE..... 2 (NEXT COURSE / AF1)

AE4. Are you currently taking the (TRAINING NAME) (training/course/seminar), have you completed it, or did you stop without completing it?

**WRCURR1-  
WRCURR4**

- CURRENTLY TAKING ..... 1
- COMPLETED ..... 2
- STOPPED WITHOUT COMPLETING.... 3

AE5. What type of school, organization, or business (teaches/taught) the (TRAINING NAME) (training/course/seminar)?  
 [IF "EMPLOYER", PROBE: What type of organization is that?]

<b>WRPRTYP1- WRPRTYP4</b>	POSTSECONDARY SCHOOL (COLLEGE/UNIVERSITY, COMMUNITY/JUNIOR COLLEGE, VOCATIONAL/ TECHNICAL/OCCUPATIONAL SCHOOL).....	1
	OTHER SCHOOL OR SCHOOL DISTRICT (ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL, OR ADULT LEARNING CENTER) .....	2
	PRIVATE BUSINESS/COMPANY/HOSPITAL (EXCLUDING PUBLIC HOSPITALS).....	3
	GOVERNMENT AGENCY (FEDERAL, STATE, LOCAL)	4
	PROFESSIONAL ASSOCIATION/ORGANIZATION/UNION	5
	PUBLIC LIBRARY .....	6
	COMMUNITY OR RELIGIOUS ORGANIZATION, NONPROFIT .....	7
	OTHER (INCLUDING PUBLIC HOSPITALS).....	91
<b>WRPRTOS1- WRPRTOS4/R</b>	SPECIFY _____	

AE6. Where (do/did) you take the (TRAINING NAME) (training/course/seminar)?  
 [IF "WORKPLACE", PROBE: What type of organization is that?]

<b>WRPRLOC1- WRPRLOC4</b>	POSTSECONDARY SCHOOL (COLLEGE/UNIVERSITY, COMMUNITY/JUNIOR COLLEGE, VOCATIONAL/ TECHNICAL/OCCUPATIONAL SCHOOL).....	1
	OTHER SCHOOL OR SCHOOL DISTRICT (ELEMENTARY, JUNIOR HIGH, HIGH SCHOOL, OR ADULT LEARNING CENTER) .....	2
	PRIVATE BUSINESS/COMPANY/HOSPITAL EXCLUDING PUBLIC HOSPITALS).....	3
	GOVERNMENT AGENCY (FEDERAL, STATE, LOCAL).....	4
	PROFESSIONAL ASSOCIATION/ORGANIZATION/UNION	5
	PUBLIC LIBRARY .....	6
	COMMUNITY OR RELIGIOUS ORGANIZATION, NONPROFIT .....	7
	OTHER (INCLUDING PUBLIC HOSPITALS).....	91
<b>WRPRLOS1- WRPRLOS4/R</b>	SPECIFY _____	

AE7. (Are you taking/Did you take) the (TRAINING NAME) (training/course/seminar) for any of the following reasons? How about...

		<u>YES</u>	<u>NO</u>
<b>WRRSSKI1- WRRSSKI4</b>	a. To maintain or improve skills or knowledge that you already had? .....	1	2
<b>WRRSNWS1- WRRSNWS4</b>	b. To learn completely new skills or knowledge? .....	1	2

**If AA6 NE 1 (not worked in the past 12 months) or AA8 = 2 (self-employed only), go to AE7f. Else, go to AE7c.**

<b>WRRSEMR1- WRRSEMR4</b>	c. Because your employer required that you take it? .....	1	2
-------------------------------	---	---	---

**If AE7c = 1 (employer required that you take it) go to AE7e.  
Else, go to AE7d.**

<b>WRRSEMS1- WRRSEMS4</b>	d. Because your employer recommended that you take it? .....	1	2
<b>WRRSRAI1- WRRSRAI4</b>	e. To receive a promotion or pay raise? .....	1	2
<b>WRRSCHS1- WRRSCHS4</b>	f. To help you change your job? .....	1	2
<b>WRRSCHG1- WRRSCHG4</b>	g. To help you change your career field, enter the workforce, or start your own business? .....	1	2
<b>WRRSCER1- WRRSCER4</b>	h. To get or keep a state or industry certificate or license? .....	1	2

**If AE7h = 1 (took for certificate or license), go to AE8.  
Else, go to AE10.**

AE8. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

<b>WREXAM1- WREXAM4</b>	YES.....	1
	NO .....	2

AE9. Did you receive your certificate or license before (MONTH) 2006, in (MONTH) 2006 or since then, or have you not received it yet?

<b>WRCERMO1- WRCERMO4</b>	BEFORE (MONTH) .....	1
	IN (MONTH) OR SINCE .....	2
	NOT YET RECEIVED.....	3

AE10. For how many total hours did you take the (TRAINING NAME) (training/course/seminar)?

**WRCLSHR1-  
WRCLSHR4**

\_\_\_\_|\_\_\_\_|\_\_\_\_|  
TOTAL HOURS

AE11. About how much of your own or your family's money did you pay for . . .  
IF NEEDED, READ THE FOLLOWING TEXT: include money from your self-employed business here]

AMOUNT

**WRTUITO1-  
WRTUITO4**

a. Tuition and fees to attend the (TRAINING NAME)  
(training/course/seminar), including money you borrowed  
and have to pay back?..... \$|\_\_\_\_|\_\_\_\_|,|\_\_\_\_|\_\_\_\_|

**WRMATLS1-  
WRMATLS4**

b. How much for books and other materials?..... \$|\_\_\_\_|\_\_\_\_|,|\_\_\_\_|\_\_\_\_|

**If AE11a > 0 (paid some amount for tuition and fees) and AE11b = 0 (\$0 for books or materials), ask AE12. Else, go to AE13a-g.**

AE12. Did the tuition and fees also include books and other materials?

**WRINCBK1-  
WRINCBK4**

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

AE13. As a result of participating in the (TRAINING NAME) (training/course/seminar), have you ...

YES   NO

**WRPIMPS1-  
WRPIMPS4  
WRPLRNS1-  
WRPLRNS4  
WRPINCR1-  
WRPINCR4  
WRPADVN1-  
WRPADVN4  
WRPNWJS1-  
WRPNWJS4  
WRPNWJG1-  
WRPNWJG4  
WRPMONE1-  
WRPMONE4**

a. Improved skills and knowledge you already had? ..... 1   2  
b. Learned entirely new skills?..... 1   2  
c. Increased your employability in the labor market? ..... 1   2  
d. Improved your ability to advance in your career?..... 1   2  
e. Gotten a new job or position? ..... 1   2  
f. Changed your career field or started your own business? ..... 1   2  
g. Made more money? ..... 1   2

**If AA6 NE 1 (not worked in the past 12 months),  
go to AE16a-d. Else go to AE14.**

AE14. How useful are the skills or knowledge you (learned/are learning) from the (TRAINING NAME) (training/course/seminar) for your work or career? Would you say . . .

- |                  |                                |   |
|------------------|--------------------------------|---|
| <b>WRUSEFU1-</b> | Very useful,.....              | 1 |
| <b>WRUSEFU4</b>  | Useful,.....                   | 2 |
|                  | Somewhat useful, or.....       | 3 |
|                  | Not too useful? .....          | 4 |
|                  | NOT CURRENTLY EMPLOYED .....   | 5 |
|                  | HAVE NOT YET USED SKILLS ..... | 6 |

**If AE14 = 5 (not currently employed), then set AE15 = 3  
and go to AE16a-d. If AE14 = 6 (have not yet used skills),  
then set AE15 = 2 and go to AE16a-d. Else, go to AE15.**

AE15. Have you used any of the skills or knowledge you (learned/are learning) from the (TRAINING NAME) (training/course/seminar) at your job or at work?

- |                 |                              |   |
|-----------------|------------------------------|---|
| <b>WRUSED1-</b> | YES.....                     | 1 |
| <b>WRUSED4</b>  | NO .....                     | 2 |
|                 | NOT CURRENTLY EMPLOYED ..... | 3 |

AE16. During the past 12 months, did you receive any financial support for the (TRAINING NAME) (training/course/seminar) that you don't have to pay back from any of the following sources? How about...

- |                  |   | <u>YES</u> | <u>NO</u> |
|------------------|---|------------|-----------|
| <b>WRGOVSU1-</b> | a. A local, state, or federal government? ..... | 1          | 2         |
| <b>WRGOVSU4</b>  |   |            |           |
| <b>WRUNISU1-</b> | b. Labor unions? .....                          | 1          | 2         |
| <b>WRUNISU4</b>  |   |            |           |
| <b>WRFNDSU1-</b> | c. Private foundations? .....                   | 1          | 2         |
| <b>WRFNDSU4</b>  |   |            |           |
| <b>WRORGSU1-</b> | d. Professional or trade organizations? .....   | 1          | 2         |
| <b>WRORGSU4</b>  |   |            |           |

**For each sampled training or course, repeat AE4-AE16d. Then if more than 4 trainings or courses were reported at AE3, go to AE17a-c. Else, go to AE18a-e.**

AE17. We have talked about a few trainings or courses you took in the past 12 months. The next question is about (the other (NUMBER) trainings or courses/the (TRAINING NAME) (training/course/seminar)). (Were any of the other trainings or courses/Was the (TRAINING NAME) (training/course/seminar)) ...

		<u>YES</u>	<u>NO</u>
<b>WROCOLL</b>	a. Taught by a college or university? .....	1	2
<b>WROTKCOL</b>	b. Taken at a college or university? .....	1	2
<b>WROCERT</b>	c. Taken to get or to keep a state or industry certificate or license? .....	1	2

AE18. Did you or will you receive Continuing Education Units, or CEUs for ...  
[DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE18e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>
<b>WRCEU1</b>	a. the (TRAINING NAME1) (training/course/seminar)? .....	1	2
<b>WRCEU2</b>	b. the (TRAINING NAME2) (training/course/seminar)? .....	1	2
<b>WRCEU3</b>	c. the (TRAINING NAME3) (training/course/seminar)? .....	1	2
<b>WRCEU4</b>	d. the (TRAINING NAME4) (training/course/seminar)? .....	1	2
<b>WROCEU</b>	e. (any of) the other training, course(s), or seminar(s) you took in the past 12 months? .....	1	2

**If AA6 = 1 and AA8 NE 2 (worked in the past 12 months and not self-employed only), go to AE19a-e. If AA8 = 2 (self-employed only), go to AE25a-e. Else, go to AF1.**

AE19. (Not counting your self-employment, did)/Did or does your employer provide the instruction for ...  
[DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE19e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>
<b>WRPROVE1</b>	a. the (TRAINING NAME1) (training/course/seminar)? .....	1	2
<b>WRPROVE2</b>	b. the (TRAINING NAME2) (training/course/seminar)? .....	1	2
<b>WRPROVE3</b>	c. the (TRAINING NAME3) (training/course/seminar)? .....	1	2
<b>WRPROVE4</b>	d. the (TRAINING NAME4) (training/course/seminar)? .....	1	2
<b>WROPROVE</b>	e. (any of) the other training, course(s), or seminar(s) you took in the past 12 months? .....	1	2



AE20. (Which of the following trainings or courses, if any, did)/Did you take (the (TRAINING NAME) (training/course/seminar)) at your workplace? (How about ...)  
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE20e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>
<b>WRWRKPL1</b>	a. the (TRAINING NAME1) (training/course/seminar)?.....	1	2
<b>WRWRKPL2</b>	b. the (TRAINING NAME2) (training/course/seminar)?.....	1	2
<b>WRWRKPL3</b>	c. the (TRAINING NAME3) (training/course/seminar)?.....	1	2
<b>WRWRKPL4</b>	d. the (TRAINING NAME4) (training/course/seminar)?.....	1	2
<b>WROWRKPL</b>	e. (any of) the other training, course(s), or seminar(s) you took in the past 12 months? .....	1	2

AE21. (Which of the following trainings or courses, if any, did)/Did you take (the (TRAINING NAME) (training/course/seminar)) during your regular work hours? (How about ...)  
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE21e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>
<b>WRWRKHR1</b>	a. the (TRAINING NAME1) (training/course/seminar)?.....	1	2
<b>WRWRKHR2</b>	b. the (TRAINING NAME2) (training/course/seminar)?.....	1	2
<b>WRWRKHR3</b>	c. the (TRAINING NAME3) (training/course/seminar)?.....	1	2
<b>WRWRKHR4</b>	d. the (TRAINING NAME4) (training/course/seminar)?.....	1	2
<b>WROWKHR</b>	e. (any of) the other training, course(s), or seminar(s) you took in the past 12 months? .....	1	2

AE22. (Again, not counting your self-employment, were)/Were you being paid by your employer during the hours you were taking ...  
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE22e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>
<b>WREMPAI1</b>	a. the (TRAINING NAME1) (training/course/seminar)?.....	1	2
<b>WREMPAI2</b>	b. the (TRAINING NAME2) (training/course/seminar)?.....	1	2
<b>WREMPAI3</b>	c. the (TRAINING NAME3) (training/course/seminar)?.....	1	2
<b>WREMPAI4</b>	d. the (TRAINING NAME4) (training/course/seminar)?.....	1	2
<b>WROEMPAI</b>	e. (any of) the other training, course(s), or seminar(s) you took in the past 12 months? .....	1	2

AE23. Did your employer reimburse you or pay directly for all or part of the tuition and fees for ...  
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE23e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>
<b>WREMPU1</b>	a. the (TRAINING NAME1) (training/course/seminar)?.....	1	2
<b>WREMPU2</b>	b. the (TRAINING NAME2) (training/course/seminar)?.....	1	2
<b>WREMPU3</b>	c. the (TRAINING NAME3) (training/course/seminar)?.....	1	2
<b>WREMPU4</b>	d. the (TRAINING NAME4) (training/course/seminar)?.....	1	2
<b>WROEMPTU</b>	e. (any of) the other training, course(s), or seminar(s) you took in the past 12 months? .....	1	2

AE24. Did your employer reimburse you or pay directly for all or part of the costs of books and other materials for ...  
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE24e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>
<b>WREMPMA1</b>	a. the (TRAINING NAME1) (training/course/seminar)?.....	1	2
<b>WREMPMA2</b>	b. the (TRAINING NAME2) (training/course/seminar)?.....	1	2
<b>WREMPMA3</b>	c. the (TRAINING NAME3) (training/course/seminar)?.....	1	2
<b>WREMPMA4</b>	d. the (TRAINING NAME4) (training/course/seminar)?.....	1	2
<b>WROEMPMA</b>	e. (any of) the other training, course(s), or seminar(s) you took in the past 12 months? .....	1	2

**If AA7 = 1 (self-employed in the past 12 months), go to AE25a-e. Else, go to AF1.**

AE25. Were any of the costs for tuition and fees or for books and materials paid for through your self-employed business for ...  
 [DISPLAY SAMPLED TRAININGS OR COURSES. ALSO DISPLAY AE25e, IF MORE THAN FOUR TRAININGS OR COURSES.]

		<u>YES</u>	<u>NO</u>
<b>WRSLFPA1</b>	a. the (TRAINING NAME1) (training/course/seminar)?.....	1	2
<b>WRSLFPA2</b>	b. the (TRAINING NAME2) (training/course/seminar)?.....	1	2
<b>WRSLFPA3</b>	c. the (TRAINING NAME3) (training/course/seminar)?.....	1	2
<b>WRSLFPA4</b>	d. the (TRAINING NAME4) (training/course/seminar)?.....	1	2
<b>WROSLFPA</b>	e. (any of) the other training, course(s), or seminar(s) you took in the past 12 months? .....	1	2

**Factors Associated with Participation in Work-Related Educational Activities**

AF1. These next questions are about how people feel about taking training courses for work-related reasons. In the past 12 months, did you have an interest in taking any (additional) work-related training, workshops, seminars, courses, or classes?

**WNINTRST** YES..... 1 (GO TO AF2)  
 NO ..... 2 (GO TO BOX BEFORE WNINTRO)

AF2. Did your interest lead you to actually look for any information about the training, workshops, seminars, courses, or classes?

**WNLOOK** YES..... 1  
 NO ..... 2

**If AA6 NE 1 (not worked in the past 12 months), ask only AF3d and AF3e. If AA8 = 2 (self-employed only), ask only AF3a, AF3c, AF3d, and AF3e and skip AF3b. Else, ask all of AF3a-e.**

WNINTRO People have different ideas about taking (additional) work-related training or courses and whether or not it might be useful to them. Please tell me what you think about the following:

AF3. [IF RESPONDENT STATES THAT NOT CURRENTLY EMPLOYED, READ THE FOLLOWING TEXT: think about your last job when answering this question.]

		<u>YES</u>	<u>NO</u>
<b>WNENOUGH</b>	a. Do you feel that you have enough training to do your job well?.....	1	2
<b>WNSUPER</b>	b. Do you feel that your supervisor supports or encourages you to get more training?.....	1	2
<b>WNREQ</b>	c. Do you think that your job or work assignment requires additional training?.....	1	2
<b>WNFINBEN</b>	d. Do you think there would be any financial benefit to getting additional training?.....	1	2
<b>WNAHEAD</b>	e. Do you think more training would help you get ahead in your job or career?.....	1	2

**If AA6 NE 1 (not worked in the past 12 months) or AA8 = 2 (self-employed only), go to box before AG1. Else, go to next box.**

**If AB20a = 1 or AC20a = 1 or AE23a-d = 1 or AE23e = 1  
 (reimbursement or direct pay for tuition and fees),  
 then set AF4a = 1.**

**If AB20b = 1 or AC20b = 1 or AE24a-d = 1 or AE24e = 1  
 (reimbursement or direct pay for books and materials),  
 then set AF4b = 1.**

**If AB19 = 1 or AC19 = 1 or AE22a-d = 1 or AE22e = 1  
 (paid while taking training or courses),  
 then set AF4c = 1.**

**If AB17 = 1 or AC17 = 1 or AD6 = 1 or AE20a-d = 1 or  
 AE20e = 1 (trainings or courses at workplace),  
 then set AF4d = 1.**

AF4. (Does your employer offer you/Do any of the employers you worked for in the past 12 months offer you).....

[IF RESPONDENT STATES THAT NOT CURRENTLY EMPLOYED, READ THE FOLLOWING TEXT: think about your last job when answering this question.]

[FOR A OR B, IF RESPONDENT REPORTS THAT EMPLOYER PAYS ANY PART OF COSTS, EITHER AS REIMBURSEMENT OR DIRECT PAYMENT, RECORD RESPONSE AS "1"].

		<u>YES</u>	<u>NO</u>
<b>WNTUIT</b>	a. Tuition reimbursement or direct tuition payment? .....	1	2
<b>WNMATL</b>	b. Reimbursement or direct payment for text books and other training materials? .....	1	2
<b>WNTIME</b>	c. Time off to take training while you were being paid?.....	1	2
<b>WNWRKPL</b>	d. Training, workshops, seminars, or work-related courses or classes at your workplace? .....	1	2

**If ((AB1 = 2 OR AB4 = 2) and (AC1 = 2 OR AC4 = 2) and AD1 = 2 and (AE1 = 2 and AE2 = 2)) then go to the next box. Else go to box before AG1.**

**(If AF4a = 2 and AF4b = 2 and AF4c = 2 and AF4d = 2) then go to AF5. Else go to box before AG1.**

AF5. Did you choose not to participate in any work-related adult educational activities over the past 12 months because your (employer/employers) did not offer you any benefits, like the ones I just asked about, or for some other reason?

<b>WNBENEFT</b>	NO BENEFITS OFFERED .....	1
	OTHER REASON(S) .....	2
	BOTH.....	3

**Work-Related Less Formal Learning Activities**

**If AA6 NE 1 (not worked in the past 12 months), ask AG1c, AG1d, AG1e, AG1f, and AG1g. Else, ask all of AG1a-g.**

AG1. Up to now, we've talked about formal training, workshops, seminars, programs, or courses. Now I'd like to talk with you about other, more informal ways that people learn new skills or information for work-related reasons. Please tell me if you have done any of the following things related to your job or career in the past 12 months? How about...

		<u>YES</u>	<u>NO</u>
<b>ILDEMO</b>	a. Received on-the-job demonstrations of equipment, techniques, or procedures by a supervisor or coworker? .....	1	2
<b>ILSUPTR</b>	b. Received other supervised training or mentoring on the job? ...	1	2
<b>ILSELF</b>	c. Self-paced study using books, procedures manuals, audio tapes, or videos? .....	1	2
<b>ILCOMP</b>	d. Self-paced study using computer-based software tutorials, including CD-ROM or from the Internet? .....	1	2
<b>ILBBAG</b>	e. Attended "brown-bag" or informal presentations? .....	1	2
<b>ILCONF</b>	f. Attended conferences, trade shows, or conventions related to your work or profession? .....	1	2
<b>ILREAD</b>	g. Read professional journals, trade publications, or work-related magazines.....	1	2

**If any of AG1a-g = 1 (participated in informal learning activities), then go to next box. Else, go to box before DISEDINTRO.**

**If AA1 <= 3 then go to AG2a. Else, go to AG2b.**

AG2. Were the informal learning activities that you just told me about intended to teach any of the following skills? How about...

		<u>YES</u>	<u>NO</u>
<b>ILBASIC</b>	a. Basic reading, writing, or arithmetic? .....	1	2
<b>ILCOMM</b>	b. Oral communications, that is speaking or listening? .....	1	2
<b>ILIPERS</b>	c. Interpersonal skills, such as working with a team or working with people from diverse backgrounds?.....	1	2
<b>ILDCMPS</b>	d. Decision-making or problem solving?.....	1	2
<b>ILMGMT</b>	e. Management techniques, including management of self and others? .....	1	2
<b>ILTECH</b>	f. Working with technologies, such as computers or other equipment? .....	1	2
<b>ILOTHEMP</b>	g. Other employment-related skills? .....	1	2
<b>ILOTHOS/R</b>	SPECIFY _____		

AG3. Did you (attend on-the-job demonstrations/receive the supervised training or mentoring/do self-paced study/attend the brown bag or informal presentation/attend the conferences, trade shows, or conventions/read journals, publications, or magazines/do any of these things) to get or to keep a state or industry certificate or license?

<b>ILCERT</b>	YES.....	1	(GO TO AG4)
	NO .....	2	(GO TO BOX BEFORE AG6)

AG4. Do you or did you have to take a certification or licensing test or examination specifically to get this certificate or license?

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

AG5. Did you receive your certificate or license before (MONTH) 2006, in (MONTH) 2006 or since then, or have you not received it yet?

<b>ILCERMO</b>	BEFORE (MONTH) .....	1
	IN (MONTH) OR SINCE .....	2
	NOT YET RECEIVED.....	3

**If AA6 NE 1 (not worked in the past 12 months), go to AG7a-g. Else, go to AG6.**

AG6. Did you do these less-formal learning activities during your work time, your own time, or both?

<b>ILTIME</b>	WORK TIME .....	1
	OWN TIME .....	2
	BOTH.....	3

AG7. As a result of doing these less-formal learning activities during the past 12 months, have you...

		<u>YES</u>	<u>NO</u>
<b>ILPIMPSK</b>	a. Improved skills and knowledge you already had? .....	1	2
<b>ILPLRNSK</b>	b. Learned entirely new skills?.....	1	2
<b>ILPINCR</b>	c. Increased your employability in the labor market? .....	1	2
<b>ILPADVNC</b>	d. Improved your ability to advance in your career?.....	1	2
<b>ILPNEWJS</b>	e. Gotten a new job or position? .....	1	2
<b>ILPNEWJG</b>	f. Changed your career field or started your own business? .....	1	2
<b>ILPMONEY</b>	g. Made more money? .....	1	2



**Distance Learning**

**If (AB1 = 1 or AC1 = 1 or AD1 = 1 or AE1 = 1 or AE2 = 1) then go to DISEDINTRO. Else go to box before AI1.**

DISEDINTRO

Now I have some questions about distance education. What we mean by distance education is that some or all of the instruction for a course is provided using some kind of technology, while the person taking the course is at a different place from the instructor.

AH1.

Did any of the (college, vocational, apprenticeship programs or work-related courses) that you took in the last 12 months involve distance education using any of the following methods? How about...  
 [FOR EACH RESPONSE OF YES, ASK THE FOLLOWING: How many courses, classes, or trainings used this type of technology?]

		<u>YES</u> <u>NO</u>		IF YES <u>NUM</u>	
<b>DEVIDCD1</b>	a.	Instruction using video tapes, CDs, or DVDs? ..	1	2	_
<b>DEVIDCD2</b>					
<b>DETVRAD1</b>	b.	Instruction by television or radio? .....	1	2	_
<b>DETVRAD2</b>					
<b>DEWWW1</b>	c.	Instruction over the Internet or World Wide			
<b>DEWWW2</b>		Web, including email? .....	1	2	_
<b>DECOMP1</b>	d.	Instruction using computer conferencing or			
<b>DECOMP2</b>		video conferencing? .....	1	2	_
<b>DEMAIL1</b>	e.	Instruction by mail, for example,			
<b>DEMAIL2</b>		correspondence courses? .....	1	2	_
<b>DEPHONE1</b>	f.	Instruction by telephone or voicemail? .....	1	2	_
<b>DEPHONE2</b>					
<b>DEOTH1</b>	g.	Any other types of remote instruction			
<b>DEOTH2</b>		technology? .....	1	2	_
<b>DEOTHOS/R</b>		SPECIFY _____			

**If any AH1a-g = 1 go to next box. Else go to box before AI1.**

**If R took only one type of AE, set type in AH2a-d and go to AH3a-d. Else, ask AH2a-d.**

AH2. Which of the educational activities you told me about used distance education?  
 How about...  
 [DISPLAY ONLY TYPES REPORTED EARLIER IN INTERVIEW. ]

		<u>YES</u>	<u>NO</u>
<b>DECOLL</b>	a. College or university programs? .....	1	2
<b>DEVOCA</b>	b. Vocational or technical programs? .....	1	2
<b>DEAPPR</b>	c. Apprenticeship programs? .....	1	2
<b>DEWORK</b>	d. Work-related training or courses? .....	1	2

AH3. Is/Was all of the instruction for the (TYPES) administered using distance education methods?

		<u>YES</u>	<u>NO</u>
<b>DEALLC</b>	a. College or university programs? .....	1	2
<b>DEALLV</b>	b. Vocational or technical programs? .....	1	2
<b>DEALLA</b>	c. Apprenticeship programs? .....	1	2
<b>DEALLW</b>	d. Work-related training or courses? .....	1	2

**Remaining Background**

**Any background information gathered in a previous extended interview with the same respondent is not asked again.**

A11. **INFOPREVINT** Now, I would like to ask you a few more questions about your background. In what month and year were you born?

**ADOBMM**  
**ADOBYY**

|\_|\_|  
MONTH

|\_|\_|\_|\_|  
YEAR

- |   |          |    |           |
|---|----------|----|-----------|
| 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 A12. If current age does not match Screener age or birth month is current month, go to A12. Else, go to A13.**

A12. That would mean that you [are (AGE)/turn (AGE) this month]. Is that right?

**AAGECONF**

- YES..... 1 (GO TO A13)  
NO ..... 2 (RETURN TO A11)

A13. Are you of Spanish, Hispanic, or Latino origin?

**AHISPANI**

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

A14. Which of the following races do you consider yourself to be? You may name more than one.  
 [IF "HISPANIC" PROBE: Is that White Hispanic, Black Hispanic, both, or something else?]  
 [CODE ALL THAT APPLY]

Are you...

<b>AWHITE</b>	White,.....	1
<b>ABLACK</b>	Black or African American, .....	2
<b>AAMIND</b>	American Indian or Alaska Native, .....	3
<b>AASIAN</b>	Asian, or.....	4
<b>APACI</b>	Native Hawaiian or other Pacific Islander?.....	5
<b>ARACEOTH</b>	OTHER RACE .....	91
<b>ARACEOS/R</b>	SPECIFY _____	

A15. Are you currently . . .

<b>AMARSTAT</b>	Married,.....	1	(GO TO A17)
	Separated, .....	2	(GO TO BOX)
	Divorced,.....	3	(GO TO BOX)
	Widowed, or.....	4	(GO TO BOX)
	Never married? .....	5	(GO TO BOX)

**If any HH member other than the respondent is age 16 or over, ask A16. Else, go to A17.**

A16. Are you currently living with a partner?

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

A17. Does any long-term physical, mental, or emotional problem limit you in any way? Please include only conditions that have lasted 6 months or more, but not (pregnancy or) temporary conditions such as a cold.

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

AI8. In what state, country, or territory were you born?

<b>ABORNUS</b>	ONE OF 50 STATES OR THE DISTRICT OF COLUMBIA .....	1
<b>ATERROS/R</b>	ONE OF THE U.S. TERRITORIES (PUERTO RICO, GUAM, AMERICAN SAMOA, U.S. VIRGIN ISLANDS, OR MARIANA ISLANDS)..... SPECIFY _____	2
<b>ACONTOS/R</b>	SOME OTHER COUNTRY..... SPECIFY _____	3

AI9. About your language background, what was the first language you learned to speak?

<b>IBLANG</b>	ENGLISH .....	1 (GO TO AI12)
	SPANISH .....	2
	ENGLISH AND SPANISH EQUALLY.....	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	91
<b>IBLANGOS/R</b>	(SPECIFY) _____	
	ANOTHER LANGUAGE .....	92
<b>IBLANGOS/R</b>	(SPECIFY) _____	

AI10. What language do you speak most at home now?

<b>IBSPEAK</b>	ENGLISH .....	1
	SPANISH .....	2
	ENGLISH AND SPANISH EQUALLY.....	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4
<b>IBSPEAOS/R</b>	(SPECIFY) _____ (ENGLISH AND OTHER LANGUAGE SPECIFIED IN AI9 EQUALLY).....	5
	(OTHER LANGUAGE SPECIFIED IN AI9) .....	6
	ANOTHER LANGUAGE .....	91
<b>IBSPEAOS/R</b>	(SPECIFY) _____	

**If AA6 = 1 and AI10 NE 1 (worked in the past 12 months and not speaking English most at home), go to AI11. Else, go to AI12.**

AI11. What language do you speak most at work?

<b>ASPWRK</b>	ENGLISH .....	1
	SPANISH .....	2
	ENGLISH AND SPANISH EQUALLY.....	3
	ENGLISH AND ANOTHER LANGUAGE EQUALLY.....	4
<b>ASPWRKOS/R</b>	(SPECIFY) _____	
	(ENGLISH AND OTHER LANGUAGE SPECIFIED IN AI9 EQUALLY).....	5
	(OTHER LANGUAGE SPECIFIED IN AI9) .....	6
	(ENGLISH AND OTHER LANGUAGE SPECIFIED IN AI10 EQUALLY).....	7
	(OTHER LANGUAGE SPECIFIED IN AI10) .....	8
<b>ASPWRKOS/R</b>	ANOTHER LANGUAGE .....	91
	(SPECIFY) _____	

AI12. What is the highest grade or year of school that your mother completed?

<b>AMOMGRD</b>	NO SCHOOL .....	1
	LESS THAN HIGH SCHOOL DIPLOMA .....	2
	HIGH SCHOOL DIPLOMA/EQUIVALENT .....	3
	VOC/TECH PROGRAM AFTER HIGH SCHOOL WITH/WITHOUT DIPL., DEGR., CERTIF. ....	4
	SOME COLLEGE BUT NO DEGREE .....	5
	ASSOCIATE'S DEGREE (AA, AS).....	6
	BACHELOR'S DEGREE (BA, BS) .....	7
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL.....	8
	MASTER'S DEGREE (MA, MS).....	9
	DOCTORATE DEGREE (PHD, EDD).....	10
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) .....	11

AI13. What is the highest grade or year of school that your father completed?

<b>ADADGRD</b>	NO SCHOOL .....	1
	LESS THAN HIGH SCHOOL DIPLOMA .....	2
	HIGH SCHOOL DIPLOMA/EQUIVALENT .....	3
	VOC/TECH PROGRAM AFTER HIGH SCHOOL WITH/WITHOUT DIPL., DEGR., CERTIF.....	4
	SOME COLLEGE BUT NO DEGREE .....	5
	ASSOCIATE'S DEGREE (AA, AS).....	6
	BACHELOR'S DEGREE (BA, BS) .....	7
	ATTENDED BUT DID NOT COMPLETE GRADUATE OR PROFESSIONAL SCHOOL .....	8
	MASTER'S DEGREE (MA, MS).....	9
	DOCTORATE DEGREE (PHD, EDD).....	10
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) .....	11

**If AA6 = 2 (did not work in the past 12 months),  
 set AI14 = 2 and AI15 = 2 and go to box before AI17.  
 Else, go to AI14.**

AI14. During the past week, did you work at a job for pay or income, including self-employment?

- IBWORK**
- YES..... 1 (GO TO AI16)
  - NO ..... 2 (GO TO AI15)
  - RETIRED ..... 3 (GO TO AI17)
  - DISABLED/UNABLE TO WORK ..... 4 (GO TO AI17)

AI15. Were you on leave or vacation from a job during the past week?

- IBLEAVE**
- YES..... 1 (GO TO AI16)
  - NO ..... 2 (GO TO BOX BEFORE AI17)

AI16. 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

**If AA6 = 2 (did not work in the past 12 months), then set  
 AI17 = 0 and go to AI18. Else, go to AI17.**

AI17. In the past 12 months, how many months have you worked for pay or income?

**IBWORKMO**

|\_|\_|\_|  
 MONTHS

**If AI14 = 1 (worked last week), or 3 (retired), or 4  
 (disabled/unable to work) or AI15 = 1 (on leave or  
 vacation) go to AI23. Else, go to AI18.**

AI18. Have you been actively looking for work in the past 4 weeks?

**JOBLOOK** YES..... 1 (GO TO AI19a)  
NO ..... 2 (GO TO BOX BEFORE AI20)

AI19. What have you been doing in the past 4 weeks to find work? Have you...

		<u>YES</u>	<u>NO</u>
<b>JOBAGN</b>	a. Checked with an employment agency?.....	1	2
<b>JOBEMPL</b>	b. Checked with an employer directly or sent a resume? .....	1	2
<b>JOBREL</b>	c. Checked with friends or relatives? .....	1	2
<b>JOBANSAD</b>	d. Placed or answered job ads? .....	1	2

**If AA6 NE 1 (not worked in the past 12 months), then go to AI20. Else, go to AI23.**

AI20. Have you ever worked at a job for pay or income?

**JOBEVER** YES..... 1 (GO TO AI21)  
NO ..... 2 (GO TO AI22)

AI21. In what year did you last work for pay or income?

**JOBLSTYY**                   |\_|\_|\_|\_|  
  YEAR

AI22. Do you plan to work at a job for pay or income in the next year?

**JOBNXTYR** YES..... 1  
NO ..... 2

**Go to box before AI31.**



AI23. For whom (do/did) you work (at your longest job during the past 12 months) and what kind of business or industry (is/was) this?  
 [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** NAME OF COMPANY \_\_\_\_\_  
**INDUSTRY/R** TYPE OF INDUSTRY \_\_\_\_\_

**If AA7 = 1 (self-employed in the past 12 months), go to AI24. Else, go to AI25.**

AI24. [IS THIS RESPONDENT'S OWN BUSINESS?]

**AOWNBUS** YES..... 1  
 NO ..... 2

AI25. What kind of work (are/were) you doing and what (are/were) your most important activities or duties?  
 [JOB PROBE: For example, electrical engineer, stock clerk, typist, or farmer]  
 [IMPORTANT DUTY PROBE: For example, typing, keeping account books, filing, selling cars, operating printing press, or finishing concrete.]  
 [IF MORE THAN ONE JOB, COLLECT JOB WHERE R WORKS MOST HOURS.]

**PROFESSN/R** KIND OF WORK \_\_\_\_\_  
**DUTIES/R** IMPORTANT DUTIES \_\_\_\_\_  
**DUTIES2/R** IMPORTANT DUTIES \_\_\_\_\_

**If AA9 > 1 (more than 1 employer) and (AI14 = 1 or AI15 = 1) (worked last week or on leave or vacation), then go to AI26. Else go to AI27.**

AI26. Do you currently work for (EMPLOYER/your business)?

**CUREMP** YES..... 1  
 NO ..... 2

AI27. About how many years (have you worked/did you work) for (EMPLOYER/your business)?  
 [IF LESS THAN ONE YEAR, ENTER "1."]

**CUREMPYR**                            
 TOTAL YEARS



**If AB6 = 1 (currently enrolled in college/university programs) or AC6 = 1 (currently enrolled in vocational/technical programs) or AD3 = 1 (currently enrolled in apprenticeships) or (AE4 = 1 and AE19a-d NE 1) (currently enrolled in work-related courses and not employer provided), set AI32 = 1 and go to box before AI33. Else, ask AI32.**

AI32. Are you attending or enrolled in a school, college, university, or adult learning center for any reason, or receiving vocational education or job training (other than at your regular job)?

**AENROL** YES..... 1  
 NO ..... 2

**If (AA6 = 1 (worked in past year) and AA8 NE 2 (self-employed only)) or AI21 > 2004 (worked since 2004) then go to AI33. Else go to first box in section AJ.**

AI33. Are you currently a member of a labor union or of a labor organization?

**LABUNION** YES..... 1  
 NO ..... 2

AI34. Are you currently covered by a union contract or a collective bargaining agreement?

**UNIONCON** YES..... 1  
 NO ..... 2



AJ3. In the past 12 months, that is since (CURRENT MONTH) of 2006, has your family received benefits from any of the following programs? How about...

		<u>YES</u>	<u>NO</u>
<b>HWELFTAN</b>	a. Temporary Assistance for Needy Families, or TANF? .....	1	2
<b>HWELFST</b>	b. Your (STATE WELFARE PROGRAM) .....	1	2
<b>HWIC</b>	c. Women, Infants, and Children, or WIC? .....	1	2
<b>HFOODST</b>	d. Food Stamps?.....	1	2
<b>HMEDIC</b>	e. (STATE MEDICAID PROGRAM) or Medicaid? .....	1	2
<b>HCHIP</b>	f. Child Health Insurance Program or (STATE CHIP PROGRAM)? .....	1	2
<b>HSECN8</b>	g. Section 8 Housing assistance?.....	1	2

AJ4. In the past 3 years, how many times has your family moved from one home or household to another?

**H3YRMOVE**

|\_|\_|  
NUMBER

AJ5. 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?

<b>HINCMRNG</b>	Was it...		
		\$25,000 or less, or .....	1 (READ SET 1)
		More than \$25,000? .....	2 (GO TO AJ5OV)

<b>AJ5OV.</b>	Was it ...		
<b>HINCM50K</b>		\$50,000 or less, or .....	1 (READ SET 2)
		More than \$50,000? .....	2 (READ SET 3)

Was it ...

[SET 1]

<b>HINCOME_1</b>	\$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]

<b>HINCOME_2</b>	\$25,001 to \$30,000.....	6
	\$30,001 to \$35,000.....	7
	\$35,001 to \$40,000.....	8
	\$40,001 to \$45,000, or .....	9
	\$45,001 to \$50,000.....	10

[SET 3]

<b>HINCOME_3</b>	\$50,001 to \$60,000, .....	11
	\$60,001 to \$75,000, .....	12
	\$75,001 to \$100,000, or .....	13
	Over \$100,000?.....	14

**Go to CLOSE.**

**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.  
[THANK RESPONDENT – IF NO OTHER HOUSEHOLD MEMBERS ELIGIBLE FOR ANY OTHER SURVEYS.]

## Appendix B

### Summary Report of Extant Data Sources for NHES Topics

*This page is intentionally blank.*



This appendix contains the summary of extant research studies on the topics of interest in the three surveys conducted in the 2007 National Household Education Surveys Program:

- School Readiness Survey (SR);
- Parent and Family Involvement in Education Survey (PFI)
- Adult Education for Work-Related Reasons Survey (AEWR).

The report appears as it was developed during the survey development stage. Some web page addresses that were current at that time may now be out of date.

*This page intentionally blank.*



**NHES:2007**  
**Summary Report**  
**of Extant Surveys Research**  
**for NHES Topics**

December 17, 2004

*This page is intentionally blank.*

## TABLE OF CONTENTS

<b>SCHOOL READINESS</b> .....	1
The Cost, Quality, and Child Outcomes in Child Care Centers Study .....	3
Current Population Survey, October School Enrollment Supplement.....	5
Early Childhood Longitudinal Study – Birth Cohort.....	7
The Early Childhood Longitudinal Study – Kindergarten Cohort.....	9
The Fragile Families and Child Wellbeing Study.....	11
Head Start Family and Child Experiences Survey.....	13
The National Household Education Surveys Program, School Readiness Survey 1993 .....	15
National Institute of Child Health and Human Development Study of Early Child Care ....	17
The National Longitudinal Survey of Children and Youth (Canada).....	19
The National Survey of America’s Families.....	21
National Survey of Families and Households.....	23
Panel Survey of Income Dynamics, Child Development Supplement .....	26
Survey of Income and Program Participation – Child Care Topical Component.....	28
 <b>PARENT AND FAMILY INVOLVEMENT IN EDUCATION</b> .....	 31
National Longitudinal Survey of Youth.....	33
The Early Childhood Longitudinal Study – Kindergarten Cohort.....	35
Educational Longitudinal Survey of 2002 .....	37
Family Involvement in Education: A National Portrait .....	39
Hand in Hand National Parent Survey.....	41
Head Start Family and Child Experiences Survey.....	43
The National Education Longitudinal Study of 1988 .....	45
The National Household Education Surveys Program, Parent and Family Involvement in Education and Civic Involvement Survey .....	47
National Institute of Child Health and Human Development Study of Early Child Care ....	49
The National Longitudinal Study of Adolescent Health .....	51
The National Longitudinal Survey of Children and Youth (Canada).....	53
National Longitudinal Survey of Youth.....	55
The National Survey of America’s Families.....	57
The National Survey of Parents of Public School Students.....	59
Panel Study of Income Dynamics, Child Development Supplement .....	60
Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity.....	62
Survey of Family and School Partnerships in Public Schools, K-8.....	64
Survey of Adults and Youth .....	66
 <b>ADULT EDUCATION FOR WORK-RELATED REASON</b> .....	 69
1995 Survey of Employer-Provided Training.....	71
Adult Education and Training Survey .....	73
American Society for Training and Development: Tools for Benchmarking and Continuous Improvement Survey .....	74
American Society for Training and Development: National HRD Executive Survey.....	76

American Time Use Survey.....	78
Current Population Survey, October School Enrollment Supplement.....	80
Educational Quality of the Workforce National Employer Survey .....	82
Employees Speak Out on Training .....	84
Integrated Postsecondary Education Data System, Fall Enrollment Survey .....	85
International Survey of Adults/Adult Literacy and Lifeskills Study .....	87
Involving Employers in Training: Best Practices .....	89
National Assessment of Adult Literacy .....	90
National Center for the Study of Adult Learning and Literacy’s Longitudinal Study of Adult Learning.....	92
National Compensation Survey (formerly the Employee Benefits Survey) .....	94
The National Household Education Surveys Program, Adult Education/Adult Education and Lifelong Learning Surveys.....	96
The National Household Education Surveys Program, Adult Education for Work-Related Reasons Survey .....	98
The 1998 Employee Survey .....	100
Training Magazine Annual Industry Report.....	101
Foreign Surveys Related to Adult Education.....	102

## **SCHOOL READINESS**

*This page is intentionally blank.*



## TITLE

The Cost, Quality, and Child Outcomes in Child Care Centers Study

## PURPOSE

The study was designed to examine the influence of center-based child care on children's development during the preschool years and as they move into elementary school.

## SPONSORSHIP

This research project was funded by grants from the Carnegie Corporation of New York, the William T. Grant Foundation, the JFM Foundation, the A.L. Mailman Family Foundation, the David and Lucile Packard Foundation, the Pew Charitable Trusts, the USWEST Foundation, the Smith Richardson Foundation, and the Educational Research and Development Centers Programs as administered by the Office of Educational Research and Improvement (now the Institute of Education Sciences).

## DESIGN

This longitudinal study included children and families from 401 randomly selected child care centers, half for-profit and half non-profit, in four states (California, Colorado, Connecticut, and North Carolina). The sample included a total of 826 children, with an average age of 4.3 years old and in their next to last year of preschool child care. These children were followed for 4 years (until average age of 8 years old). Data were collected to examine the relations between child care quality and children's development through classroom observations, individual child assessments, teacher ratings of children, and parent reports of child and family characteristics.

## PERIODICITY

The longitudinal study began in 1993 and continued for 4 years, until 1997. There are no plans for another study at this time.

## CONTENT

The study investigated the relationship between child care quality, including cost, and children's patterns of development from preschool through the second grade. The study assessed the influence of center-based child care in America on children in areas such as cognitive and social skills, children's relationships with their teachers, and the long-term affects of child care quality on children. Children's background characteristics were also accounted for to determine if differences between children of different backgrounds emerged. This study measured two dimensions of child care quality: classroom practices and teacher-child relationships. Classroom practices were examined with a variety of observational instruments that measured the quality of the child care environment, teacher sensitivity and responsiveness, and teaching style. The key research question guiding this study was: "Do early child care experiences have long-term consequences for children's development over the time period from the preschool years into the early elementary years?" Four sources of data were gathered to examine the relations between child care quality and children's development: (1) classroom observations, (2) individual child

assessments, (3) teacher ratings of children, and (4) parent reports of child and family characteristics.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The School Readiness Survey will provide nationally representative data on the school readiness of all children in from age 3 to second grade, whereas the Cost, Quality, and Child Outcomes study only examined 401 center-based care programs in four states. Further, the Cost, Quality, and Child Outcomes Study focused on the association between programs and child development, while NHES:2007 will focus on school readiness in a broader sense, including factors such as home activities, child health and disabilities, and support for parenting.

#### AVAILABILITY

For more information on the Cost, Quality, and Child Outcomes Study contact:

Dick Clifford Ph.D., Co-director  
FPG Child Development Center  
CB #8040, UNC-CH Campus  
Chapel Hill, NC 27599-8040

Phone: (919) 962-4737  
Fax: (919) 962-7328

Email: dickclifford@unc.edu

Donna M. Bryant, Ph.D., Co-director  
FPG Child Development Center  
CB #8180, UNC-CH Campus  
Chapel Hill, NC 27599-8180

Phone: (919) 966-4295  
Fax: (919) 966-7532

Email: bryant@unc.edu

More detailed information can be found online at:

<http://www.childcarereseach.org/location/ccrca341>

## TITLE

Current Population Survey, October School Enrollment Supplement

## PURPOSE

The purpose of the Current Population Survey (CPS) 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 Bureau of Labor Statistics and the Bureau of the Census have jointly sponsored the CPS, with data collection conducted by the Census Bureau. The Department of Education sponsors additional questions on educational issues that change from year to year.

## DESIGN

The Current Population Survey is designed to be representative of the civilian, non-institutionalized population of the United States, including Armed Forces personnel living off base 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. These steps result in 2,007 CPS PSUs in the United States from which to draw the sample. There is no oversampling of minority or low-income areas.

Each month, data is collected from approximately 60,000 sample households across the country. 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 16 years or older from the civilian; 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 1-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 NHES

Given that the CPS October Education 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 NHES, nor the depth of questions on certain subjects. It does not provide detailed information on the school readiness of young children.

#### 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

Hyon Shin  
Education and Social Stratification Branch  
Population Division  
U.S. Bureau of the Census  
Washington, D.C. 20233-8800

(301) 763-2464

Alex Janus  
Education and Social Stratification Branch  
Population Division  
U.S. Bureau of the Census  
Washington, D.C. 20233-8800

(301) 763-2368

Data are also available through their web site

<http://www.bls.census.gov/cps>

## TITLE

Early Childhood Longitudinal Study- Birth Cohort

## PURPOSE

The purpose of the Early Childhood Longitudinal Study- Birth Cohort (ECLS-B) is to provide valuable detailed information on the early years of children's lives, from birth through first grade including topics such as health care, nonparental care, and education. Specifically, the study is interested in gaining insight into how children's neighborhoods, families, health care, and early childhood program participation influence variations in developmental outcomes.

## SPONSORSHIP

The study is sponsored by the U.S. Department of Education, National Center for Education Statistics (NCES), in collaboration with the National Center for Health Statistics (NCHS), the National Institutes of Health (NIH), the U.S. Department of Agriculture, the National Institutes for Child Health and Human Development (NICHD), and the Administration for Children, Youth, and Families (ACYF).

## DESIGN

The ECLS-B is a longitudinal study consisting of a nationally representative sample of approximately 10,600 children born in the year 2001. Researchers will follow the children through the first grade. The sample will be representative of diverse racial/ethnic groups and socioeconomic backgrounds.

Data collection takes place when children are 9 months old, two years old, four years old and in kindergarten and first grade. Data will be collected through interviews with the parents, a child assessment of developmental skills, and by telephone interview with child care and early education providers, if applicable.

## PERIODICITY

The Early Childhood Longitudinal Study, Birth Cohort, will run through the year 2008, when the children finish the first grade. Full scale collection for 9 month old children occurred in 2001 and 2002, with the first follow-up of 2-year old children occurring in 2003 and the second follow-up of 4-year-old children will occur in 2005. Third follow-ups will occur in 2006 and 2007, with fourth follow-ups scheduled for 2007 and 2008. The collection of data for children in kindergarten and first grade will occur over two year periods because of the age requirements for school entry. NCES will release data for subsequent waves approximately one year after data collection ends.

## CONTENT

The ECLS-B will focus on three major areas regarding content. First, the study will provide information on the growth and development of children in their early years. Specifically, this will include learning about the children's physical, emotional, social, and cognitive development over the course of the study. Researchers are especially

interested in differences among the children regarding race/ethnicity, economics, and family composition.

A second component of the study will focus on transitions to child care and early education programs. Examination of these transitions and the impact it has on children and families will shed light on creating ways to make transitions easier.

The third area of focus will delve into the children's transitions to kindergarten and the first grade, and school readiness. This involves studying the process of transition and adaptation as experienced by the children, their parents, teachers, and the schools.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The NHES School Readiness survey will provide data on a nationally representative sample of children from age 3 through the second grade. In contrast, ECLS-B focuses only on one cohort of children born in 2001. Further, ECLS-B does not meet the NHES goal of measuring change over time with cross-sectional samples of the population of interest.

#### AVAILABILITY

The first release of data includes the 9-month parent interview, child assessment data, and father questionnaire data and is available on the ECLS-B web page and on CD-ROM.

For more information on the ECLS-B, contact the ECLS-B staff at:

ECLS@ed.gov

The web site for ECLS-B is:

<http://nces.ed.gov/ecls/Birth.asp>

For information on this survey, contact

Christopher Chapman  
National Center for Education Statistics  
1990 K Street, NW  
Room 9042  
Washington, DC 20006

(202) 502-7414

Email: [ecls@nces.gov](mailto:ecls@nces.gov)

## TITLE

The Early Childhood Longitudinal Study—Kindergarten Cohort

## PURPOSE

The Early Childhood Longitudinal Study—Kindergarten Cohort (ECLS-K) has two purposes: descriptive and analytic. It provides descriptive data on a national basis of children's status at entry into school, their transition into school, and their progression through fifth grade. This data set enables researchers to study how a wide range of family, school, community, and individual variables affect early success in school.

## SPONSORSHIP

ECLS-K is sponsored by the National Center for Education Statistics (NCES), and was conducted by Westat through Spring 2004.

## DESIGN

A nationally representative sample of approximately 22,000 children enrolled in about 1,000 kindergarten programs during the 1998-99 school year was selected for participation in the study. Data were collected in kindergarten and in first, third, and fifth grades. The sample is designed to support separate estimates of public and private school kindergartners; black, Hispanic, white, and Asian children; and children by socioeconomic status. Data are collected from the individual child, the child's parents/guardians, teachers, and school. Measures of a child's cognitive skills are obtained through a one-on-one assessment of the child. Information was collected from parents each time children were assessed. Interviews and assessments were conducted using Computer Assisted Interviewing (CAI). Teachers completed self-administered questionnaires each time children were assessed (with the exception of the fall of first grade). School administrators, principals, and headmasters were asked to complete self-administered questionnaires during each of the spring data collections.

## PERIODICITY

Data on the kindergarten cohort were collected twice during the base year of the study--once during the beginning and once near the end of the school year. In the fall of the 1999-2000 school year, when most of the cohort moves to the first grade, data were collected from a 30 percent subsample of the cohort. In the spring of first grade, data were once again collected from the entire sample, their parents, teachers, and school administrators. In 2002, the (third grade year) and again in 2004 (the fifth grade year), child assessments and parent, teacher and school administrators completed interviews in the spring.

## CONTENT

The main components of the child assessment focus on the child's physical and psychomotor development, social and emotional development, and cognitive development in reading, arithmetic, and general knowledge. Characteristics of the children, their families, their schools, kindergarten programs, and classrooms are collected to examine the status of children at entry into kindergarten, the expectations of

schools about what skills, behaviors and attributes are necessary, and how children fare in the new environment. Another set of issues looks at the family and community in which children live by focusing on the resources of the family, the home environment, and the community within which the schools must operate. The study also examines the roles that parents and families play in preparing for and supporting their children's education and how families, schools, and communities interact to support children's education.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The ECLS-K Parent Interview contains many items from prior NHES parent interviews that will likely be a part of the School Readiness interview. The studies share an interest in children's developmental status at school entry and early school experiences and their home activities with parents. However, the School Readiness survey will provide data on a nationally representative sample of children from age 3 through the second grade, whereas the ECLS-K is limited to a single cohort of children who were kindergartners in 1998-1999. As a result, no information on preschoolers is available in the ECLS-K.

#### AVAILABILITY

Data and documentation for the kindergarten, first grade, and third grade years, as well as a longitudinal data file, are available from the National Center for Education Statistics.

For more information on the ECLS-K, contact the ECLS-K staff at:

ECLS@ed.gov

The web site for ECLS-K is:

<http://nces.ed.gov/ecls/Kindergarten.asp>

For information on this survey, contact

Christopher Chapman  
National Center for Education Statistics  
1990 K Street, NW  
Room 9042  
Washington, DC 20006

(202) 502-7414

Email: [ecls@nces.gov](mailto:ecls@nces.gov)



## TITLE

The Fragile Families and Child Wellbeing Study

## PURPOSE

The Fragile Families and Child Wellbeing Study addresses three areas: nonmarital childbearing, welfare reform and the role of fathers. The purpose of the study is to offer information on these areas to policy makers and community leaders.

## SPONSORSHIP

Funding for the Fragile Families and Child Wellbeing Study come from the National Institute of Child Health and Human Development (NICHD) and from a consortium of national and local foundations. The study is conducted by the Center for Research on Child Wellbeing, Princeton University.

## DESIGN

The data are being collected in 20 U.S. cities, including among others, Austin, Pittsburgh, Boston, Baltimore, Chicago and San Jose. Total sample size is 4,700 families, including 3,600 unmarried couples and 1,100 married couples. New data will be representative of nonmarital births in each of the 20 cities, and also will be representative of all nonmarital births in U.S. cities with populations over 200,000. Three follow-up interviews are scheduled with both parents at the time the child is one, three and five years old. Data on child health and development is collected from the parents during each of the follow-up interviews, and in-home assessments of child wellbeing will be carried out at 30 and 48 months. Child wellbeing measures will overlap with those used in other national studies, including the Infant Health and Development Program, the Early Head Start Evaluation, the Teenage Parent Demonstration Project, and the Early Childhood Longitudinal Study - Birth Cohort Study 2000 (ECLS-B).

## PERIODICITY

Baseline interviews were conducted between February, 1998 and September, 2000 and consisted of 4,898 completed mother interviews and 3,830 completed father interviews. One-year follow-up interviews were conducted between June, 1999 and March, 2002 with 4,365 completed mother interviews and 3,367 completed father interviews. Follow-up interviews will be completed at three years and five years and will become available in late 2004 or early 2005.

## CONTENT

The baseline questionnaires for mothers and fathers include sections on prenatal care, mother-father relationships, expectations about fathers' rights and responsibilities, attitudes toward marriage, parents' health, social support and extended kin, knowledge about local policies and community resources, and education, employment, and income. Follow-up interviews gather additional information on access to and use of healthcare

and child care services, experiences with local welfare and child support agencies, and parental conflict and domestic violence.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The survey is designed to target unmarried parents, a much narrower scope than the NHES sample. Although the survey does include some questions relative to school readiness, it was not directly designed to measure this study topic.

#### AVAILABILITY

For more information on the Fragile Families and Child wellbeing study, contact:

Maureen Marchetta  
Outreach Coordinator  
289 Wallace Hall  
Princeton University  
Princeton, NJ 08544

(609) 258-6976

Email: [mmarchet@princeton.edu](mailto:mmarchet@princeton.edu)

A summary including detailed information on the survey can be viewed at:

<http://crcw.princeton.edu/fragilefamilies/index.asp>

or

[http://156.40.88.3/about/cpr/dbs/res\\_fragile.htm](http://156.40.88.3/about/cpr/dbs/res_fragile.htm)

## TITLE

Head Start Family and Child Experiences Survey

## PURPOSE

Head Start Family and Child Experiences Survey (FACES) is a national longitudinal study of the cognitive, social, emotional, and physical development of Head Start children; the characteristics, well-being, and accomplishments of families; the observed quality of Head Start classrooms; and the characteristics, needs and opinions of Head Start teachers.

## SPONSORSHIP

The FACES study is conducted by Westat for the Commissioner's Office of Research and Evaluation in the Administration on Children, Youth, and Families, DHHS.

## DESIGN

The first phase involved a spring 1997 field test in which approximately 2,800 children and parents were studied in a nationally stratified random sample of 43 Head Start programs. The second and third phases of FACES occurred in fall 1997 (Wave One) and spring 1998 (Wave Two) when data were collected on a sample of 3,200 children and families in the same 40 Head Start programs. Spring 1998 data collection included assessments of both Head Start children completing the program and Head Start graduates completing kindergarten (kindergarten field test), as well as interviews with their parents and ratings by their kindergarten teachers. The fourth phase occurred in spring 1999 with data collection in the 43 Head Start programs, plus a kindergarten follow-up for former Head Start children. The fifth phase in spring 2000 will complete the kindergarten follow-up for the children completing Head Start in spring 1999 and first graders who completed Head Start in 1998. An additional feature of FACES 1997 was the validation sub-study or embedded case study of a longitudinal sample of 120 randomly selected families from the larger FACES sample (three families from each of the 40 FACES sites were selected).

Data from parent interviews, teacher observations and child assessments were collected in each wave of data collection from the respective cohorts.

## PERIODICITY

The study was launched in 1997. A new national cohort of FACES was launched in fall 2000, with a sample of 2,800 children entering Head Start and their families in 43 new Head Start programs. The children in the FACES 2000 sample were reinterviewed in Spring 2001 when they were in Head Start. The data also includes information on their kindergarten enrollment in Spring 2002 and Spring 2003. The third FACES cohort was launched in Fall 2003 with a sample of 2,400 children entering Head Start and their families in 60 new Head Start programs. The children in the FACES 2003 sample were reinterviewed in Spring 2004 when children were in Head Start; and will include information on their enrollment in Spring 2005 and Spring 2006.

## CONTENT

The study's main data components consist of three chronological parent interviews: the Head Start parent interview, the Kindergarten parent interview, and the first grade parent interview. Each interview collects information on the family's demographics, including employment and income, and home and neighborhood characteristics. The interviews also collect information regarding the child's behavior and activities, caregiver, and disabilities. Other topics include: parent's feelings and satisfaction level with Head Start, home safety, family health care, and community services. The first grade parent interview was excluded from the FACES 2000 and FACES 2003 surveys.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The FACES population includes cohorts of preschool children enrolled in Head Start programs. It is not directly designed to represent the school readiness of all children from age 3 through second grade.

## AVAILABILITY

For more information on the FACES study, contact:

Maria Woolverton  
Federal Project Officer for FACES  
ACF (FACES)  
Office of Planning Research and Evaluation  
Administration for Children and Families  
370 L'Enfant Promenade SW  
7<sup>th</sup> Floor West  
Aerospace Building  
Washington, DC 20447

(202) 205-4039

Email: [mwoolverton@acf.hhs.gov](mailto:mwoolverton@acf.hhs.gov)

A report summarizing the study and the survey instruments are available on the following web site:

[http://www.acf.hhs.gov/programs/core/ongoing\\_research/faces/faces\\_pres\\_papers.html](http://www.acf.hhs.gov/programs/core/ongoing_research/faces/faces_pres_papers.html)

## TITLE

The National Household Education Surveys Program, School Readiness Survey 1993

## PURPOSE

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. It provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the U.S. The School Readiness Survey focused on the development, enrollment, school adjustment, and family activities of children from age 3 through second grade.

## SPONSORSHIP

The National Center for Education Statistics sponsors the project, which is conducted by Westat.

## DESIGN

NHES is a program of telephone surveys of the non-institutionalized civilian population of the United States. Households are selected for the survey using random digit dialing (RDD) methods. Each collection of NHES begins with a screening of a representative sample of households. In 1993, 10,888 interviews were conducted for the School Readiness Survey. Data are collected using computer-assisted telephone interviewing (CATI) procedures.

One of the goals of NHES is to produce reliable estimates of the characteristics of children's and adults' educational experiences for the total targeted population and for domains defined by race and ethnicity. Estimates by race and ethnicity are of great interest, especially for monitoring educational trends over time. Therefore, the NHES sample design over-samples minorities in order to increase the reliability of estimates for these groups.

## PERIODICITY

NHES has been conducted in the springs of 1991, 1993, 1995, 1996, 1999, 2001 and 2003. The School Readiness survey was conducted in 1993, but related measures of interest, including participation in nonparental care and home activities that promote learning, have been included in NHES surveys conducted in 1991, 1995, 1996, 1999, 2001 and 2003. NHES will be conducted again in 2005, 2007 and periodically thereafter.

## CONTENT

In the 1993 School Readiness survey, parents of children from age 3 through 2<sup>nd</sup> grade completed interviews about developmental characteristics, school adjustment and teacher feedback to parents of kindergartners and primary students, center-based program participation, early school experiences, home activities with family members, and health status.

## LIMITATIONS

Because the primary purpose of NHES is to conduct repeated measurements of the same phenomena at different points in time, additional surveys are needed to compare the results over time.

## AVAILABILITY

NHES data sets are available on CD-ROM from

Gail Mulligan  
NCES  
Room 9086  
1990 K Street, NW  
Washington, DC 20206-5456

(202) 502-7491

Additional information on the NHES Program is available at:

<http://nces.ed.gov./nhes>

For more information on NHES, contact the NHES staff at:

[NHES@ed.gov](mailto:NHES@ed.gov)

## TITLE

National Institute of Child Health and Human Development Study of Early Child Care

## PURPOSE

The purpose of the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care is to examine how variations in child care relate to children's development. The study also seeks to determine how children's experiences in child care and family environment affect their cognitive, emotional, and social development.

## SPONSORSHIP

The National Institute of Child Health and Human Development sponsors the study.

## DESIGN

The Study of Early Child Care is a longitudinal research project involving 10 child care study sites across the United States. The study focuses on the experiences of 1,364 children, from their birth in 1991. The study is being conducted in three phases. Phase I followed children from birth until age 3; Phase II followed the 4 ½ year olds into the first grade; and Phase III (currently in progress) follows the children through the fifth and sixth grades.

Data collection in Phase 1 included videotaped behavioral observations of the sampled children at their homes, child care settings, and during visits to project research laboratories. Parents and caregivers were also interviewed to gain additional information about the children. As the children moved into school age, data from Phases II and III have also been gathered from teachers and visits by researchers to the classroom. Children's physical activity was monitored directly at third, fifth and sixth grades.

## PERIODICITY

The longitudinal study began in 1991 and the first phase was completed in June 1996. The second phase began in September 1996, when most of the children began kindergarten, and was completed when all the children finished the first grade. The third phase is now in process and will be completed when the children have finished the fifth grade.

## CONTENT

The primary domains of child development that the SECC is studying include social, emotional, intellectual, behavioral, and physical development. Although the study primarily focuses on early child care, the influence of the family on children's development is also an important component of the study. Family characteristics measured in the study included the family's economic situation, family structure (single parent vs. partnered parent), the mother's education, her child rearing attitudes, the quality of mother-child interaction, and the extent to which the home environment contributed to the optimal development of children. These family characteristics were used to examine the role of the family in the child's entry into child care, the quality of that care, and the number of care arrangements. A second area of the study delves into

the association between child care and the mother-child relationship. A third component looks at the characteristics of child care and how it relates to the children's cognitive and language development, as well as their behavior and self-control in the first 3 years. Later phases of the study will allow researchers to examine whether any of the effects of preschool child care continue into middle childhood. The third phase of the study will also allow researchers to examine the effect of family characteristics and the home environment on children's outcomes in middle childhood.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The study is not directly designed to measure school readiness, although it contains related items. In addition, the sample for the study is based on ten study sites, and therefore, it does not provide a nationally representative sample of U. S. children, as does NHES. Issues regarding disabled children, which are covered in NHES, are not explored in the NICHD study.

#### AVAILABILITY

Although the data are still being collected for Phase II, results from Phase I are being analyzed and published. For information on the NICHD Study of Early Child Care, contact

Sarah L. Friedman, Ph.D.  
Project Scientist/Scientific Coordinator  
NICHD SECCYD  
6100 Executive Blvd., Room 2C01  
Rockville, MD 02852

Email: [friedmas@exchange.nih.gov](mailto:friedmas@exchange.nih.gov)

To get study results and view publications online:

<http://www.nichd.nih.gov/od/secc/index.htm>



## TITLE

The National Longitudinal Survey of Children and Youth (Canada)

## PURPOSE

The Longitudinal Survey of Children and Youth (NLSCY) is a long-term study conducted to monitor the development and well being of Canada's children as they grow from infancy to adulthood. This study collects information about factors influencing a child's social, emotional and behavioral development and to monitor the impact of these factors on a child's development over time. The survey covers topics on the health of children, their physical development, learning and behavior and data on their social environment (family, friends, schools and community). The survey will provide data for use in research on children's development and their adjustment to school in Canada.

## SPONSORSHIP

Human Resources Development Canada and Statistics Canada conducted the survey in partnership.

## DESIGN

The survey follows a representative sample of Canadian children, aged newborn to 11 years, into adulthood, with data collection occurring at 2-year intervals. The initial sample was approximately 22,500 children. The data are collected from several sources including parents, teachers, principals, and the children themselves.

The NLSCY consists of a longitudinal sample and a cross-sectional sample.

## PERIODICITY

This is a longitudinal study, which began 1994 and is ongoing at 2-year intervals.

## CONTENT

The survey assesses the child, and family and community environment in which the child is living. Specific topics include family structure/demographics, family and custodial history, parent's education, parenting styles, importance of good grades, school involvement, and expectations for the child. Child care and child care arrangements are also topics covered by the NLSCY.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The survey is conducted in Canada and therefore is not representative of people living in the United States. The study, unlike the NHES School Readiness Survey, was not directly designed to measure school readiness, or other issues planned for the 2007 survey such as home learning activities.

## AVAILABILITY

A summary of the report and further information can be found at the following web site:

[http://www.schoolfile.com/cap\\_start/nlscy12.htm](http://www.schoolfile.com/cap_start/nlscy12.htm)

For further information about the National Longitudinal Survey of Children and Youth contact:

Director's Office  
Income Security and Social Development Studies  
Applied Research Branch  
Human Resources Development  
Canada  
360 Laurier Street West  
Narano Building, 7th Floor  
Ottawa, ON K1A 0J9

## TITLE

The National Survey of America's Families

## PURPOSE

The National Survey of America's Families (NSAF) is a survey of the economic, health, and social characteristics of children, adults under the age of 65, and their families. The survey pays particular attention to low-income families, reporting on important aspects about their lives and how they differ from the lives of children and adults in families with higher incomes.

## SPONSORSHIP

The study was conducted by the Urban Institute and Child Trends, and sponsored by a number of private foundations. Westat conducted sampling and data collection for the study.

## DESIGN

The survey was conducted in three rounds. In round 1, in 1997, interviews were conducted with 75,437 adults and about 34,439 children in 44,461 households. In round 2, in 1999, interviews were obtained for over 73,000 adults and almost 36,000 children in more than 42,000 households. In round three, in 2002, interviews were conducted for over 70,577 adults and 34,332 children in over 43,000 households. Oversize samples were drawn in 13 states. The sample was representative of the civilian, noninstitutionalized population under age 65. A short screener interview was used to identify and sample households on the basis of age composition and household income.

## PERIODICITY

Cross-sectional data were obtained in three rounds: February to November 1997, February to October 1999 and from February to October, 2002.

## CONTENT

The survey contained several well-being measures having to do with economic security, health and health care, child's education and cognitive and social development, child's behavioral problems, and family and community environment. The survey was divided into the following topic areas: student status, parent/child/family interaction and education, household roster, child care, nonresidential parent/father, employment and earning, family income, welfare program participation, education and training, housing and economic hardship, and race and ethnicity.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

Although, the survey does include some questions related to school readiness, it was not directly designed to measure this study topic. No future cycles are planned, so NSAF does not meet the goal of measuring change over time.

## AVAILABILITY

Current data are available and can be downloaded online:

<http://newfederalism.urban.org/nsaf/>

For more information, contact:

Tim Triplett  
Survey Associate  
Assessing the New Federalism  
National Survey of America's Families  
The Urban Institute  
2100 M Street  
Washington, DC 20037

202-261-5579

Email: [ttriple@ui.urban.org](mailto:ttriple@ui.urban.org)

## TITLE

National Survey of Families and Households

## PURPOSE

The National Survey of Families and Households 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 three waves. A baseline wave (Wave 1) was conducted in 1987-88, a follow-up (Wave 2) was conducted in 1992-94 and another follow-up (Wave 3) was conducted from 2001-2003.

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.

During Wave 3, 10,069 telephone interviews were conducted with a subset of Wave 1 respondents. The instrument included the following components: a mid-to-later life

sample of main respondents 45 and older with no “focal” children and a parent sample of young adult focal children and Wave 1 spouses or partners were interviewed. Proxy interviews were given to the spouse or partner if the main respondent was too ill to be interviewed.

## PERIODICITY

Data collection took place in three waves. The first wave was from 1987-88, the second wave was from 1992-94 and the third wave was from 2001-2003.

## CONTENT

The questions included on this survey cover a very broad range of family-related topics. Those of relevance to 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 age 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 age 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, and 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.

In Wave 3 the content of the main respondent/spouse interview was similar to Wave 2. In Wave 3, the focal children ranged in age from 18 to 34.

## LIMITATIONS RELATIVE TO THE GOALS OF 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 NHES is not fully represented in the NSFH.

## AVAILABILITY

The public use data tapes and associated documentation for all three 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:

Stephanie Kaufman  
Center for Demography  
University of Wisconsin  
1180 Observation Drive, Room 4412  
Madison, WI 53706-1393

Phone: (608) 262-1537  
Fax: (608) 262-8400

Email: [nsfhhelp@ssc.wisc.edu](mailto:nsfhhelp@ssc.wisc.edu)

For additional information about the survey online:

<http://www.ssc.wisc.edu/nsfh/home.htm>

## TITLE

Panel Survey of Income Dynamics, Child Development Supplement

## PURPOSE

The purpose of the Panel Survey of Income Dynamics (PSID) is to gather data on a broad variety on the dynamic aspects of economic and demographic behavior and social issues. The Child Development Supplement is meant to provide researchers with a comprehensive, nationally representative, and longitudinal data base of children and their families.

## SPONSORSHIP

Major funding for the Panel Study of Income Dynamics comes from the National Science Foundation. Additional support comes from the Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services, the Department of Labor, the National Institute on Aging, the Office of Economic Opportunity, and the National Institute of Child Health and Human Development. Funding for the Child Development Supplement is primarily from the National Institute of Child Health and Human Development (NICHD) and its additional funds are provided by the William T. Grant Foundation, the Annie E. Casey Foundation, the U.S. Department of Agriculture, and the U.S. Department of Education.

## DESIGN

The Panel Study of Income Dynamics is a national sample that began with 5,000 households in 1968. This longitudinal study re-interviews the same individuals each year, following them through their life cycle. The study includes new family members as the individuals marry and have children. The survey collects data on all household members, but focuses primarily on the heads of household. The sample has grown to include information on 50,000 individuals spanning as much as 28 years of their lives. In 1997, the Child Development Supplement collected data on 0-12 year old children from a variety of sources, including parents, teachers, and the children themselves. There are approximately 2,500 families who participated in the research, and participants who are selected have been involved in at least one panel of Income Dynamics study. In 2002-2003, families were re-contacted if they had participated in the first Child Development Supplement and were in a PSID panel in 2001.

## PERIODICITY

The Panel Study of Income Dynamics has been conducted every year, since 1968. The first wave of the Child Development Supplement was fielded in 1997 and the second wave occurred in 2002 and 2003.

## CONTENT

The focus of the Panel Study of Income Dynamics is on economic and demographic information, including items such as income sources and amounts, employment, family composition changes, and demographic events. The Child Development Supplement serves to enhance the PSID by obtaining detailed data on items not generally included in the main database. The data supports studies of ways in which time, money, parenting and teaching



styles, divorce, unemployment, etc. influence and affect children's development cognitively, emotionally, and physically, and how this is buffered by family, school, and community.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

Although there have been 31 data collections for the main database since 1968, the Child Development Supplement was first conducted in 1997. A second wave occurred between 2002 and 2003, however, at this time, no subsequent waves have been scheduled. This limits the ability of this study to monitor and track change over time.

The substantive focus of the supplement is on school age children's academic achievement and cognitive ability, social and emotional well being, and health. Thus, the study cannot provide information on all the school readiness topics covered by NHES, nor does it provide information on educational activities in the home.

#### AVAILABILITY

Current data is available and can be downloaded from the Panel Study of Income Dynamics web site at:

<http://www.isr.umich.edu/src/psid>

For information and inquires about the study, contact

PSID Staff  
The Panel Study of Income Dynamics  
Institute for Social Research  
PO Box 1248  
Ann Arbor, MI 48106-1248

Phone: (734) 763-5166  
Fax: (734) 647-4575

Email: [psidhelp@isr.umich.edu](mailto:psidhelp@isr.umich.edu)

## TITLE

Survey of Income and Program Participation– Child Care Topical Component

## PURPOSE

The Survey of Income and Program Participation (SIPP) is a multipanel longitudinal survey of adults, measuring their economic and demographic characteristics over a period of 2 1/2 years. The Child Care Topical Module of the SIPP is designed to establish an ongoing database 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 non-institutional 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 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 4 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 4 months over a period of 3 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 and 6, 1996 panel wave 4 and 2001 panel, wave 4.

## 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 NHES

Up to 1996, the SIPP data regarding child care were not representative of all children. Until that time, the SIPP child care module was administered only when the respondent (usually the mother) was employed or in school. Also, arrangements made by families in which the mother is at home are not considered in SIPP, and the care arrangements discussed are only those that overlap the respondent's hours of employment or school, rather than any nonparental care arrangements. Further, the survey does not collect data on school readiness, as will NHES:2007.

## AVAILABILITY

For substantive questions on the child care topical module, contact:

Donna Boteler  
U.S. Bureau of the Census  
Washington, DC 20233

(301) 763-5258

For information on the SIPP Child Care module and data access, visit the web site:

<http://www.sipp.census.gov/sipp/index.html>

*This page is intentionally blank.*

**PARENT AND FAMILY INVOLVEMENT IN EDUCATION**

*This page is intentionally blank.*

## TITLE

National Longitudinal Survey of Youth

## PURPOSE

The National Longitudinal Survey of Youth, 1997 began as an offshoot of the National Longitudinal Survey of Youth, Cohort 1979 (NLSY79), made up of all children born to NLSY79 female respondents. The purpose of the Children of the National Longitudinal Survey of Youth includes making assessments of each child and obtaining other demographic and developmental information. This data includes information on child-parent interaction, attitudes toward schooling and health and substance use. For children age 15 and older, data is collected on schooling, training, work experiences, health, dating, etc.

## SPONSORSHIP

The National Longitudinal Survey of Youth is sponsored by the Bureau of Labor Statistics, U.S. Department of Labor

## DESIGN

The National Longitudinal Survey of Youth 1979 is a multi-purpose panel survey which began with a nationally representative sample of over 12,000 men and women who were between the ages of 14 and 21 years of age on December 31, 1978. The children of the NLSY are a representative sample of children born to this nationally representative sample of women. These data contain information from children, their mothers (or occasionally other guardians) as well as assessments and evaluation of the home environment. Interviews have been conducted annually with most of the respondents. However, after 1994, biennial interviews were given. Most of the female respondents were between the ages of 35 to 43 in 2000. Most of the children of these female respondents are below the age of 25. For children younger than 10, many of the assessments and much of the supplemental information are collected from the child's mother. For children aged 10 and older, information has been collected from the children

## PERIODICITY

The survey of children of the NLSY was initiated in 1986. For children aged 10 and older, information has been collected biennially from the children since 1988 and for children aged 15 and older information has been obtained biennially from the children since 1994.

## CONTENT

Child demographic and family background characteristics, a health history and information on the child's home environment were collected from the mother for children that were younger than 10 years old. Children aged 10 and older are assessed on child-parent interaction, and attitudes toward schooling, dating patterns, health etc. For children aged 15 and older, a child interview is conducted that includes attitudes towards

schooling, training, work, health and dating. A self-reported confidential supplement is also administered to gather information regarding parent-child conflict, participation in delinquent or criminal activities and use of controlled and uncontrolled substances.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

Similar to the PFI survey of NHES:2007, this survey covers a wide range of topics related to child parent interaction and the child's environment. However, it covers a much broader range of topics not restricted to education. The biennial sample of children is approximately half that anticipated for the PFI survey. Furthermore, later rounds of the survey include a greater proportion of older children in the sample since the mothers have been reaching the end of their childbearing years. As a result, it is possible that the younger children are more likely to belong to middle class families where women have children at later ages. Therefore, comparisons of children of different ages need to be done cautiously.

#### AVAILABILITY

For more information on Children of the National Longitudinal Survey of Youth concerning data and documentation, contact the following

NLS Users Services  
Center for Human Resources Research (CHRR)  
921 Chatham Lane, Suite 100  
Columbus, OH 43221-2418 USA

Phone: (614) 442-7366  
Fax: (614) 442 7329

Email: [usersvc@postoffice.chrr.ohio-state.edu](mailto:usersvc@postoffice.chrr.ohio-state.edu)

<http://www.bls.gov/nls/nlsy79ch.htm>

Data from the Child and Young Adult survey is available as a free download online at the following web site:

<http://www.bls.gov/nls>



## TITLE

The Early Childhood Longitudinal Study—Kindergarten Cohort

## PURPOSE

The Early Childhood Longitudinal Study—Kindergarten Cohort (ECLS-K) has two purposes: descriptive and analytic. It provides descriptive data on a national basis of children's status at entry into school, their transition into school, and their progression through fifth grade. This data set enables researchers to study how a wide range of family, school, community, and individual variables affect early success in school.

## SPONSORSHIP

ECLS-K is sponsored by the National Center for Education Statistics (NCES), and was conducted by Westat through the Spring of 2004.

## DESIGN

A nationally representative sample of approximately 22,000 children enrolled in about 1,000 kindergarten programs during the 1998-99 school year was selected for participation in the study. The sample is designed to support separate estimates of public and private school kindergartners; black, Hispanic, white, and Asian children; and children by socioeconomic status. Data are collected from the individual child, the child's parents/guardians, teachers, and school. Measures of a child's cognitive skills are obtained through a one-on-one assessment of the child. During the later years of the ECLS-K, children will report on their own experiences in and out of school. Information is collected from parents each time children are assessed. Interviews and assessments are conducted using Computer Assisted Interviewing (CAI). Teachers complete self-administered questionnaires each time children are assessed (with the exception of the fall of first grade). School administrators, principals, and headmasters are asked to complete self-administered questionnaires during each of the spring data collections.

## PERIODICITY

Data on the kindergarten cohort were collected twice during the base year of the study--once during the beginning and once near the end of the school year. In the fall of the 1999-2000 school year, when most of the cohort moved to the first grade, data were collected from a 30 percent subsample of the cohort. In the spring of first grade, data were once again collected from the entire sample, their parents, teachers, and school administrators. In 2002 (the third grade year) and in 2004 (the fifth grade year), child assessments and parent, teacher and school administrators completed interviews in the spring.

## CONTENT

The main components of the child assessment focus on the child's physical and psychomotor development, social and emotional development, and cognitive development in reading, arithmetic, and general knowledge. Characteristic of the children, their families, their schools, kindergarten programs, and classrooms are

collected to examine the status of children at entry into kindergarten, the expectations of schools about what skills, behaviors and attributes are necessary, and how children fare in the new environment. Another set of issues looks at the family and community in which children live by focusing on the resources of the family, the home environment, and the community within which the schools must operate. The study also examines the roles that parents and families play in preparing for and supporting their children's education and how families, schools, and communities interact to support children's education.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The ECLS-K contains many items from prior NHES parent interviews that will likely be a part of the NHES:2007 PFI interview. Both studies are interested in examining the role of the home environment and parent involvement in children's outcomes. The sample for the ECLS-K consists of a single cohort of children in kindergarten through the fifth grade, whereas the PFI survey will include a much wider grade range. NHES:2007 will allow for research to be conducted on changes in levels of parent involvement from preschool to the 12<sup>th</sup> grade. NHES will also allow for information on the home environment to be collected for children who are home-schooled (ECLS-K obtains information about home-schooled children only if they were in a study school at some point and children who have dropped out of school).

#### AVAILABILITY

For more information on the ECLS-K, contact the ECLS-K staff at:

ECLS@ed.gov

The web site for ECLS-K is:

<http://nces.ed.gov/ecls/Kindergarten.asp>

For more information on this survey, contact

Christopher Chapman  
National Center for Education Statistics  
1990 K Street, NW  
Room 9042  
Washington, DC 20006

(202) 502-7414

Email: [ecls@nces.gov](mailto:ecls@nces.gov)

## TITLE

Educational Longitudinal Study of 2002

## PURPOSE

This study monitors the transition of a national sample of tenth graders as they move through high school and on to postsecondary education or enter the work force.

## SPONSORSHIP

The National Center for Education Statistics sponsors the project.

## DESIGN

The Educational Longitudinal Study of 2002 is comprised of three waves of data collection. A baseline survey (Wave 1) was conducted in the spring of 2002, a follow-up (Wave 2) was conducted in 2004 and a follow-up (Wave 3) is planned for 2006. This longitudinal study re-interviews the same individuals each year.

In Wave 1, the sample size consisted of over 15,000 high school sophomore students and their parents, approximately 10,000 teachers, 750 principals, librarians and survey administrators. Sophomores completed cognitive tests in reading and math and one parent was surveyed for each student. Questionnaires were also completed by English and math teachers.

Oversampling occurred for some population groups, i.e. Asian Americans so that comparisons would be valid between African Americans, Asians, Hispanics and whites.

In Wave 2, most sampled students were seniors, however some students were in other grades or had dropped out of school. The same 750 schools were sampled, with separate follow-ups for dropouts and a sample of transfer students. High school transcripts and school records for grades 9-12 were also examined.

In Wave 3, follow-up interviews will be conducted by CATI (computer-assisted telephone interview) for post-high school students.

## PERIODICITY

A representative sample of sophomore high school students was surveyed in 2002. A sample of the original respondents was resurveyed through a follow-up in 2004 and an additional follow-up is scheduled for 2006.

## CONTENT

The study focused on identifying school attributes that determine achievement, parent and community involvement in student achievement and factors influencing students to drop out of school. Cognitive growth is assessed along with the issue of access to educational programs. The transition of students from high school to work or post-secondary education was also examined.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

Data from the Educational Longitudinal Study of 2002 focuses on a cohort of secondary students, while NHES measures changes in educational issues over time among cross-sections of children from kindergarten through 12<sup>th</sup> grade.

#### AVAILABILITY

Additional information summarizing the study and the survey instruments is available on the following web site:

<http://www.nces.ed.gov/surveys/els2002>

## TITLE

Family Involvement in Education: A National Portrait

## PURPOSE

The purpose of the study was to examine how schools, parents, and employers work together to improve education.

## SPONSORSHIP

The study was sponsored by the Partnership for Family Involvement in Education, the GTE Foundation, and the U.S. Department of Education.

## DESIGN

Respondents were drawn from the General Social Survey (GSS 1996), a nationally representative sample of households. The total GSS sample was 3,814; with 2,904 of these cases were completed. From this number, the National Portrait sample was drawn. Respondents were selected if a child aged 5 –14 was in the household at the time of the interview, and if the screener did not indicate an adult other than the respondent as the child's primary caretaker.

Data were collected in May and June 1997, through computer-assisted telephone interviewing (CATI). The eligible sample totaled 523. Of this number, 376 parents actually completed interviews, for a response rate of 71.5 percent.

## PERIODICITY

Family Involvement in Education: A National Portrait was a one-time national study in 1997; there are no plans for future administrations.

## CONTENT

The study focused on the following areas: how parents feel about their opportunities to be involved in their children's schooling, how schools encourage parental involvement in students' learning, what additional educational resources parents value, and how and what schools communicate to parents about students' learning. A portion of the study addressed before- and after-school arrangements and parents' views on program quality and desirable program features.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

This survey contained many items that are relevant to the purposes of the NHES:2007 survey on Parent and Family Involvement in Education. However, the age range is not as wide as that planned for NHES:2007. In addition, the sample size for the study was much smaller than that of NHES.

## AVAILABILITY

For information on the study, contact:

Adriana de Kanter  
Department of Education  
Office of the Secretary  
400 Maryland Avenue, SW.  
Room Number 6W312  
Washington, DC 20202

(202) 401-0272

## TITLE

Hand in Hand National Parent Survey

## PURPOSE

The survey was part of a larger initiative called "Hand in Hand: Parents, Schools, Communities United for Kids," a national campaign to build and strengthen partnerships to improve the education of all children. The larger initiative has four major elements: a parents' survey to determine how parents perceive their roles and to examine parent involvement; an effort to increase public awareness through a national media campaign; work to encourage businesses to provide flex or paid leave policies so that employees can visit schools during the day; and participation in the Partnership for Family Involvement, a joint program of the U.S. Department of Education and the National Coalition for Parent Involvement in Education (NCPIE). Hand in Hand was developed as a response to Goal 8 of the National Education Goals 2000. It was established to share information about programs that expect, value, and nurture the family and community role in children's learning.

## SPONSORSHIP

Hand in Hand was funded by the Mattel Foundation and coordinated by the Institute for Educational Leadership. The study was conducted by Marttila & Kiley, Inc., a national research firm based in Boston, MA

## DESIGN

The survey was conducted with 1,032 parents of primary-school children in grades K through 6. Group discussions among parents of children in the same grade levels were also conducted.

## PERIODICITY

This was a one time survey conducted between June 25 and July 9, 1995.

## CONTENT

The study included items about parents' opinions about the importance of their involvement at home, at school, and with their children's schoolwork. Questions were also asked about school meeting attendance, the frequency with which parents spoke to teachers, involvement in homework, and barriers to involvement.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

This survey has many items that are relevant to the purposes of NHES:2007 Parent and Family Involvement in Education Survey. However, the age range is not as wide as that planned for PFI. In addition, the sample size for the study was much smaller than that of NHES. Also, as the study was conducted only once in 1995, it does not meet the NHES goal of measuring change over time.

## AVAILABILITY

Information about the study is available at the web site:

[http://www.mattel.com/about\\_us/Comm\\_Involvement/ci\\_mcf\\_hist1.asp](http://www.mattel.com/about_us/Comm_Involvement/ci_mcf_hist1.asp)



## TITLE

Head Start Family and Child Experiences Survey

## PURPOSE

Head Start Family and Child Experiences Survey (FACES) is a national longitudinal study of the cognitive, social, emotional, and physical development of Head Start children; the characteristics, well-being, and accomplishments of families; the observed quality of Head Start classrooms; and the characteristics, needs and opinions of Head Start teachers.

## SPONSORSHIP

The FACES study is conducted by Westat for the Commissioner's Office of Research and Evaluation in the Administration on Children, Youth, and Families, DHHS.

## DESIGN

The first phase involved a spring 1997 field test in which approximately 2,800 children and parents were studied in a nationally stratified random sample of 40 Head Start programs. The second and third phases of FACES occurred in fall 1997 (Wave One) and spring 1998 (Wave Two) when data were collected on a sample of 3,200 children and families in the same 40 Head Start programs. Spring 1998 data collection included assessments of both Head Start children completing the program and Head Start graduates completing kindergarten (kindergarten field test), as well as interviews with their parents and ratings by their kindergarten teachers. The fourth phase occurred in spring 1999 with data collection in the 40 Head Start programs, plus a kindergarten follow-up for former Head Start children. The fifth phase in spring 2000 completed the kindergarten follow-up for the children who finished Head Start in spring 1999 and first graders who finished Head Start in 1998. An additional feature of FACES 1997 was the validation sub-study or embedded case study of a longitudinal sample of 120 randomly selected families from the larger FACES sample (three families from each of the 40 FACES sites were selected).

Data from parent interviews, teacher observations and child assessments were collected in each wave of data collection from the respective cohorts.

## PERIODICITY

The study was launched in 1997. A new national cohort of FACES was launched in Fall 2000, with a sample of 2,800 children entering Head Start and their families in 43 new Head Start programs. The children in the FACES 2000 sample were followed for study Spring 2001 when they were in Head Start. The data also includes information on their kindergarten enrollment in Spring 2002 and Spring 2003. The third FACES cohort was launched in Fall 2003 with a sample of 2,400 children entering Head Start and their families in 60 new Head Start programs. The children in the FACES 2003 sample were followed for study in Spring 2004 when children were in Head Start; and will include information on their kindergarten enrollment in Spring 2005 and Spring 2006.

## CONTENT

The study's main data components consist of three chronological parent interviews: the Head Start parent interview, the kindergarten parent interview, and the first grade parent interview. Each interview collects information on the family's demographics, including employment and income, and home and neighborhood characteristics. The interviews also collect information regarding the child's behavior and activities, caregiver, and disabilities. Other topics include: parent's feelings and satisfaction level with Head Start, home safety, family health care, and community services. The first grade parent interview was excluded from the FACES 2000 and FACES 2003 surveys.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The FACES questionnaires contain items about family involvement, many of which are similar to NHES. The FACES sample is, however, limited to cohorts of children in preschool through the 1st grade and includes only those in Head Start programs.

## AVAILABILITY

For more information on the FACES study, contact:

Maria Woolverton  
Federal Project Officer for FACES  
ACF (FACES)  
Office of Planning Research and Evaluation  
Administration for Children and Families  
370 L'Enfant Promenade SW  
7<sup>th</sup> Floor West  
Washington, DC 20447

(202) 205-4039

Email: [mwoolverton@acf.hhs.gov](mailto:mwoolverton@acf.hhs.gov)

A report summarizing the study and the survey instruments are available on the following web site:

[http://www.acf.hhs.gov/programs/core/ongoing\\_research/faces/faces\\_pres\\_papers.html](http://www.acf.hhs.gov/programs/core/ongoing_research/faces/faces_pres_papers.html)

## TITLE

National Education Longitudinal Study of 1988

## PURPOSE

The purpose of the National Educational Longitudinal Study of 1988 is to provide information about transition periods between middle school and high school and from high school into postsecondary education or into the work force.

## SPONSORSHIP

The National Center for Education Statistics sponsors the National Education Longitudinal Study of 1988.

## DESIGN

The NELS 88 was conducted in five waves. A baseline wave (Wave 1) was conducted in spring of 1988, a follow-up (Wave 2) was conducted in 1990 and other follow-ups were conducted in 1992 (Wave 3), 1994 (Wave 4) and in 2000 (Wave 5).

In Wave 1, the sample size consisted of approximately 24,600 eighth grade students in 1,052 public, private and parochial schools. A state supplemental sample of 4,000 students was also added. Eighth graders completed questionnaires and cognitive test batteries in group sessions. A self-administered questionnaire was completed by parents, teachers, administrators and principals.

In Wave 2, follow-up data from 96 percent of the student cohort in 1988 was obtained. Early dropouts (students leaving school before the end of tenth grade) and the transition of students to high school was monitored.

In Wave 3, the student sample consisted of about 25,000 students, 15,000 parents and 1,500 school administrators. Wave 3 collected information regarding the transition to work or postsecondary education.

In Wave 4, approximately 15,900 persons were sampled with an oversampling of Blacks, Asians, American-Indians, low-SES Whites and drop-outs. Parents, teachers and school administrators were not included in this follow-up. Information was collected through CATI telephone interviews, in-person and cognitive interviews.

Wave 5 focuses on what the cohort had accomplished since the baseline wave of 1988. Many of the students had completed their postsecondary education and were starting careers. Public-use data are now available for all waves..

## PERIODICITY

A nationally representative sample of eighth graders were surveyed in 1988. A sample of the original respondents were resurveyed through four follow-ups in 1990, 1992, 1994 and 2000.

## CONTENT

The questions included in this study cover a wide range of topics about transitions and outcomes that students experienced as they left middle or junior high school, passed through high school and entered post-secondary institutions or the work force. Students were asked questions about their experiences at home, in school and at work. Topics also included the process of dropping out of secondary school, how schools helped disadvantaged students, and the academic performance of minority students. Data was also gathered on neighborhood characteristics and the educational and occupational choices of these students. Students self-reported use of smoking, alcohol and drug use. High school and post-secondary transcripts provided information on course work and grades earned.

During Waves 1, 2 and 3, achievement tests in reading, social studies, mathematics and science were administered when most students were eighth graders, sophomores or seniors.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

This study is based on a cohort of respondents in 1988, so the data are not appropriate for monitoring changes on educational issues for children in grades K–12. Moreover, since the NELS: 88 is comprised of children who were in eighth grade in 1988, younger children are excluded from the survey.

## AVAILABILITY

A free copy of the NELS: public use data files and electronic codebook is available from the individuals listed below:

Jeffrey A. Owings  
National Center for Education Statistics  
1990 K St NW  
Washington, DC 20006

(202) 502-7423

Email: [Jeffrey.Owings@ed.gov](mailto:Jeffrey.Owings@ed.gov)

To access information online:

<http://nces.ed.gov/surveys/nels88/index.asp>

## TITLE

The National Household Education Surveys Program, Parent and Family Involvement in Education and Civic Involvement Survey

## PURPOSE

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. It provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the U.S. The Parent and Family Involvement in Education Surveys have addressed multiple aspects of parent and family involvement, including family experiences with schools, schoolwork outside of school, and non-school family activities.

## SPONSORSHIP

The National Center for Education Statistics sponsors the project, which is conducted by Westat.

## DESIGN

NHES is a system of telephone surveys of the non-institutionalized civilian population of the United States. Households are selected for the survey using random digit dialing (RDD) methods. Each collection of NHES begins with a screening of a representative sample of households. Data are collected using computer-assisted telephone interviewing (CATI) procedures. In 1996, 20,792 interviews were completed for the Parent and Family Involvement in Education and Civic Involvement Survey and in 2003, 12,426 interviews were conducted for the Parent and Family Involvement in Education Survey.

One of the goals of NHES is to produce reliable estimates of the characteristics of children's and adults' educational experiences for the total targeted population and for persons of different races and ethnicities. The NHES sample design over-samples minorities in order to increase the reliability of estimates for these groups.

## PERIODICITY

NHES has been conducted in the springs of 1991, 1993, 1995, 1996, 1999, 2001 and 2003. NHES will be conducted again in 2005 and 2007 and periodically thereafter. The Parent and Family Involvement in Education Survey and Civic Involvement was initially conducted in 1996. Several parent involvement items were included in 1999. The most recent PFI survey was conducted in 2003.

## CONTENT

Parents and guardians answered questions about their children from age 3 through 12<sup>th</sup> grade, up to age 20. Questions addressed family involvement, including the involvement of non-residential parents, in four areas: children's schooling, communication with teachers or other school personnel, children's homework and behavior, and activities with children outside of school. Information was also collected on children's school or center-based early childhood programs.

## LIMITATIONS

Because the primary purpose of NHES is to conduct repeated measurements of the same phenomena at different points in time, additional surveys are needed to compare the results over time.

## AVAILABILITY

NHES data sets are available on CD-ROM from:

Gail Mulligan  
NCES  
Room 9086  
1990 K Street NW  
Washington, DC 20206-5456

(202) 502-7491

For more information on NHES, contact the NHES staff at:

[NHES@ed.gov](mailto:NHES@ed.gov)

To access NHES information online:

<http://nces.ed.gov/nhes/>

## TITLE

National Institute of Child Health and Human Development Study of Early Child Care

## PURPOSE

The purpose of the National Institute of Child Health and Human Development (NICHD) Study of Early Child Care is to examine how variations in child care relate to children's development. The study also seeks to determine how children's experiences in child care and family environment affect their cognitive, emotional, and social development.

## SPONSORSHIP

The study is sponsored by the National Institute of Child Health and Human Development (NICHD).

## DESIGN

The NICHD Study of Early Child Care is a longitudinal research project involving 10 child care study sites across the United States. The study focused on the experiences of 1,364 children, from their birth in 1991. The study is being conducted in three phases. Phase I followed children from birth until age 3; Phase II followed the children from age 3 through first grade and Phase III followed the children through the fifth grade.

Data collection in Phase I included videotaped behavioral observations of the sampled children at their homes, child care settings, and during visits to project research laboratories. Parents and caregivers were also interviewed to gain additional information about the children. As the children moved into school age, data from Phases II and III have also been gathered from teachers and visits by researchers to the classroom.

## PERIODICITY

The longitudinal study covering 1,364 children began in 1991 and the first phase which was made up of three month updates was completed when the children were 3 years of age. The second phase covered 1,103 children and was made up of 4 month updates till the children were 54 months of age followed by a 6 month update at 60 months. This phase was completed when all the children finished the first grade. The third phase with 1,077 children is comprised of annual updates of children till they finished the fifth grade.

## CONTENT

Although the study primarily focuses on early child care, the influence of the family on children's development is also an important component of the study. Family characteristics measured in the study include the family's economic situation, family structure (single parent vs. partnered parent), the mother's education, her child rearing attitudes, the quality of mother-child interaction, and the extent to which the home environment contributed to the optimal development of children. These family characteristics were used to examine the role of the family in the child's entry into child care, the quality of that care, and the number of care arrangements. A second area of the study delves into the association between child care and the mother-child relationship. A third component looks at the characteristics of child care and how it relates to the

children's cognitive and language development, as well as their behavior and self-control in the first 3 years. Later phases of the study will allow researchers to examine whether any of the effects of preschool child care continue into middle childhood. The third phase of the study will also allow researchers to examine the effect of family characteristics and the home environment on children's outcomes in middle childhood.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The study does not focus on parent involvement in education, although it contains a limited number of items about on the topic. In addition, the sample for the study is based on ten study sites, and therefore, it does not provide a nationally representative sample of U. S. children as does NHES. Also, the age range of the study is limited to early and middle childhood, whereas PFI will cover children from kindergarten through the 12<sup>th</sup> grade.

#### AVAILABILITY

For information on the NICHD Study of Early Child Care, contact

Sarah L. Friedman, Ph.D.  
Project Scientist\Scientific Coordinator  
NICHD SECCYD

Email: [friedmas@exchange.nih.gov](mailto:friedmas@exchange.nih.gov)

To get study results and view publications, visit the web site at

<http://secc.rti.org/>



## TITLE

The National Longitudinal Study of Adolescent Health

## PURPOSE

The National Longitudinal Study of Adolescent Health (Add Health) is a school-based study of health-related behaviors of adolescents in grades 7-12. It was designed to explore the causes of those behaviors, with an emphasis on the influence of social context.

## SPONSORSHIP

The National Institute of Child Health and Human Development (NICHD) and 17 other federal agencies funded the Add Health study. Fieldwork was conducted by the National Opinion Research Center of the University of Chicago.

## DESIGN

The primary sampling frame was a database collected by Quality Education Data, Inc. A sample of 80 pairs of eligible high schools and their corresponding junior high schools was selected. The In-School Questionnaire, a self-administered questionnaire formatted for optical scanning, was the primary instrument. It was administered to a nationally representative sample of students in grades 7-12. In each school, one 45- to 60-minute class period was devoted to completing the questionnaires. Data were also collected from school administrators.

In addition to the school sample, an in-home sample was selected from the school rosters. Students in each school were stratified by grade and sex and about 17 students were randomly chosen from each stratum so that a total of approximately 200 adolescents were selected from each of the 80 pairs of schools. A total core sample of 12,105 adolescents was interviewed. Supplementary over-samples were drawn from certain ethnic groups. All respondents in the in-home sample were given the same interview. The majority of interviews were conducted in the respondents' homes and took between one and two hours. All data were recorded on laptop computers. Students were also given the Add Health Picture Vocabulary Test, a computerized, abridged version of the Peabody Picture Vocabulary Test. Parents were also interviewed.

## PERIODICITY

There are three waves of data available for the survey. Wave I was conducted from September 1994 through December 1995. Wave II was conducted from April 1996 through August 1996. Wave III was collected from August 2001 through April 2002. In Wave I, data were collected from school administrators, adolescents at school and at home, and parents. In Wave II and III, data were collected from school administrators and adolescents at home.

## CONTENT

The Add Health survey and interview focused on forces that influence adolescents' behavior, in particular those residing in the various contexts of their lives: families,

friendships, romantic relationships, peer groups, schools, neighborhoods, and communities. The questionnaire included topics such as the social and demographic characteristics of respondents, the education and occupation of parents, household structure, at risk behaviors, expectations for the future, self-esteem, health status, friendships, and school-year extracurricular activities.

Wave III of the study examined the transition between adolescence and adulthood by exploring choices that adolescents make (staying in school or dropping out, attending college or getting a job, etc.)

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The Add Health Study targeted a population of adolescents currently enrolled in either junior high or senior high school, thus the sample was not as broad as NHES. Also, although the study contained items about adolescents that may be similar to those in NHES, the study was not directly designed to measure parent and family involvement in education.

#### AVAILABILITY

A full report summarizing the study can be viewed on the following web site:

<http://www.cpc.unc.edu/addhealth/>

For more information or to obtain the public-use data, contact:

Sociometrics Corporation  
170 State Street, Suite 260  
Los Altos, California 94022-2812

Phone: (650) 949-3282

Fax: (650) 949-3299

Email: [socio@socio.com](mailto:socio@socio.com)

## TITLE

The National Longitudinal Survey of Children and Youth (Canada)

## PURPOSE

The National Longitudinal Survey of Children and Youth (NLSCY) is a long-term study conducted to monitor the social, emotional and behavioral development and well being of Canada's children as they grow from infancy to adulthood. The survey will provide data for use in research on the impact factors in children's development and their adjustment to school in Canada.

## SPONSORSHIP

Human Resources Development Canada and Statistics Canada conducted the survey in partnership.

## DESIGN

The survey follows a representative sample of Canadian children, aged newborn to 11 years, into adulthood with data collection appearing at two-year intervals. The initial sample was approximately 22,500 children. The data are collected from several sources including parents, teachers, principals, and the children themselves. From 2000-2001, the sample consisted of 27,000 longitudinal children and 9,500 cross-sectional households.

## PERIODICITY

This is a longitudinal study that began 1994 and is ongoing with data collection occurring at two-year intervals covering children and youth till they are 25 years of age.

## CONTENT

The survey assesses the child, the family and community environment in which the child is living. Specific topics include family structure/demographics, family and custodial history, parent's education, parenting styles, importance of good grades, school involvement, and expectations for the child. Child care and child care arrangements are also topics covered by the NLSCY.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The survey is conducted in Canada and therefore is not representative of people living in the United States. The study, unlike NHES:2007, is not directly designed to measure parent and family involvement in children's education but focuses on child development instead.

## AVAILABILITY

Further information can be found at the following web site:

<http://www.statcan.ca/english/sdds/4450.htm#InfoSurvey>

For further information about the National Longitudinal Survey of Children and Youth contact:

Director's Office  
Income Security and Social Development Studies  
Applied Research Branch  
Human Resources Development  
Canada  
360 Laurier Street West  
Narano Building, 7th Floor  
Ottawa, ON K1A 0J9

(613) 946-5713

## TITLE

National Longitudinal Survey of Youth 1997 Cohort

## PURPOSE

The purpose of the National Longitudinal Survey of Youth 1997 Cohort (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 that were age 12 to 16 years old on December 31, 1996. These youth were representative of a national sample of youth of these ages, and oversamples of black and Hispanic youth were 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. Follow-up interviews were conducted yearly through 2003.

## 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, in addition to information on child custody, child care arrangements, and child education history.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

Because of a substantive focus on "school-to-work" issues, topics of interest for NHES are not fully covered. The age range of students included is also limited relative to students included in NHES.

## AVAILABILITY

Data from rounds 1 through 5 were released in May 2003.

For more information on the National Longitudinal Survey of Youth 1997 concerning data and documentation, contact:

NLS Users Services  
Center for Human Resources Research (CHRR)  
921 Chatham Lane, Suite 100  
Columbus, OH 43221-2418 USA

Phone: (614) 442-7366  
Fax: (614) 442 7329

Email: [usersvc@postoffice.chrr.ohio-state.edu](mailto:usersvc@postoffice.chrr.ohio-state.edu)

For general information on the NLSY online:

<http://www.bls.gov/nls/>

## TITLE

The National Survey of America's Families

## PURPOSE

The National Survey of America's Families (NSAF) is a survey of the economic, health, and social characteristics of children, adults under the age of 65, and their families. The survey pays particular attention to low-income families, reporting on important aspects about their lives and how they differ from the lives of children and adults in families with higher incomes.

## SPONSORSHIP

The study was conducted by the Urban Institute and Child Trends, and sponsored by a number of private foundations. Westat conducted sampling and data collection for the study.

## DESIGN

The survey was conducted in three rounds. In round 1, in 1997, interviews were conducted with 75,437 adults and interviews about 34,439 children were conducted in 44,461 households. In round 2, in 1999, interviews were conducted for over 73,000 adults and interviews were conducted about 36,000 children in more than 42,000 households. In round 3, in 2002, interviews were conducted with 70,577 adults and about 34,332 children in over 43,000 households. A list-assisted, random-digit-dialing sample of telephone numbers was used and was supplemented by an area probability sample of non-telephone households. Oversize samples were drawn in 13 states. The sample was representative of the civilian, noninstitutionalized population under age 65. A short screener interview was used to identify and sample households on the basis of age composition and household income.

## PERIODICITY

Cross-sectional data were obtained in three rounds: February to November 1997, February to October 1999 and February to October, 2002.

## CONTENT

The survey contained several well-being measures having to do with economic security, health and health care, child's education and cognitive and social development, child's behavioral problems, and family and community environment. The survey was divided into the following topic areas: student status, parent/child/family interaction and education, household roster, child care, nonresidential parent/father, employment and earning, family income, welfare program participation, education and training, housing and economic hardship, and race and ethnicity.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

Although the survey included some questions similar to those in NHES:2007, (e.g., items about child support, teen employment, the Children's Health Insurance Program), it was not

directly designed to measure parent and family involvement in education. Thus the questions about education and parent involvement are few and do not collect the in-depth information that NHES does.

#### AVAILABILITY

Current data are available and can be downloaded online:

<http://newfederalism.urban.org/nsaf/>

For more information, contact:

Tim Triplett  
Survey Associate  
Assessing the New Federalism  
National Survey of America's Families  
The Urban Institute  
2100 M Street  
Washington, DC 20037

(202) 261-5579

Email: [ttriple@ui.urban.org](mailto:ttriple@ui.urban.org)



## TITLE

The National Survey of Parents of Public School Students

## PURPOSE

The purpose of this survey was to collect information on the views of parents of public school children regarding the importance of parental and federal involvement in education. The survey also collected information about parents who may qualify for Title 1 services.

## SPONSORSHIP

Bennett, Petts, and Blumenthal conducted the survey for the National PTA.

## DESIGN

The study was conducted as a national telephone survey among 800 adults who had at least one child in public school. Prior to interviewing, the sample was divided into two separate categories. The first was a national random sample of 600 adults. The second was a national random sample of 200 adults with a household income of \$25,000 a year or less. These two samples were then combined and weighted to reflect the actual distribution of income for the nation's population as a whole.

## PERIODICITY

The study was conducted December 6-10, 1998. There are no plans at this time for further data collection.

## CONTENT

The survey focused on the parents' opinions about the role of parental involvement in education (level of importance, support of federal programs, being informed about school). Questions were also asked about their views of the role of federal government in education programs and the low-income families' knowledge of Title 1 programs and services that may have been available to their child.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The National Survey of Parents of Public School Students measures only the opinions of the parents on the importance of involvement in education, not their levels of involvement within their children's schools. Also the sample is limited to only parents of public school children, a narrower focus than NHES. Because the survey was conducted only in 1995, it does not meet the NHES goal of monitoring change over time.

## AVAILABILITY

The Research Center at the National PTA, Washington, DC Office, is in the process of moving and information will be added when it is available.

## TITLE

Panel Study of Income Dynamics, Child Development Supplement

## PURPOSE

The purpose of the Panel Study of Income Dynamics (PSID) is to gather data on a broad variety of economic and demographic behavior and social issues. The Child Development Supplement is meant to provide researchers with a comprehensive, nationally representative, and longitudinal data base of children and their families.

## SPONSORSHIP

Major funding for the Panel Study of Income Dynamics comes from the National Science Foundation. Additional support comes from the Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services, the Department of Labor, the National Institute on Aging, the Office of Economic Opportunity, and the National Institute of Child Health and Human Development.

Funding for the Child Development Supplement is primarily from the National Institute of Child Health and Human Development (NICHD) and its additional funds are provided by the William T. Grant Foundation, the Annie E. Casey Foundation, the U.S. Department of Agriculture, and the U.S. Department of Education.

## DESIGN

The Panel Study of Income Dynamics is a national sample that began with 5,000 households in 1968. This longitudinal study reinterviews the same individuals each year, following them through their life cycle. The study includes new family members as the individuals marry and have children. The survey collects data on all household members, but primarily on the heads of household. The sample has grown to include information on 50,000 individuals spanning as much as 28 years of their lives. In 1997, the Child Development Supplement collected data on 0-12 year old children from a variety of sources, including parents, teachers, and the children themselves. There are approximately 2,500 families who participated in the research, and participants who are selected have been involved in at least one panel of the study. In 2002-2003, families were re-contacted if they had participated in the first Child Development Supplement and were in a PSID panel in 2001.

## PERIODICITY

The Panel Study of Income Dynamics has been conducted every year. The first wave of the Child Development Supplement was conducted in 1997, and the second wave occurred in 2002 and 2003.

## CONTENT

The focus of the Panel Study of Income Dynamics is on economic and demographic information, including items such as income sources and amounts, employment, family composition changes, and demographic events. The Child Development Supplement serves to enhance the PSID by obtaining detailed data on items not generally included in the main

database. The survey studies ways in which time, money, parenting and teaching styles, divorce, unemployment, etc. influence and affect children's development cognitively, emotionally, and physically, and how this is buffered by family, school, and community.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The substantive focus of the supplement is on school age children's academic achievement and cognitive ability, social and emotional well being, and health. The study does not provide direct information on the parental involvement topics planned for NHES:2007.

#### AVAILABILITY

Current data are available and can be downloaded from the Panel Study of Income Dynamics online:

<http://www.isr.umich.edu/src/psid>

For information and inquires about the study, contact

PSID Staff  
The Panel Study of Income Dynamics  
Institute for Social Research  
PO Box 1248  
Ann Arbor, MI 48106-1248

Phone: (734) 763-5166

Fax: (734) 647-4575

Email: [psidhelp@isr.umich.edu](mailto:psidhelp@isr.umich.edu)

## TITLE

Prospects: The Congressionally Mandated Study of Educational Growth and Opportunity

## PURPOSE

Prospects was initiated in 1988 under Congressional mandate as an assessment of Chapter I (formerly Title I) programs. It was 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 were not receiving services. The study is nationally representative and was designed to inform policymakers.

## SPONSORSHIP

Prospects was 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 (LEP) 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 LEP 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 6 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 collected 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 included 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 NHES

This study focuses only on children in Chapter I in public schools; it therefore does not include a nationally representative sample of all children in kindergarten through 12<sup>th</sup> grade. Also, Prospects was completed in 1997, and future studies are not planned; thus, the study does not provide an opportunity to monitor change over time.

#### AVAILABILITY

The data tapes and CD-ROM are available for all years.

For more information, contact:

Daphne Kaplan  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Room 6W201  
Washington, D.C. 20202-8240

(202) 401-7949

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

## TITLE

Survey of Family and School Partnerships in Public Schools, K-8

## PURPOSE

The study was designed to provide information on the ways that schools are engaging parents in their children's education and the extent to which parents are responding to the opportunities for involvement that schools provide. The study was also intended to provide data that could be compared with data on the same topic collected from parents in other studies.

## SPONSORSHIP

The National Center for Educational Statistics (NCES) sponsored the study with data collection by Westat.

## DESIGN

The survey was conducted through the NCES Fast Response Survey System (FRSS). FRSS is a survey system designed to collect small amounts of issue-oriented data with minimal burden on respondents and within a relatively short time frame. Short questionnaires were sent to a nationally representative sample of 900 public schools enrolling kindergarten through eighth grade students. Principals were asked to either complete the survey or assign its completion to the person most knowledgeable about parent involvement programs and activities at the school. Data have been weighted to national estimates of all public schools serving grades K-8.

The sample for the FRSS survey was selected from the 1993-1994 NCES Common Core of Data (CCD) Public School Universe File, resulting in a sample frame of 60,000 schools. A stratified sample of 9000 schools was selected from the elementary school frame. To select the sample, the frame of schools was stratified by poverty status, as determined by the percent of students eligible for free or reduced-price lunches. Within these primary strata, schools were also sorted by enrollment size class and then by metropolitan status. The sample sizes were then allocated to the primary strata in rough proportion to the aggregate square root of the enrollment of schools in the stratum.

## PERIODICITY

The study was conducted during the spring of 1996. There are no plans for further data collection at this time.

## CONTENT

The survey addresses the following issues: the kinds of communication schools establish to provide parents with information, the kinds of activities schools sponsor that are designed to inform parents about their children's school performance, the types of volunteer activities schools make available to parents, and the extent to which parents are included in decision making regarding school issues.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The Survey on Family and School Partnerships in Public Schools was not a parent survey. Instead, it is targeted at collecting information directly from the school. Thus it represented a different viewpoint than does NHES. Also, the sample was comprised exclusively of public schools. The survey did not collect information on any private schools or any grades beyond eighth in public or private schools.

## AVAILABILITY

A full report summarizing the study and the survey itself are available online:

<http://nces.ed.gov/pubs98/98032.pdf>

## TITLE

Survey of Adults and Youth

## PURPOSE

The Survey of Adults and Youth (SAY) monitors youth access to parent and community resources. The survey interviews adults, parents and youth with a time use portion which covers after-school hours.

## SPONSORSHIP

The Survey of Adults and Youth was designed by faculty from New York University, Columbia University and Princeton University and was sponsored by the Robert Wood Johnson Foundation and the MacArthur Foundation.

## DESIGN

The survey was administered to a nationally representative sample and a representative sample from five Urban Health Initiative (UHI Cities): (Philadelphia, Baltimore, Detroit, Oakland and Richmond) and Chicago was added later.

Interviews were conducted by telephone and were random digit dialed. The first wave sample for Round 1 consisted of 15,571 adults and 7,778 youth, with an adult response rate of 89 percent and a child interview rate of 74 percent.

## PERIODICITY

The first Survey of Adults and Youth was completed in 1998-1999 and a second survey was conducted between 2001 and 2002. A third survey will be completed between 2004 and 2005. Rounds one through three will be completed at three-year intervals and subsequent rounds will be repeated every five years.

## CONTENT

The components of the survey include a parent survey that asks about conflicts between work and family commitments. An adult survey concentrates on youth issues, trust in local government and civic involvement. A youth survey provides information on parent-child relationships, the extent of involvement in supervised youth activities, educational expectations and achievement in school.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The Survey of Adults and Youth focuses on parent/child relationships, supervised after-school activities, conflicts between work and family and educational expectations and achievement. Also, this was a regional sample; it is not a nationally representative one.



## AVAILABILITY

For further information about SAY, contact:

Tod Mijanovich  
New York University  
Robert F. Wagner Graduate School of Public Service  
Center for Health and Public Service Research  
295 Lafayette St.  
New York, NY 10012-9604

Email: [tm11@nyu.edu](mailto:tm11@nyu.edu)

*This page is intentionally blank.*

**ADULT EDUCATION FOR WORK-RELATED REASON**

*This page is intentionally blank.*

## TITLE

1995 Survey of Employer-Provided Training

## PURPOSE

The 1995 Survey of Employer-Provided Training (SEPT95) included two major components: (1) a survey of establishments and (2) a survey of randomly selected employees in the surveyed establishments. The SEPT95 provided 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 were 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.

Experienced field economists in the BLS regional offices requested permission from establishment representatives to randomly sample using a computer-generated random number program based on a simple random selection method and interview two employees. During the interview, field economists administered the employee questionnaire to the respondents using computer-assisted personal interviewing (CAPI).

## PERIODICITY

There are no plans 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 NHES

The SEPT95 was limited in its scope as far as respondent characteristics and types of adult education 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 postsecondary credential programs, apprenticeships, or any work-related courses taken from sources other than an employer.

#### 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) 606-7386

The web site allows downloading or on-line viewing of the shorter publications, reports, technical publications, and data products.

<http://www.bls.gov/ept/eptover.htm>

## TITLE

Adult Education and Training Survey

## PURPOSE

The purpose of the Adult Education and Training Survey (AETS) was to provide information on the education and training experiences of adult Canadians.

## SPONSORSHIP

The survey was sponsored by Human Resources Development Canada and conducted by Statistics Canada.

## DESIGN

The AETS was last administered in January 2003. The population for the survey was a subsample of the Labour Force Survey sample. Information was collected through CAI computer assisted telephone interviews on 25,056 individuals which represents a response rate of 73.5 percent of 34,086 households from the Labour Force Survey eligible for the AETS population.

## PERIODICITY

Adult Education and Training in Canada Surveys have been conducted in 1984, 1985, 1986, 1990, 1992, 1994, 1998 and 2003.

## CONTENT

The survey asks questions about job-related education and training, personal interest education and training activities, organizational aspects, and outcomes of adult education and training. Respondents also assessed the adequacy and usefulness of the training, as well as any barriers or limitations they experienced.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The survey is conducted in Canada and therefore is not representative of educational experiences of adults living in the United States. The study, unlike NHES, excludes the participation of Canadians who were exclusively enrolled in full-time academic programs that were not supported by their employer.

## AVAILABILITY

Reports can be viewed on the web site at:

<http://www.statcan.ca/english/Dli/Data/Ftp/aets.htm>

## TITLE

American Society for Training and Development: Tools for Benchmarking and Continuous Improvement Survey

## PURPOSE

This study collected information from a variety of organizations on the nature of their employer-provided training expenditures, practices, and outcomes. It was designed to build an extensive database of comparative information from large and small as well as public and private companies.

## SPONSORSHIP

Each organization collected their own data and American Society for Training and Development analyzes it.

## DESIGN

The study was actually a service provided by the ASTD, which produces a customized report for organizations. The organizations collected the data themselves through a two-part questionnaire, which, when completed, was sent back to the ASTD. There were two separate questionnaires; Part I, consisted of training investments, and Part II focused on training outcomes. In both cases, data were compared with the other organizations offering similar courses to provide benchmarks of training outcomes and diagnostic feedback.

## PERIODICITY

Organizations could conduct data collection at any point; however, to receive a free benchmarking report, completed questionnaires must have been submitted by a deadline. The ASTD produces a state of the industry report each year, summarizing the data that were analyzed.

## CONTENT

The survey was a two-part questionnaire. Part I looked at training investments and measures the organizations' training and human resource practices and investments. Specifically, sections included questions about training content, learning technologies, use of providers and evaluation, customer service practices, and salaries and functioning of internal training staff.

Part II of the survey focused on training outcomes. This included an initial evaluation, evaluation questions, and a summary data form. Follow-up evaluation questions were asked of both the participant and the supervisor.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The ASTD examined only training provided by employers, which is a narrower focus than NHES. The sample was self-selected, and was therefore not nationally



representative. The unit of analysis in the ASTD was the establishment or workplace, whereas the NHES focus is on the individual.

#### AVAILABILITY

For further questions or information, contact:

ASTD Benchmarking Service  
1640 King Street, Box 1443  
Alexandria, VA 22313-2043

(703) 838-5841

Email: [benchservice@astd.org](mailto:benchservice@astd.org)

## TITLE

American Society for Training and Development: National HRD Executive Survey

## PURPOSE

This survey collected information from a variety of organizations on the nature of their employer-provided human resources development expenditures, practices, and outcomes. It was designed to build an extensive database of comparative information from large and small as well as public and private companies.

## SPONSORSHIP

American Society for Training and Development produced the survey and analyzed the data.

## DESIGN

The survey was actually a service provided by the ASTD, which produces a customized report for organizations. The organizations that were selected to be part of the survey panel collect the data themselves through a self-administered questionnaire, which, when completed, is sent back to the ASTD. There were different questionnaire topics; Leadership Development and Information Technology Training. In both cases, data were compared with the other organizations offering similar courses to provide benchmarks of training outcomes and diagnostic feedback.

## PERIODICITY

Organizations may conduct data collection at any point. The ASTD produces the report quarterly, summarizing the data that were analyzed.

## CONTENT

The survey was a two-part questionnaire. Part I looked at training investments and measures the organizations' training and human resource practices and investments. Specifically, sections included questions about training content, learning technologies, use of providers and evaluation, customer service practices, and salaries and functioning of internal training staff.

Part II of the survey focused on training outcomes. This included an initial evaluation, evaluation questions, and a summary data form. Follow-up evaluation questions were asked of both the participant and the supervisor.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The National HRD Executive Survey examined only specific types of training provided by employers, which is a narrower focus than NHES. The sample was self-selected, and is therefore not nationally representative. Finally, the unit of analysis was employers and not adults.

## AVAILABILITY

For further questions or information, contact:

ASTD Benchmarking Service  
1640 King Street, Box 1443  
Alexandria, VA 22313-2043

(703) 838-5841

Email: [benchservice@astd.org](mailto:benchservice@astd.org)

## TITLE

American Time Use Survey

## PURPOSE

The American Time Use Survey (ATUS) collects information on how people living in the United States spend their time. Estimates for how people spend weekdays and weekends were developed. The kinds of activities and the time spent on them will be available by race, ethnicity, sex, age, educational attainment, labor force status, occupation, industry, household composition, and other characteristics.

## SPONSORSHIP

ATUS is conducted by The Census Bureau, under contract with the Bureau of Labor Statistics.

## DESIGN

Households completing their last (8th) month of the Current Population Survey are eligible for ATUS. From the eligible group, households are selected that represent a range of demographic characteristics, including the number of adults, the presence of children, and the race, ethnicity, age, and education of the householder. One person age 15 or older is randomly chosen from the household to answer questions about their time use for the ATUS. Data are collected through telephone interviews using computer-assisted telephone interviewing (CATI). The sample consists of approximately 3,000 cases each month, which is yielding about 1,800 completed interviews. Reporting days are pre-assigned to respondents in order to eliminate any bias in the data that might exist if respondents reported at their convenience. Respondents are contacted for up to 8 weeks to conduct an interview on one of their pre-designated days.

## PERIODICITY

The ATUS runs continuously throughout the year. New sample cases are introduced monthly from a subset of households that completed their last month in the CPS survey about 2 months prior to ATUS. The survey is expected to continue indefinitely, the total sample building from year to year. Estimates will be published in the year following the completion of each annual iteration of the survey.

## CONTENT

ATUS is concerned with the types of activities Americans engage in and the amounts of time they spend on each one. This data will be made available by race, ethnicity, sex, age, educational attainment, labor force status, occupation, industry, household composition, and other characteristics. In addition to seeking to describe how Americans spend time on various activities, ATUS also will provide information about the types of relations with whom this time is spent.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

ATUS interviews ask respondents to report on their time spent on various activities during the previous day. The interview does not include specialized questions about types of educational activities, participation in postsecondary credential programs or apprenticeship or any work-related courses taken from sources other than an employer.

## AVAILABILITY

Published tables, BLS analyses, and microdata sets will not be made available to the public until mid-2004. For more information on this survey, contact:

Diane Herz  
Project Manager, ATUS  
2 Massachusetts Avenue, NE  
Suite 4675  
Washington, DC 20212-0001

(202) 691-6378

Email: Herz.Diane@bls.gov

The BLS web page for ATUS is:

<http://www.bls.gov/tus/>

## TITLE

Current Population Survey, October School Enrollment Supplement

## PURPOSE

The purpose of the Current Population Survey (CPS) 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 October School Enrollment Supplement is sponsored by the National Center for Educational Statistics.

## DESIGN

The Current Population Survey (CPS) is designed to be representative of the civilian, non-institutionalized population of the United States, including Armed Forces personnel living off base 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 the late 1960s.

## 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 1997 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); remeasure of the October 1992 questions on computer ownership and home use (October 1997); remeasure of the proficiency in English and disability questions (October, 1999), and remeasure of the computer ownership and home usage questions (October, 2001).

#### LIMITATIONS RELATIVE TO THE GOALS OF 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 workplace training or apprenticeship programs. Thus, the supplement does not regularly contain questions on the various types of participation in adult education covered by NHES. An additional limitation relative to the NHES is that the CPS uses proxy respondents to report on household members' educational attainment and participation.

#### 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:

Hyon Shin  
Education and Social Stratification Branch  
Population Division  
U.S. Bureau of the Census  
Washington, DC 20233-8800

(301) 763-2464

Alex Janus  
Education and Social Stratification Branch  
Population Division  
U.S. Bureau of the Census  
Washington, D.C. 20233-8800

(301) 763-2368

Information, including the survey questionnaire, can be found on the web at:

<http://www.bls.census.gov/cps/cpsmain.htm>

## TITLE

Educational Quality of the Workforce, National Employer Survey

## PURPOSE

The National Employer Survey (NES) 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, nonprofit 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 were 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, oversaw the administration of a survey of employees drawn from the sample of establishments participating in the 1997 NES. The new survey linked 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 NHES

The NES is a survey of employers about their employees and organization concerning work-related training and education and not a survey of adults. The unit of analysis is employers and not adults. No questions were asked about participation in post-secondary credential programs, apprenticeships, or other work-related 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

Or contact the Center at:

Phone: 1-800-437-9799

Fax: (215) 898-9876

Email: [eqw-requests@irhe.upenn.edu](mailto:eqw-requests@irhe.upenn.edu)

## TITLE

Employees Speak Out on Training

## PURPOSE

The survey was designed to assess employees' level of satisfaction with work-related training and determine their opinion of the usefulness of training they received.

## SPONSORSHIP

The study was cosponsored by Training Magazine, Development Dimensions International, and the Gallup School of Management in Lincoln, NE.

## DESIGN

Gallup telephone interviewers conducted the survey of 1,012 employed adults, age 16 or older, who were currently working at least 35 hours a week in companies with 100 or more employees.

## PERIODICITY

The interviews were conducted in 1998 and no further data collection is planned.

## CONTENT

The survey focused on the prevalence, type, and value of the training received in the past year. The remainder of the questions concerned the feelings and satisfaction levels of the employees regarding the training they had participated in and why they chose to participate.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The survey did not use a random, nationally representative sample of all adults. Also, the sample excluded any population other than currently employed adults working in companies with 100 or more employees.

## AVAILABILITY

No web site is currently available for this survey.

## TITLE

Integrated Postsecondary Education Data System, Fall Enrollment Survey

## PURPOSE

The Integrated Postsecondary Education Data System (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 Institute of Education Sciences, 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 2-year institutions, all public institutions of less than 2 years, and a sample of private less-than-2-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 the 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 NHES

IPEDS is of limited use for studying adult education participation because the primary focus is on enrollment in 2- and 4-year colleges and universities and post secondary vocational/technical programs. While a few questions cover part-time students and enrollment in occupationally specific programs, IPEDS does not collect information on adult education other than post-secondary credential programs.

## AVAILABILITY

The data are currently available for academic year 2000-01 and earlier by contacting:

Susan G. Broyles  
National Center for Education Statistics  
1990 K Street, NW Room 8113  
Washington, DC 20006

(202)502-7318

Email: [Susan.Broyles@ed.gov](mailto:Susan.Broyles@ed.gov)

Reports, technical publications, and data products can be downloaded or viewed online via the NCES website:

<http://nces.ed.gov/ipeds/>

## TITLE

International Survey of Adults/Adult Literacy and Lifeskills Study

## PURPOSE

The International Survey of Adults (ISA), also known as the Adult Literacy and Lifeskills Study (ALL), is a large-scale, international comparative assessment designed to identify and measure a range of skills, such as literacy, numeracy, and reasoning competency, that are linked to the social and economic characteristics of individuals across (or within) nations. ISA provides policy-makers with information about the distribution of these skills in their societies in order to help develop skill enhancement policies and programs. ISA also allows countries to compare the performance of their adult populations with those in similar countries.

ISA is a later iteration of an earlier survey known as the International Adult Literacy Survey (IALS)—a 22-country study conducted between 1994 and 1998 in order to create literacy profiles across national, linguistic and cultural boundaries and to study the factors that influence literacy proficiency.

## SPONSORSHIP

The study is sponsored by the National Center for Education Statistics (NCES), the Office of Vocational and Adult Education, the Department of Labor, in collaboration with Statistics Canada, and the Organization for Economic Cooperation and Development.

## DESIGN

ISA assesses the competencies of randomly selected adults from each participating country. Well-defined performance scales are being used to describe the capabilities of adults at different levels of three skill domains: 1) prose and document literacy; 2) numeracy, and 3) analytical reasoning. Skills that were indirectly measured included information and communication technology literacy as well as teamwork or interpersonal skills. The survey uses a balanced incomplete block (BIB) assessment design, in which a large set of tasks for each scale is broken into smaller sets, or blocks. To reduce burden, individual respondents complete only a subset of assessment tasks in specific skill domains. However, results still may be reported on all scales for all skill domains for international as well as for national comparisons (and for key sub-populations). ISA is intended to link to an earlier study, the International Adult Literacy Survey (IALS).

## PERIODICITY

ISA has been implemented in three phases. Item Feasibility Testing took place from the first through third quarters of 1999 and was intended to ensure that test items worked consistently within the test frameworks and across countries. The feasibility testing included 200-400 cases per country. Results were used to inform the design, selection, and validation of the best items for creating reliable and valid scales that would be comparable across cultures and languages. Participating countries also had the opportunity to contribute to the development of further assessment materials in the light of feasibility testing results. Pilot Testing took place during the first quarter of 2001 and

involved a representative sample of about 1,300 adults in each participating country; it included all aspects of the survey proper, plus additional assessment materials. The survey proper took place during the first and second quarters of 2002 and was administered to yield an equivalent of 7,000 randomly selected cases from each participating country. In the United States, a nationally representative sample of approximately 4,000 adults aged 16-65 was selected. There are no plans for further data collection at this time.

## CONTENT

ISA's primary components were 1) background questionnaires designed to collect general participant information and examine attitudes toward teamwork and familiarity with information and communication technology, and 2) assessments of the skills of participants in Prose and Document Literacy, Numeracy, and Analytical Reasoning/Problem Solving. ISA was a household survey in which participants completed approximately 45 minutes of background questions and 60 minutes of assessment items in their homes. Each participating country provided a sample that was representative of their adult population as a whole.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

ISA's focus is on measuring and comparing literacy proficiency across countries. The study does not collect data on participation in work-related adult education, post-secondary credential programs, or apprenticeship programs.

## AVAILABILITY

Findings from ISA will first be presented in the form of an international volume now being prepared by Statistics Canada and now scheduled for production in late 2004. Further information about study design, partners, content areas and instruments are available through the NCES website.

<http://nces.ed.gov/surveys/all/>

Additional questions should be addressed to:

Laurence Ogle  
National Center for Education Statistics  
1990 K Street, NW, Room 9003  
Washington, DC 20006

Email: [Laurence.Ogle@ed.gov](mailto:Laurence.Ogle@ed.gov)

## TITLE

Involving Employers in Training: Best Practices

## PURPOSE

This report was prepared as part of an U.S. Department of Labor effort to disseminate information about effective strategies and practices for companies who are involved in training employees.

## SPONSORSHIP

James Bell Associates, Inc., under the direction of the Department of Labor's Employment and Training Administration prepared the report.

## DESIGN

The study results are based on a review on employer-based training (EBT) literature and 17 cases studies of selected companies sponsoring exemplary EBT program. The case studies were derived from the on-site visits to each company, during which interviews were conducted with company management, supervisors of workers in training instructors, and individuals receiving training.

## PERIODICITY

The study was conducted in 1996 and there are no plans for future case studies.

## CONTENT

The case studies assessed the types and amount of training provided (jobs skills, workplace practices, safety and health, orientation, apprenticeship, or basic-skills), characteristics of the trainees (education level, test scores, previous training, hire date, gender, marital status, and race), and the company's characteristics (size, location, industry, and sector).

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The DOL's case study and related report cannot be utilized in the same ways as the NHES data. Their method of study uses a small sample, which is not random or nationally representative. The case studies assessed only employer-provided training, a narrower focus than NHES.

## AVAILABILITY

An electronic file containing the report and other background information can be accessed at:

<http://wdr.doleta.gov/opr/fulltext/document.cfm?docn=5887>

## TITLE

National Assessment of Adult Literacy

## PURPOSE

Originally conducted in 1985 and 1992 as the National Adult Literacy Survey (NALS), The National Assessment of Adult Literacy (NAAL) is designed to measure the nature and extent of literacy skills among U.S. adults aged 16 and older and to provide policymakers, researchers, and educators with a variety of statistics on the condition of adult literacy in the United States.

## SPONSORSHIP

The NAAL is 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 were 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 survey was conducted in 1985 and in 1992 as NALS and in 2003 as NAAL.

## CONTENT

The NAAL has two basic components: a background questionnaire and 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. These 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.

The 2003 NAAL featured two new components that enhanced its ability to measure the literacy of the least-literate adults: the Fluency Addition to NAAL (FAN) and the Adult Literacy Supplemental Assessment (ALSA). These components provided important new data on the literacy skills of those adults with the poorest text comprehension skills. Other enhancements included a more extensive background questionnaire and the ability to provide a health literacy score.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

Although the NAAL is one of the most comprehensive efforts to measure adult literacy in the nation, the survey has not asked questions concerning participation in a range of adult education activities related to work.

#### AVAILABILITY

Publications, reports, technical publications, and data products can be downloaded or viewed online via the NCES website:

<http://nces.ed.gov/naal/>

For more information on NAAL, please contact:

Sheida White  
National Center for Education Statistics  
1990 K Street, NW, Rm 8008  
Washington, DC 20006

(202) 502-7473

Email: [Sheida.White@ed.gov](mailto:Sheida.White@ed.gov)

## TITLE

National Center for the Study of Adult Learning and Literacy's Longitudinal Study of Adult Learning

## PURPOSE

The Longitudinal Study of Adult Learning (LSAL) is creating a database of longitudinal information on the program participation and non-participation of potential adult literacy learners in order to study the literacy growth of adults in Adult Basic Education (ABE), English as a Second Language (ESL), and secondary programs.

## SPONSORSHIP

LSAL is funded by the National Center for the Study of Adult Learning and Literacy.

## DESIGN

The study began in October 1998 as a local demonstration project in Portland, Oregon with a sample consisting of 940 adults ages 18–44 who did not have a high school diploma or equivalent. The sample was divided into two groups: individuals entering adult education programs at the beginning of the study, and those who were not enrolled in any literacy programs. NCSALL will follow this sample through October 2005. LSAL reported a 90% retention rate from its original sample as of September 2003.

LSAL is a learner-centered panel study rather than a program-centered evaluation. Programs do not collect data on participants for LSAL. Data are collected through in-depth, face-to-face interviews and an assessment of literacy proficiencies. Researchers also collect information from respondents through periodic telephone interviews and administrative databases.

The project also has a qualitative component involving a smaller number of participants. These qualitative case studies are being carried out with pilot subjects, individuals who are not part of the formal survey sample but who nevertheless receive the same interviews and assessments as individuals in the formal sample. This component of LSAL is expected to elucidate the strengths and limitations of its survey data.

## PERIODICITY

LSAL has five scheduled data collection periods spread over seven years. Panels retained from the original sample of 940 participants were interviewed once each year for waves 1 through 3 (1999-2000, 2000-2001, 2001-2002), and will be interviewed once every two years for waves 4 and 5 (2002-2003, 2004-2005). This design gives 5 points of measurement for modeling change over time and a spread of seven years over which development and outcomes of development can occur.

## CONTENT

LSAL collects information on adult learners' participation in multiple programs in order to assess the contribution of adult education to the growth of literacy and other abilities over time. LSAL focuses on the growth of adult literacy skills and knowledge, the

contribution of literacy education programs to the development of these skills, and the relationship between improved literacy and socioeconomic outcomes. Research questions include: To what extent do adults' literacy abilities continue to develop after they are out of school? What life experiences are associated with adult literacy development? How do formally organized basic skills programs contribute to these learning trajectories? What are adult learners' patterns of participation over time in literacy training and education? What are the impacts of adult literacy development on social and economic outcomes?

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

The LSAL sample includes only adults who did not have a high school diploma or equivalent and who lived in Portland, Oregon in 1998. Thus findings cannot be generalized to the U.S. adult population. Furthermore, data collection is limited to adult literacy education and English as a Second Language. It does not cover many other areas of adult education, such as credential programs, apprentice programs, and work-related courses.

#### AVAILABILITY

Published reports are currently available via LSAL's website:

<http://www.lsal.pdx.edu>

For more information contact:

Steve Reder  
Director, Longitudinal Study,  
and NCSALL Coordinator  
Portland State University  
P.O. Box 751  
Portland, OR 97207-0751

(503) 725-3999

Email: [reders@pdx.edu](mailto:reders@pdx.edu)

## TITLE

National Compensation Survey

## PURPOSE

The National Compensation Survey (NCS) (formerly the Employee Benefits Survey) collects information on employee salaries, wages and benefits. Beginning in 1998, the NCS replaced three BLS surveys: Employment Cost Index (ECI), Occupational Compensation Survey Program (OCSP), and Employee Benefits Survey (EBS). The NCS is designed to aid in formulating and assessing public policy, and provides information to corporations and labor organizations for use in collective bargaining.

## SPONSORSHIP

The NCS is conducted by the Bureau of Labor Statistics

## DESIGN

The 2003 NCS benefits survey was administered to 2,924 private industry establishments which represented nearly 102.2 million workers in all 50 states and the District of Columbia (almost 79 million were full-time workers and more than 24 million were part-time workers). The sample for the survey was selected using a three-stage design that consisted of (1) selection of areas using 154 metropolitan areas and non-metropolitan areas, (2) stratifying the sampling frame by industry and establishment size and (3) drawing a probability sample of occupations within a sampled establishment.

A classification system involving approximately 480 individual occupations was used to cover white-collar, blue-collar and service occupations, full-time and part-time, union and non-union occupations.

## PERIODICITY

Under the NCS, all types of private establishments will be surveyed each year.

## CONTENT

The data included benefit incidence and provision information in three separate publications: (1) News Release of the incidence and key provisions, published in September of 2003, (2) Summary of tables of access to selected benefits, paid holidays/vacations, life insurance plans and other selected benefits (retirement plans, medical/dental/vision care, life insurance, short/long term disability, vacation, paid holidays, bonuses and (3) a Bulletin will contain information on health and retirement plans.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The NCS does not examine the incidence or impact of work-related education as part of the benefits studied. The unit of analysis in the NCS is the private establishment, whereas the NHES focus is on the individual.

## AVAILABILITY

For detailed information on occupational selection and classification under the NCS, see

<http://www.bls.gov/ncs/ocs/sp/ncbl0552.pdf>

Additional information on the NCS may be obtained by calling (202) 691-6199 or by writing to:

Bureau of Labor Statistics  
Division of Compensation Data Analysis and Planning  
2 Massachusetts Ave., NE, Room 4175  
Washington, DC 20212-0001

E-mail: [OCLTINFO@bls.gov](mailto:OCLTINFO@bls.gov).

Data are also available on the BLS Internet site:

<http://www.bls.gov/ncs>

## TITLE

The National Household Education Surveys Program, Adult Education/Adult Education and Lifelong Learning Surveys

## PURPOSE

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. It provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the U.S. The Adult Education Surveys have focused on participation in a broad range of educational activities, including basic skills, English as a Second Language, postsecondary programs in colleges and vocational schools, apprenticeships, work-related courses, personal interest courses, and informal learning.

## SPONSORSHIP

The National Center for Education Statistics sponsors the project, which is conducted by Westat.

## DESIGN

NHES is a system of telephone surveys of the non-institutionalized civilian population of the United States. Households are selected for the survey using random digit dialing (RDD) methods. Each NHES collection begins with a screening of a representative sample of households. Adult education interviews were completed for 12,568 adults in 1991, 19,722 adults in 1995, and 6,697 adults in 1999. Adult Education and Lifelong Learning Survey interviews were completed with 10,873 adults in 2001. Data are collected using computer-assisted telephone interviewing (CATI) procedures.

One of the goals of NHES is to produce reliable estimates of the characteristics of children's and adults' educational experiences for the total targeted population and for domains defined by race and ethnicity. Estimates by race and ethnicity are of great interest, especially for monitoring educational trends over time. Therefore, the NHES sample design over-samples minorities in order to increase the reliability of estimates for these groups.

## PERIODICITY

The NHES AE/AELL Surveys have been conducted in the springs of 1991, 1995, 1999, 2001 and 2003. The AE Survey will be conducted again in 2005.

## CONTENT

Adult Education & Lifelong Learning surveys were conducted as part of NHES in 1991, 1995, 1999, and 2001. An Adult Education Survey will also be conducted in 2005. The AE/AELL surveys ask persons 16 years of age and older about their participation in basic skills courses, English as a second language (ESL) courses, credential (degree or diploma) programs, apprenticeships, work-related courses, and personal development/interest courses. Adults participating in programs or courses provided

information about those programs or courses, including the subject matter, duration, cost, location and sponsorship, and employer support. In 1991 and 1995, non-participants in selected types of adult education were asked about their interest in educational activities and their perceived barriers to participation in adult education. Extensive background, employment, and household information were collected for each adult.

#### LIMITATIONS RELATIVE TO THE GOALS OF NHES

AE/AELL contain information on a broad range of adult education activities and, while they include many items about work-related learning and employer support, they do not focus specifically on work-related education. Because the primary purpose of NHES is to conduct repeated measurements of the same phenomena at different points in time, additional surveys are needed to compare the results longitudinally.

#### AVAILABILITY

NHES data sets are available on CD-ROM from

Gail Mulligan  
NCES  
Room 9086  
1990 K Street, NW  
Washington, DC 20206-5456

(202) 502-7491

Additional information on the NHES Program is available at:

<http://nces.ed.gov/nhes>

For more information on NHES, contact the NHES staff at:

[NHES@ed.gov](mailto:NHES@ed.gov)

## TITLE

The National Household Education Surveys Program, Adult Education For Work-Related Reasons Survey

## PURPOSE

The National Household Education Surveys Program (NHES) is a data collection system that is designed to address a wide range of education-related issues. It provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the U.S.

## SPONSORSHIP

The National Center for Education Statistics sponsors the project, which is conducted by Westat.

## DESIGN

NHES is a system of telephone surveys of the non-institutionalized civilian population of the United States. Households are selected for the survey using random digit dialing (RDD) methods. Each NHES collection begins with a screening of a representative sample of households. Telephone interviews were conducted with 12,725 adults in 2003. Data are collected using computer-assisted telephone interviewing (CATI) procedures.

One of the goals of NHES is to produce reliable estimates of the characteristics of children's and adults' educational experiences for the total targeted population and for domains defined by race and ethnicity. Estimates by race and ethnicity are of great interest, especially for monitoring educational trends over time. Therefore, the NHES sample design over-samples minorities in order to increase the reliability of estimates for these groups.

## PERIODICITY

The AEW-NHES was conducted in the spring of 2003 and will be conducted in 2007.

## CONTENT

The National Household Education Surveys Program, Adult Education For Work-Related Reasons (2003) survey was conducted as part of NHES in 2003. The Adult Education for Work-Related Reasons survey asks persons 16 years of age and older about their participation post-secondary (degree or diploma) programs, apprenticeships, and work-related courses. Adults participating in programs or courses provided information about those programs or courses, including the subject matter, duration, cost, location and sponsorship, and employer support. Extensive background, employment, and household information were collected for each adult.



## LIMITATIONS RELATIVE TO THE GOALS OF NHES

Because the primary purpose of NHES is to conduct repeated measurements of the same phenomena at different points in time, additional surveys are needed to compare the results longitudinally.

## AVAILABILITY

NHES data sets are available on CD-ROM from

Gail Mulligan  
NCES  
Room 9086  
1990 K Street, NW  
Washington, DC 20206-5456

(202) 502-7491

Additional information on the NHES Program is available at:

<http://nces.ed.gov/nhes>

For more information on NHES, contact the NHES staff at:

[NHES@ed.gov](mailto:NHES@ed.gov)

## TITLE

The 1998 Employee Survey

## PURPOSE

The purpose of the survey was to provide information on the level of job satisfaction held by federal agency employees, and the extent to which reinvention and custom orientation have taken hold within their organizations.

## SPONSORSHIP

The survey was jointly sponsored by Vice President Gore's National Partnership for Reinventing Government (NPR) and the Office of Personnel Management (OPM).

## DESIGN

The survey was administered in 1998, 1999 and in September of 2000. In 2000, the sample consisted of 50,844 employees, representing a random subset of the 1,382,467 full-time Federal executive branch civilian employees who were employed at the time of the survey. The self-administered questionnaire was received and returned by mail.

## PERIODICITY

There are currently no plans to re-administer the Employee Survey.

## CONTENT

The survey asks questions about employee's job satisfaction in various areas and includes a section on employee opinions regarding reinvention's priority in their organization. Respondents also assessed their satisfaction with the organizational structure of their organization. The goal was to increase the effectiveness and efficiency of government service, better serve customers and to assess progress made in relation to efforts to reinvent internal operations. Ultimately, the survey was to produce a federal government which worked more effectively and cost less.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The survey respondents are exclusively federally employed, civilian adults in the executive branch. The Employee Survey also only includes three questions, which pertain to employer-provided training and does not obtain any information about the quality or outcomes of training or other types of work-related adult education training.

## AVAILABILITY

A copy of the survey and other information can be viewed on the web site at:

<http://www.employeesurvey.gov/>

## TITLE

Training Magazine Annual Industry Report

## PURPOSE

This survey is conducted to assess various characteristics of employer-sponsored training in the United States.

## SPONSORSHIP

The analysis is coordinated by Training Magazine, with analysis done by Custom Research, Inc.

## DESIGN

The survey was designed by Training Magazine, which provides the self-administered questionnaire via the magazine's web site. The information is collected through this Internet questionnaire, and analyzed by Custom Research, Inc. The report compresses the data collected into percentage "highlights" and establishes benchmarks for data comparison.

## PERIODICITY

Training magazine publishes a state of the industry report each year, summarizing the data that were analyzed. The 23<sup>rd</sup> Annual Industry Report is the most recent.

## CONTENT

The survey is a self-administered questionnaire. The questionnaire covers three areas within the topic of employer-sponsored training: skills learned in training, methods used in training, and the amount of money invested in training.

## LIMITATIONS RELATIVE TO THE GOALS OF NHES

The Industry Report examines only training provided by the employers, which is a narrower focus than NHES. The sample is self-selected, and is therefore not nationally representative.

## AVAILABILITY

Information can be found at the web site at (requires paid membership):

[http://www.trainingsmag.com/training/reports\\_analysis/index.jsp](http://www.trainingsmag.com/training/reports_analysis/index.jsp)

## **Foreign Surveys Related to Adult Education and Work-Related Reasons Survey**

A number of surveys in countries other than the United States are relevant to the Adult Education and Work-Related Reasons Survey of NHES:2007. These surveys measure a variety of topics associated with AEW, such as participation, training, and basic skills. However, because the studies are not representative of the U.S. population, the data collected are not comparable to NHES. This does not mean that the instruments used by other countries cannot serve as a model to NHES by providing valuable information on the questions asked in the surveys. The inclusion of these surveys in this report serves the purpose of providing global information on important aspects related to AEW survey of NHES:2007. The foreign surveys include:

- 1998 Canadian Adult Education and Training Survey (Canada)  
<http://www.statcan.ca/english/sdds/3879.htm>
- National Adult Learning Survey (England and Wales)  
<http://www.statistics.gov.uk/STATBASE/Source.asp?vlnk=1329&More=Y>
- Swiss Labor Force Survey 1999 (Switzerland)  
<http://www.statistik.admin.ch/eindex.htm>
- Adult Education Survey 2000 (Finland)  
[http://www.stat.fi/tk/he/aku00\\_ennakko1\\_en.html](http://www.stat.fi/tk/he/aku00_ennakko1_en.html)
- Survey of Education, Training, and Information Technology (Australia)  
<http://www.abs.gov.au/Ausstats/abs@.nsf/0/99a23916af17d12eca256bd000285086?OpenDocument>
- Education and Training Survey (New Zealand)  
[http://www.stats.govt.nz/domino/external/web/prod\\_serv.nsf/htmldocs/Education+and+Training+Survey](http://www.stats.govt.nz/domino/external/web/prod_serv.nsf/htmldocs/Education+and+Training+Survey)