Appendix C

NHES:2007
Cognitive Research Reports

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This appendix contains two reports of cognitive research that evaluated the questionnaires for the three surveys conducted in the 2007 National Household Education Surveys Program:

The School Readiness Survey (SR);

The Parent and Family Involvement in Education Survey (PFI); and

The Adult Education for Work-Related Reasons Survey (AEWR).

The reports appear as they were developed during the survey development stage.

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NHES:2007 Cognitive Research

Phase 1 Focus Groups

January 28, 2004

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INTRODUCTION

The National Household Education Surveys Program (NHES) is a survey system sponsored by the National Center for Education Statistics (NCES) and conducted by Westat. NHES uses random-digit-dialing procedures and computer assisted telephone interviewing (CATI) to collect information on a range of educational topics. NHES has been conducted in 1991, 1993, 1995, 1996, 1999, 2001, 2003, and 2005, and will be conducted in the spring of 2007. This report describes the first stage of cognitive research conducted for the purpose of developing measures for the NHES:2007 questionnaires. The sections that follow describe the topical surveys to be conducted in NHES:2007, the cognitive interviewing procedures, and the results and recommendations.

Three topical surveys will be conducted in NHES:2007. The major content areas and populations of interest are described below.

The NHES:2007 School Readiness Survey (SR) will gather information from parents and guardians about the care and education of children age three through second grade. Specific content areas of interest in SR include participation in early childhood programs, developmental accomplishments and difficulties, emerging literacy and numeracy, home activities that promote learning, and transitional activities to prepare preschool children for kindergarten, and early school experiences and adjustment. The SR was last conducted in NHES:1993, although some development work was also conducted during the early design stage of NHES:2003. In addition, some measure of interest in SR, such as participation in early childhood programs, home activities, and emerging literacy and numeracy have been addressed in other NHES collections.

The Parent and Family Involvement in Education Survey (PFI) will gather information from parents of children enrolled in or homeschooled for kindergarten through grade 12. Content areas of interest in the PFI survey include the involvement of family members at the child's school, parent and family involvement in homework, family involvement in activities outside of school, social networks that promote communication and involvement, and homeschooling. The PFI survey has been conducted in 1996 and 2003, and some items were also collected in NHES:1999.

The Adult Education for Work-Related Reasons Survey (AEWR) will gather information from civilian adults age 16 and older who are not enrolled in grade 12 or below. The survey focuses on formal educational activities related to a job or career including college degree and vocational diploma programs, apprenticeships, and work-related courses that are not part of the foregoing programs. Employer support for educational activities and the use of distance learning technologies are also of

interest. In addition, information on informal learning activities related to a job or career will be collected. The AEWR survey was conducted in NHES:2003. However, some items in the survey have been included in the broader Adult Education Surveys in previous NHES collections in 1991, 1995, 1999, 2001, and 2005.

The first stage of cognitive research that is addressed in this report focused on the SR and PFI surveys, as these two surveys are expected to include new content areas recommended by experts consulted in the early design stage. New content areas were not proposed for the AEWR survey.

COGNITIVE RESEARCH ACTIVITIES

Cognitive research has been an integral part of NHES since its inception. The purpose of the first phase of cognitive research for NHES:2007 was to explore a number of issues with parents of children in the targeted age and grade ranges to inform the development of the questionnaires. Focus groups were selected as the appropriate method for this activity. This approach is efficient in that relatively larger numbers of parents can be interviewed in a shorter space of time compared with scheduling individual interviews. More importantly, group discussions often elicit information that does not emerge in individual interviews, as parents relate and discuss their experiences.

Five focus group subpopulations were identified for cognitive research: parents of preschoolers age 3 to 5 and not yet in kindergarten (SR), parents of children in kindergarten through second grade (SR); parents of children in kindergarten through fifth grade (PFI), parents of children in sixth through twelfth grade (PFI), and parents who homeschool their children.

A protocol was developed for each group, focusing on specific areas of interest. The groups were convened during five evenings in a focus group room at Westat office in Rockville, Maryland. Participants signed a consent form acknowledging that they understood that their participation was voluntary, confidential, and would be taped for later review. They were also informed that observers working on the study were watching the focus group from behind a one-way mirror. A moderator used the protocol as a guide for each discussion (protocols are given in the appendix), but allowed the participants' comments to also guide the flow of the focus group discussion. At the end of the focus group, each participant was given a cash honorarium of $40.

Recruitment of Participants

The focus group participants were recruited by Westat. Some participants were selected from among persons who had previously volunteered to participate in cognitive research activities. Additional recruitment was conducted using sources such as www.craigslist.org. Westat employees and their immediate families were not eligible to participate in the cognitive research.

Interested persons were administered screening questions to determine if they were qualified to participate in the focus groups. Potential participants were contacted by telephone or electronic mail to

ascertain their availability for the selected focus group dates and times. While some volunteers had children in more than one group of interest, no persons were scheduled for more than one group.

The recruiting goals for the focus groups included representing the broad range of ages of interest in the SR and PFI survey. As noted above, five groups were to be composed based upon the ages and grades of the target children and homeschooling. Other specific goals were as follows:

- At least three participants will be nonwhite;
- The education level of at least three participants will be a high school diploma or less;
- At least three participants will come from households in which the highest occupation is nonprofessional;
- No more than two participants will represent private schools,
- A goal of three immigrant parents for each PFI group;
- A goal of including parents from both two-parent and single-parent homes; and
- A parent whose first language is not English.

Table 1 shows the characteristics of participants in the focus groups. Due to a miscommunication among the staff, not all participants were screened in advance for occupation. In part because of this, but also because recruitment is dependent upon those who volunteer, some recruiting goals were not met. Specifically, the distribution of participants includes fewer families in which parents do not have any postsecondary education or have nonprofessional jobs, although some such parents were included. In addition, few immigrant parents volunteered.

From four to ten parents attended each focus group. The only group with fewer than seven attending participants was parents of children in grades 6 to 12. It is unclear why this occurred, since they received the same instructions and directions as other parents and bad weather was not a factor.

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Table 1.–Characteristics of focus group participants

Group and child's grade	Public/ private school	Race	Participant sex	Mother education/ occupation	Father education/ occupation
School Readiness					
Preschoolers					
5-year old and 4-year-old	NA	Hispanic	M	High school diploma/nurse[1]	High school diploma/glass installation
4-year-old	NA	White	F	B.S. degree/ homemaker	B.S. degree/ insurance account manager
3 ½ -year-old	NA	Black	F	B.A./teacher	B.A./teacher
5-year-old	NA	Black	F	Some college/ cosmetologist	Vocational school/minister
4-year-old	NA	Hispanic	F	Some college/ administrative assistant	NA
3-year-old	NA	White	F	Master's degree/ homemaker	High school diploma/financial consultant
18-month-old	NA	White	F	Bachelor's degree/ unemployed	NA
2-1/2-year-old	NA	White	F	B.S. / daycare center	B.A./Works in transportation
5-year-old	NA	White	F	housewife	Master's degree/ Arena manager
4-year-old	NA	White	F	housewife	B.S./IT analyst
School Readiness					
Kindergarten–second grade					
1st grade	Public	Black	M	NA	College degree/ free lance producer
Kindergarten	Public	White	M	Master's degree housewife	B.A. /Operations director
2nd grade	Public	Black	F	High school diploma/tech school -security	NA
2nd grade	Private	White	M	B.A./editor	B.A./editor
1st grade and 2nd grade	Public	Asian	F	B.S./computer operator	High school diploma/ counselor
1st grade	Public	White	F	B.S./tax preparer	B.S./pilot and journalist
1st grade and 3rd grade	Public	Native Amer- ican	F	Associate's degree/sales support coordinator	NA
2nd grade	Public	White	M	Master's/ IT manager	MBA degree/ business consultant

See notes at end of table.

Table 1.–Characteristics of focus group participants–Continued

Group and child's grade	Public/ private school	Race	Participant sex	Mother education/ occupation	Father education/ occupation
Parent and Family Involvement **Kindergarten–fifth grade**					
Kindergarten	Public	White	F	Some college housewife	College/software engineer
3rd grade	Public	White	M	M.S./ Administrative	B.S./accountant
Kindergarten	Public	Black	F	Some college administrative	NA
Kindergarten and 3rd grade	Public	Black	F	High school graduate/child care	High school diploma/works in cable TV
4th grade	Public	Black	F	Associate degree/ accounting	NA
3rd grade and 5th grade	Private	White	F	B.A./homemaker	Some college mortgage banker
Kindergarten and 3rd grade	Public	White	F	JD/attorney	JD/attorney
Parent and Family Involvement **Grades six to twelve**					
6th grade and 9th grade	Public	White	F	College degree/ office manager	B.A./retail general manager
9th grade and 6th grade	Public	White	F	BS degree in nursing/registered nurse	BS in business/business owner
11th grade and 6th grade		White	M	BA/manager	Some college/manager
6th grade	Public	White	F	B.S./instructional data assistant	High school diploma/building service worker
Parent and Family Involvement **Homeschoolers**					
12-year-old and 9-year-old	NA	White	F	Associate degree/housewife	Masters IT Director
17-year-old in 12th grade	NA	White	F	B.S./ Administrator & part time teacher	B.S./civil engineer
8-year-old in 3rd grade, 6-year-old in 1st grade	NA	White	F	Some college/housewife	College/police officer
8-year-old and 7-year-old	NA	White	F	College grad/housewife	College grade/computers
7-year-old in 1st grade	NA	White	F	Doctorate/nurse/ lawyer/mom	Master's/ business owner
8-year-old and 4-year-old	NA	White	F	Two master's degrees/English professor	Ph.D./Professor
10-year-old and 8-year-old	NA	White	F	Master's of education	Bachelor's of Art/business manager

[1]While the occupation of this participant was reported as "nurse," it seems that this is unlikely given that her highest level of education was high school. It may be that she is a nursing assistant.

FINDINGS AND RECOMMENDATIONS

The following sections discuss the findings for each topical survey, SR and PFI. While some areas of inquiry overlap (for example, computer use), the surveys are treated separately so as to provide a full picture of the findings for each.

School Readiness Survey

Parent Perspective on School Readiness

Participants were asked to think about what it means for a child to be ready for school. Parents of preschoolers aged 3 to 5 mentioned that they should be able to listen, follow directions, express themselves with confidence, know letters and colors, and know how to write their names as ways to indicate that their children are ready for school.

Parents of children in kindergarten through grade 2 mentioned being able to sit and focus, separate easily from parents, be disciplined and able to follow rules, be able to accept transitions during the day, and to be emotionally ready. They also mentioned that children should be able demonstrate a higher level of understanding and following directions compared to preschool, particularly, the ability to understand two- or three- level directions in which the teacher asks the children to follow a number of directions in a hierarchical order. Participants mentioned that they should be able to socialize with their classmates and their teacher.

Parents were then asked to describe the behaviors that a kindergarten student should have. Parents of preschool children felt that they should be respectful, use good manners, be able to sit for extended periods of time and be able to participate in group discussions. Participants in the K–2nd grade group emphasized being able to follow directions, express their opinions, and communicate with teachers and classmates.

Parents were asked to discuss their role in preparing their child for school. Parents of preschoolers felt that they could help to instill confidence and independence in their child and prepare their child for a structured learning environment. Parents of children in grades K–2 emphasized being patient and listening to their child, setting realistic expectations, being good role models for their children, and teaching them to respect others.

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Recommendation: *The planned instrument already addresses most of the items raised by parents. Parents seemed to emphasize children's ability to follow rules and directions as a major characteristic of school readiness. It would be useful to address this issue in the instrument and ask about different levels of directions that children can follow.*

Plans for Kindergarten Enrollment

When asked when their child should start kindergarten, most parents of preschoolers and children in K–2nd grade knew when they planned to enter their child in kindergarten. One mother of a preschooler noted that her child's birthday was in May, so she would be a young kindergartner, but she was leaning towards letting her go. One participant in the K–2 group felt that a child should enter kindergarten when they are the age specified by the school system.

Parents were asked to discuss important factors in determining when their child should start kindergarten. Parents of preschoolers stated that the date for starting kindergarten was determined by the state, however a person could appeal the decision and have their child enter earlier or later. Some parents felt that it would be difficult their child to attend a full day of kindergarten because their child would need more sleep. One parent suggested that boys have more difficulty sitting still than girls.

When asked what role their preschool teacher should play in preparing him or her for school, parents of children in K–2nd grade felt that specific activities and assignments and setting goals were important for preparing a child for school.

Recommendations: Interestingly, most parents thought that their ability to choose or influence their child's entry into kindergarten are fairly limited and seemed to place most of the responsibility on the state. It would be useful to include questions in the instrument asking parents about their feelings and thoughts about the amount of decision-making power they have in deciding their children's enrollment.

Activities That May Contribute to Readiness

Parents of preschoolers felt that they contributed to their child's readiness by telling stories, playing sports and early board games like Chutes and Ladders, drawing pictures, and by letting them measure items when they cooked. Field trips to the metro, train stations, zoo, and aquarium were also noted.

Parents of older children in grades K through 2, mentioned that they read books, draw and finger paint, go sightseeing, or play chess, checkers, and board games to contribute to their child's readiness.

Parents were asked about the types of arts and craft activities that they participate in with their children. Parents of preschoolers said that their children participate in activities using play dough, cutting and gluing activities, and creating a gingerbread house out of graham crackers and marshmallows. Parents of children in grades K through 2 described activities that seemed a bit more advanced. Examples are using paper bags to create a turkey, using shoe boxes to make a boat, and creating their own board game.

Parents were then asked about their experiences reading to their child. Preschool parents and parents of children in grades K through 2 mentioned that the mother, father and siblings read to their child. Favorite books for preschoolers included "Thomas the Tank Engine" books, "It's Hard to Be Five" and "Maisy the Mouse" books. Children in grade K through 2 enjoyed books like: "Pippi Longstocking", "Beauty and the Beast", "The Magic Treehouse" and "The Littles." Participants reported that their children pick up books on their own and look at the pages or tell a story about the book. One mother noted that her child appeared to be reading a lengthy book but had actually memorized the words.

Participants were asked about their use of the library with their children. Several parents of preschoolers indicated that they took their child to the library at least once a week. One participant took their child to a Learning Resource Center and the child participated in a puppet theatre and dress-up activities.

Parents of preschool children were asked about the TV programs, videos and DVDs their children watch. Favorite television programs included Dora the Explorer, Blues Clues and Stanley the Truck. Parents of a child in grades K–2 noted that their favorite TV shows included Jimmie Neutron, That's So Raven and Arthur.

Participants with preschool children mentioned setting rules regarding what television programs they could watch and for how long. The consensus was that an hour a day of watching television was appropriate and several people mentioned that their child is only allowed to watch television if they are watching it with them. Several people preferred to only let their child watch videos of programs or movies that they had approved.

Participants were asked about their children's access to the Internet, what types of things they could do on a computer on their own, and what games or software they used. Participants with preschool children and children in grades K–2 noted that children had access to computers at home, in their preschool/school, at libraries or at their grandparents' house. **All** eighteen parents in both groups indicated that their children have access to computers at least in one regular place. Most parents described their children as able to click-and-drag using a mouse; most children were also reported to be able to navigate through a computer game by themselves. Some participants mentioned obtaining computer software for their child like Reader Rabbit, Jumpstart, or Kid Pix. Parents mentioned the following websites: noggin, nickelodeon, Barbie, Thomas the Tank Engine, PBS, sesame street workshop, and cartoon network.

Parents were asked what types of outdoor activities they participated in with their children. Outdoor activities included sports (gymnastics, swimming, biking, soccer, walking, riding the train), sightseeing (museums, cathedrals, festivals), and hiking. Other family activities included taking trips to the zoo, aquarium, park, or concerts. Organized activities for children in grades K through 2 involved a book club, karate, piano, and dance.

> **Recommendations:** *Parents reported a wide range of activities, most of which are already covered in the proposed instrument. It should be noted that with the exception of outdoor activities, all other activities were fairly different for the preschool and K–2 groups. Thus, it would be useful to create two separate sets of questions about activities as a function of age/grade group.*

Phonological Awareness

Parents of preschoolers were asked if they played with their child with sounds and words. Participants mentioned using rhymes with their child, games such as "I Spy," or using nonsense words with them. Some participants mentioned that beginning sounds and letters of words were easier for their children to recognize, but they often had more difficulty recognizing sounds and letters at the ends of words. Preschoolers were not able to recognize that a compound word was made up of two words.

Parents of children in grades K through 2 often played games with them involving sounds and words like Scrabble, Hangman, and letter games. The participants indicated that their children could rhyme words and recognize two out of three words that rhyme. They could find beginning sounds in words; however, they generally did not recognize ending letters and sounds. They could put two sounds together to make a word, and they were able to sound out words.

Recommendations: Parents seemed fairly confident in their responses related to the simple levels of phonological awareness (i.e., rhyming and beginning or ending sounds). They were less confident about the higher levels of phonological awareness such as elision. Based on this experience, it might be useful to ask parents about basic skills such as rhyming but less useful to ask about more advanced capacities such as elision.

Parent and Family Involvement in Education Survey

Description of Involvement with Schools

Participants were asked about the different ways parents are involved at their children's schools. Parents of children in kindergarten through grade 5 mentioned PTA membership; being a library volunteer, room parent, special needs liaison, or cluster representative; volunteering for field trips, chaperoning, or fundraising; volunteering to help with extra curricular activities; and being a recess monitor among the many ways that they and other parents are involved.

Parents of older children, in grades 6 through 12, mentioned fundraising events, school fairs, sports activities (for example, as a coach or referee), and chaperoning at dances. It was noted that classroom volunteers are not required for upper grades, and that some parents who are able to volunteer during the day help with tasks such as office work and photocopying. The spouse of one participant was reported to be a liaison between the school and community, to participate in field trips and school-community events, help produce a PTA newsletter, and transport children to games. In most cases, no family members other than parents were involved at the child's school.

While most of the parents preferred direct contact with the teachers/school, one parent preferred to email the teacher or student counselor for information. Parent-teacher contact is often conducted by email, and some parents of children in grades 6 to 12 indicated that teachers prefer email contact. Participants postulated a high level of computer availability among parents, and one parent stated that teachers know which parents do not have computer access.

Parents were then asked about their specific reasons for being involved in their children's schools. Among parents of younger children, one parent stated that her child is not challenged enough, so the parent meets with the teacher to ask for more work. Another parent stated that the transition from preschool to kindergarten was difficult for her child, and parents have less contact with the teacher from kindergarten on, so she tries to be at the school to see how her child is performing.

Participants noted that the schools could make it easier for their family to be involved by providing homework assignments on the Internet, sending e-mail messages to the parents, and having more parent-teacher conferences. There was a need for more structured communication with parents rather than just email. One parent mentioned that he would like to see web cameras in the classroom.

> ***Recommendation:*** *The instrument should address the range of ways that parents are involved with their child's school, while balancing detail against instrument length. It would be useful to explicitly represent major areas of participation in addition to meetings, classroom volunteering, and fundraising, for example, assisting at school events such as sports or dances.*

Frequency of Involvement

Most of the parents of elementary school children stated that they are involved on a regular basis; a few are involved on an occasional basis. The extent of involvement among the participants ranged from several times a week to only when contacted by the school. Among parents of children in grades 6 to 12, there was also considerable variation in the level of involvement, from very frequent to three or four times per year. All parents in this group noted that the teacher preferred to be contacted by email.

Parents noted variation in the extent to which schools draw parents in, with some schools being more volunteer-friendly. One parent noted that it is the PTA rather than the school that makes parents feel welcome. Some parents are willing to volunteer and have expressed this, but are not called upon (in one case, the mother was told that volunteers were needed during school hours, when she is at work). At one school represented in the group, the PTA maintains a checklist for parents to inform the school about willingness to volunteer. Some parents learn about volunteer opportunities by word of mouth. One parent noted that her child does not want her to chaperone dances, and another parent noted that once a child reaches middle school, there is sometimes a stigma associated with a parent working at the child's school.

> ***Recommendations:*** *The range of frequency of involvement noted by parents was quite wide. No change to the metric used in NHES:2003 appears indicated based on these findings.*

Barriers to Involvement

Parents were asked the reasons why some families are not involved in their children's schools. Some of the parents of children at all grade levels responded that their jobs keep some from becoming more involved, and some mentioned the need to attend to younger children.

An elementary-level parent mentioned that language is an issue for some parents who don't speak English very well and feel uncomfortable talking with their children's teachers. Another parent stated that she is not a member of the PTA and that no one from the school calls her. Yet another parent stated that her child's teacher is not welcoming. A few parents countered that parents are responsible for becoming involved in their children's schools and that the teachers appear to pay more attention to the children when the parents are involved on a regular basis.

In the grade 6 to 12 group, other reasons parents mentioned were lack of transportation, the distance between home and school, and language and cultural barriers. One parent mentioned that half of the students in her child's school are Asian and that those parents rarely participate. Another participant stated that some parents are more likely to help out at school if they like the teacher. A few participants agreed that some schools encourage involvement of low-income families.

> *Recommendations: The findings indicate that families experience a range of barriers to involvement, including structure ones (e.g., work schedules, transportation), familial obligations, lack of welcome, and cultural and language barriers. All of these should be addressed in the instrument.*

Social Networks

Participants were asked to talk about their connections with other parents at their children's schools. Most of the parents of elementary students stated that they do not have connections with other parents. When asked if the school does anything to help parents get to know each other, the participants listed PTA meetings, chaperoning, and spaghetti night as opportunities to meet other parents. One parent stated that she sees no need to become friendly with other parents, and another cited conflicting values across families. Another parent affirmed that play dates are important and that she wants to know the parents of the other children. She added that parents at her child's school have formed a lobbying group to express their concerns.

When asked if they discuss school issues and information with other parents, a few parents responded that they discuss behavioral issues and exchange experiences, but the majority of the parents

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do not discuss school-related issues with other parents. Parents who do not talk to other parents were asked their reasons. One parent replied that she does not feel that other parents can give her any information. If she has a problem, she contacts the school counselor. Alternately, attending the PTA meeting was useful to get more information.

Some parents of 6th to 12th graders reported knowing many parents of their children's friends and classmates, and making a point to meet other parents. Another parent said that she and her husband (the father of her stepson) have disagreements about whether this is necessary, and she noted concern about knowing other parents before children visit their homes or attend parties. Another parent stated that she makes a point of meeting other parents because her child is at a new school. One of the parents mentioned that geography is important—some children live far from the school, which makes it difficult for the families to get to know each other.

Participants were asked if the schools do anything to help parents get to know one another. One parent mentioned that school meetings are somewhat social. Also, she feels that volunteering at school events helps her meet different sets of parents. She feels that it is important to meet the parents of her children's friends, so she tries to draw them in and encourages them to volunteer at the school.

Parents of children in grades 6 through 12 reported that the issues they discuss with other parents include sex, drugs, rock music, parental supervision, driving, and their children's teachers. All participants agreed that they get information about teachers from other parents. One parent mentioned that there is a rumor mill because some schools do not take charge, but another parent responded that whenever there is an incident, the county informs the parents immediately by sending a letter home.

Parents were asked what might be some reasons why school and education topics are not discussed among parents. One participant mentioned that parents need to be careful when talking to other parents about a teacher because some parents may like that teacher even though others do not.

> ***Recommendation:*** *Include contact with other parents including membership in organizations or the local community, whether schools provide opportunities for parents to get to know one another, and topics discussed with other parents.*

Networks for Homeschooling Parents

Parents of homeschoolers reported that the topics they discussed with other homeschooling parents include curriculum, character issues, teaching tips, and social development (e.g., issues such as friendship, parties, faith/religious development).

Homeschooling parents were asked if they belonged to a local home school association or if they were familiar with one. Participants indicated that there were several ways to learn about the existing home school associations. Examples include associations through their church and on-line. Many associations function around the church, although they are not all based or associated with a religious group. Examples of the sizes of homeschooling associations ranged from 50 to nearly 200 families. All homeschooling parents were associated with some type of support group for activities, classes, and field trips. Parents meet with other members to get ideas for instruction, craft fairs, group teas, "Moms Night Out," and to get guidelines from speakers. Children get together for religious activities, parties, picnics, and potlucks.

> **Recommendation:** *Ask homeschooling parents about membership in a homeschooling group or association or church group and opportunities to spend time with other parents and topics discussed with other parents.*

Family Involvement in Homework

Parents were asked what rules they have set for their children about homework. Among the responses from parents of elementary schoolers were the following:

- What doesn't get done at school gets done before the child is allowed to play.

- The children must do their homework when they get home from school unless they have after-school activities, such as sports.

- There are no rules. The child is allowed to play video games or watch TV when he comes home, and he does his homework when he finds the time or finishes it the next morning.

A few elementary parents stated that their children receive homework packets on Monday and that the homework is due on Friday. The parents expressed that they were happy with this routine because it allowed their children to participate in other activities and do their homework on the nights they have more time. Most of these parents have a place set aside for the children to do their homework. In most cases, the place is the dining room or kitchen table or a desk in the child's bedroom.

Parents were then asked if they keep track of the homework assignments and how often they check them. Among parents of children in kindergarten through fifth grade, responses included checking homework every night, receiving weekly reports, a sibling checking that the younger siblings' homework was done, and taking the children's word that it is done. Some parents take children to the library or have

them search the Web (alone or with parent guidance). One parent mentioned that she does not feel confident that she can help her children with homework.

Few parents reported other family members assisting with homework, though one parent reported having her mother and sister help and another mentioned the parent of her child's friend. A few parents stated that their children call their friends for help.

Parents were asked to provide reasons why they do not spend time on their children's homework. Responses included parents being too involved in other things to find the time, cultural norms against a parent being involved in schooling, lack of patience, and lack of understanding of the work. One parent asserted that children should not have homework; instead, they should have an extra hour in school to finish their work. Another parent stated that special projects are fun but very time consuming. One parent mentioned that her child sometimes is not in the mood to do homework and occasionally has a bad attitude about it. Parents are sometimes required to take their children to the store or library at night, which causes their children to get to bed very late.

Parents of 6th through 12th graders gave somewhat different responses regarding homework. Most of the parents do not help with the homework unless help is needed. Some of the parents review the homework before it is turned in. Some parents feel that the homework is too difficult in the upper grades for them to be able to help their children. A parent mentioned that her child's teacher asks that parents not check the homework because that does not help the children. One participant stated that she believes her 6th grade son is not receiving enough homework and is not being well prepared for high school. One parent commented that homework is not necessarily a good thing unless it reinforces what the children learn in school. All of the participants agreed that homework should come before play time or any other activities other than after-school sports.

Parents of 6th through 12th graders were also asked if other family members or nonfamily member help with homework. One parent mentioned having tutors for her children. Another parent stated that he does not understand the math, so his wife's cousin helps out with math and science. The parents agreed that in the upper grades, siblings rarely help one another. However, some children have friends who help them. Some teachers are always available to help children who have problems doing their work.

> ***Recommendations:*** *Retain items about homework rules and checking of homework. Include homework completion before play or games in homework rules. Include school peers in those who help with homework.*

Home Schooling Assignments

Homeschooling parents reported that homework is rare. Older children are sometimes given self-study assignments, however, younger children were not given homework. The respondents who did give children such assignments were asked about homework rules and one parent said that before their child can play, they must complete their assignments.

> *Recommendation: Items about homework or self-study assignments for homeschoolers are not recommended.*

Computer and Internet Access and Use

Most of the parents of elementary students stated that the schools actually require very little or no work on the computer for children belonging to this age group. The parents and their children choose to use the computer and Internet for help. One parent mentioned that the home computer has an encyclopedia on CD ROM. Some parents encourage their children to search for history and math sites. One parent stated that her school allows the parents and children to check their homework assignments on the school's web page. Several parents stated that they would like the schools to scan the homework so that children can download it in case they forget their homework at school. One parent stressed that he would like the schools to provide the homework online in a format similar to IRS forms so that children would be able to key in their answers online.

Although most participants emphasized that the schools do not require computer use at home at the elementary level, parents who choose to have their children use the computer and Internet for help with homework were asked how much time their children spend on the computer for that purpose. One parent does not have her children use the computer for homework. Another parent has her children use the computer only for special projects. One child uses instant messaging to a classmate, which helps with spelling. A few parents responded that they allow their children to spend up to three hours per week on the computer for homework purposes.

Several parents of children in kindergarten through fifth grade stated that they try to set time limits for their children's use of the computer and try to choose educational programs and games. They listed Reader Rabbit, Jump Start, and Dora as computer programs that helped prepare their children for school. A few parents stated that their children also played non-educational games, such as Putt Putt. Some children like to visit non-educational sites such as sports sites. A few parents have their children use the computer to learn typing. One parent stated that her son did a school project based on information

from the Internet. Another parent mentioned a program called "Railroad Tycoon" that teaches history, economics, and accounting. Most of the parents have computers at home. One parent who does not have a computer at home takes her children to the college library where she is currently taking classes. The parent who home schools her children stated that the family belongs to a 13-family co-op with whom they meet every Friday, and the co-op has a web site for special projects. Her children do 15 percent of their homework on the computer.

Computers were reported to be used for school work and homework every day among 6th through 12th graders. Parents noted that much of their work needs to be typed. One parent mentioned that her son has very poor handwriting and was told to do all of his work, including tests, on the computer. All parents said that their children use the Internet at school. Usage at school varies from two hours per day to once or twice a month. Some teachers allow their students to use the Internet only for class projects.

A few parents complained that the computer has made children less social. They no longer talk much on the phone or get together because they spend much of their time on the computer. In contrast, a few parents of 6th through 12th graders mentioned that their children use Instant Messaging too much. One parent took his daughter's computer out of her room for that reason.

Participants were asked what other activities are done on the computer or Internet. Some parents indicated that their children play games on the computer but that they set time limits (e.g., one hour per day), or the children will spend all of their time on the computer. Another parent does not permit his children to play any games on the computer because he believes it becomes addictive. Other reported uses for the Internet are downloading music and making MP3s. A few parents do not allow their children to download music.

The parents responded that there are few educational games for children at the 6th to 12th grade level. One parent mentioned a game called Sims, however another parent felt that program also teaches some violence and other negative behaviors. A parent mentioned that her daughter plays a Nancy Drew game that teaches critical thinking. Other parents mentioned Myst Island, a game that even the parents enjoy playing with their children. Other uses for the computer are typing programs and learning languages.

Most 6th through 12th graders use the web for help with their homework. Schools send home a list of helpful web sites. AOL has a schooling site that includes an encyclopedia and dictionary. There are also many reference sites, such as Martindale's Reference Desk, which provide information

about anything. One parent mentioned that her child access the web through MSN, which emails the parent every time the child accesses a new web site.

All of the homeschooling parents reported that they had a computer at home and all but one had high speed Internet access. One parent indicated that her daughter has a visual impairment and a computer program enlarges everything that is on the screen.

There was variation in the extent that homeschooled children had access to computer programs and the Internet. One parent said that her 8-year-old has designated websites that she is permitted to visit independently. Examples of educational sites that were volunteered by parents include museum sites, PBS Kids, National Geographic and Scholastic. Some children use Jump Start. Her older daughter is allowed to search the web using Google.

Some homeschooling parents use the computer for educational resources. Participants mentioned a K–12 curriculum that is on the Internet and includes testing, a self-paced curriculum through a university, and downloading education materials from various web sites. Another person mentioned that she uses a satellite feed for courses and she downloads them.

Parents of homeschoolers were asked if their children also use the computer and Internet for entertainment. Some children play games either locally or on the Internet. The high school-age homeschooler searches the Internet for math games, puzzles, and trivia.

Parents were asked how often their children use the computer or the Internet and if there are any rules. Most parents responded that they have time limits and the parents control the sites that they are allowed to visit. The parents also use games as a reward for completion of school work. One participant said that her child uses the computer for one hour a day; another allows unlimited time for school and one hour for games daily. Another one said that she allows her children one-half hour playing time but not on a daily basis. Her older child has no time limit and uses it mostly for school work.

> **Recommendation:** *For children enrolled in school, ask about the use of the Internet to connect to a school site or to search for information to complete school assignments. For all children (in school or homeschooled) ask about educational web sites and the use of computers for instant messaging, games, and downloading music. Ask about the frequency of use of computers in terms of number of minutes/hours at a time and number of hours in a week. Include computer time limits among the family rules. For homeschoolers, ask about curricula or course materials downloaded from web sites.*

Structure of Homeschooling

All of the participants in the homeschooler focus group were mothers, and indicated that they were the main home-schooling teacher. However, several indicated that the children's fathers also participate in homeschooling. A parent gave an estimate that the mother typically does about 80 percent of the home-schooling and the father about 20 percent. The involvement of fathers included teaching or helping with specific subjects, for example, history, mathematics, or science. In another case another participant said that the father oversees decisions involving curriculum and determines which outside classes the child should take.

Respondents were asked if other family members were involved with their children's education. One participant noted that grandparents and other friends have helped home school their children if the parents were away. A babysitter homeschools the child when the mother is unavailable. Another person said that her older child will help the younger child when the younger child enters kindergarten.

Some parents have a regular school day, but the length of the days may vary. One parent said that the days vary, but schooling is at a set time. A respondent indicated that they have four days of heavy teaching Monday through Thursday and Friday is a light day often used for field trips. One parent said that homeschooling was a lifestyle and that the child is always being educated. Another parent said that she has homeschool private time for one child and the other child goes to school.

Parents were asked about other sources for curriculum. Many of the parents use web catalogues so they can order curriculum a la carte. A few parents use Rainbow Resource Center which is a web site. Also there are home school conventions where parents can purchase educational materials. One participant stated that some homeschooling parents create their own curriculum while others use a script.

Parents were asked if their homeschooled children take outside classes. Most participants indicated that their children belonged to private organizations for sports or tutor for music lessons and group art classes. Some parents gave other examples of a class at a university or piano lessons taught at a community college. One parent stated that her child took drama lessons at a private organization. Another parent's child takes gymnastics and sports at a recreation department.

Parents were asked how they handled teaching children of different ages. One participant explained that she spends an hour with each of her three children in the morning so it is one hour each. In

the afternoons she does history and science with all three of them. She admitted that the youngest child sometimes get lost because the subject matter is too difficult. She gives the oldest child homework or self-study work. In most other cases, the children were close in age.

> ***Recommendations:*** *Ask about the relationship of the main homeschooling parent to the child as well as the role of the other parent/family members – whether they are involved in homeschooling and if so, in what role. Also, ask about child's participation/enrollment in classes outside of homeschooling.*

State and County Requirement for Home Schooling: Homeschoolers

Every state has different laws and counties have their own separate laws. Montgomery County has field supervisors that oversee the curriculum. Some homeschooling parents report to the county for as many as eight subjects. Other parents report to their church which oversees all home-schooling issues. Some states have no oversight at all and other states are very strict and require all homeschooling parents to have a teacher-partner. According to the group participants, Maryland is about in the middle. Homeschooling associations run by church organizations do not have to report to the state. The homeschooling is reviewed by the church.

> ***Recommendation:*** *This information emerged during the focus group, but no items on oversight are recommended.*

Why Parents Choose Homeschooling

Participants were asked how the decision to homeschool came about in their families. One person with a teaching background had planned to send her children to public school. A friend of hers convinced her that because she enjoys teaching, she should not miss that enjoyment with her own children.

One participant stated that her husband didn't want the children in public schools. While the child was initially enrolled in private school, he was found to be highly gifted and the school did not meet his needs. Homeschooling has worked out better for the child and the mother because it allows for flexibility. This is important because the child is working at different grade levels in different subjects. The mother added that the child has a lot of social activities.

One respondent indicated that all three of her children were adopted. She decided to home school them because she had missed the early years with them and homeschooling would help her bond with them and help the children grow closer. One child is now in public school but he does not like it so they may pull him out and continue to home school all three children.

One participant did not like the idea of homeschooling but she heard favorable ideas about it from other people who homeschool. She decided that she wants to train her children for life. By homeschooling she can promote her children's character and their faith and can promote the family's values. The oldest child is visually impaired and can receive individualized attention.

Another respondent went to public school but she respected other families that homeschooled so she decided to homeschool for now but will make that decision year by year whether to continue.

> ***Recommendations:*** *In general, the reasons given for homeschooling were similar to those included in the PFI-NHES:2003 instrument. It would be useful to differentiate dissatisfaction with academic instruction at other schools and the child having special needs based upon whether the child has a disability or is gifted.*

Appendix

Focus Group Protocols

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NHES:2007 Cognitive Research
Phase 1 Focus Groups
School Readiness
Parents of Preschoolers

Warm-up and Introduction

My name is...

Thanks for agreeing to come. Your participation is important.

How many of you have participated in a focus group before? A focus group is like an opinion survey, only with very broad, general questions.

Purpose of Focus Group and Ground rules

This evening we will be talking about experiences children have before they go to school that might help them learn, prepare them for school, and help them in their first few years of school. We refer to all of this as "school readiness." We are designing an interview for parents of young children and we want to make sure we are asking the right questions about what all sorts of families are doing at home to help their children learn and about children's experiences in preschool or daycare.

In our study about School Readiness, we'll be talking with parents of children who are age three up through second grade. In this group, we want to talk particularly about children who have not yet started kindergarten.

Because children have different experiences and develop at different rates, some things we talk about may not pertain to your particular child. But I think you will all find that most of the things we talk about do pertain to most young children and their families.

I'm interested in all of your ideas, comments, and opinions.

Please know that there are no right and wrong answers in this group. The purpose here is to find out as much as we can about all the experiences that young children have in the years before starting school. That way, our study will provide a picture that is as complete as possible.

Please feel free to disagree with one another. We would like to have many points of view.

How the Focus Group Works

The session is being tape recorded and there are observers from our study team behind the one-way mirror. However, all comments are confidential and are used for research purposes only. All the people involved with this project must sign notarized statements promising confidentiality.

This is a group discussion, so you need not wait for me to call on you. But please speak one at a time so the tape recorder can pick up everything.

We have a lot of ground to cover, so I may change the subject to move ahead. Please stop me if you want to add something.

Before we start, a bit of housekeeping. First, rest rooms...

Next, I will ask you to read and sign a consent form. We routinely use consent forms to make sure you know the purpose of the research activity you are taking part in and how the information you give us will be protected.

Any questions?

Introduction of Participants

Let's take a moment to go around the table and introduce ourselves. Please tell us your first name your child's age, and his or her grade in school if that applies.

As I mentioned before, we are focusing our questions about school readiness for this group to 3- to 5-year-old preschoolers. How many of you have more than one child in that range?

Please feel free to tell us about the experiences of any of your children who are preschoolers.

Parent Perspectives on School Readiness

First, let's talk about what parents think it means for a child to be ready to start school—that is, kindergarten, not preschool.

When you think of a child being ready for school, what comes to mind?

- What would you expect a child who is ready for kindergarten to know or be able to do?
- How would you expect a child who is ready for kindergarten to behave?

What do you think your role is as a parent in preparing your child for school?

Plans for Kindergarten Enrollment

Let's talk about your plans to enroll your child in kindergarten.

How many of you have children who will start kindergarten next September?
How about September of 2006?

Are any of you unsure about when your child should start kindergarten?

What factors were important in choosing when your child should start kindergarten?

    PROBE IF NOT MENTIONED: How about…
        The state age cut-off?
        Your child's maturity (what does "mature enough" mean to you?)?
        Your child's physical size?
        Your child's month of birth?
        Whether your child is a girl or boy.

What kinds of things would make you think maybe you should wait until your child is a little older to enroll him or her in school?

For those of you with children in preschool, what do you think is your child's preschool teacher's role in preparing him or her for school?

Activities That May Contribute To Readiness

Now I'd like to talk with you about your child's activities. We are interested in children's activities on their own, with family members, and in groups. Here we are focusing on activities other than those at daycare or preschool.

What kinds of activities do you do with your child at home to help them learn and prepare them for school? [LIST ON EASEL]

(PROBE FOR VARIOUS ACTIVITIES: How often do you do that with your child?)

<u>PROBE OR ASK DIRECTLY IF NOT MENTIONED:</u> **Arts and Crafts**

Let's talk (a little more) about arts and crafts.

What kind of arts or crafts activities, if any, does your child do at home?
        [PROBES: Drawing, painting, cutting and pasting, making valentines?]

Do you work with your child on those projects?

Does your child bring home any arts and crafts activities from daycare or preschool to complete at home?

Can you give us an example of something creative your child has done recently?

Reading

READING WILL LIKELY HAVE BEEN ALREADY MENTIONED: REDIRECT BY SAYING: Some of you mentioned reading; let's talk a little more about that.

Who in your family reads to your child? (PROBE: Parents? Grandparents? His or her brothers or sisters?]
> How often does someone read to your child?
> About how long at a sitting?
> Does your child have a current favorite book? What is it?

Does your child also pick up books on his or her own? What do they do with them? [PROBE: Does your child look at pictures? Pretend to read?]

Have any of you taken your children to the library? If so, what kind of activities have they attended or participated in? [PROBES: Story hours, reading groups, puppet shows]. How did your child like going there?

Television/Videos/DVDs

Let's talk now about TVs and videos and DVDs. What TV programs do your children watch?
> [PROBES: Sesame Street, Between the Lions, Stanley, Dora the explorer…]

Do your children also watch videos or DVDs? Which ones do they watch?

Does your family have rules about your child's viewing of TV, videos, or DVDs? What kinds of rules?
> PROBES:
> Which programs he or she watches?
> How much time he or she watches?
> Having a parent present while he or she is watching?

Computers/Internet

Does your child have any access to a computer? If so, where?
[PROBES: Home? Preschool? Daycare? Library? Church?]

Does your child have access to the Internet in any of the places you mentioned above?
[PROBES: Home? Preschool? Daycare? Other places?]

What kinds of things does your child do on a computer on his or her own?
[PROBES: Does your child know how to turn it on and off? Can he or she use a mouse?
Does your child play computer games on his or her own?]

If your child plays games, what types of games do they play?

Do any of you have other special computer games/software for children? What types do
you have? Are they mainly for entertainment or for learning?
[PROBES: Reader Rabbit, Jump Start]

How about web sites for children? Do any of you use those with your child? Can you give
me some examples of the ones your child uses?

Other Family Activities

How about outside your home? What kinds of things do you do with your child? [LIST ON
EASEL]. How often do you do those things?

[PROBES/EXAMPLES: Park/playground, museum, zoo, church activities,
children's dance lessons.]

Does your child participate in any organized group activities? For example, some groups
have t-ball or soccer for young children. [LIST ON EASEL]. How often does your child do
those activities?

Can you think of any other types of activities that you do with your child or that your child is
engaged with that were not mentioned yet?

Phonological Awareness

As children grow up, their knowledge and use of language grows also. Children learn
about how words are formed and how they are related to one another. We don't know
whether this is something we should ask parents about or not, so we want to get your
ideas on this.

Are there games or activities you play that help your child with sounds and words? [IF
ONLY READING IS MENTIONED, ASK: Any others?]

[PROBE PERIODICALLY FOR CONFIDENCE IN RESPONSE]

Here are some examples of specific things we are interested in.

Can your child tell you <u>rhyming</u> words? For example, if you said "ball," could your child tell you a word that rhymes with "ball"?
How about if you said three words, say, "ball, cat, and wall" could your child tell you the two of the three that rhyme?
       PROBE: Have any of you done this sort of thing with your child?

Can your child tell you the <u>beginning and letters and sounds</u> of words? For example, can your child tell you the word "ball" starts with "b"? How about beginning sounds—that ball starts with the sound "buh"? Can he or she tell you it ends with the letter "l"? With the sound "l"?
       PROBE: Does your child tell you the letters, the sounds, or both?

Can your child tell you words with the same beginning letter or sound? For example, if you said "ball," could your child tell you a word that begins with "b"?

Can your child recognize <u>different parts</u> of words? For example, can your child recognize that the word sunflower could be split into two words: "sun" "flower"?

Could your child <u>put two sounds together</u> to create a new word? For example, "sh" and "out" for the word shout?

If you child goes to a daycare center or preschool, does that program have special activities to help children understand how language works and about the relationships between sounds and words?

Closing

We've gone over all the questions we wanted to talk with you about. Do any of you have any thoughts or comments about these topics—or school readiness generally—that you would like to share now?

I'm going to duck out for just a minute to speak with our observers. They might have a followup question or two about some of the things you mentioned.

Thank you very much for coming—your experiences and thoughts will help us as we design this study.

Warm-up and Introduction

My name is...

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In our study about School Readiness, we'll be talking with parents of children who are age three up through second grade. In this group, we want to talk particularly about children who are in kindergarten, first grade, or second grade.

Because children have different experiences and develop at different rates, some things we talk about may not pertain to your particular child. But I think you will all find that most of the things we talk about do pertain to most young children and their families.

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Next, I will ask you to read and sign a consent form. We routinely use consent forms to make sure you know the purpose of the research activity you are taking part in and how the information you give us will be protected.

Any questions?

Introduction of Participants

Let's take a moment to go around the table and introduce ourselves. Please tell us your first name, your child's age, and his or her grade in school if that applies.

As I mentioned before, we are focusing our questions about school readiness for this group to children who are in kindergarten through second grade. How many of you have more than one child in that range?

Please feel free to tell us about the experiences of any of your children who are in kindergarten or in first or second grade.

Parent Perspectives on School Readiness

First, let's talk about what parents think it means for a child to be ready for school (that is, to begin kindergarten, not preschool).

When you think of a child being ready for school, what comes to mind?

- What would you expect a child who is ready for kindergarten to know or be able to do?
- How would you expect a child who is ready for kindergarten to behave?

What do you think your role was as a parent in preparing your child for school and helping him or her with these early years of school? From today's perspective, was there anything you wish you did differently to prepare your child for school?

Plans for Kindergarten Enrollment

Now let's talk about when your child started kindergarten.

What factors were important in choosing when your child should start kindergarten?
   PROBE IF NOT MENTIONED: How about…
      The state age cut-off?
      Your child's maturity (what does "mature enough" mean to you?)?
      Your child's physical size?
      Your child's month of birth?
      Whether your child is a girl or boy.

Were any of you unsure about when your child should start kindergarten?

What kinds of things would have made you think maybe you should wait until your child is a little older to enroll him or her in school?

Did any of you delay enrolling your child in kindergarten after he or she was eligible based on age?

For those of you whose children attended preschool, what did you think was your child's preschool teacher's role in preparing him or her for school? From today's perspective, was there anything you wish your daycare provider did differently to prepare your child for school?

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What kinds of activities do you do with your child at home to help them learn and prepare them for school? [LIST ON EASEL]

(PROBE FOR VARIOUS ACTIVITIES: How often do you do that with your child?)

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Can your child tell you the beginning letters of words? For example, can your child tell you the word "ball" starts with "b"? How about beginning sounds—that ball starts with the sound "buh"? Can he or she tell you it ends with the letter "l"? With the sound "l"?
     PROBE: Does your child tell you the letters, the sounds, or both?

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Can your child recognize different parts of words? For example, can your child recognize that the word sunflower could be split into two words: "sun" "flower"?

Could your child put two sounds together to create a new word? For example, "sh" and "out" for the word shout?

Can your child sound out the word that he or she reads? For example, the word "cat" – could your child sound out "c" "a" "t"?

Closing

We've gone over all the questions we wanted to talk with you about. Do any of you have any thoughts or comments about these topics—or school readiness generally—that you would like to share now?

I'm going to duck out for just a minute to speak with our observers. They might have a followup question or two about some of the things you mentioned.

Thank you very much for coming—your experiences and thoughts will help us as we design this study.

[SIGN RECEIPT/HONORARIUM]

NHES:2007 Cognitive Research
Phase 1 Focus Groups
Parent and Family Involvement in Education
January 10, 2005

> ## Warm-up and Introduction (10 min)

My name is...

Thanks for agreeing to come. Your participation is important.

How many of you have participated in a focus group before? A focus group is like an opinion survey, only with very broad, general questions.

Purpose of Focus Group and Ground rules

This evening we will be talking about your experiences with your children's schools and your involvement in their education.

- updating a questionnaire for parents of children in kindergarten through 12th grade

- your comments tonight will tell us a lot about what kinds of issues are important to families.

- interested in all of your ideas, comments, and opinions.

- no right and wrong answers; many points of view

- learn about <u>all</u> the experiences that families have in their involvement with schools and their children's education

How the Focus Group Works

- tape recorded
- observers from our study team behind the one-way mirror
- all comments are confidential and are used for research purposes only

All the people involved with this project must sign notarized statements promising confidentiality.

- need not wait for me to call on you

- speak one at a time

- may change the subject to move ahead; will come back to it if there's time

- food; rest rooms

- questions?

Consent forms

Introduction of Participants

- first name

- your children's ages and grades and what kind of school they are in

[Please feel free to tell us about the experiences of any of your children in (kindergarten and elementary/middle/high school).]

Description of Involvement with School—
Intro to questions about frequency and barriers (15 min)

We'd like to know about the different ways parents are involved at their children's schools.

Let's make a list of the kinds of things that parents do at your school [MAKE LIST ON EASEL].

(Let parents generate ideas, but if they do not, get them started with probes about field trips, parent-teacher conferences, fundraising, PTA, parent committees, volunteering in schools, other school or class events etc. Listing all the possible ways will help them think of frequency and barriers.)

Frequency of Involvement (5 min)

How many of you are involved at your children's schools in any way whatsoever, occasionally or regularly?

Tell me about those types of involvement

- regularly: extent and frequency of involvement?

- [PROBE] every week, month, or several times a year?

Do any of you have other family or household members who are involved with your children's schools?

What would make it easier for your family to be involved in school?

Barriers to Involvement (10 min)

What do you think are the reasons are that some families are not involved in the school?

PROBE IF NOT MENTIONED: How about…
- lack of time;
- lack of leave from work;
- employer won't let you take off to attend school activity;
- lack of transportation;
- school events at inconvenient times;
- poor communication with school teachers;
- feel uncomfortable talking to school staff/teachers;
- parent is from a different country and it's not part of his/her culture to do activities at school;
- language barriers;
- parent had poor experiences with school when he/she was a child;
- discrimination because of race, class, family structure, or something else;
- conflict with a teacher; or
- parent does not believe that there is a need to get involved in child's school activities – it is the school's job.

What about your family—do any of these reasons apply to you and your involvement with the school?

Social Networks (15 min)

Let's talk about connections with other parents at your children's schools.

- How would you describe those connections? How many know at least one other parent at school?

- [PROBE] chat with when you see them; call on the phone; arrange play dates; discuss issues related to child rearing; discuss issues related to school

Does the school do anything to help parents get to know each other?

EXAMPLES: School picnics, festivals, parent pot-lucks, etc.

How about connections with other parents of children about the age of your children, such as friends, neighbors, members of your community or religious group?

What kinds of issues do you discuss with other parents? (Mainly with school parents or other parent contacts?)

[PROBE FOR SCHOOL RELATED ISSUES such as homework assignments, school policies, school events, the teacher, etc.]

What kinds of things about the school have you learned from other parents that you didn't find out from the school?

EXAMPLES: School plans, dates for events, teacher actions, etc.

Do you ever get ideas about how you can help with your children's education from these parents? What ideas?

What might be some reasons why school and education topics are not discussed among parents?

PROBE [FOR EXAMPLE]:
- there is no need to discuss these topics
- language or other social barriers
- no time
- no opportunity to meet other parents

What about <u>your</u> family—do any of these reasons apply to you?

Family Help with Homework (25 min)

Now I'd like to talk about homework.

What homework rules have you set for your child?

- Is your child expected to sit on his/own everyday to complete homework?

- Is there a room or place in your home set aside for homework?

- Does your child have to complete homework before other activities such as playing games?

[PROBE FOR OTHERS]

Who supervises whether these rules have been followed?

Do you keep track of the homework they are assigned?

- How often do you check?

    [PROBE] Everyday, every week, monthly, occasionally.

How about helping them with homework?

- How much time do you spend helping? PROBE] Everyday, 2-3 times a week, once a week, or occasionally.

- How confident are you of your help?

- Do other family members help with homework? Who? Time?

- What about other people who are not family members? Who? Time?

    EXAMPLES: friend, neighbor, baby sitter etc.

If you do not spend time on your child's homework, what are some of the reasons: [PROBE]

- Lack of time
- Work non-standard work hours
- Lack of skills especially language skills
- There is no need for help as my child is capable of doing it on his/her own
- Other family members help child with homework
- Other non-family members help child with homework

Computers/Internet (20 min)

Now I'd like to talk with you about whether you or your family uses the computer or accesses the Internet to help with school activities.

Examples of educational activities include doing educational projects or homework and other assignments, improving general knowledge, or obtaining other information.

Do your children use computers for school work or homework? How about the Internet?

- Where do your children access the Internet (e.g., home, school, after school care, library)

How often does your child use the computer or the Internet for his/her work? [PROBE]: Everyday, a couple of times a week, once a week or less frequently.

What kinds of activities do your children do on the computer?

- for educational purposes?

- for entertainment?

Are you able to use the computer or Internet to help your child in his/her school work in case he/she needs help?

How much work on the computer does the school require?

Do you have access to any special computer programs for children?

- for entertainment or for learning?

Some examples for young children are Reader Rabbit, PBS, Jump Start. For older children, use of encyclopedia CD ROMs or Math and English programs for middle school children. [PROBE FURTHER].

How about web sites for children? Do any of you use those with your child? Can you give me some examples of the ones your child uses?

- What other ways do you your children use the Internet?

Also, does your child use the computer/Internet to play games, connect with friends or to download music?

Closing (5 min)

We've gone over all the questions we wanted to talk with you about. Do any of you have any thoughts or comments about these topics—or family involvement in education generally—that you would like to share now?

Thank you very much for coming—your experiences and thoughts will help us as we design this study.

[SIGN RECEIPT/HONORARIUM].

Warm-up and Introduction

My name is...

Thanks for agreeing to come. Your participation is important.

How many of you have participated in a focus group before? A focus group is like an opinion survey, only with very broad, general questions.

Purpose of Focus Group and Groundrules

This evening we will be talking about your experiences with your children's schools and your involvement in their education. We are updating a questionnaire for parents of children in kindergarten through 12th grade and we want to make sure we are asking the right questions. Your comments tonight will tell us a lot about what kinds of issues are important to homeschooling families.

I'm interested in all of your ideas, comments, and opinions.

Please know that there are no right and wrong answers in this group. We would like to know about all the experiences that homeschooling families have in their involvement with their children's education. That way, our study will provide a picture that is as complete as possible.

Please feel free to disagree with one another. We would like to have many points of view.

How the Focus Group Works

The session is being tape recorded and there are observers from our study team behind the one-way mirror. However, all comments are confidential and are used for research purposes only. All the people involved with this project must sign notarized statements promising confidentiality.

This is a group discussion, so you need not wait for me to call on you. But please speak one at a time so the tape recorder can pick up everything.

We have a lot of ground to cover, so I may change the subject to move ahead. Please stop me if you want to add something.

Before we start, a bit of housekeeping. First, rest rooms...

Next, I will ask you to read and sign a consent form. We routinely use consent forms to make sure you know the purpose of the research activity you are taking part in and how the information you give us will be protected. Any questions?

Introduction of Participants

Let's take a moment to go around the table and introduce ourselves. Please tell us your first name and also the first name of your child and your child's age. If your child were enrolled in a school, would he/she be in kindergarten, an elementary, middle, or high school?

How many of you have more than one child of school going age? Are all these children homeschooled or are some enrolled in a school? What school levels would they be at if they were enrolled in school?

Please feel free to tell us about the experiences of any of your children who are homeschooled and fall in this grade range [kindergarten and elementary/middle/high school]

Social Networks

I'd like to talk with you about whether you know other parents with children. How many of you know parents of children about your child's age? Please include parents who have children who are homeschooled as well as parents of children enrolled in a regular school. They could include friends, neighbors, members of your homeschooling association, your community or religious group. Do you know the parents of any of your children's friends? [LIST ON EASEL]

Do you discuss issues pertaining to your child's education with these parents?

Do you know if there a local homeschooling association? Are you a member of one? Does the local homeschooling association do anything to help parents of homeschooled children to get to know each other? [LIST ON EASEL]

EXAMPLES: picnics, association meetings, parent pot-lucks, etc.

What kinds of child education issues do you discuss? Are these topics also discussed in literature or meetings of the local homeschooling association if you are a member of one? What additional information regarding children's education do the discussions with other parents provide? [LIST ON EASEL]

> EXAMPLES: Homework assignments, curricula, other extracurricular activities, educational books and games, projects etc.

For those of you who do not discuss education related issues with other parents, what are some of the reasons why these topics are not discussed?

[LIST ON EASEL]

PROBE [FOR EXAMPLE]:
- there is no need to discuss these topics;
- local homeschooling association provides all necessary information;
- language or other social barriers;
- no time to discuss; or
- no opportunity to meet other parents.
- other reasons (specify)

Computers/Internet

Now I'd like to talk with you about whether you or your family uses the computer or accesses the Internet to help with your child's education. Examples of educational activities include doing educational projects or homework and other assignments, improving general knowledge, or obtaining other information. Also, does your child use the computer/Internet to play games, connect with friends or to download music?

[MAKE LIST ON EASEL OF THE TYPES OF ACTIVITIES THAT YOUR CHILDREN ARE INVOLVED IN FOR WHICH THEY OR THE PARENTS MAY USE THE COMPUTER/INTERNET]

How many of you have computers in your homes? How about Internet access?

How often does your child use the computer or the Internet for his/her work? [PROBE]: Everyday, a couple of times a week, once a week or less frequently. Is this for a) for educational purposes, b) for entertainment.

Are you able to use the computer or Internet to help your child in his/her studies in case he/she needs help?

For those of you who don't have computers or Internet access at home, do you ever go to a public library or somewhere else to use a computer or the Internet? Does that use include your child?

[FOR PARENTS WITH NO HOME ACCESS TO A COMPUTER/INTERNET] How often does your child use the computer or the Internet for his/her work? [PROBE]: Everyday, a couple of times a week, once a week or less frequently.

Is the lack of access to a computer or the Internet at home a problem with regard to your children completing their school or homework?

Do any of you have special computer programs for children? What types do you have? Are they mainly for entertainment or for learning?

Some examples for young children are Reader Rabbit, PBS, Jump Start. For older children, use of encyclopedia CD ROMs or Math and English programs for middle school children. [PROBE FURTHER].

How about web sites for children? Do any of you use those with your child? Can you give me some examples of the ones your child uses?

Do you also use the Internet or other media such as CD ROMs to develop curricula for homeschooling your children? Give details of some of these web based or CD ROM resources.

How did you get information on these resources?
[PROBE] Was it from your local homeschooling association, other parents, from the Internet?

Family Help with Homework/Homeschooling Assignments

Now I'd like to talk with you about whether you and your family spend time helping your child with homework or homeschooling assignments/self study assigned to your children. Please include work assigned to your child as part of instruction as well as self study assignments.

[LEAD QUESTION] Who the main person who homeschools your child? Is it you or somebody else in your family? Or is it a team effort? If it is an individual effort, what is the role of the non-instructor parent in their child's education? Please include their role with regard to their child completing homeschooling/self study assignments.

Do you have the time?

Do you spend time helping your child with homework?

If you do not spend time on your child's homework, what are some of the reasons: [PROBE AND LIST ON EASEL]

- Lack of time
- Work non-standard work hours
- Lack of skills especially language skills
- There is no need for help as my child is capable of doing it on his/her own
- Other family members help child with homework
- Other non-family members help child with homework
- Other reasons (specify)

What homework rules have you set for your child? For example…
   Is your child expected to sit on his/own everyday to complete homework?
   Is there a room or place set aside for homework?
   Does your child have to complete homework before other activities
      such as playing games
[PROBE FOR OTHER REASONS]

Who supervises whether these rules have been followed?

What about other members of your family? Do they help your child with homework? [LIST OTHER FAMILY MEMBERS]

What about other people who are not family members?
GIVE EXAMPLES: friend, neighbor, baby sitter etc.

How much time do you spend with your child on homework and how often?
What about other family members? How much time do they spend with your child on homework and how often?

What about other persons who are not family members? How much time do they spend with your child on homework or how often?

Closing

We've gone over all the questions we wanted to talk with you about. Do any of you have any thoughts or comments about these topics—or family involvement in education generally—that you would like to share now?

Thank you very much for coming—your experiences and thoughts will help us as we design this study.

2007 National Household Education Surveys Program

Cognitive Research Report
Phase 2

June 2005

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INTRODUCTION

NHES was developed by NCES to complement its institutional surveys. This program is the principal mechanism for addressing topics that cannot be addressed in institutional data collections. By collecting data directly from households, NHES enables NCES to gather data on a wide range of issues, such as early childhood care and education, children's readiness for school, parent perceptions of school safety and discipline, before- and after-school activities of school-age children, participation in adult and continuing education, parent involvement in education, and civic involvement. NHES uses random digit dial (RDD) sampling and computer-assisted telephone interviewing (CATI) and has been conducted by Westat, a social science research organization, in the winter and spring of 1991, 1993, 1995, 1996, 1999, 2001, 2003, and 2005 and will be conducted in the spring of 2007. This report describes cognitive research conducted for the purpose of testing the NHES:2007 questionnaires. The sections that follow describe the topical surveys to be conducted in NHES:2007, the cognitive interviewing procedures, and the results and recommendations.

NHES:2007 will include three topical surveys each aimed at a specific population of interest. All of the surveys have been fielded in previous years. The Adult Education for Work-Related Reasons Survey (AEWR) was included in NHES:2003. The School Readiness Survey (SR) was included in NHES:1993 and the Parent and Family involvement in Education Survey (PFI), was included in NHES:1996 and NHES:2003. Due to the overlap in the populations of interest and the measures of interest, the SR and PFI surveys share a single instrument, with specific paths and items designated for children of various ages. NHES:2007 will gather data from parents of preschoolers aged 3 to 6 and not in kindergarten or a higher grade, children who are enrolled in elementary school in kindergarten through fifth grade, children who are enrolled in middle school/junior high school in sixth through eighth grade, and children who are enrolled in senior high school in ninth through twelfth grade. Interviews will also be conducted with civilian, noninstitutionalized adults age 16 and older who are not enrolled in 12th grade or below.

The SR survey addresses issues of importance to early childhood development and education. The survey gathers information pertaining to children's developmental accomplishments and difficulties, center-based program participation, parent beliefs about school readiness, early school experiences and adjustment, educational activities with family members inside and outside the home, and children's health and disability status. Child, parent, and household characteristics are also collected.

The PFI survey addresses school characteristics and experiences, school practices to involve and support families, family involvement in school, family involvement in schoolwork, parent and family involvement with their children in educational activities outside of school, and children's health and disability status. New items gather information on computer and internet usage, barriers to family participation in the school, community support, homeschooling activities, and childhood weight issues (e.g., overweight, underweight). Children's contact with nonresidential parents and the involvement of those parents with school is also captured. Child, parent, and household characteristics are also collected.

The AEWR survey focuses specifically on work-related education and training. Information is collected on participation in four types of formal educational activities, including college and university degree or certificate programs for work-related reasons, vocational/technical school diploma or degree programs for work-related reasons, apprenticeships, and formal work-related courses. In addition, adults are asked about participation in less formal learning activities related to a job or career. AEWR-NHES:2007 retains the specific types and much of the detail about educational participation collected in past surveys, including providers, hours of participation, and employer support. Distance education is addressed under one section as opposed to eliciting information about this type of learning within each educational activity section, as in AEWR-NHES:2003. Some new items in the AEWR survey are those concerning distance education, field of the highest degree or program obtained, hours of vocational or technical program received, skills of interest to the Secretary's Commission on the Acquisition of Necessary Skills (SCANS), informal work-related training, and reasons for dropping out of an apprenticeship program prior to completion. Employer support for educational activities is also a key area of interest in this survey. Adult and household characteristics are obtained.

NHES:2007 COGNITIVE RESEARCH ACTIVITIES

Cognitive research has been an integral part of the design of NHES since its inception. The purpose of the cognitive research for NHES:2007 was to obtain in-depth information from a diverse group of participants in order to examine new survey content and to assess specific items about which experts had expressed concern regarding respondent knowledge or recall. Cognitive research for NHES:2007 involved testing questionnaires through intensive interviews. Respondents were administered the questionnaires individually in a face-to-face format, which allowed the researcher to probe for clarity, test the flow of the instruments, and obtain preliminary administration timings. Specific probes were developed to examine issues of respondent comprehension, knowledge, and recall.

Interviews were scheduled from May 23 through June 10 during the day or in the evening, depending upon the participant's schedule, and were conducted in an office or a conference room. Participants signed a consent form acknowledging that they understood that their participation was voluntary, confidential, and would be audio taped for later review. At the end of each interview, participants were thanked for their help with the survey(s) and given an honorarium of $40 if they responded to one interview and $60 if they responded to two. Depending upon the number of surveys completed, interviews lasted approximately 1-2 hours.

Cognitive Research Recruiting Goals and Procedures

The participants in the NHES:2007 cognitive research activities were recruited by Westat. Participants were recruited using flyers, personal networks of Westat employees, and the website craigslist.com. No person who had participated in an interview during the six months prior to the cognitive research was considered eligible. Although Westat employees and their immediate families were not eligible, their friends and neighbors were welcome to participate.

Interested persons were administered a brief screener to determine if they qualified to participate in NHES cognitive research activities. Persons were selected from among those meeting the recruiting criteria, and potential participants were called and scheduled to respond to the cognitive interview. In some cases, a participant met the criteria for more than one survey and therefore served as a respondent for those in which he or she qualified.

For SR and PFI cognitive interviews, parents were selected based on education level and employment history, as well as having children of different ages and in different school arrangement types, such as public or private school.

Specific recruiting goals for SR cognitive interview respondents were as follows:

- Approximately equal distribution across preschoolers, kindergarteners, and children in the first and second grades;

- At least two children from single-parent families;

- Three children of parents whose level of education is not above high school diploma;

- No more than four children having parents in a professional/managerial occupation;

- Four parents who are not White, non-Hispanic;

- At least one interview with a parent of a child with a disability;

- At least one interview with a parent whose family that received public assistance (Food Stamps, WIC, TANF) in the last 12 months.

Most of the SR goals were met. The recruitment of parents of kindergarteners fell short (one was recruited); the remaining participants were parents of preschoolers (four) and parents of first and second graders (three). The recruitment of parents who are not White, non-Hispanic fell short by two, and the recruitment of parents whose level of education is not above a high-school diploma fell short by one. All other recruitment goals were met.

Because of a number of no-shows and the cancellation of an appointment for a scheduled participant, the number of those participating in the SR interview fell short of the goal of nine interviews (eight interviews were conducted).

Specific goals for PFI cognitive interview respondents were as follows:

- Approximately equal distribution of children in grades 1 through 5 (with at least one parent of a first grader), grades 6 through 8, and grades 9 through 12;

- At least two children from single-parent families;

- Three children of parents whose level of education is not above high school diploma;

- Three parents of children in a public school;

- Three parents of children in a private school;

- Four parents who are not White, non-Hispanic;

- No more than four children having parents in a professional/managerial occupation;

- At least one interview with a parent of a child with a disability;

- At least one interview with a parent whose family received public assistance (Food Stamps, WIC, TANF) in the last 12 months.

- At least one interview with a parent of a homeschooler.

Nearly all of the PFI goals were met. The recruitment of parents of children in private school fell short by one and no parent of a homeschooler volunteered. All other recruitment goals were met. Nine interviews were conducted.

For AEWR cognitive interviews, respondents were selected based on gender, education level, and occupation. However, the main recruitment criterion was to have participated in an adult education activity, especially work-related courses, and/or degree or credential programs, within the past 12 months. Despite the fact that adults who ordinarily take work-related courses tend to be more highly educated, there was considerable variability in the educational background of those recruited for AEWR intensive interviews (ranging from a participant who had a high school diploma to a maximum education level of a graduate degree).

Specific recruiting goals for the AEWR intensive interview participants were as follows:

- At least five adults who worked in the past 12 months;

- Four or five participants with education beyond a high school diploma or GED, and at least three participants with no more education than a high school diploma or equivalent;

- At least five participants who report having participated in formal adult educational activities for work-related reasons in the past 12 months;

- Three participants who are employed and were not participants in any formal work-related educational activities in the past 12 months;

- Three participants who are not of White, non-Hispanic origin; preferably one who is an immigrant and/or non-native English speaker;

- A combination of participants engaged in professional/managerial, sales/service, and trade or labor occupations.

Only one of the six preceding recruiting goals was not met. The recruitment of participants who are employed and are not participants in any formal work-related educational activities for work-related reasons fell short by one. All other recruitment goals were met. Nine interviews were conducted.

Cognitive Research Participants

In all, 26 interviews were administered: 8 SR, 9 PFI, and 9 AEWR interviews. Seventeen adults were interviewed about their children's school/program experiences, family participation in

schools/programs, school/program practices to involve and support families, family involvement in schoolwork and learning, and parent and family involvement with their children in educational activities outside of school, or a combination thereof. Eight of the participants were White, five were Black, two were Asian, and one was Hispanic. Five participants had a high school diploma or less education, two had some college, one had an associate's degree, five had bachelor's degrees, and three had either some graduate experience or graduate degrees.

The AEWR questionnaire was administered to participants with a variety of demographic differences. Most notably, highest education levels varied from high school diploma to graduate degree. The respondents had participated in a variety of adult education activities, with those with higher education levels tending to participate in more activities. Within the 12 months prior to the research, seven respondents had taken work-related courses, four respondents had participated in a credentials program, all nine had participated in some form of informal work-related training, and two respondents had participated in a vocational/technical program. See exhibit 1 for details on characteristics of the intensive interview participants and the types of interviews administered.

Exhibit 1.   NHES:2007 cognitive interview participant characteristics and types of interview administered

Type of interview		Respondent demographic information						Child information			
SR	PFI	Sex	Race	Marital status	Public assistance	Highest education	Occupation	Grade	Public school	Private school	Disability
√	√	M	B	Married		Bachelor's	Senior network manager	1st and 3rd	√		
√		F	W	Married		Master's	Professor	Preschool	√		
√	√	F	W	Married		Some college	Transcriptionist	1st and 6th	√		
√		F	B	Separated	√	High school	Administrative/ clerical	Preschool	√		
√		M	W	Married		Master's	Naval officer	1st	√		
√		F	W	Married		Bachelor's	Graphic designer	Kindergarten and 2nd	√		
√		F	H	Single		Associate's	Administrative assistant	Preschool	√		
√		F	W	Single	√	High school and vocational	Homemaker	Preschool	√		
	√	F	W	Married		Bachelor's	Homemaker	9th	√		√
	√	M	A	Married		Bachelor's	Engineer	9th	√		
	√	F	W	Married		High school	Accounting	7th	√		
	√	F	B	Single	√	Some college	Publishing assistant	4th	√		√
	√	F	B	Single		Bachelor's	Administrative assistant	1st		√	
	√	M	A	Married		High school	Store clerk	6th	√		
	√	F	W	Married		Master's	Teacher	3rd		√	
	√	F	B	Married		High school	Homemaker	5th	√		

Exhibit 1.   NHES:2007 cognitive interview participant characteristics and types of interview administered–Continued

Type of interview	Respondent demographic information				AEWR activities			
AEWR	Sex	Race	Highest education	Occupation	Work-related	Credential program	Informal	Vocational/ technical
√	M	B	High school	Library materials handler	√		√	
√	F	B	High school	Homemaker	√	√	√	
√	M	W	High school	Manager			√	
√	M	W	MBA	Finance/auditor	√	√	√	√
√	F	A	Bachelor's	IT consultant	√		√	
√	M	W	Bachelor's	Fire alarm inspections		√	√	√
√	F	W	Master's	Server/student	√	√	√	
√	F	B/W	Master's	Research analyst	√		√	
√	M	W	Bachelor's	Self-employed	√		√	

SCHOOL READINESS

Because the SR survey has not been administered since 1993, the cognitive interviews for the SR survey focused on the questionnaire as a whole. Emphasis was placed on respondents' ability to understand the meaning of questions as intended, their ability to report about other people activities with the child, their ability to recall requested information, and their level of comfort in estimating numeric values and timing (e.g., number of children in school; number of books at home; number of hours being engaged in activities in school etc.). While participants were asked to note any questions that were unclear or difficult for them, specific probes were also included for selected items. Respondents included two fathers and six mothers (one mother completed the interview for two children). See Exhibit 1 for a detailed description of all respondents.

In general, most questions were found to be appropriate to the SR population and understood by respondents, and the respondents were able to give answers. However, some items were identified as problematic. The following sections identify specific issues that emerged in the cognitive interviews and provide recommendations for instrument changes

Section PDC: Early Childhood Care and Programs

Most questions in this section worked well. This section contains a new item asking how often the parent/guardian has entered the child's program since September. Some respondents suggested that it should be asked differently, focusing on a more limited time frame, since it was difficult to recall the number of times since September. Possible alternatives are the number of times weekly or monthly, or the number of times in the past month.

> ***Recommendation:*** *Question PCC1220 could be changed from "since September" to "in the last month."*

Section PDC: Developmental Characteristics

Most of the items in this section have been used before, and they generally worked well. New items in this section include those on phonemic awareness; all respondents felt confident regarding

their answers for these new items. One respondent thought that her child spend about the same time writing, drawing, and scribbling (PDC1300) and suggested to have a response option of 'doing both about the same.' Since only one respondent raised this issue, and the item has been used successfully in the past, no change is recommended at this time; however, we will monitor this item in the field test, and ask interviewers about any problems with the question during the field test debriefing.

Recommendation: No change is being recommended.

Section PKG: Kindergarten-Related Items

The items in this section worked well. One respondent thought that the question regarding attending orientation meetings in the school before starting kindergarten (PKG1200) could be confusing when asked immediately after items related to delayed entry (child's enrollment based upon date of birth or later, PDG1440, concerns about readiness, PKG1160, and age in years and month when he/she started kindergarten, PDG1180. She initially thought that the question was about meetings related to the delay decision.

Recommendation: Move question PKG1200 to a different place in this section to avoid the above confusion (possibly before PKG1140).

Section PBR: Parent beliefs about School Readiness

Some items in this section had been administered previously, and others were new. Examples of new items are rhyming, making friends, adding/subtracting, and the child standing up for him/herself. The items in this section were found to work well. No items were identified as unclear or problematic to answer.

Recommendation: No change is recommended.

Section PSC: School Characteristics

In general, the items in this section worked well, but some problems were identified with skip patterns. For example, after a respondent replied that her school district does not allow choosing which school to attend, she was later asked for the reason she chose the school the child is currently attending. Some respondents also had difficulty estimating the number of children in school and questioned their ability to reliably estimate this number.

> **Recommendation:** *Change skip pattern for children in assigned public schools with no option to choose a school (skip from PSC1180 to PSC1300).*

Section PSE: Student Experiences, Teacher Feedback, and Adjustment

Most items about student experiences, teacher feedback, and school adjustment were found to work well. However, some items appeared to some respondents to be inapplicable to children in kindergarten and first and second grades. Two respondents of children in first grade thought that questions about honors or magnet programs do not apply to children in the first years of elementary school (questions PSE1280,1290). One respondent thought that most schools do not start giving traditional grades (A, B, etc.) until third grade. As noted in the PFI section, this was also mentioned by PFI respondents of children in early grades. To examine this, we looked at the variable SEGRADES for kindergarten and first through third grades in PFI-NHES:2003. As shown in the table below on the next page, a clear majority of children in kindergarten do not receive these grades (83 percent). Slightly more than half of first graders (56 percent) and nearly half of second graders (46 percent) do not receive traditional grades. By third grade, nearly three-fourths of students receive traditional grades.

> **Recommendation:** *Skip question PSE1280 (honors) and PSE1290 (magnet) for kindergartners and for first and second graders. Skip PSE1140 (grades) for kindergartners, but retain for children in first and second grade.*

Table 1. Grade in school and receipt of traditional letter grades

Grade	-1 Inapplicable	1 Mostly A's	2 Mostly B's	3 Mostly C's	4 Mostly D's or lower	5 Child's school does not give these grades	Total
Total	307,687	4,296,012	2,086,598	638,681	165,607	8,360,703	1.586E7
	1.94	27.10	13.16	4.03	1.04	52.73	100.00
1 1ST GRD/ EQUIV	72,492	1,177,793	433,172	176,875	17,885	2,389,876	4,268,092
	0.46	7.43	2.73	1.12	0.11	15.07	26.92
	1.70	27.60	10.15	4.14	0.42	55.99	
	23.56	27.42	20.76	27.69	10.80	28.58	
2 2ND GRD/ EQUIV	63,206	1,257,607	589,572	165,403	40,684	1,802,805	3,919,277
	0.40	7.93	3.72	1.04	0.26	11.37	24.72
	1.61	32.09	15.04	4.22	1.04	46.00	
	20.54	29.27	28.26	25.90	24.57	21.56	
3 3RD GRD/ EQUIV	67,115	1,483,011	923,213	283,056	101,663	1,052,777	3,910,835
	0.42	9.35	5.82	1.79	0.64	6.64	24.67
	1.72	37.92	23.61	7.24	2.60	26.92	
	21.81	34.52	44.24	44.32	61.39	12.59	
K TRANS/K/ P1ST	104,873	377,600	140,642	13,347	53,75.2	3,115,246	3,757,084
	0.66	2.38	0.89	0.08	0.03	19.65	23.70
	2.79	10.05	3.74	0.36	0.14	82.92	
	34.08	8.79	6.74	2.09	3.25	37.26	

SOURCE: Parent and Family Involvement in Education Survey of the 2003 National Household Education Surveys Program. Special tabulation.

Family Involvement in School

Most items in this section had been used previously and worked well. However, some problems were identified with items asking respondents to estimate the number of times (PFS1160) and especially the number of hours (PFS1180) that they were involved in activities in school.

> ***Recommendation:*** *No change is being recommended. The items concerning times and hours of involvement will be monitored in the field test, and interviewers will be asked about these questions in the field test debriefing. If retained for the full collection, these items might be considered as candidates for a reinterview.*

School Practices to Involve and Support Families

In item PFP1120, references to "homework" sounded inappropriate to parents of preschoolers, since it is not a feature of preschool in their experience. One respondent suggested changing response option 'just OK' to 'OK' in question PSP1120. However, this series was used successfully in PFI-NHES:2003, and only one respondent made this comment. Retaining the responses as collected in 2003 is preferable to altering an item that is part of a time series in the absence of significant problems with the question.

> ***Recommendation:*** *No change to the response options is recommended. Skip item 'e' (how to help with homework) for preschoolers. Do not display the words "in addition to homework" in item 'f' for preschoolers.*

Involvement in School Decisionmaking

One respondent thought that if we really want to know about parents' involvement in policy decision, we should ask questions about involvement in school board meetings, where policies are decided, and not at the school. However, due to great variation in the governance of public and private school systems, we do not recommend such a change. A number of respondents thought that the question about standardized tests (PIS1220) is not applicable for children in kindergarten through second grade.

> ***Recommendation:*** *Skip PIS1220 for K-2 children.*

Factors Affecting Parent and Family Participation in School

Most items in this section worked well. However, a number of respondents thought that item 'c' in question PFP1280 ("It is parents' responsibility to support the teacher, no matter what.") is confusing and should be clarified more to parents. The phrase "no matter what" was identified as the problematic element.

Recommendation: *Delete the phrase "no matter what."*

Family Involvement in Schoolwork

Items in this section apply only to kindergartners, first graders, and second graders in the population of interest for SR. No problems were identified with items in this section. One respondent recommended differentiating between "helping," "correcting," and "doing" the child's homework, however, we do not recommend expanding the content due to administration time.

Recommendation: *No change is recommended.*

Home Activities/Family Involvement Outside of School

In general, the items in this section were understood by respondents and they were able to provide answers with little difficulty. However, some issues did arise. Some respondents reported difficulty in estimating the number of books that their children have. One respondent recommended having range options to help answer this question. A few respondents thought that the question regarding the way people read to the child (PHA1220) should be limited to the respondent alone, because different people have different styles of reading and some household members may not know about these variations in other people's reading approaches. Parents mentioned a variety of TV shows that their children watch in addition to those named in the instrument. One respondent noted that if the response to question PHA1740 (using the internet from home) is 'no' then the following two questions should be skipped. Some respondents thought that question PHA1840 (school activities) does not apply for the K-2 group. Other respondents thought that the 'grounding' option in question PHA1900 does not apply for children in the K-2 group.

Recommendation:

1. Add range options to question PHA1120 about number of books.

2. Change PHA1220 to be asked only about the respondent.

3. Add a skip pattern for a negative response to question PHA1740 (skip to PHA1840).

4. Skip PHA1840 for K-2 age group.5. Drop response option 'c' (grounding) in question PHA1900 for children up to third grade.

Role of Parent in Preparing Child for School

The questions in this section worked well; no problems were identified.

Recommendation: *No change is recommended.*

Health and Disability

Two respondents noted that a physician told them that their child had one of the disabilities mentioned in question PHD1260 but it happened when the child was very young and it does not affect his/her current condition.

Recommendation: *The series on child disabilities has been used for several survey cycles will and this issue has not emerged as a problem over time. In order to preserve the time series, we recommend that the items not be changed. However, it would be useful to add an unread option to item PHD1380 (affect child's ability to learn) that says NO LONGER HAS CONDITION.*

SR Administration Time

Because of the many probes and questions that were administered to respondents, the cognitive interviews could not be used to develop a reliable estimate of the length of the interview. Interviews took about 45 to 60 minutes for parents of preschool-age children, and 60 to 80 minutes for parents of children in the K-2 group. Taking the probes into account, we estimate that the current net length of the instrument is 25-35 minutes for preschoolers, and 35-45 minutes for the K-2 group.

Summary

Information from the cognitive interviews revealed that the SR instrument is generally understood by respondents and they are able to answer the questions. However, some problems did emerge. Specifically, a significant number of questions seem inapplicable for children in preschool and the early years of elementary school. The inappropriate questions or items were recommended to be dropped for this young age group. The cognitive interviews were also very useful in identifying potential skip patterns problems.

PARENT AND FAMILY INV©OLVEMENT IN EDUCATION

Section PSC: School Characteristics

As noted in the SR summary, the need to correct some skips for assigned versus chosen schools was identified. One participant was unfamiliar with charter schools, however, this is not expected to be a problem, since those parents whose children do attend charter schools are likely to be familiar with them.

While some parents indicated that after-school care was a reason for their choice of school, none identified it as the main reason unless it was probed. Another reason given for choosing a school was a sense of community, a response given by the parent of a child in a parochial school.

As noted in the SR summary, some parents had difficulty with the question regarding school size. Specifically, one PFI respondent was unsure of the school size (PSC1400), and another had difficulty with class size (PSC1420). In the case of class size, the parent indicated that the child goes to various classes throughout the day (generally the case for children in public schools in grades 6 through 12).

Finally, one parent was unsure whether she should state that the school had an after-school program, since it was run by an outside company.

Recommendations:

1. Correct skip patterns to be appropriate for parents of children in assigned versus chosen schools.

2. Include after-school care as a reason for school choice, and examine "other, specify" reasons in the field test to identify commonly-reported reasons.

3. While two parents reported difficulty in giving school size, we do not recommend modifying or deleting this item, which has been used in several NHES collections.

4. In asking about after-school programs at the school, specify programs run by the school or another organization.

Section PSE: School Experiences

As noted in the SR section, some children in primary grades do not receive letter grades; data from PFI-NHES:2003 were given in table 1. For some parents, generalizing across subjects was difficult if their children received different grades in different subjects.

In some items asking for the number of times something occurred (e.g., PSE1240, number of times contacted due to school work problems), a few parents expressed a preference for response ranges.

When asked about their expectations for the child's educational attainment, some parents indicated that "expectation" may be interpreted differently by different parents. For some, it is a prediction, for others, it may be less "solid." In a related issue, one parent who felt that her child not going to college "was not an option" did not know how to answer the question.

One parent recommended adding "IRA" to the item on 529 plans, as some people refer to it as an "educational IRA."

Recommendations:

1. Skip the question on grades for children in kindergarten.

2. No change to the question about educational expectations is proposed.

3. We also recommend adding "IRA" to the item on 529 plans.

Section PFS: Family Involvement in School

Some parents were not clear about the types of contact with teachers and schools that "counted" in their responses, specifically, whether in-person, telephone, and email were all acceptable for inclusion. One parent responded "no" to PFS1120b (regularly scheduled conference with a teacher) because she attended a special meeting with the child's counselor and teachers that was set up specifically for her, rather than a "regular" meeting. One person suggested separating out school meetings, open houses, and back to school nights from meetings of parent-teacher organizations, noting that they are very different.

Responses to the cognitive interviews indicate that the level of volunteering varies by the child's level of schooling. While volunteering is more common in elementary and middle schools, it was

reported to be rare in high school. Parents who may have been involved at earlier stages did not have as much opportunity to be involved in high school. Volunteering is also defined by the demands of the school, as one participant with a child in private school indicated that parents were required to volunteer a certain number of hours.

> ***Recommendations:*** *In item PFS1200, separate general school meetings from PTO meetings. In addition, change PFS1200f to "Met or contacted a student counselor" the reason being that parents often have phone/email discussions with student counselors. The fills in PFS1140, PFS1140, PFS1180 will be changed to incorporate the changes in PFS1120 and to cover all items in PFS1120.*

Section PSP: School Practices to Involve and Support Families

Some parents whose children had not recently experienced a transition from one level of schooling to another felt that PSP1120c did not apply to their child.

In response to item PSP1220, family-initiated contact with teachers, a parent reported sending an email to the band teacher but not the classroom teacher. The school staff to be included in response to this question should be clarified in the item itself or in question specifications. We propose the latter.

> ***Recommendation:*** . *We do not recommend any change to the questions in this section. Although a parent did mention that PSP1120c on school transitions was not appropriate for children who are already in high school, we do not recommend changing this question as transitions from high school to college could be included here*

Section PIS: Involvement in School Decisionmaking

One parent was unsure if "school committees" (PIS1100) included the PTA. This was not the intent of the item, which was meant to focus on committees internal to the school. Some parents indicated that the main avenue through which parents have a say is the PTA. Others were not sure that parents could have a say. The parent of a private school student said that parents could have a say by joining a school advisory board or attending committee meetings.

There was variation in parent experiences regarding the ability to choose a child's class or teacher. One parent expressed the belief that there were no classes to choose in elementary school.

Another parent indicated that the current principal does not allow it but the previous one did. Yet another parent said choices could be made through the principal or student counselor.

In general, parents reported at PIS1240 that the teacher or school explained test results. However, one parent reported a mailing from the county public school system.

Recommendation:

1. Because the intent of PIS1100 was to focus on in-school committees (and not PTA committees), the question stem should be modified to make this clear, e.g., "includes parent on school committees other than the PTA".

2. PIS1180 on choosing teachers could also be asked of children in middle school or higher.

3. The wording in PIS1240 could be changed to include all mailings from the teacher/ school/school system to explain assessment results.

Section PFP: Factors Affecting Participation in School

Children in middle school and high school often have multiple teachers. For this reason, some parents of children in older grades had difficulty in responding to items concerning, for example, the availability of the teacher. One parent felt it was awkward to ask how often the school shows respect to the family (PFP1220) and said this should be a yes/no question.

Two items concerning parent efficacy (PFP1280) yielded parent comments. As noted in the discussion of SR results regarding PFP1280c ("It is parents' responsibility to support the teacher no matter what."), some parents did not like the term "no matter what." At PFP1280e ("It is parents' responsibility to attend meetings at school"), one parent suggested that the types of meetings at school should be distinguished. That is, the parent considered it important to attend parent-teacher conferences but not PTA meetings.

Recommendation:

1. Children in middle and high school work with more than one teacher; therefore, we recommend that PFP1100 should use the word "teachers" rather than "teacher."

2. We recommend that questions PFP1200 and 1220 be changed to yes/no questions rather than frequency questions since they may be awkward to answer as worded.

3. More than one parent specifically said that they did not agree with the phrase "no matter what" in PFP1280c with regard to agreeing with the teacher. We recommend that this phrase be removed.

4. We also recommend that the word "meetings" in PFP1280e be made more specific to say "meetings with teachers" in order to exclude PTA meetings.

Section PSW: Involvement in Schoolwork

No cognitive problems were identified in this section. However, the skip for PSW1280 needs to be fixed. Specifically, if PSE1140 is asked (school performance is excellent, above average, etc.), then PSW1280 should not be asked.

> *Recommendations: We do not recommend any changes to the questions in this section. However, an appropriate skip box is required before PSW1280 to ensure that those who answered PSE1140=5 are skipped out.*

Section PHA: Family Involvement in Home Activities

The introduction to this section refers to activities with family members in the past week, but some cases skip to PHA1340, which asks about the past month. Removing the time reference from the section introduction would resolve this problem.   The need for additional skips in this section was identified and these will be added.

As noted in the SR section, one person said at PHA1120 that it was hard to calculate the number of books the child has. This would be resolved by using ranges, as recommended in the SR section.

At PHA1400, one parent was not sure if telling the child a story included reading to the child and one parent did not know whether to include attending church as an event sponsored by a religious group. Providing clarification in the question-by-question specifications will help interviewers address such questions as they arise; changes to the items are not recommended.

Computer Use. It appears that it would be easier for respondents to report the amount of time children use computers if ranges are given. One parent preferred the use of times per week to

number of hours regarding Internet use.   Overall, the general feeling was that ranges would be appropriate rather than a specific number of hours.

Parents typically reported Internet use outside the home as occurring at school, but upon probing were not sure. Respondents were more confident of answers about use at home. Internet use by parents and children together (PHA1760) is appropriate for younger children, but not for older children. Some parents included Internet use in their initial responses about computer use and found items about the Internet redundant for this reason.

Parents expressed some between grounding and withholding privileges. This is particularly true for parents who may not be native English speakers. For young children these two terms may mean the same thing, so maybe grounding should not be asked of young kids – maybe middle school and up. However, a parent of a 1st grader in private school mentioned grounding even for a young child. One person said "time out" was an option for a 4th grader. One parent of a 4th grader indicated that grounding could mean the same thing as withholding privileges, for example, not letting the child use the bike, which also involves going out. One parent of a 6th grader said "stand in a corner" and differentiated it from traditional time out. Other punishments mentioned included doing chores or writing an apology letter.

Recommendations:

1. Remove the reference to the past week from PHA1120.

2.   We recommend that a skip box be added after PHA1440 so that respondents are not asked PHA1460 if they answered "No" to all items in PHA1440; the same change will be made for PHA1500/PHA1520.

3.   We recommend that PHA1760 not be asked of parents of children in middle or high school. Moreover, since our computer questions do not ask about parent and child use, it may be more appropriate to keep PHA1760 as a "child use" question alone.

4. More than one parent specifically mentioned parental supervision of internet use. This is already addressed in PHA1880g on house rules, and instrument length is of concern, we do not recommend an addition.

5. We do not recommend asking a question on computer or internet use outside the home as responses may be unreliable.

6.   Participants gave varied responses about the ease or difficulty of responding about computer and internet use in terms of number of times per week or number of hours per week. We recommend keeping the questions as they are now, and examining the field test performance of the questions and resulting distributions. Clarify items to separate non-Internet computer use from Internet use.

7. Based on parent confusion between the use of terms "grounding" and "withholding privileges," we proposed to ask about grounding only for children in Grade 3 and higher.

Section PCS: Community Support

In general, items in this section worked well. However, comments indicated that safety and discipline (PCS1160c) are not the same thing, and thus form a "double-barreled" question. This requires parents to consider two concepts while responding to the item.

> ***Recommendation****: Discipline problems and safety in school will be separated into two items in PCS1160c.*

Section PHD: Health and Disability

Some areas of confusion were identified, but these were not systematic. One parent did not know if developmentally delayed meant physically or not. Another questioned the inclusion of wearing glasses as a visual impairment. Finally, one person was not sure about the types of services referred to in PHD1280. These issues were not systematically observed and can be handled in question specifications and training.

> ***Recommendation:*** *We do not recommend any changes to this section.*

ADULT EDUCATION FOR WORK-RELATED REASONS

The AEWR interview for NHES:2007 is very similar to the instrument that was successfully fielded in NHES:2003. Emphasis was placed on respondents' ability to recall information over the previous 12 months within each of the learning activity sections and the accuracy of their reporting of such information. Respondents were also probed on questions where there might be some difficulty in interpretation, for example, field of highest degree obtained/program attended and location for work-related courses. A probe was added to identify additional items that would be suitable to add to the new question on items of interest to SCANS. Cognitive interviews for the AEWR survey also focused on the removal of distance education questions within each adult learning activity section and placement of distance education questions in a stand-alone section. Finally, respondents were asked to elaborate on their understanding of the distinction between formal and informal work-related activities in order to ascertain if respondents know where to correctly report activities, that is, the work-related courses section or the informal work-related activities section.

Section AIB: Initial Background

Field of Study of Highest Degree Obtained/Program Attended (AIB1220).

Based on the recommendations of experts in the area of adult education, it was decided that a question should be included on the field of study of the highest degree obtained/program attended. The experts expressed interest in the ability to analyze the relationship between field of study, occupation, and adult education to examine the role of career/job shifts in AEWR participation. This question was incorporated immediately after the question on how the respondent completed high school requirements in the AIB section. Probes were included to determine how respondents would answer if they had more than one degree or participated in more than one program (e.g., a double major) at the same highest level of education. This probe was included to determine if it was necessary to add another field of study line to enable respondents to report more than one field of study rather than having to choose only one field of study.

All four of the respondents who have more than one degree at the same highest level of education indicated confusion in determining how to answer the question, "What was the field of study for your (HIGHEST POSTSECONDARY DEGREE/PROGRAM)?" Of the four respondents, two responded with the field that is most closely related to their jobs, one responded with the degree that was

earned most recently, and one responded with two fields of study. All four respondents indicated that they would prefer to be given the opportunity to list more than one field of study.

> **Recommendation:** *Based on feedback from respondents, we recommend the inclusion of a line for an additional field of study***.**

Section ADL: Distance Learning

In the development of the AE-NHES:2005 survey, distance education questions were removed from each separate learning activity section and incorporated into one section, based on the recommendations of experts in the AE field. Also per the recommendation of experts, a definition of distance education was included to ensure respondents understood what is meant by distance education and how it differs from other types of learning. While the items were administered in NHES:2005, they were again examined in the NHES:2007 cognitive interviewing. Probes were included to determine if the definition given was clear to respondents, if the types of activities listed were exhaustive or whether there were other types of distance education methods that should be included, and what came to the respondent's mind when thinking about distance education.

Of the eight respondents who were asked if they had heard of distance education prior to the interview, all eight indicated that they had heard of distance education, and five participants indicated having taken courses, classes, or training using at least two types of remote instruction technology during the past 12 months. The majority of respondents (seven) indicated that the definition given was neither confusing nor vague. When asked to describe what distance education made them think about, most respondents answered that it made them think of a course on the internet. Some respondents added that distance education meant a course that is not in a classroom setting with a teacher present but is, instead, a course that could be taken at home. When asked if they wondered about the list of methods involving distance education, one respondent indicated being surprised that telephone instruction was included and another respondent was surprised that CDs, books, or videos were included. None of the respondents knew of any types of distance education that were not included on the list. Only one respondent found it difficult to recall the number of courses that used distance education technology.

> **Recommendation:** *No change is recommended.*

Multiple Sections: Hours of Instruction

> **Hours of Total credit hours enrolled in degree program in the past 12 months (ACU1320)**
> **Total weeks/months of classes in past 12 months (AVT1280)**
> **Total hours per weeks/month (AVT1290)**
> **Total classroom instruction hours in the past 12 months (AAP1180)**

Adult education experts expressed concerns about the accuracy of information pertaining to total credit hours and hours attended courses (work-related only) over the previous 12 months. These concerns focus on perceived recall problems with the items. Probes were included in the cognitive interviews to determine if respondents did actually experience difficulties in recalling and reporting this information. Also, with the addition of new questions for vocational/technical program hours, respondents were probed to ascertain their confidence with regard to their responses for these questions. For each of these activities, respondents were instructed to indicate how sure they were of their responses.

Four respondents were asked about their total credit hours enrolled in a degree program, total weeks/months of classes or total hours per weeks/month in a vocational or technical program, or total classroom instruction hours in an apprenticeship in the past 12 months. When asked how easy or difficult it was to answer the questions and how confident they were of their answers, two respondents said it was easy to recall the number of credit hours, one respondent was moderately confident about his answer, and one respondent found it difficult to come up with an answer. One of the two respondents who found it easy to remember credit hours had difficulty recalling how many classroom hours per week he spent in a vocational program. The other respondent who initially stated that it was easy to answer the question about credit hours changed her answer when asked if she was sure about her answer. The respondent who stated that the question was difficult changed his answer before being asked if he was sure. Despite the reported difficulty, the respondent who found the question hard to respond to nevertheless preferred the item as presented to an alternative of reporting total hours over the 12 month period.

> *Recommendation: Although respondents continue to have problems recalling credit hours and classroom hours, to preserve consistency with prior data collections, we are recommending no changes.*

Amount of own or family's money paid for tuition and fees, in the past 12 months (ACU1340, AVT1300, AWR1340). A probe was included to determine whether or not any respondents who reported having taken adult educational activities for work-related reasons in the past 12 months reported having borrowed money for these activities.

Two respondents answered this question. One respondent did not borrow money for these activities, and the other respondent reported that she did borrow money and that she had included the borrowed money in her response.

> **Recommendation:** *No change is being recommended in light of the fact that the question wording was changed in the NHES:2005 AE to included money borrowed*.

Section AWR: Work-Related Courses

Listing of examples of work-related courses, classes, training sessions, or seminars (AWR1120, CRVERF1). A probe was included to determine if respondents found it helpful to be read the list of examples for work-related courses, classes, training sessions, or seminars or whether it was simply too long, leading to a "tuning out" effect.

Six respondents were read the list of examples for work-related courses and probed about the list. When asked to repeat the list in their own words, two respondents repeated most of the courses that were listed, one respondent repeated a few of the courses, one respondent added items that were not included in the list, and the other three respondents indicated that the list was difficult to remember or that they were not listening carefully because most or all of the coursed did not apply to them. Two respondents commented that it would be even more difficult for a person to listen to the long list during a telephone interview. However, all six respondents found the list to be helpful, and two respondents added to their own lists of work-related courses after being read the list of examples. Both of the respondents commented that they had not thought about the classes they took in diversity, and one of the two respondents had also not thought about her communication class, until after they were read the list.

> **Recommendation:** *No change to reduce the scope of this information is being recommended given that multiple respondents reported that the list of examples aided their recalling of courses/classes/training sessions/seminars taken within the past 12 months.*

Location of the (TRAINING NAME) (training/course/seminar) (AWR1240, CRVERF1). Some of the experts consulted for the AEWR design phase expressed concern that respondents may confuse provider and location.   A probe was included to determine if respondents had difficulty distinguishing this question from the preceding question or whether they simply had difficulty understanding the question.

Seven respondents were asked the location of their training, courses, or seminars. Four respondents answered appropriately, but one of the four had to have the question repeated three times. The other three respondents answered by stating the geographical location of the training, courses, or seminars.

Data from AEWR-NHES:2003 were examined as to the correspondence between provider and location codes (table 2, next page). For courses taken from some types of providers (postsecondary school, school/district, business, or public library), more than 70 percent of the respondents gave the same answer to the location question (this is based on an unweighted tabulation to show the observed responses rather than to make national estimates). Smaller percentages of those who took courses from government agencies, professional associations, or other providers gave the same response for location.

> ***Recommendation:*** *We recommend that the location item be carefully monitored in the field test and that interviewers be debriefed concerning the question. Based on the field test findings, three courses of action may be considered: no change, a change to the question stem, reading the responses aloud, or dropping the question.*

Section AIL: Information Learning Activities

Participation in informal work-related activities (AIL1100). A probe was included to ascertain if respondents understood the difference between formal-work-related activities and informal work-related activities. All nine respondents were able to distinguish between formal work-related activities and informal work-related activities. Although there was some variation in the responses and in the examples of formal and informal activities provided by the respondents, all respondents indicated that formal classes are structured and informal classes are unstructured.

> ***Recommendation:*** *No change is being recommended given the degree to which respondents were able to appropriately distinguish between two.*

Participation in informal work-related, SCANS items (AIL1120) A probe was included to discern if respondents reported considerable numbers of other informal skills acquisition activities to warrant the possible inclusion of these as separate response categories.

Table 2. Provider and location for work related courses.

PROVIDER	1 COLL/ VOC	2 SCHL/ DIST	3 BUSINESS NDUSTRY	4 GOVT	5 PROF ASSN	6 PUBL LIBRAR	7 HOME	91 OTHER (RELIG/ COMMTY)	Total
Total	856	395	2,.706	514	354	34	139	233	5,231
	16.36	7.55	51.73	9.83	6.77	0.65	2.66	4.45	100.00
1 COLLEGE/UNIVERSITY, VOC/TECH SCHL	644	42	143	19	14	2	22	20	906
	12.31	0.80	2.73	0.36	0.27	0.04	0.42	0.38	17.32
	71.08	4.64	15.78	2.10	1.55	0.22	2.43	2.21	
	75.23	10.63	5.28	3.70	3.95	5.88	15.83	8.58	
2 ELEMENTARY, JR HIGH, HIGH SCHL	10	208	21	3	5	1	1	6	255
	0.19	3.98	0.40	0.06	0.10	0.02	0.02	0.11	4.87
	3.92	81.57	8.24	1.18	1.96	0.39	0.39	2.35	
	1.17	52.66	0.78	0.58	1.41	2.94	0.72	2.58	
3 BUSINESS OR INDUSTRY	51	41	1790	51	45	3	43	45	2,069
	0.97	0.78	34.22	0.97	0.86	0.06	0.82	0.86	39.55
	2.46	1.98	86.52	2.46	2.17	0.14	2.08	2.17	
	5.96	10.38	66.15	9.92	12.71	8.82	30.94	19.31	
4 GOVERNMENT AGENCY (FEDERAL,STATE,LOCAL)	58	53	177	398	27	4	9	25	751
	1.11	1.01	3.38	7.61	0.52	0.08	0.17	0.48	14.36
	7.72	7.06	23.57	53.00	3.60	0.53	1.20	3.33	
	6.78	13.42	6.54	77.43	7.63	11.76	6.47	10.73	
5 PROFESSIONAL ASSOCIATION/ORGANIZATION	63	29	453	32	253	3	25	45	903
	1.20	0.55	8.66	0.61	4.84	0.06	0.48	0.86	17.26
	6.98	3.21	50.17	3.54	28.02	0.33	2.77	4.98	
	7.36	7.34	16.74	6.23	71.47	8.82	17.99	19.31	
6 PUBLIC LIBRARY	0	1	4	0	0	20	1	0	26
	0.00	0.02	0.08	0.00	0.00	0.38	0.02	0.00	0.50
	0.00	3.85	15.38	0.00	0.00	76.92	3.85	0.00	
	0.00	0.25	0.15	0.00	0.00	58.82	0.72	0.00	
91 OTHER (RELIGIOUS, COMMUNITY ORG, TUTOR)	30	21	118	11	10	1	38	92	321
	0.57	0.40	2.26	0.21	0.19	0.02	0.73	1.76	6.14
	9.35	6.54	36.76	3.43	3.12	0.31	11.84	28.66	
	3.50	5.32	4.36	2.14	2.82	2.94	27.34	39.48	

SOURCE: Adult Education for Work-Related Reasons survey of the 2003 National Household Education Surveys Program. Special tabulation.

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Six respondents indicated having taken informal training, workshops, seminars, programs, or courses. When asked if any of those informal activities included oral communications, interpersonal skills, decision-making, or time-management, respondents provided descriptions of some of their recent office activities such as giving presentations, working with different people and personalities, working on multiple projects at one time, watching videos, and asking for instruction regarding equipment and/or procedures.

> **Recommendation:** *We do not recommend adding any additional response categories at this point in time. Per discussions with NCES, the item will be revised to ask about activities designed to <u>teach</u> the skills listed.*

Other Issues Raised by Participants

Two respondents were confused by wording in the question, "During the past 12 months, did you receive any financial support…that you don't have to pay back from any of the following sources?" (AWR1440). Most respondents did not have difficulty with the question.

> **Recommendation:** *No change is recommended.*

Another respondent was confused by the question "Does your occupation have legal or professional requirements for continuing education or lifelong learning?" She commented that the question would be more clear if examples were provided.

> **Recommendation:** *No change is recommended.*

Summary

The AEWR cognitive interviews indicated that the instrument worked well, but also indicated the need for some limited changes to the interview. None of the recommended changes involves substantial restructuring of the survey or rewording of the items, and thus will not have an effect on the NHES time series. A number of respondents indicated having difficulty in reporting hours for degree courses and work-related courses. No changes to the items are being recommended, though a recommendation was made to inform researchers about the potential unreliability of the total course hour data. Further examination of the location question is recommended, with careful monitoring during the field test and the debriefing of field test interviewers contributing to a final decision about this measure.

Appendix D

Details about Sample Size Requirements and Development
of the Within-Household Sampling Scheme

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

Chapter 3 described the precision requirements for NHES:2007 and presented the plan for within-household sampling. This appendix provides a more detailed discussion of these aspects of the NHES:2007 sample design. Section 1 contains details about sample size requirements, and section 2 describes the development of the within-household sampling scheme. In all of the tabulations and throughout the discussion in this appendix, all expected design effects due to differential sampling (differential rates used for telephone number selection, subsampling of cases for nonresponse followup, and differential selection of persons within households) and due to weighting adjustments (nonresponse, poststratification, and/or raking) are taken into account. That is, sample sizes needed to meet the precision requirements have been inflated to account for these expected design effects.

1.   Sample Size Requirements

Adults

One key objective of NHES:2007 is to provide estimates of change. The sample requirements for estimating change were more stringent than those for producing cross-sectional estimates. Thus, the sample size requirements for the AEWR-NHES:2007 survey were determined by the ability to detect change in work-related adult education participation and participation in employer-supported AEWR for key subgroups defined by race/ethnicity, educational attainment, and employment status. In order to attain greater precision in the estimates of characteristics of participants, adult education participants will be oversampled in NHES:2007. Expected unit response rates and participant/nonparticipant switching rates were taken into account when determining the final sample sizes.

As discussed in Chapter 3, the general precision requirement for each NHES:2007 survey is the ability to detect a 10 to 15 percent relative change for an estimate of between 30 and 60 percent. The sample sizes needed to meet this precision requirement for detecting changes between NHES survey estimates were calculated using estimates and standard errors from NHES:2001 and NHES:2003 surveys. It should be noted that while some estimates outside to 30 to 60 percent range were examined, these estimates were not explicitly used to determine the sample size requirement.

Table D-1 presents the expected detectable differences based on the expected sample sizes for the AEWR-NHES:2007 survey. A sample size of about 32,700 completed AEWR interviews is required to meet the precision requirement for all of these characteristics. The estimates with the most stringent sample size requirements are AEWR participation estimates for Hispanics and for adults who are unemployed but looking for work. The latter subgroup requires a relatively high overall number of completed interviews because adults who are unemployed but looking for work comprise such a small proportion of the adult population (about 6 percent). With a sample size of 15,000 completed AEWR interviews, the precision requirement can be met for all estimates considered with the exception of these two.

Although not shown here, even fairly substantial differences in proposed sample sizes for the AEWR-NHES:2007 survey have little effect on the ability to detect changes. For example, for the estimate of overall AEWR participation among Hispanics, under the proposed design (with 15,000 completed interviews expected), it is expected that a 16 percent relative change (corresponding to an absolute change of 5 percent) would be detectable. Under a design with 20,192 completed interviews (the minimum sample size that is expected to meet the precision requirement), the detectable change for that estimate would be 15 percent (but this would still correspond to an absolute change of 5 percent); under a design with 10,000 completed interviews, the detectable change for that estimate would be 18 percent (still an absolute change of 5 percent).

Since differential sampling rates are proposed for participants and nonparticipants, the design effects resulting from this differential sampling are a concern. After considering various alternatives, it was found that a within-household sampling scheme for selecting adults similar to that used in NHES:2001, in which adult education participants are sampled at rates equal to twice those used for nonparticipants, and adults in households without eligible children are sampled at rates twice those used in households with eligible children, increases the relative sample yield for participants without great reductions in efficiency. The overall expected design effect due to the differential sampling of adults is 1.46.

Table D-1. Detectable difference in the AEWR-NHES:2007 survey based on expected sample sizes for adults in NHES:2007, by selected characteristics

| Characteristic | AEWR-NHES:2003 | | AEWR-NHES:2007 | |
| | | | Change to be detected | |
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
Overall				
Participation in adult education for work-related reasons	40	0.5	1	4
Participation in employer-supported AEWR	27	0.5	1	5
By race/ethnicity				
White, non-Hispanic				
Participation in adult education for work-related reasons	41	0.6	2	4
Participation in employer-supported AEWR	28	0.6	2	6
Black, non-Hispanic				
Participation in adult education for work-related reasons	39	1.8	5	12
Participation in employer-supported AEWR	25	1.4	4	16
Hispanic				
Participation in adult education for work-related reasons	31	2.0	5	16
Participation in employer-supported AEWR	19	1.6	4	21
Black or Hispanic				
Participation in adult education for work-related reasons	35	1.3	3	10
Participation in employer-supported AEWR	22	1.0	3	13
By employment status				
Employed				
Participation in adult education for work-related reasons	53	0.7	2	4
Participation in employer-supported AEWR	40	0.7	2	5
Unemployed but looking for work				
Participation in adult education for work-related reasons	36	2.4	6	18
Participation in employer-supported AEWR	14	1.9	5	35
By educational attainment				
Less than high school diploma				
Participation in adult education for work-related reasons	11	1.1	3	27
Participation in employer-supported AEWR	6	1.0	2	38
High school diploma or above				
Participation in adult education for work-related reasons	45	0.6	2	4
Participation in employer-supported AEWR	31	0.6	2	5

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education for Work-Related Reasons Survey of the National Household Education Surveys Program (NHES), 2003 and 2007.

Table D-2 gives the expected number of completed interviews for each of the key subgroups in the AEWR-NHES:2007 survey. Overall, the expected number of completed interviews for the AEWR-NHES:2007 survey is 15,000.

Table D-2.   Expected number of completed interviews for AEWR key subgroups

Characteristic	Expected number of completed interviews
Total	15,000
Race/ethnicity subgroup	
White, non-Hispanic	10,830
Black, non-Hispanic	1,680
Hispanic	1,755
Employment status subgroup	
Employed	9,444
Unemployed but looking for work	894
Educational attainment subgroup	
Less than high school diploma	2,430
High school diploma or higher	12,570

NOTE: The race/ethnicity subgroup counts do not sum to the total because 735 interviews are expected to be completed with adults of races/ethnicities other than those given in the table. The employment status subgroup counts do not sum to the total because 4,662 interviews are expected to be completed with adults who are not in the labor force.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education for Work-Related Reasons Survey of the National Household Education Surveys Program (NHES), 2007.

Children

The sample requirements for children for the SR-NHES:2007 survey are based on the precision needed for estimates of type of care arrangement, literacy, and numeracy, by single year of age and by race/ethnicity. For the PFI survey, the key estimates considered in designing the sample were the percentage of children whose parents participate in three or more activities in the child's school, the percentage of children whose parents report that school practices[1] are done very well, and the percentage of children whose parents participated in six or more home learning activities;[2] the key analytic

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[1] The school practices considered were the following: School tells family how child is doing in school; school helps family understand child's development; school tells about chances to volunteer; school advises about home learning; and school gives information about community services.
[2] The home learning activities considered were the following: Telling the child a story; working on arts or crafts with the child; involving the child in household chores; taking the child to the library; taking the child to a play, concert, or other live show; taking the child to an art gallery, museum, or historical site; taking the child to a zoo or aquarium; working on a project with the child such as building, making, or fixing

subgroups were race/ethnicity (White, non-Hispanic; Black, non-Hispanic; and Hispanic), 2-year grade groups with kindergarten as a separate group, parents' educational attainment (high school diploma or below, beyond high school diploma), school type (public, private), and school size (under 300; 300-599; 600-999; 1,000 or more). As discussed in Chapter 3, the general precision requirement for each NHES:2007 survey is the ability to detect a 10 to 15 percent relative change for an estimate of between 30 and 60 percent. It should be noted that while some estimates outside to 30 to 60 percent range were examined, these estimates were not explicitly used to determine the sample size requirement.

The sample sizes required to meet this precision requirement for detecting changes between NHES survey estimates were calculated, using estimates and standard errors from the ECPP-NHES:2001 and PFI-NHES:2003 surveys. Based on these requirements, target sample sizes of 4,406 and 17,049 children (yielding expected numbers of completed interviews of 3,790 and 14,150) were established for the SR-NHES:2007 and PFI-NHES:2007 surveys, respectively. As in the adult sample, expected completion rates were taken into account in determining the sample sizes.

Tables D-3 and D-4 present the expected detectable differences based on the expected sample sizes for the SR-NHES:2007 and PFI-NHES:2007 surveys, respectively, under the proposed sample design. It is shown in table D-3 that the precision requirement of the ability to detect a 10-15 percent relative change for an estimate of between 30 and 60 percent is expected to be met with the proposed sample sizes for most of the key indicators in the SR survey. The exception is the estimate of the proportion of 5-year-olds not yet enrolled in kindergarten who know all letters. For this estimate, the problem is that unenrolled 5-year-olds comprise such a small proportion of the SR population. The expected detectable percent relative change in "Knows all letters" is higher for Black, non-Hispanics than White, non-Hispanics because of the higher standard error for Black, non-Hispanics. The expected detectable percent change is higher for Hispanics than White, non-Hispanics because the estimate for Hispanics is closer to zero. These estimates are outside the 30 to 60 percent range used in making sample size decisions. As shown in table D-4, the precision requirements are met for all of the key indicators identified for the PFI survey.

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something; talking with the child about the family history or ethnic heritage; playing board games or working puzzles with the child; and discussing with the child how to manage time.

Table D-3. Detectable differences in the SR-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics

Characteristic	ECPP-NHES:2001		SR-NHES:2007	
			Change to be detected	
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
Overall				
Participation in care arrangements (preschoolers)				
Any care[1]	74	0.7	2	3
Center-based	56	0.6	2	4
Recognizes all colors	68	0.7	2	3
Can count higher than 10	45	0.8	3	6
Knows all letters	18	0.7	2	12
By race/ethnicity				
White, non-Hispanic				
Participation in care arrangements (preschoolers)				
Any care[1]	75	1.0	3	4
Center-based	59	0.9	3	5
Recognizes all colors	78	0.9	3	4
Can count higher than 10	48	1.0	3	7
Knows all letters	19	0.9	3	15
Black, non-Hispanic				
Participation in care arrangements (preschoolers)				
Any care[1]	85	2.2	5	6
Center-based	63	2.9	8	12
Recognizes all colors	55	2.9	8	14
Can count higher than 10	47	2.2	7	15
Knows all letters	18	1.8	6	32
Hispanic				
Participation in care arrangements (preschoolers)				
Any care[1]	61	2.0	6	10
Center-based	40	1.9	6	15
Recognizes all colors	48	1.8	6	13
Can count higher than 10	29	1.6	6	20
Knows all letters	10	0.9	4	39

See notes at end of table.

Table D-3.   Detectable differences in the SR-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics—Continued

| Characteristic | ECPP-NHES:2001 | | SR-NHES:2007 | |
| | | | Change to be detected | |
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
By single year of age[2]				
3 years old				
Participation in care arrangements				
(preschoolers)				
Any care[1]	66	1.3	4	6
Center-based	43	1.2	4	9
Recognizes all colors	72	1.4	4	5
Can count higher than 10	39	1.6	4	11
Knows all letters	12	1.0	3	25
4 years old				
Participation in care arrangements				
(preschoolers)				
Any care[1]	80	1.1	3	4
Center-based	66	1.3	4	6
Recognizes all colors	87	1.1	3	3
Can count higher than 10	68	1.4	4	6
Knows all letters	29	1.4	4	14
5 years old				
Participation in care arrangements				
(preschoolers)				
Any care[1]	82	2.5	6	8
Center-based	73	2.7	7	10
Recognizes all colors	88	2.3	6	6
Can count higher than 10	82	2.6	7	8
Knows all letters	38	3.2	9	23

[1]Includes care in any center-based, relative care, or nonrelative care arrangement. Although items pertaining to relative care and nonrelative care have been dropped from the SR-NHES:2007 survey, this item is retained in these tabulations to give a general indication of the expected precision of such an estimate.

[2] Estimates for children age 6 years old are not given here because the expected sample size is not sufficient to support these estimates.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey of the National Household Education Surveys Program (NHES), 2001, and School Readiness Survey of NHES, 2007.

Table D-4. Detectable differences in the PFI-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics

			PFI-NHES:2007	
	PFI-NHES:2003		Change to be detected	
Characteristic	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
Overall				
Child's parents participate in 3 or more activities in the child's school[1]	63	0.5	1	2
Child's parents report school practices have been done very well				
School tells family how child is doing in school	61	0.6	2	3
School helps family understand child's development	40	0.5	1	4
School tells about chances to volunteer	59	0.6	2	3
School advises about home learning	39	0.5	1	4
School gives information about community services	33	0.6	2	5
Child's parents participated in home learning activities[2]	25	0.5	1	5
By race/ethnicity				
White, non-Hispanic				
Child's parents participate in 3 or more activities in the child's school[1]	66	0.7	2	3
Child's parents report school practices have been done very well				
School tells family how child is doing in school	60	0.7	2	3
School helps family understand child's development	36	0.7	2	5
School tells about chances to volunteer	61	0.7	2	3
School advises about home learning	35	0.6	2	5
School gives information about community services	31	0.7	2	6
Child's parents participated in home learning activities[2]	24	0.6	2	7
Black, non-Hispanic				
Child's parents participate in 3 or more activities in the child's school[1]	58	1.7	4	7
Child's parents report school practices have been done very well				
School tells family how child is doing in school	67	1.6	4	6
School helps family understand child's development	45	1.5	4	9
School tells about chances to volunteer	58	1.7	4	7
School advises about home learning	48	1.8	4	9
School gives information about community services	36	1.5	4	11
Child's parents participated in home learning activities[2]	27	1.4	4	14

See notes at end of table.

Table D-4. Detectable differences in the PFI-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics—Continued

	PFI-NHES:2003		PFI-NHES:2007 Change to be detected	
Characteristic	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
By race/ethnicity—Continued				
Hispanic				
Child's parents participate in 3 or more activities in the child's school[1]	55	1.3	4	7
Child's parents report school practices have been done very well				
School tells family how child is doing in school	61	1.3	4	6
School helps family understand child's development	50	1.4	4	8
School tells about chances to volunteer	56	1.3	4	7
School advises about home learning	47	1.4	4	8
School gives information about community services	42	1.4	4	9
Child's parents participated in home learning activities[2]	26	1.1	3	13
By grade group				
Kindergarten				
Child's parents participate in 3 or more activities in the child's school[1]	71	1.8	5	7
Child's parents report school practices have been done very well				
School tells family how child is doing in school	63	1.9	5	8
School helps family understand child's development	57	2.3	6	11
School tells about chances to volunteer	75	1.9	5	7
School advises about home learning	57	1.9	5	9
School gives information about community services	40	1.9	5	14
Child's parents participated in home learning activities[2]	57	2.1	6	10
Grades 1–2				
Child's parents participate in 3 or more activities in the child's school[1]	76	1.2	3	4
Child's parents report school practices have been done very well				
School tells family how child is doing in school	67	1.4	4	5
School helps family understand child's development	53	1.4	4	7
School tells about chances to volunteer	76	1.0	3	4
School advises about home learning	56	1.3	4	7
School gives information about community services	42	1.3	4	9
Child's parents participated in home learning activities[2]	56	1.3	4	7

See notes at end of table.

Table D-4. Detectable differences in the PFI-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics—Continued

| | PFI-NHES:2003 | | PFI-NHES:2007 Change to be detected | |
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
Characteristic				
By grade group—Continued				
Grades 3–4				
Child's parents participate in 3 or more activities in the child's school[1]	77	1.1	3	4
Child's parents report school practices have been done very well				
School tells family how child is doing in school	66	1.5	4	6
School helps family understand child's development	47	1.2	4	8
School tells about chances to volunteer	71	1.4	4	5
School advises about home learning	50	1.5	4	8
School gives information about community services	39	1.4	4	10
Child's parents participated in home learning activities[2]	53	1.6	4	8
Grades 5–6				
Child's parents participate in 3 or more activities in the child's school[1]	70	1.3	3	5
Child's parents report school practices have been done very well				
School tells family how child is doing in school	64	1.3	4	6
School helps family understand child's development	40	1.1	3	9
School tells about chances to volunteer	63	1.2	3	5
School advises about home learning	38	1.4	4	10
School gives information about community services	34	1.3	4	11
Child's parents participated in home learning activities[2]	23	1.0	3	13
Grades 7–8				
Child's parents participate in 3 or more activities in the child's school[1]	57	1.3	4	6
Child's parents report school practices have been done very well				
School tells family how child is doing in school	62	1.4	4	6
School helps family understand child's development	35	1.4	4	11
School tells about chances to volunteer	52	1.3	4	7
School advises about home learning	32	1.3	4	11
School gives information about community services	28	1.4	4	13
Child's parents participated in home learning activities[2]	†	†	†	†

See notes at end of table.

Table D-4.   Detectable differences in the PFI-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics—Continued

| Characteristic | PFI-NHES:2003 | | PFI-NHES:2007 | |
| | | | Change to be detected | |
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
By grade group—Continued				
Grades 9–10				
Child's parents participate in 3 or more activities in the child's school[1]	48	1.4	4	8
Child's parents report school practices have been done very well				
School tells family how child is doing in school	54	1.4	4	7
School helps family understand child's development	28	1.2	4	12
School tells about chances to volunteer	39	1.4	4	10
School advises about home learning	27	1.3	4	13
School gives information about community services	26	1.1	3	12
Child's parents participated in home learning activities[2]	†	†	†	†
Grades 11–12				
Child's parents participate in 3 or more activities in the child's school[1]	43	1.5	4	9
Child's parents report school practices have been done very well				
School tells family how child is doing in school	52	1.4	4	8
School helps family understand child's development	27	1.2	4	13
School tells about chances to volunteer	45	1.3	4	8
School advises about home learning	23	1.2	3	15
School gives information about community services	27	1.2	4	13
Child's parents participated in home learning activities[2]	†	†	†	†
By parents' educational attainment				
High school diploma or below				
Child's parents participate in 3 or more activities in the child's school[1]	50	1.1	3	6
Child's parents report school practices have been done very well				
School tells family how child is doing in school	63	1.1	3	4
School helps family understand child's development	45	1.1	3	6
School tells about chances to volunteer	56	0.9	3	5
School advises about home learning	45	1.1	3	6
School gives information about community services	37	1.0	3	7
Child's parents participated in home learning activities[2]	21	0.8	2	11

See notes at end of table.

Table D-4. Detectable differences in the PFI-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics—Continued

| Characteristic | PFI-NHES:2003 | | PFI-NHES:2007 Change to be detected | |
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
By parents' education attainment (Continued)				
Beyond high school diploma				
Child's parents participate in 3 or more activities in the child's school[1]	69	0.6	2	2
Child's parents report school practices have been done very well				
School tells family how child is doing in school	60	0.7	2	3
School helps family understand child's development	38	0.6	2	5
School tells about chances to volunteer	61	0.7	2	3
School advises about home learning	37	0.6	2	5
School gives information about community services	32	0.7	2	6
Child's parents participated in home learning activities[2]	27	0.5	2	6
By school type				
Public				
Child's parents participate in 3 or more activities in the child's school[1]	62	0.5	1	2
Child's parents report school practices have been done very well				
School tells family how child is doing in school	59	0.6	2	3
School helps family understand child's development	38	0.6	2	4
School tells about chances to volunteer	56	0.6	2	3
School advises about home learning	39	0.6	2	4
School gives information about community services	33	0.6	2	5
Child's parents participated in home learning activities[2]	25	0.5	1	6
Private				
Child's parents participate in 3 or more activities in the child's school[1]	85	1.0	3	3
Child's parents report school practices have been done very well				
School tells family how child is doing in school	75	1.5	4	5
School helps family understand child's development	52	1.4	4	8
School tells about chances to volunteer	80	1.4	4	5
School advises about home learning	41	1.6	4	11
School gives information about community services	39	1.5	4	11
Child's parents participated in home learning activities[2]	29	1.5	4	15

See notes at end of table.

Table D-4. Detectable differences in the PFI-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics—Continued

| | PFI-NHES:2003 | | PFI-NHES:2007 | |
| | | | Change to be detected | |
Characteristic	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
By school size				
Under 300				
Child's parents participate in 3 or more activities in the child's school[1]	71	1.4	3	5
Child's parents report school practices have been done very well				
School tells family how child is doing in school	66	1.5	4	6
School helps family understand child's development	45	1.4	4	8
School tells about chances to volunteer	64	1.4	4	6
School advises about home learning	42	1.5	4	9
School gives information about community services	37	1.4	4	10
Child's parents participated in home learning activities[2]	36	1.4	4	10
300–599				
Child's parents participate in 3 or more activities in the child's school[1]	70	0.8	2	3
Child's parents report school practices have been done very well				
School tells family how child is doing in school	62	1.0	3	4
School helps family understand child's development	44	1.0	3	6
School tells about chances to volunteer	65	0.9	2	4
School advises about home learning	44	0.9	3	6
School gives information about community services	36	0.9	2	7
Child's parents participated in home learning activities[2]	32	0.9	2	8
600–999				
Child's parents participate in 3 or more activities in the child's school[1]	63	1.2	3	5
Child's parents report school practices have been done very well				
School tells family how child is doing in school	62	1.3	3	5
School helps family understand child's development	39	1.3	3	9
School tells about chances to volunteer	57	1.4	4	6
School advises about home learning	37	1.2	3	9
School gives information about community services	31	1.2	3	10
Child's parents participated in home learning activities[2]	22	1.0	3	13

See notes at end of table.

Table D-4. Detectable differences in the PFI-NHES:2007 survey based on expected sample sizes for children in NHES:2007, by selected characteristics—Continued

	PFI-NHES:2003		PFI-NHES:2007 Change to be detected	
Characteristic	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change
By school size—Continued				
1,000 or more				
Child's parents participate in 3 or more activities in the child's school[1]	51	1.2	3	6
Child's parents report school practices have been done very well				
School tells family how child is doing in school	55	1.1	3	6
School helps family understand child's development	30	1.1	3	10
School tells about chances to volunteer	47	1.1	3	6
School advises about home learning	31	1.2	3	10
School gives information about community services	29	1.2	3	11
Child's parents participated in home learning activities[2]	9	0.8	2	22

† Not applicable.
[1]The school activities considered included the following: Attending a general school meeting (e.g., open house, back-to-school night, meeting of a parent-teacher organization); attending a regularly scheduled parent-teacher conference; attending a school or class event, such as a play, sports event, or science fair; and acting as a volunteer at the school or serving on a committee.
[2]Participation in six or more of the following home learning activities: Telling the child a story; working on arts or crafts with the child; involving the child in household chores; taking the child to the library; taking the child to a play, concert, or other live show; taking the child to an art gallery, museum, or historical site; taking the child to a zoo or aquarium; working on a project with the child such as building, making, or fixing something; talking with the child about the family history or ethnic heritage; playing board games or working puzzles with the child; and discussing with the child how to manage time.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program (NHES), 2003 and 2007.

Table D-5 shows the expected number of completed interviews for each of these key subgroups in the SR and PFI surveys under the proposed sample design. Overall, the expected numbers of completed interviews under the proposed sample design are 3,790 for the SR survey and 14,150 for the PFI survey.

Table D-5. Expected numbers of completed interviews under the proposed sample design for SR and PFI key subgroups

Characteristic	Expected number of completed interviews
SR total	**3,790**
Race/ethnicity subgroup	
White, non-Hispanic	2,357
Black, non-Hispanic	553
Hispanic	667
Single year of age	
3 years	1,675
4 years	1,706
5 years	394
6 years	11
PFI total	**14,150**
Race/ethnicity subgroup	
White, non-Hispanic	**8,844**
Black, non-Hispanic	**2,222**
Hispanic	2,236
Grade subgroup	
Kindergarten	1,005
Grades 1–2	2,207
Grades 3–4	2,207
Grades 5–6	2,292
Grades 7–8	2,207
Grades 9–10	2,137
Grades 11–12	2,094

NOTE: The race/ethnicity subgroup counts do not sum to the totals because 213 SR interviews and 848 PFI interviews are expected to be completed with parents of children of races/ethnicities other than those given in the table. Other subdomain counts may not sum to totals due to rounding.
SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program, 2007.

2.   Development of the Within-Household Sampling Scheme

As discussed in the sample design plan, the following primary goals and features of the sampling scheme for within-household sampling were established:

- No more than three persons will be sampled in a given household.

- Exactly one preschooler will be sampled in every household that has at least one, and exactly one child enrolled in kindergarten through twelfth grade will be sampled in every household that has at least one.

- Because adult education participants are of particular interest, they will be sampled at a higher rate than other adults.

- In households with eligible children, adults will be sampled at lower rates than in households without eligible children. Additionally, adults in households with children sampled for both SR and PFI interviews will be sampled at about half the rates of adults in households with only one child sampled.

These goals and design features were established in order to control respondent burden by limiting the number and types of interviews per household, while minimizing the amount of screening required but retaining sample efficiency. Because of concerns about questionnaire length, one option considered for NHES:2007 was to limit the sampling to no more than one child sampled in a household. This option was evaluated based on the amount of screening required, the expected sample yield and distributions, and the expected design effect, with consideration given to the expected effect on response rates. As a result of this evaluation, it was decided not to impose the restriction of sampling no more than one child in a household.

Different sampling schemes for sampling children were studied, and the sampling scheme described in the sample design plan was determined to best suit the requirements of the survey. Table D-6 shows the expected sample yield for children and overall sampling rates by household composition under the proposed sample design (with an expected 60,000 completed screeners).

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

- Using an overall sampling rate (r) for identifying households in which adults were enumerated and eligible to be sampled. This rate is such that the rate for subsampling households with children is one-half that for households without children. After various

alternatives had been considered, a rate of r = 0.5168 was selected. Thus, in about 48 percent of households without children, no enumeration will be required.

- Using differential rates for sampling adults based on adult education participation status, as reported by the screener respondent. Adult education participants will be sampled at a rate 2 times that used for adult education nonparticipants.

- Sampling adults in households with children selected for both SR and PFI interviews at about half the rate of adults in households with only one sampled child.[3]

The expected sample yield and overall sampling rates for adults under the proposed sample design (with an expected 60,000 completed screeners) based on this sampling scheme are given in table D-7.

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[3] Although these combinations are not shown in the tables, the within-household sampling algorithm will be developed to include this feature. These rates will be set such that the overall sample yield and screening requirements are not affected.

Table D-6. Calculation of expected sample yield for children based on the sampling scheme for within-household sampling

Number of eligible children in household		Total number of households in U.S.	Expected number of screened households with given composition	Number of children to be selected in households with the given composition		Total number of children coming from households with the given composition		Overall sampling rate	
Preschoolers	Grades K–12			Preschoolers	Grades K–12	Preschoolers	Grades K–12	Preschoolers	Grades K–12
Total		107,426,652	60,000			4,406	17,049		
0	0	73,423,258	41,008	0	0	†	†	†	†
0	1	12,803,530	7,151	0	1	†	7,151	†	0.0006
0	2	9,347,668	5,221	0	1	†	5,221	†	0.0003
0	3	3,038,900	1,697	0	1	†	1,697	†	0.0002
0	4	706,317	394	0	1	†	394	†	0.0001
0	5	167,531	94	0	1	†	94	†	0.0001
0	6	33,684	19	0	1	†	19	†	0.0001
0	7	14,571	8	0	1	†	8	†	0.0001
0	9	1,620	1	0	1	†	1	†	0.0001
1	0	3,171,923	1,772	0	0	†	†	0.0006	†
1	1	2,447,286	1,367	1	1	1,367	1,367	0.0006	0.0006
1	2	1,095,912	612	1	1	612	612	0.0006	0.0003
1	3	377,774	211	1	1	211	211	0.0006	0.0002
1	4	111,480	62	1	1	62	62	0.0006	0.0001
1	5	32,609	18	1	1	18	18	0.0006	0.0001
1	6	13,673	8	1	1	8	8	0.0006	0.0001
1	7	3,796	2	1	1	2	2	0.0006	0.0001
2	0	300,924	168	1	0	168	†	0.0003	†
2	1	198,501	111	1	1	111	111	0.0003	0.0001
2	2	79,561	44	1	1	44	44	0.0003	0.0003
2	3	19,519	11	1	1	11	11	0.0003	0.0002
2	4	7,800	4	1	1	4	4	0.0003	0.0001
2	9	2,498	1	1	1	1	1	0.0003	0.0001
3	0	5,755	3	1	†	3	†	0.0002	†
3	1	13,455	8	1	1	8	8	0.0002	0.0006
3	2	1,903	1	1	1	1	1	0.0002	0.0003
3	3	278	0	1	1	0	†	0.0002	0.0002
3	5	2,694	2	1	1	2	2	0.0002	0.0001
4	1	2,232	1	1	1	1	1	0.0001	0.0006

† Indicates inapplicable.
SOURCE: Tabulations of data from the October 2003 Current Population Survey, with sampling rates under the proposed sample design.

Table D-7.   Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling

Household composition			Total number of households in U.S. with the given total number of adults, by presence of children	Expected number of screened households with given composition	Expected number of adults to be selected in households with the given composition		Total number of persons sampled in households with the given composition		Overall sampling rate	
Eligible child in household?	Number of eligible persons in household									
	AE Participants (Screener)	AE Nonparticipants (Screener)			AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)
Total			107,426,653	60,000			9,999	9,460		
N	0	1	28,231,999	11,172	0	0.2584	†	2,887	†	0.2584
N	1	0	28,231,999	4,597	0.5168	0	2,376	†	0.5168	†
N	0	2	36,451,438	10,257	0	0.2584	†	2,650	†	0.1292
N	1	1	36,451,438	8,387	0.3445	0.1723	2,890	1,445	0.3445	0.1723
N	2	0	36,451,438	1,715	0.5168	0	886	†	0.2584	†
N	0	3	6,318,994	748	0	0.2584	†	193	†	0.0861
N	1	2	6,318,994	1,520	0.3445	0.1723	524	262	0.3445	0.0861
N	2	1	6,318,994	1,029	0.3445	0.1723	355	177	0.1723	0.1723
N	3	0	6,318,994	232	0.5168	0	120	†	0.1723	†
N	0	4	1,987,764	49	0	0.2584	†	13	†	0.0646
N	1	3	1,987,764	230	0.3445	0.1723	79	40	0.3445	0.0574
N	2	2	1,987,764	410	0.3445	0.1723	141	71	0.1723	0.0861
N	3	1	1,987,764	325	0.3445	0.1723	112	56	0.1148	0.1723
N	4	0	1,987,764	96	0.5168	0	50	†	0.1292	†
N	0	5	337,332	4	0	0.2584	†	1	†	0.0517
N	1	4	337,332	22	0.3445	0.1723	8	4	0.3445	0.0431
N	2	3	337,332	53	0.3445	0.1723	18	9	0.1723	0.0574
N	3	2	337,332	63	0.3445	0.1723	22	11	0.1148	0.0861
N	4	1	337,332	37	0.3445	0.1723	13	6	0.0861	0.1723
N	5	0	337,332	9	0.5168	0	5	†	0.1034	†
N	0	6	73,854	0	0	0.2584	†	0	†	0.0431
N	1	5	73,854	3	0.3445	0.1723	1	0	0.3445	0.0345
N	2	4	73,854	8	0.3445	0.1723	3	1	0.1723	0.0431
N	3	3	73,854	13	0.3445	0.1723	4	2	0.1148	0.0574
N	4	2	73,854	11	0.3445	0.1723	4	2	0.0861	0.0861
N	5	1	73,854	5	0.3445	0.1723	2	1	0.0689	0.1723
N	6	0	73,854	1	0.5168	0	1	†	0.0861	†

See notes at end of table.

Table D-7. Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling—Continued

Household composition			Total number of households in U.S. with the given total number of adults, by presence of children	Expected number of screened households with given composition	Expected number of adults to be selected in households with the given composition		Total number of persons sampled in households with the given composition		Overall sampling rate	
	Number of eligible persons in household									
Eligible child in household?	AE Participants (Screener)	AE Nonparticipants (Screener)			AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)
N	0	7	10,949	0	0	0.2584	†	0	†	0.0369
N	1	6	10,949	0	0.3445	0.1723	0	0	0.3445	0.0287
N	2	5	10,949	1	0.3445	0.1723	0	0	0.1723	0.0345
N	3	4	10,949	1	0.3445	0.1723	1	0	0.1148	0.0431
N	4	3	10,949	2	0.3445	0.1723	1	0	0.0861	0.0574
N	5	2	10,949	1	0.3445	0.1723	0	0	0.0689	0.0861
N	6	1	10,949	1	0.3445	0.1723	0	0	0.0574	0.1723
N	7	0	10,949	0	0.5168	0	0	†	0.0738	†
N	0	8	8,263	0	0	0.2584	†	0	†	0.0323
N	1	7	8,263	0	0.3445	0.1723	0	0	0.3445	0.0246
N	2	6	8,263	0	0.3445	0.1723	0	0	0.1723	0.0287
N	3	5	8,263	1	0.3445	0.1723	0	0	0.1148	0.0345
N	4	4	8,263	1	0.3445	0.1723	0	0	0.0861	0.0431
N	5	3	8,263	1	0.3445	0.1723	0	0	0.0689	0.0574
N	6	2	8,263	1	0.3445	0.1723	0	0	0.0574	0.0861
N	7	1	8,263	0	0.3445	0.1723	0	0	0.0492	0.1723
N	8	0	8,263	0	0.5168	0	0	†	0.0646	†
N	0	9	478	0	0	0.2584	†	0	†	0.0287
N	1	8	478	0	0.3445	0.1723	0	0	0.3445	0.0215
N	2	7	478	0	0.3445	0.1723	0	0	0.1723	0.0246
N	3	6	478	0	0.3445	0.1723	0	0	0.1148	0.0287
N	4	5	478	0	0.3445	0.1723	0	0	0.0861	0.0345
N	5	4	478	0	0.3445	0.1723	0	0	0.0689	0.0431
N	6	3	478	0	0.3445	0.1723	0	0	0.0574	0.0574
N	7	2	478	0	0.3445	0.1723	0	0	0.0492	0.0861
N	8	1	478	0	0.34453	0.1723	0	0	0.0431	0.1723
N	9	0	478	0	0.5168	0	0	†	0.0574	†

See notes at end of table.

Table D-7. Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling—Continued

| | Household composition | | Total number of households in U.S. with the given total number of adults, by presence of children | Expected number of screened households with given composition | Expected number of adults to be selected in households with the given composition | | Total number of persons sampled in households with the given composition | | Overall sampling rate | |
| | Number of eligible persons in household | | | | | | | | | |
Eligible child in household?	AE Participants (Screener)	AE Nonparticipants (Screener)			AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)
N	0	10	2,187	0	0	0.2584	†	0	†	0.0258
N	1	9	2,187	0	0.3445	0.1723	0	0	0.3445	0.0191
N	2	8	2,187	0	0.3445	0.1723	0	0	0.1723	0.0215
N	3	7	2,187	0	0.3445	0.1723	0	0	0.1148	0.0246
N	4	6	2,187	0	0.3445	0.1723	0	0	0.0861	0.0287
N	5	5	2,187	0	0.3445	0.1723	0	0	0.0689	0.0345
N	6	4	2,187	0	0.3445	0.1723	0	0	0.0574	0.0431
N	7	3	2,187	0	0.3445	0.1723	0	0	0.0492	0.0574
N	8	2	2,187	0	0.3445	0.1723	0	0	0.0431	0.0861
N	9	1	2,187	0	0.3445	0.1723	0	0	0.0383	0.1723
N	10	0	2,187	0	0.5168	0	0	†	0.0517	†
Y	0	0	19,901	11	0	0	†	†	†	†
Y	0	1	6,162,798	2,120	0	0.1292	†	274	†	0.1292
Y	1	0	6,162,798	1,322	0.2584	0	342	†	0.2584	†
Y	0	2	21,654,374	4,368	0	0.1292	†	564	†	0.0646
Y	1	1	21,654,374	5,801	0.1723	0.0861	999	500	0.1723	0.0861
Y	2	0	21,654,374	1,926	0.2584	0	498	†	0.1292	†
Y	0	3	4,564,468	387	0	0.1292	†	50	†	0.0431
Y	1	2	4,564,468	1,016	0.1723	0.0861	175	87	0.1723	0.0431
Y	2	1	4,564,468	888	0.1723	0.0861	153	76	0.0861	0.0861
Y	3	0	4,564,468	259	0.2584	0	67	†	0.0861	†
Y	0	4	1,210,177	40	0	0.1292	†	5	†	0.0323
Y	1	3	1,210,177	165	0.1723	0.0861	28	14	0.1723	0.0287
Y	2	2	1,210,177	253	0.1723	0.0861	44	22	0.0861	0.0431
Y	3	1	1,210,177	173	0.1723	0.0861	30	15	0.0574	0.0861
Y	4	0	1,210,177	44	0.2584	0	11	†	0.0646	†

See notes at end of table.

Table D-7.   Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling—Continued

Eligible child in household?	Number of eligible persons in household AE Participants (Screener)	Number of eligible persons in household AE Nonparticipants (Screener)	Total number of households in U.S. with the given total number of adults, by presence of children	Expected number of screened households with given composition	Expected number of adults to be selected in households with the given composition AE Participants (Screener)	Expected number of adults to be selected in households with the given composition AE Nonparticipants (Screener)	Total number of persons sampled in households with the given composition AE Participants (Screener)	Total number of persons sampled in households with the given composition AE Nonparticipants (Screener)	Overall sampling rate AE Participants (Screener)	Overall sampling rate AE Nonparticipants (Screener)
Y	0	5	275,168	5	0	0.1292	†	1	†	0.0258
Y	1	4	275,168	23	0.1723	0.0861	4	2	0.1723	0.0215
Y	2	3	275,168	48	0.1723	0.0861	8	4	0.0861	0.0287
Y	3	2	275,168	49	0.1723	0.0861	8	4	0.0574	0.0431
Y	4	1	275,168	25	0.1723	0.0861	4	2	0.0431	0.0861
Y	5	0	275,168	5	0.2584	0	1	†	0.0517	†
Y	0	6	99,563	1	0	0.1292	†	0	†	0.0215
Y	1	5	99,563	5	0.1723	0.0861	1	0	0.1723	0.0172
Y	2	4	99,563	13	0.1723	0.0861	2	1	0.0861	0.0215
Y	3	3	99,563	17	0.1723	0.0861	3	1	0.0574	0.0287
Y	4	2	99,563	13	0.1723	0.0861	2	1	0.0431	0.0431
Y	5	1	99,563	5	0.1723	0.0861	1	0	0.0344	0.0861
Y	6	0	99,563	1	0.2584	0	0	†	0.0431	†
Y	0	7	8,964	0	0	0.1292	†	0	†	0.0185
Y	1	6	8,964	0	0.1723	0.0861	0	0	0.1723	0.0144
Y	2	5	8,964	1	0.1723	0.0861	0	0	0.0861	0.0172
Y	3	4	8,964	1	0.1723	0.0861	0	0	0.0574	0.0215
Y	4	3	8,964	1	0.1723	0.0861	0	0	0.0431	0.0287
Y	5	2	8,964	1	0.1723	0.0861	0	0	0.0345	0.0431
Y	6	1	8,964	0	0.1723	0.0861	0	0	0.0287	0.0861
Y	7	0	8,964	0	0.2584	0	0	†	0.0369	†

See notes at end of table.

Table D-7. Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling—Continued

	Household composition		Total number of households in U.S. with the given total number of adults, by presence of children	Expected number of screened households with given composition	Expected number of adults to be selected in households with the given composition		Total number of persons sampled in households with the given composition		Overall sampling rate	
	Number of eligible persons in household									
Eligible child in household?	AE Participants (Screener)	AE Nonparticipants (Screener)			AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)
Y	0	8	6,005	0	0	0.1292	†	0	†	0.0162
Y	1	7	6,005	0	0.1723	0.0861	0	0	0.1723	0.0123
Y	2	6	6,005	0	0.1723	0.0861	0	0	0.0861	0.0144
Y	3	5	6,005	1	0.1723	0.0861	0	0	0.0574	0.0172
Y	4	4	6,005	1	0.1723	0.0861	0	0	0.0431	0.0215
Y	5	3	6,005	1	0.1723	0.0861	0	0	0.0345	0.0287
Y	6	2	6,005	0	0.1723	0.0861	0	0	0.0287	0.0431
Y	7	1	6,005	0	0.1723	0.0861	0	0	0.0246	0.0861
Y	8	0	6,005	0	0.2584	0	0	†	0.0323	†
Y	0	10	1,112	0	0	0.1292	†	0	†	0.0129
Y	1	9	1,112	0	0.1723	0.0861	0	0	0.1723	0.0096
Y	2	8	1,112	0	0.1723	0.0861	0	0	0.0861	0.0108
Y	3	7	1,112	0	0.1723	0.0861	0	0	0.0574	0.0123
Y	4	6	1,112	0	0.1723	0.0861	0	0	0.0431	0.0144
Y	5	5	1,112	0	0.1723	0.0861	0	0	0.0345	0.0172
Y	6	4	1,112	0	0.1723	0.0861	0	0	0.0287	0.0215
Y	7	3	1,112	0	0.1723	0.0861	0	0	0.0246	0.0287
Y	8	2	1,112	0	0.1723	0.0861	0	0	0.0215	0.0431
Y	9	1	1,112	0	0.1723	0.0861	0	0	0.0191	0.0861
Y	10	0	1,112	0	0.2584	0	0	†	0.0258	†

See notes at end of table.

Table D-7.   Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling—Continued

Eligible child in household?	Household composition		Total number of households in U.S. with the given total number of adults, by presence of children	Expected number of screened households with given composition	Expected number of adults to be selected in households with the given composition		Total number of persons sampled in households with the given composition		Overall sampling rate	
	Number of eligible persons in household									
	AE Participants (Screener)	AE Nonparticipants (Screener)			AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)	AE Participants (Screener)	AE Nonparticipants (Screener)
Y	0	11	864	0	0	0.1292	†	0	†	0.0117
Y	1	10	864	0	0.1723	0.0861	0	0	0.1723	0.0086
Y	2	9	864	0	0.1723	0.0861	0	0	0.0861	0.0096
Y	3	8	864	0	0.1723	0.0861	0	0	0.0574	0.0108
Y	4	7	864	0	0.1723	0.0861	0	0	0.0431	0.0123
Y	5	6	864	0	0.1723	0.0861	0	0	0.0345	0.0144
Y	6	5	864	0	0.1723	0.0861	0	0	0.0287	0.0172
Y	7	4	864	0	0.1723	0.0861	0	0	0.0246	0.0215
Y	8	3	864	0	0.1723	0.0861	0	0	0.0215	0.0287
Y	9	2	864	0	0.1723	0.0861	0	0	0.0191	0.0431
Y	10	1	864	0	0.1723	0.0861	0	0	0.0172	0.0861
Y	11	0	864	0	0.2584	0	0	†	0.0235	†

† Not applicable.

SOURCE: Tabulations of data from the October 2003 Current Population Survey, with sampling rates under the proposed sample design.

Appendix E

NHES:2007 Telephone and Field Interviewer
Training Agendas

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NHES:2007 Telephone Interviewer Training Agenda

Online Self-Paced Training Modules   **Approximately 4 hours**

1.   Introduction to NHES Study

2.   NHES Screener Introduction

3.   Main Study Concepts Exercise – Complete and Submit

4.   NHES Screener Interactive Part A

5.   NHES Screener, SR and PFI Interactive Part A

6.   NHES Screener, SR and PFI Interactive Part B

7.   NHES Screener, SR and PFI Interactive Part C

8.   NHES Screener AE Interactive

9.   NHES Screener Interactive Part B

10.   Survey Concepts Exercise – Complete and Submit

11.   Contact Procedures

12.   Gaining Cooperation Using Frequently Asked Questions and Answers

13.   Gaining Cooperation Exercise – Complete and Submit

Trainer-Led Interviewer Training Sessions

Session 1   **2 hours**

   Introduction
   Contact Procedures
   Screener, SR, and PFI Interactive Scripts

Session 2   **2 hours**

   School Look Look-Up and Exercise
   AE Interactive – No Screener
   Gaining Cooperation Review/Answering Respondent
   Questions

Role Plays   **2 hours**

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NATIONAL HOUSEHOLD EDUCATION SURVEYS PROGRAM (NHES:2007

MARCH 16-17, 2007 INTERVIEWER FOLLOWUP TRAINING AGENDA

DAY 1		Topic	
8:30-8:45	1	**Welcome and Introduction of Field Staff and Project Staff**	Introduction of project staff and Field Staff. Overview of Training Schedule and Rules.
8:45-9:15	2	**Overview of Study and Interviewer's Role and Responsibilities**	Overview of the Study. Outline of Responsibilities -- Provide a Road Map.
9:15-10:10	3	**Assignment Materials**	Understanding the Household folders, the Household Information Sheets, and completing the Interviewer observation form.
10:10-10:15	4	**Affadavits**	Signing and notarizing the affidavits.
10:15-10:30		**BREAK**	
10:30-11:00	5	**Gaining Respondent Cooperation - Discussion**	Overview of advance material. Review of Reasons for Refusal and how to avoid them.
11:00-12:15	6	**Gaining Respondent Cooperation - Practice**	Practices for gaining cooperation. Answering Questions. Knowing the study!
12:15-1:15		**LUNCH**	
1:15-1:30	7	**ID Pictures**	ID badges will be brought to us by the end of the day.
1:30-2:15	8	**More on Telephone Procedures and HHF Diagnosis**	Procedures for connecting the respondent and TRC. Plus, practice in "diagnosing" HHFs.
2:15-3:15	9	**Cell phone training**	Cell phone distribution and instructions and equipment form.
3:15-3:30		**BREAK**	
3:30-3:45	10	**Non-interview Report Form**	Instructions on completing the NIRF and its importance.
3:45-4:30	11	**Household Folder Definition and Practice**	Definitions of Address Dispositions, DU Structure Type, Interim and Final Dispositions, Multiple Units in a Single Address
4:30-4:45	12	**Other Household Problems**	Language Problems, Not Available During Field Period, Neighborhoods
4:45-5:00	13a	**Review and Questions and Answers**	Brief review of today's activities.

NATIONAL HOUSEHOLD EDUCATION SURVEYS PROGRAM (NHES:2007

MARCH 16-17, 2007 INTERVIEWER FOLLOWUP TRAINING AGENDA

DAY 2		Topic	
8:30-8:45	**13b**	**Review Previous Days Work**	Review and Questions and Answers
8:45-9:45	**14**	**Interactives**	Practice from Start to finish with Households
9:45-10:15	**15**	**Certification Exercise**	Complete Certification Exercise
10:15-10:30		**BREAK**	
10:30-11:00	**16**	**Completing T&E**	Complete actual T&E for last week; start one for this week.
11:00-11:30	**17**	**Supervisor Meeting on Reporting**	Need to talk with your supervisors to set up report call times.
11:30-12:15	**18**	**Final Send Off**	Lunch

Appendix F

Letters to Potential Respondents

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December 2006

Dear Sir or Madam:

The National Center for Education Statistics, part of the United States Department of Education, needs your help with an important education research study. The National Household Education Surveys Program (NHES) will be conducted in households all over the country to learn about educational experiences of both adults and children—important issues we can only learn about by speaking with people like you. We have enclosed a token of our appreciation.

Your participation in this research study will help us learn about

- The early educational experiences of young children and how families prepare for children to start school;
- The ways the parents and families are involved in children's education at school and at home, and how schools work with families; and
- Types of education and training that adults may take part in.

Our study uses a scientific sample of households in the country. Some households were selected from among all possible telephone numbers and some were selected from address lists. Your household represents thousands of other households. Even if there are no children or adults who have taken part in educational activities in your household, it is important that we talk to you so that the study results accurately reflect the experiences of all children and adults across the nation.

Please be assured that all information you give is completely confidential and will never be published with your name. More details about the interviews, how your household was selected, and how to obtain reports from previous surveys are provided on the back of this letter.

Westat, a social science research firm, will conduct this study. An interviewer will call you sometime between January 2 and April 1, 2007. A few initial questions will determine if someone in your household is selected for an interview. If we happen to call at an inconvenient time, please suggest a time that is better for you. If you would like to set an appointment before we call, you can contact Westat at their toll-free number (1-888-696-5670) and give your telephone number and the time that is convenient for you.

Please help us in our efforts to better understand education in the United States. We recognize that you have many demands on your time, and we thank you in advance for your cooperation in this important research.

Sincerely,

Gail Mulligan
Project Officer
National Household Education Surveys Program

Some Frequently Asked Questions about the
National Household Education Surveys Program (NHES)

Q. *How will the study results be used? What will you do with this information?*

A. The information we collect will be used to better understand educational experiences and needs. Findings will be published in U.S. Department of Education reports. Reports from NHES surveys are available online at http://nces.ed.gov/nhes or by writing to the National Center for Education Statistics at the address below. The NHES reports, which do not reveal individual answers but rather grouped data for large numbers of people, are widely distributed to educators, researchers, policy makers, news organizations, and the general public.

Q. *How did you get my phone number and address?*

A. Our study uses a random sample of households in the country. Some households were selected from among all possible telephone numbers and some were selected from address lists. We do not use telephone directories to select telephone numbers. If your number was unlisted, it still is.

Once our sample was selected, an independent organization matched a list of published addresses and phone numbers. This letter was sent to every address that was matched with a telephone number. Address information is kept confidential and will be destroyed as soon as the data collection is completed.

Q. *Will you keep my information confidential?*

A. All information you give to the interviewer will be kept completely confidential. Employees of the U.S. Department of Education and Westat who are working on this study are required by law to protect the confidentiality of respondents. Your responses will be protected to the fullest extent allowable under law. Also, individual responses are never published in reports; they are combined with the responses of others and are published as grouped data only.

Q. *How long will the survey take?*

A. First, there are a few short questions to see if any members of your household qualify for the study. They take about 4 minutes. In about half of all households, no one is selected for an interview. If someone is chosen for an interview, it will take approximately 15 to 30 minutes, on average, depending on the interview.

Q. *What is the authority for conducting this survey?*

A. This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0768. You may send any comments about this survey, including its length, to the Federal Government. Write to Gail Mulligan, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. You may send e-mail to nhes@ed.gov.

February, 2007

Dear Sir or Madam:

Recently, a professional telephone interviewer called your household for a national research study about education. The 2007 National Household Education Surveys Program (NHES) is sponsored by the National Center for Education Statistics, part of the United States Department of Education. As of the date we mailed this letter, we had not completed an interview with your household. You may have already received a letter from me introducing NHES. I am writing to give you more information about the study. I hope that after reading it, you will take part in this important research effort. We have enclosed a token of our appreciation.

The purpose of this research is to learn about the educational experiences of both adults and children. We can only learn about these issues by speaking to families like yours. Your participation in the 2007 NHES will help us learn about

- The early educational experiences of young children and how families prepare for children to start school;
- The ways the parents and families are involved in children's education at school and at home, and how schools work with families; and
- Types of education and training that adults may take part in.

Our study uses a scientific sample of households in the country. Some households were selected from among all possible telephone numbers and some were selected from address lists. Your household represents thousands of other households. Even if no one in your household has taken part in educational activities, it is important that we talk to you so that the study results can reflect the experiences of all children and adults across the nation. Please be assured that the information you provide is completely confidential and will never be given out with your name.

Westat, a social science research firm, is conducting this study. In the next week or two, an interviewer from Westat will call your household again. If we happen to call at an inconvenient time, please suggest a time that is better for you. If you would like to set an appointment before we call, you can contact Westat at their toll-free number (1-888-696-5670) and give your telephone number and the time that is convenient for you.

We know that you have many demands on your time, and we thank you in advance for your help in this important research effort to better understand education in the United States.

Sincerely,

Gail M. Mulligan

Gail Mulligan
Project Officer
National Household Education Surveys Program

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National Household Education Surveys Program (NHES)

Q.   *How will the study results be used? What will you do with this information?*

A.   The information we collect will be used to better understand educational experiences and needs. Findings will be published in U.S. Department of Education reports. Reports from NHES surveys are available online at http://nces.ed.gov/nhes or by writing to the National Center for Education Statistics at the address below. The NHES reports, which do not reveal individual answers but rather grouped data for large numbers of people, are widely distributed to educators, researchers, policy makers, news organizations, and the general public.

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Once our sample was selected, an independent organization matched a list of published addresses and phone numbers. This letter was sent to every address that was matched with a telephone number. Address information is kept confidential and will be destroyed as soon as the data collection is completed.

Q.   *Will you keep my information confidential?*

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Q.   *How long will the survey take?*

A.   First, there are a few short questions to see if any members of your household qualify for the study. They take about 4 minutes. In about half of all households, no one is selected for an interview. If someone is chosen for an interview, it will take approximately 20 to 35 minutes, on average, depending on the interview.

Q.   *What is the authority for conducting this survey?*

A.   This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0768. You may send any comments about this survey, including its length, to the Federal Government. Write to Gail Mulligan, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. You may send e-mail to nhes@ed.gov.

Q.   *I got a letter earlier. Why did I get another letter?*

A.   Sometimes letters do not get delivered or are not read for a number of reasons. This letter is sent to assure that someone in your household has a chance to read information about the study.

March, 2007

Dear Sir or Madam:

The National Center for Education Statistics, part of the United States Department of Education, needs your help with an important education research study. The National Household Education Surveys Program (NHES) will be conducted in households all over the country to learn about the educational experiences of both adults and children—important issues we can only learn about by speaking with people like you.

Your participation in this research study will help us learn about

- The early educational experiences of young children and how families prepare for children to start school;
- The ways that parents and families are involved in children's education at school and at home, and how schools work with families; and
- Types of education and training that adults may take part in.

Your household was selected for the study as part of a scientific random sample of all households in your area, and another household cannot be substituted for yours. Your household represents thousands of other households. Even if there are no children or adults who have taken part in educational activities in your household, it is important that we talk to you so that the study results accurately reflect the experiences of all children and adults across the nation.

Please be assured that all information you give is completely confidential and will never be published with your name. More details about the interviews, how your household was selected, and how to obtain reports from previous surveys are provided on the back of this letter.

Westat, a social science research firm, will conduct this study. An interviewer with a Westat badge will visit your household sometime between March 18 and June 10, 2007. A few initial questions will determine if someone in your household is selected for an interview. If we happen to visit at an inconvenient time, please suggest a time that is better for you. If you would like to set an appointment or complete the interview by telephone before we visit, you can contact Westat at their toll-free number (1-888-696-5670) and give your telephone number and the time that is convenient for you.

Please help us in our efforts to better understand education in the United States. We recognize that you have many demands on your time, and we thank you in advance for your cooperation in this important research.

Sincerely,

Gail Mulligan
Project Officer
National Household Education Surveys Program

WASHINGTON, D.C. 20006

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Q. *How did you select my household for the study?*

A. NHES uses scientific sampling methods to select households for the study. Households were selected by drawing addresses from residential addresses in your area. Where possible we matched addresses with telephone numbers so that we can conduct as many interviews as possible by telephone, which is less expensive than in-person interviewing.

   Because we were unable to match your address with a phone number, an interviewer will be coming to visit your household between March 18 and June 10, 2007.

Q. *Will you keep my information confidential?*

A. All information you give to the interviewer will be kept completely confidential. Employees of the U.S. Department of Education and Westat who are working on this study are required by law to protect the confidentiality of respondents. Your responses will be protected to the fullest extent allowable under law. Also, individual responses are never published in reports; they are combined with the responses of others and are published as grouped data only.

Q. *How long will the survey take?*

A. First, there are a few short questions to see if any members of your household qualify for the study. They take about 5 minutes. In about half of all households, no one is selected for an interview. If someone is chosen for an interview, it will take approximately 15 to 30 minutes, on average, depending on the interview.

Q. *What is the authority for conducting this survey?*

A. This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0768. You may send any comments about this survey, including its length, to the Federal Government. Write to Gail Mulligan, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. You may send e-mail to nhes@ed.gov.

(Month), 2007

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Q.   *I got a letter earlier. Why did I get another letter?*

A.   Sometimes letters do not get delivered or are not read for a number of reasons. This letter is sent to assure that someone in your household has a chance to read information about the study. We are sending this by FedEx at the special low rate available to the government in order to bring this important study to your attention.

Appendix G

NHES:2007 Result Codes

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NHES 2007 Main Study Standard Result Codes

	Code	Label	Description	Standard/ Project	Screener	RDD Ext	Re-Interview RDD ext.
INTERIM	-1	New Work	Work that has yet to receive an attempt	Standard	by load	by load	by load
	1	RNA	The call attempt resulted in a ring, no answer	Standard	1,5	1,5	1,5
	10	Tracing	Code assigned to panel respondents who cannot be contacted at the telephone number dialed and for whom a new number is not provided by persons contacted at the dialed number, and there are no alternate phone numbers not yet tried.	Standard			
	13	Manual	Assigned to questionnaires to be treated manually.	Standard	5	5	5
	14	Re-set Manual case	Code assigned to questionnaires that are currently in the Manual queue, but have not been worked since they were assigned Manual status, and are being put back into the scheduler to be worked.	Standard	8	8	8
	15	Refielded Questionnaire (adult out of HH)	Refielded screener, or change of phone number at the extended level. I.e., a questionnaire for a member of the household living in student housing was given a new phone number; or new phone number for a re-interview R.	Standard	8	8	8
	17	Refielded NA/NM/NL	Refielded screener with a final call result of NA, NM or NL. Resets case to Initial Release status.	Standard	8		
	18	Re-released MC/RM/MR/LM/ML	Opens up final maxed-out cases for a user-specified number of additional calls.	Standard	8	8	8
	19	Rescheduling	The case was rescheduled by the scheduler for misc. reason (For example, a "ring no answer" was coded when cases was delivered because of an appt and second call (AP Non-contact substrategy) could not be made because it was late at night.)	Standard	2	2	2
	2	Initial Ref.	Respondent refuses to do the interview or refuses to continue with the interview.	Standard	1,5	1,5	1,5
	28	Re-released RB	Opens up previously finalized refusal to be worked again.	Standard	8	8	
	29	Refusal Cooled Off	A refusal case has cooled off for the proper amount of time, okay to recontact.	Standard	2	2	
	3	Busy	Call results in "regular" busy signal.	Standard	1	1	1
	39	EOD Busy resched	The case was busy at the end of the day. It was rescheduled for normal calling algorithm for the next day.	Standard	2	2	2
	41	Appoint. General	Respondent requests a callback to complete the interview at a general time, e.g., day, evening or weekend.	Standard	1,5	1,5	1,5
	42	Appoint. Exact	Respondent requests a callback to complete the interview at a specific date and time.	Standard	1,5	1,5	1,5
	49	We missed appt	An interviewer was not available for an exact appointment. The case was rescheduled for normal calling algorithm for the next day. (The scheduler will wait up to 1 hour (specified by the project) before considering the case a "Missed Appt".)	Standard	2	2	2
	5	Answer Machine	Telephone is answered by an answering machine.	Standard	1,5	1,5	1,5

Assigned by: * Phone Result
1 Interviewer – the interviewer enters a code when making a call attempt
2 Scheduler – the automated system that manages the calling protocol assigns a code automatically
3 Mainline – a management program working with the Scheduler assigns a code automatically
4 Instrument – the CATI instrument contains logic to assign the code
5 Review – the code is assigned by an interviewing supervisor using a case review utility
6 Post Collection Pgm – data management update
7 Load Pgm – the code is assigned in the sample load file
8 Utility – the code is assigned in a case update utility

NHES 2007 Main Study Standard Result Codes

G-2

INTERIM

Code	Label	Description	Standard/ Project	Screener	RDD Ext	Re-Interview RDD ext.
59	Rescheduling	An "answering machine" was coded when case was brought up for an appt and second call (AP Non-contact substrategy) could not be made because it was late at night.	Standard	2	2	2
61	Initial Lang. Problem Hear/Speech	Initial hearing or speech problem	Standard	1,5	1,5	1,5
62	Initial Lang. Problem Other Lang.	Initial language problem, language other than English	Standard	1,5	1,5	1,5
69	Rescheduling	A language problem case in a HH where there has been a refusal and the refusal hold period has expired. All interim cases in the HH are rescheduled.	Standard		8	8
7	Questionable Ring	Code used anytime the call results in a sound that cannot be identified. Examples include dead air, "fast" busy signals, possible modem or fax tones.	Standard	1,5	1,5	1,5
79	Rescheduling	An "questionable ring" was coded when case was brought up for an appt and second call (AP Non-contact substrategy) could not be made because it was late at night.	Standard	2	2	2
8	Problem	All other situations that are not included in other interim codes. If initial TRC supervisory review does not resolve the "problem", questionnaires may be coded 81, 82 or 83.	Standard	1,5	1,5	1,5
81	TRC Review	Code assigned during initial problem review indicating more detailed review by TRC supervisory staff is required.	Standard	5	5	5
82	Study Area Review	Code assigned during initial problem review to questionnaires requiring review by Study Area Staff.	Standard	5	5	5
83	Programmer Review	Code assigned during initial problem review to questionnaires requiring review by programming staff.	Standard	5	5	5
86	Problem - BML to VAX	There is a problem with the Blaise mainline to VAX result code transaction. Mainline will resend the call result the next time the case is opened.	Blaise Standard	3	3	3
87	Interview Ended Without Result	Blaise sent interview start to scehduler, but interview ended abnormally with no call result	Blaise Standard	3	3	3
9	Mail out needed	Respondent requested a mail out describing the study before completing. The case will be "aged" before being made available for callback.	Standard	1,5	1,5	1,5
92	Refusal Hold for Linked Interview	An interview linked with a refusal interview will be held until the same date as the refused interview, but with a hold time incremented by the number of minutes equal to interview order.	Blaise Standard	3	3	3
95	Hold Indefinite	Cases will be held for an indefinite time period.	Standard	4	4	4
98	Delay Hold	Cases will be held for a time period specified by the project staff.	Standard	4	4	4
99	Rescheduled Mail out	Requested a mail out hold period has expired. Okay to contact respondent.	Standard	8	8	8

Assigned by:
1 Interviewer – the interviewer enters a code when making a call attempt
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4 Instrument – the CATI instrument contains logic to assign the code
5 Review – the code is assigned by an interviewing supervisor using a case review utility
6 Post Collection Pgm – data management update
7 Load Pgm – the code is assigned in the sample load file
8 Utility – the code is assigned in a case update utility

* Phone Result

	Code	Label	Description	Standard/ Project	Screener	RDD Ext	Re-Interview RDD ext.
FINALResponse	C0	Screener complete - no one selected	Completed screener with no extended interviews.	Proj Specific	4		
	C1	Screener complete - SR	Completed screener with SR interview(s) only.	Proj Specific	4		
	C2	Screener complete - PFI	Completed screener with PFI interview(s) only.	Proj Specific	4		
	C3	Screener complete - SR & PFI	Completed screener with SR & PFI inteviews.	Proj Specific	4		
	C4	Screener complete - AEWR	Completed screener with AEWR interview(s) only.	Proj Specific	4		
	C5	Screener complete - AEWR & PFI	Completed screener with AEWR & PFI interviews.	Proj Specific	4		
	C6	Screener complete - AEWR & SR	Completed screener with AEWR & SR interviews	Proj Specific	4		
	C7	Screener complete - SR & PFI & AEWR	Completed screener with SR & PFI & AEWR interviews.	Proj Specific	4		
	CN	Interview complete - SR preschooler	Completed SR interview for a preschooler.	Proj Specific		4	
	CE	Interview complete - SR/PFI elementary schooler	Completed SR/PFI interview for an elementary schooler	Proj Specific		4	
	CM	Interview complete - PFI middle school/junior high youth	Completed PFI interview for a middle school/junior high youth	Proj Specific		4	

G-3

Assigned by:
1 Interviewer – the interviewer enters a code when making a call attempt
2 Scheduler – the automated system that manages the calling protocol assigns a code automatically
3 Mainline – a management program working with the Scheduler assigns a code automatically
4 Instrument – the CATI instrument contains logic to assign the code
5 Review – the code is assigned by an interviewing supervisor using a case review utility
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* Phone Result

	Code	Label	Description	Standard/ Project	Screener	RDD Ext	Re-Interview RDD ext.
FINALResponse	CS	Interview complete - PFI senior high youth	Completed PFI interview for a senior high youth	Proj Specific		4	
	CH	Interview complete - PFI home schooler	Completed PFI interview for a home schooler	Proj Specific		4	
	CP	AEWR interview complete	Completed AEWR interview; sampled as participant, completed as participant	Proj Specific		4	
	CR	Re-interview Complete	Completed Re-interview with PFI respondent.	Proj Specific			4
	CU	AEWR interview complete	Completed AEWR interview; sampled as nonparticipant, completed as nonparticipant	Proj Specific		4	
	CX	AEWR interview complete	Completed AEWR interview; sampled as participant, completed as nonparticipant	Proj Specific		4	
	CZ	AEWR interview complete	Completed AEWR interview; sampled as nonparticipant, completed as participant	Proj Specific		4	
	IA	Ineligible AEWR interview	Adult is in military or living in another private home/apartment. This result is set in the screener.	Proj Specific		3	
	IC	Ineligible SR or PFI -no MKR	Sampled child has no eligible MKR living in the HH (no one >15, non-spouse, non-boyfriend/girlfriend)	Proj Specific		3,5	
	IP	Ineligible SR or PFI - age/grade	Sampled child has AGE2006<3 or AGE2006>20 or is enrolled above 12th grade or (AGE2006≥7 and Enroll ≠ yes and Homeschl ≠ yes)	Proj Specific		4	

Assigned by:
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* Phone Result

FINALNon-Response	LH	Final Language Problem - Hearing/Speech	Two calls to this respondent resulted in a hearing or speech communication problem.	Standard	2,5	2,5	2,5
	LM	Max Call Language	Questionnaire had an additional language problem and has reached the maximum calling algorithm.	Standard	2	2	2
	LP	Final Language Problem	Two calls to this respondent resulted in a non-English communication problem.	Standard	2,5	2,5	2,5
	MC	Max Call	The calling algorithm has been fulfilled. At least one "human" contact has been made at the number and there are no refusals or language problems in the call history for the household.	Standard	2	2	2
	ML	Max call Lang	The calling algorithm has been fulfilled. An attempt to contact someone else in the HH resulted in an interim language problem, but this particular questionnaire has had no interim language problem in its call history.	Standard		2	2
	MP	Max Phones	The maximum number of phone numbers has been tried and the respondent can not be found.	Standard		3	3
	MR	Max call Ref	The calling algorithm has been fulfilled. An attempt to contact someone else in the HH resulted in an interim refusal, but this particular questionnaire has had no refusal in its call history.	Standard		2	2
	MT	Max Telephones	The maximum number of call attempts have been made across all telephone numbers.	Standard		3	3
	NA	No Answer	The calling algorithm has been fulfilled with no "human" or answering machine contact.	Standard	2		
	ND	Subject deceased	Non-response: subject deceased	Proj Specific		5	5
	NF	Not Found	The sampled person was unknown at this telephone number.	Standard		3	3
	NG	Age and Grade Missing	Non-response: Age and grade are missing for SR/PFI child.	Proj Specific		4	
	NL	Not Locatable	The sampled person was not located.	Standard		5	
	NM	No Answer: Answering Machine	The calling algorithm has been fulfilled for a telephone number and only answering machine contact was made.	Standard	2		

Assigned by:
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* Phone Result

FINALNon-Response

	Code	Label	Description	Standard/ Project	Screener	RDD Ext	Re-Interview RDD ext.
	NO	Other non-response	Non-response: other. Questionnaire for which no other final result code is applicable.	Proj Specific	5	5	5
	NH	Home School, no phone	case from the Home schooling sample with no phon number; not called	Proj Specific	7		
	NP	Not available in Field Period	Non-response: subject not available in field period	Proj Specific		5	5
	NS	Subject Sick	Non-response: subject physically or mentally incapable of completing interview	Proj Specific		5	5
	NZ	Not locatable, confirmed HHM	Subject cannot be located but was verified to be a HH member on screener date; Re-interview R cannot be located.	Proj Specific		3,5	3,5
	RR	Refusal from reserve	A final refusal code assigned to a reserve case after one refusal. No conversion attempted.	Standard	8		
	RB	Final refusal	Refusal for the Screener, AE, PFI or SR: On at least two calls, the respondent refused to be interviewed or broke off during the interview and refused to continue. RE-Interview: Re-interview R refused, no conversion attempted.	Standard	2	2	8
	R1	Final 1st Refusal	Case not called for conversion because quota for extended interview had been filled	Proj Specific		5	
	R3	Final refusal for Re-Released RBs	A Re-Released Final Refusal (RB) has received an additional refusal.	Standard	2	2	
	RX	Max Call Re-Released RBs	A Re-Released Final Refusal (RB), has reached the maximum calling algorithm.	Standard	2	2	
	RM	Max Call Refusal	Questionnaire had an additional refusal code and has reached the maximum calling algorithm.	Standard	2	2	2

Assigned by: * Phone Result
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FINAL Out of Scope							
	OE	Enumeration Error	Enumeration error - The respondent enumerated in the screener and selected for the extended interview is not a member of the household.	Standard		3,5	
	OD	Duplicate case	Duplicate phone number or phone number for previously enumerated HH	Proj Specific	5		
	OO	Oth Out of scope	Other out of scope - The questionnaire is out of scope and no other final code applies.	Standard		5	5
	NR	Non-Residential	The number called was not a residential number. Included are businesses, institutions, agencies, modems, public facilities, vacation homes, group quarters. (Only considered out of scope for cluster or screener questionnaires; non-response for extended.)	Standard	1,3,5		
	NB	Non-residential, Business purge	Identified as non-residential during business purge preprocessing prior to Cheshire load.	Standard	7		
	NW	Non-Working	On three call attempts, the call was coded a non-working number. Included are temporary and permanent disconnects, fast busy's, and "dead" air. (Only considered out of scope for cluster or screener questionnaires; non-response for extended.)	Standard	1,2,5	* 2,5	* 2
	NT	Non-working,Tritone match	Identified as non-working during Tritone match preprocessing prior to Cheshire load.	Standard	7		

Assigned by:
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Appendix H

Answering Machine Messages

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Message for Screeners for initial or language cases

Hello, this is {INTERVIEWER 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.

Message for Screeners that have received a refusal

Hello, this is {INTERVIEWER 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.

Message for extended interviews for initial or language cases

Hello, this is {INTERVIEWER 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.

Message for extended interviews that have received a refusal

Hello, this is {INTERVIEWER NAME} and I'm calling for the U.S. Department of Education from Westat, a social science research firm. I'm calling to complete an interview with someone in your household who was selected for our research study. The information you provide will help us to represent the educational experiences of people like you around the country. All interviews are 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.

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Appendix I

NHES:2007 Data Editing Plan

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NATIONAL HOUSEHOLD EDUCATION SURVEY
DATA EDITING PLAN
November 3, 2006

The final product of the NHES CATI data collection process is the delivery of edited data files and associated documentation. In order to ensure that the data are complete and of high quality, a series of data editing procedures must occur. Data editing (correcting interviewer, respondent, and program errors) is performed both during administration of the interview and after completion of the interview, when updating processes are performed by data preparation staff. The latter process can potentially introduce errors in other items. Therefore, extensive *post* data collection data editing procedures must be instituted. These procedures include confirming that data are within the defined range of values for each item, performing logic, integrity and structural edits, reviewing cross tabulations between data items, and reviewing frequency distributions for individual data items to ensure skip patterns were followed appropriately. After imputation of missing values is completed, these procedures must be repeated to ensure that no errors have been introduced during imputation.

Range Edits

The ranges of responses for closed-ended items in CATI surveys are determined by the permissible response codes. For open-ended items requiring an entry by the interviewer (such as ages, dates, number of hours worked for pay, etc.), there is not a specific set of responses. Therefore, reasonable ranges are defined in the Blaise data model and applied to these items. Ranges are established initially by project staff based upon their survey experience. If necessary, they are adjusted following field test data collection to reflect the actual range of responses obtained. Also, during data collection, if it is determined that a soft or hard range is too restrictive, it may be modified in the CATI system. See Attachment 1 for the NHES:2007 Range and Logic Edit Specifications.

Range edits include both "hard" and "soft" ranges. A **soft range** is one that represents the reasonable expected range of values, but does not include all possible values. Responses outside the soft range trigger a message during data collection that the response is *unlikely*. An edit window appears and the interviewer must confirm the response with the respondent. The interviewer may enter a new value or suppress the edit, if the respondent confirms the value is correct. For example, the number of hours each week a preschool-aged child attends a center-based program has a soft range of 1 to 60. A value outside this range may be entered and confirmed as correct by the interviewer as long as it is within the hard range of values (1 to 70). A **hard range** represents the finite set of parameters for the values that can be entered into the CATI system. Responses outside the hard range trigger a message to the interviewer that the response is *invalid*. The interviewer, even with confirmation, cannot exceed hard ranges. For example, the hard range of possible values for the number of time a parent/guardian has visited the child's center-based program since September is 0 to 99. It is unlikely that a parent/guardian would have visited more than 99 times. If the respondent reiterated that was correct, the interviewer would record a response of "don't know" to permit the interview to continue and would record the out of range response in comments. All comments and problem sheets are reviewed by data preparation staff who can override hard ranges to input the value.

Logic Edits

Logic edits involve the comparison of two or more items. They are used to examine the relationships between responses to be sure that they do not conflict with one another, and that the response to one item does not make the response to another item unlikely. If a discrepancy among responses is encountered during administration of the interview, a check window is displayed and the interviewer will attempt to reconcile the difference while on the telephone with the respondent. In the Blaise CATI, the discrepant

items will be shown in the check window with a "Go To" button. The interviewer will press the "Go To" button, the CATI will return to the first question, the interviewer will re-ask the item, and, if the response is different, enter a new value. When the interviewer presses the End key, the CATI will evaluate if the entered data satisfies the logic condition. If it does not, the check window will be redisplayed and the interviewer will "Go To" the second question, re-ask it, enter the response and press the End key. The CATI will again evaluate if the entered response satisfies the logic condition. If it does, the CATI continues with the next item. If it does not, and the edit is a **soft check,** the interviewer may press the "Suppress" button and continue the interview after confirmation. An example of a soft check is the age/grade edit check. If a child is attending a grade that is outside the normal range of grades for his age, the interviewer is prompted to ask the child's date of birth and grade again and correct any errors (if they exist). If the edit is a **hard check**, the interviewer is unable to continue until he/she enters a response that meets the consistency edit criteria. Questions in which a number and a unit are collected were programmed using hard checks that require an entry within the hard range for each unit. For example, if an AEWR Interview respondent verifies that s/he really does earn 80 dollars per hour, the hard check will not permit entry of such an amount and unit. The interviewer will enter "don't know" and record the out of range response in comments to continue with the interview. Comments are reviewed and updates may be posted to the data after the interview is complete.

Batch Edits Performed in SAS

Once data has been extracted from the Blaise database into SAS datasets, batch edits will be run on completed interviews to verify all of the logic edits outlined in Attachment 1. Additional data integrity edits will also be written to check complicated skip patterns and consistency among data items copied from one interview to another. The batch data integrity edits are outlined in Attachment 2.

These batch edits will be run periodically during data collection to assist in cleaning efforts. Any cases that violate the edits are written to an error report that is reviewed by data preparation staff, and corrective action is taken. The edits will also be run after imputation of the data, during the file preparation task. It is common to add batch data integrity edits during data collection, as checks more easily performed by a program are identified.

Structural Edits

Unlike the Cheshire database, the Blaise database is not structured hierarchically. To facilitate imputation, though, data collected in Blaise arrays will be put into "vertical" SAS datasets that have one record for each repeating data structure (i.e. courses, persons enumerated in a household). SAS structural edits will be written to ensure the structural integrity of the database (i.e. all database records which should exist do exist, and those which should not exist do not exist) by checking variable values and the existence/nonexistence of concomitant records. The structural edits are run against completed interviews only. They can be grouped into three logical categories: edits that verify interview completeness, edits that confirm the presence of appropriate person records, and edits that verify parent relationships in the household. The specification for the structural edits is included in Attachment 3.

Frequency and Cross Tabulation Review

The frequencies of responses to all data items (both individually and in conjunction with related data items) are reviewed during and after data collection to ensure that appropriate skip patterns were followed. Members of the data preparation team check each item to make sure the correct number of responses is represented. If a discrepancy is discovered, the problem case is identified and reviewed. If data were incorrectly stored in the database, the audit trail for the interview (which provides a keystroke-by-keystroke

record of all responses entered) is retrieved to determine the appropriate response. If the audit trail reveals no additional information, the item is coded as "don't know" (so that it may be imputed) or, rarely, the data may be retrieved.

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ATTACHMENTS

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Attachment 1
Range and Logic Edit Specifications

Note: In the final dataset, all missing values for the variables will be assigned a value of -1, Refused coded -7 and Don't know coded -8. This will be consistent with previous NHES surveys.

Screener

S6.	Age entered at enumeration matrix
	Variable: AGE
	If HHUNDR21 NE 1 (household does not have children), all ages entered at S6 must be >20.

S13.	Number of hours each week home-schooled child attends school for instruction
	Variable: SHOMSCHR
	1–30 (hard range)
	1–20 (soft range)

S14.	Grade or year person is attending **(Soft check)**
	Variable: SGRADE
	If age =3-4, then grade = 93, 94 95, 96, 14, 15
	If age = 5, then grade = 93, 94, 95, 96, 1, 14, 15
	If age = 6, then grade = 93, 94, 95, 96, 1, 2, 14, 15
	If age = 7, then grade = 94, 95, 96, 1, 2, 3, 14, 15
	If age = 8, then grade = 1, 2, 3, 4, 14, 15
	If age = 9, then grade = 2, 3, 4, 5, 14, 15
	If age = 10, then grade = 3, 4, 5, 6, 14, 15
	If age = 11, then grade = 4, 5, 6, 7, 14, 15
	If age = 12, then grade = 5, 6, 7, 8, 14, 15
	If age = 13, then grade = 6, 7, 8, 9, 14, 15
	If age = 14, then grade = 7, 8, 9, 10, 14, 15
	If age = 15, then grade = 8, 9, 10, 11, 14, 15
	If age = 16, then grade = 9, 10, 11, 12, 14, 15
	If age = 17, then grade = 10, 11, 12, 13, 14, 15
	If age = > 18, then grade = 11, 12, 13, 14, 15

S15. Grade equivalent **(Soft check)**
Variable: SGRADEQ
If age = 3-4, then grade = 93, 94, 95, 96, 14
If age = 5, then grade = 93, 94, 95, 96, 1, 14
If age = 6, then grade = 93, 94, 95, 96, 1, 2, 14
If age = 7, then grade = 94, 95, 96, 1, 2, 3, 14
If age = 8, then grade = 1, 2, 3, 4, 14
If age = 9, then grade = 2, 3, 4, 5, 14
If age = 10, then grade = 3, 4, 5, 6, 14
If age = 11, then grade = 4, 5, 6, 7, 14
If age = 12, then grade = 5, 6, 7, 8, 14
If age = 13, then grade = 6, 7, 8, 9, 14
If age = 14, then grade = 7, 8, 9, 10, 14
If age = 15, then grade = 8, 9, 10, 11, 14
If age = 16, then grade = 9, 10, 11, 12, 14
If age = 17, then grade = 10, 11, 12, 13, 14
If age = > 18, then grade = 11, 12, 13, 14

S25. Relationship between child and most knowledgeable parent/guardian **(Hard check)**
Variable: MKRRESP
If SCR1440 = 1, 2, then parent's age = > (child's age + 12)
If SCR1440 = 5 or 6, then grandparent's age = > (child's age + 24)
If SCR1440 = 1, then parent's gender = F
If SCR1440 = 2, then parent's gender = M
If SCR1440 = 3, then brother's gender = M
If SCR1440 = 4, then sister's gender = F
If SCR1440 = 5, then grandmother's gender = F
If SCR1440 = 6, then grandfather's gender = M
If SCR1440 = 7, then aunt's gender = F
If SCR1440 = 8, then uncle's gender = M
If SCR1440 = 13, then girlfriend's gender = F
If SCR1440 = 14, then boyfriend's gender = M

S43. Number of additional telephone numbers for home use
Variable: PHONEUSE
0 - 19 (hard range)
0 - 7 (soft range)

S45. Number of additional telephone numbers for computer or fax lines
Variable: PHON2FAX
0 - 19 (hard range)
0 - 7 (soft range)
Cannot be greater than number in S43 **(Soft check)**

S48.   Number of computer/fax line telephone numbers answered for talking
              Variable: PHON2TALK
              Cannot be greater than number in S45 **(Soft check)**
              1 - 19 (hard range)
              1 - 7 (soft range)

S50.   Number of additional telephone numbers answered for non-business related calls
              Variable: PHONFAX2USE
              0 - 19 (hard range)
              0 - 7 (soft range)
              Cannot be greater than number in S48 **(Soft check)**

AEWR Interview

AA9.   Number of employers
              Variable: IBEMPNUM
              1 - 10 (hard range)
              1 - 5 (soft range)
              Must be > 1 if AIB1280 = 1 (**Hard check**)

AB7.   Reasons for participation (ACU section; College Program Participation)

              Variables:
              CRRSSKIL
              CRRSNWSK
              CRRSEMPR
              CRRSEMPS
              CRRSRAIS
              CRRSCHNS
              CRRSCHNG
              CRRSCERT

              Responses cannot be all "no," (**Soft check)**

AB11.   Total credit hours for college or university programs
              Variable: CRCRDHR
              Note: A code of 96 indicates that credit hours do not apply
              1–70, 96 (hard range)
              1–45, 96 (soft range)

AB12a.   Personal expenses for college or university programs
              Tuition and fees:
              Variable: CRTUITON
              0–50,000 (hard range)
              0–20,000 (soft range)

AB12b.   Personal expenses for college or university programs
Books and materials:
Variable: CRMATLS
0–10,000 (hard range)
0–5,000 (soft range)

AB15.   Month completed/expect to complete college or university programs
Variable: CRCOMPMM
Month: 1–14 (hard range)

AB15.   Year completed/expect to complete college or university programs
Variable: CRCOMPYY
Year: 2005-2016 (hard range)
        2005-2011 (soft range)

If AB6 = 1 (currently enrolled) then the month and year expect to complete program must be >= current month and year. **(Hard check)**
If AB6 NE 1 (completed/stopped without completing) then the month and year completed/stopped without completing program must be <=current month and year. **(Hard check)**

AC7.   Reasons for participation (AVT section; Vocational or Technical Program Participation)

Variables:
VORSSKIL
VORSNWSK
VORSEMPR
VORSEMPS
VORSRAIS
VORSCHNS
VORSCHNG
VORSCERT

Responses cannot be <u>all</u> "no." (**Soft check)**

AC10.   Total weeks or months attended classes for vocational or technical programs
Variable: VOFREQ
Weeks: 1-52 (hard range)
Months: 1-12 (hard range)

AC11.   Total classroom hours for vocational or technical programs
Variable: VOHOURS
0–160 (hard range)
0–60 (soft range)

AC12a. Personal expenses for vocational or technical programs
Tuition and fees:
Variable: VOTUITON
0–50,000 (hard range)
0–20,000 (soft range)

AC12b. Personal expenses for vocational or technical programs
Books and materials:
Variable: VOMATLS
0–10,000 (hard range)
0–5,000 (soft range)

AC15. Month completed vocational or technical programs
Variable: VOCOMPMM
Month: 1–14 (hard range)

AC15. Year completed vocational or technical programs
Variable: VOCOMPYY
Year: 2005-2016 (hard range)
2005-2011 (soft range)

If AC6 = 1 (currently taking) then the month and year expect to complete program must be >= current month and year. **(Hard check)**
If AC6 NE 1 (completed/stopped without completing) then the month and year completed/stopped without completing program must be <= current month and year. **(Hard check)**

AD4. Provider of apprenticeship programs

Variables:
APEMPLOY
APUNION
APSTAGOV
APFEDGOV
APOTHER
Responses cannot be all "no." (**Soft check**)

AD5. Number of classroom instruction hours for apprenticeship programs
Variable: APCLSHR
0–240 (hard range)
0–160 (soft range)

AD8. Month completed apprenticeship programs
Variable: APCOMPMM
Month: 1–14 (hard range)

AD8. Year completed apprenticeship programs
Variable: APCOMPYY
Year: 2005-2016 (hard range)
2005-2011 (soft range)

If AD3 = 1 (currently taking) then the month and year expect to complete program must be >= current month and year. **(Hard check)**
If AD3 NE 1 (completed/stopped without completing) then the month and year completed/stopped without completing program must be <= current month and year. **(Hard check)**

AE7. Reasons for participation (AWR section; Work-Related Training or Course Participation)
Note: Up to four work-related types of training, courses, or seminars are recorded.

Variables:
WRRSSKI1 – WRRSSKI4
WRRSNWS1 – WRRSNWS4
WRRSEMR1 – WRRSEMR4
WRRSEMS1 – WRRSEMS4
WRRSRAI1 – WRRSRAI4
WRRSCHS1 – WRRSCHS4
WRRSCHG1 – WRRSCHG4
WRRSCER1 – WRRSCER4

Responses cannot be <u>all</u> "no." (**Soft check**)

AE10. Total hours for work-related courses
Variables: WRCLSHR1 – WRCLSHR4
1–200 (hard range)
0-100 (soft range)

AE11a. Personal expenses for work-related courses
Tuition and fees:
Variables: WRTUITO1 – WRTUITO4
0–10,000 (hard range)
0–3,000 (soft range)

AE11b. Books and materials:
Variables: WRMATLS1 – WRMATLS4
0–1,000 (hard range)
0–500 (soft range)

AH1.   Number of classes that used various types of distance learning technology (ADL section; Distance Learning)

       Variables:
DEVIDCD2
DETVRAD2
DEWWW2
DECOMP2
DEMAIL2
DEPHONE2
DEOTH2

       1-20 (hard range)
1-15 (soft range)

AH2.   Educational activities that used distance education

       Variables:
DECOLL
DEVOCA
DEAPPR
DEWORK

       At least one of AH2 must be "yes" **(Hard check)**

AI1.   Month born
Variable: ADOBMM
Month: 1–12 (hard range)

AI1.   Year born
Variable: ADOBYY
Year: 1906–1991 (hard range)
          1926–1991 (soft range)

AI16.   Number of total hours per week work for pay
Variable: PAYHRS
1–99 (hard range)
1–60 (soft range)

AI17.   Number of months worked for pay
Variable: IBWORKMO
1–12 (hard range)

AI21.   Year last work for pay
Variable: JOBLSTYY
1949–2007 (hard range)
1974–2007 (soft range)
Must be > ADOBYY + 15 **(Hard check)**

AI27. Number of years worked for employer
Variable: CUREMPYR
1–65 (hard range)
1–30 (soft range)
Must be < AGE – 15 **(Hard check)**
If screener age is missing for AEWR respondent, skip hard range check and use a soft range check of 1 to 20.

AI30. Earnings
Variable: EARNAMT/EARNUNT
Per hour: 1–30 (soft range)
Per day: 10–250 (soft range)
Per week: 50–1,500 (soft range)
Per bi-weekly: 100–2,500 (soft range)
Per month: 200–7,500 (soft range)
Per year: 1,000–115,000 (soft range)

AJ2. ZIP code
Variable: STFZIP
Match first three digits to three-digit ZIP code loaded with list-assisted sample from Genesys. **(Soft check)**
Edit will allow respondent to verify their response
Zip code must be 5 characters in length **(Hard check)**

SR/PFI Interview

PA1. Month of child's birth
Variable: CDOBMM
Month: 1 - 12 (hard range)

PA1. Year of child's birth
Variable: CDOBYY
Year: 1986 - 2007 (if current age does not match screener age or birth month is current month, confirm in PA1). The range will be 1986 – 2006 for the field test.

PA3. Relationships of household members to child
Variable: RELATN
If PAR1470 = 1 or 2, then parent's age = > (AGE2006 + 12) **(Soft check)**
If PAR1470 = 5 or 6, then grandparent's age = > (AGE2006 + 24) **(Soft check)**
If PAR1470 = 1, then parent's gender = F **(Hard check)**
If PAR1470 = 2, then parent's gender = M **(Hard check)**
If PAR1470 = 3, then brother's gender = M **(Hard check)**
If PAR1470 = 4, then sister's gender = F **(Hard check)**
If PAR1470 = 5, then grandmother's gender = F **(Hard check)**
If PAR1470 = 6, then grandfather's gender = M **(Hard check)**
If PAR1470 = 7, then aunt's gender = F **(Hard check)**
If PAR1470 = 8, then uncle's gender = M **(Hard check)**
If PAR1470 = 13, then girlfriend's gender = F **(Hard check)**
If PAR1470 = 14, then boyfriend's gender = M **(Hard check)**
For each child, only 1 household member can have PA3 = 1 **(Hard check)**
For each child, only 1 household member can have PA3 = 2 **(Hard check)**

PB6. Number of hours homeschooled child attends school
Variable: HOMSCHR
1 - 30 (hard range)
1 - 20 (soft range)

PB7. Grade or year child is attending (Soft check)
Variable: GRADE
If AGE2006 = 3-4, then grade = 93, 94 95, 96, 14, 15
If AGE2006 = 5, then grade = 93, 94, 95, 96, 1, 14, 15
If AGE2006 = 6, then grade = 93, 94, 95, 96, 1, 2, 14,15
If AGE2006 = 7, then grade = 94, 95, 96, 1, 2, 3, 14, 15
If AGE2006 = 8, then grade = 1, 2, 3, 4, 14, 15
If AGE2006 = 9, then grade = 2, 3, 4, 5, 14, 15
If AGE2006 = 10, then grade = 3, 4, 5, 6, 14, 15
If AGE2006 = 11, then grade = 4, 5, 6, 7, 14, 15
If AGE2006 = 12, then grade = 5, 6, 7, 8, 14, 15
If AGE2006 = 13, then grade = 6, 7, 8, 9, 14, 15
If AGE2006 = 14, then grade = 7, 8, 9, 10, 14, 15
If AGE2006 = 15, then grade = 8, 9, 10, 11, 14, 15
If AGE2006 = 16, then grade = 9, 10, 11, 12, 14, 15
If AGE2006 = 17, then grade = 10, 11, 12, 13, 14, 15
If AGE2006 => 18, then grade = 11, 12, 13, 14, 15

PB8. Grade equivalent **(Soft check)**
Variable: GRADEEQ
If AGE2006 = 3-4, then grade equivalent = 93, 94 95, 96, 14
If AGE2006 = 5, then grade equivalent = 93, 94, 95, 96, 1, 14
If AGE2006 = 6, then grade equivalent = 93, 94, 95, 96, 1, 2, 14
If AGE2006 = 7, then grade equivalent = 94, 95, 96, 1, 2, 3, 14
If AGE2006 = 8, then grade equivalent = 1, 2, 3, 4, 14
If AGE2006 = 9, then grade equivalent = 2, 3, 4, 5, 14
If AGE2006 = 10, then grade equivalent = 3, 4, 5, 6, 14
If AGE2006 = 11, then grade equivalent = 4, 5, 6, 7, 14
If AGE2006 = 12, then grade equivalent = 5, 6, 7, 8, 14
If AGE2006 = 13, then grade equivalent = 6, 7, 8, 9, 14
If AGE2006 = 14, then grade equivalent = 7, 8, 9, 10, 14
If AGE2006 = 15, then grade equivalent = 8, 9, 10, 11, 14
If AGE2006 = 16, then grade equivalent = 9, 10, 11, 12, 14
If AGE2006 = 17, then grade equivalent = 10, 11, 12, 13, 14
If AGE2006 = >18, then grade equivalent = 11, 12, 13, 14

PC3. Number of days child is homeschooled
Variable: HSDAYS
1 – 7, 96 (hard range)
1 – 5, 96 (soft range)

PC4. Hours per week child is homeschooled
Variable: HSHOURS
1 – 80, 96 (hard range)
1 – 40, 96 (soft range)

PC6. Number of times family has gone to meetings of homeschooling association
Variable: HSFREQ
0 – 180 (hard range)
0 – 40 (soft range)

PC8. Homeschooling resources

Variables:
HSCLIBR
HSCHSPUB
HSCEDPUB
HSCORG
HSCCHUR
HSCPUBL
HSCPRIV
HSCREL
HSCNET

All responses to this series cannot be "no." **(Hard check)**

PC13.   Grades for which child homeschooled
Variable: HOMEGRADE
The HOMEGRADE variable should equal the child's corresponding grade in GRADEEQ
(**Hard check**)

PC14.   Most important reason child is being homeschooled.

Variables:
HSSAFETY
HSDISSAT
HSRELIGN
HSDISABL
HSILL
HSSPCLND
HSALT
HSOTHER
HSOTHEOS
HSMOST

Response options for PC15 (HSMOST) must be a previously mentioned response in the
above-mentioned series of questions PC14. **(Hard check)**

PD3.   Number of hours each week child attends center-based program
Variable: CPHRS
1 – 70 (hard range)
1 – 60 (soft range)

PD4.   Number of times parent/guardian has visited center-based program
Variable: CPVISIT
0 – 99 (hard range)
0 – 40 (soft range)

PF1.   Time that child is expected to start kindergarten?
Variable: KPSTART
Age: 3   [Response should be 1, 5-9]
          >= 4   [Response should be 1-9] **(Soft check)**

PF3.   Age of child when first started kindergarten/prefirst grade
Variable: KPAGEYR
Years: 3 – 8 [cannot exceed child's current age] **(Hard check)**

PF3.   Age of child when first started kindergarten/prefirst grade
Variable: KPAGEMO
Months: 0 – 12 (hard range)

PG20.   Lowest grade taught in child's school
Variable: SLOW
Child's GRADE/GRADEEQ must be >= lowest grade in school (SLOW). **(Hard check)**

PG21. Highest grade taught in child's school
Variable: SHIGH
Child's GRADE/GRADEEQ must be <= highest grade in school (SHIGH). (Hard check)
Check that the variable SLOW <= SHIGH.

PG24. Month started at current school
Variable: SMVMTH
1 – 12 (hard range)

PH4. Number of times school contacted family about behavior problems
Variable: SEBEHAVR
0 - 180 (hard range)
0 - 40 (soft range) (Same ranges as for *FSFREQ (PI2)* were used).

PH5. Number of times school contacted family about school work problems
Variable: SESCHWRK
0 - 180 (hard range)
0 - 40 (soft range) (Same ranges as for *FSFREQ, (PI2)* were used).

PH6. Number of times school contacted family about things child did well
Variable: SEDOWELL
0 - 180 (hard range)
0 - 40 (soft range) (Same ranges as for *FSFREQ, (PI2)* were used).

PH10. Grades child repeated
Variable: SEREPGRD/B
Display grades up to current grade or grade equivalent. **(Hard check)**

PI1. Consistency check on frequency of participation in meetings or activities at child's school:

Variables:
FSMTNG
FSPTMTNG
FSATCNFN
FSSPORT
FSVOL
FSCOMMTE
FSCOUNSLR

If any **PI1a–PI1e, PI1g, or PI1h = 1** (attended a general or PTO meeting, conference, class event, committee or volunteered), then PI2 (frequency of participation) must NE 0**. (Hard check)**
NOTE: all except fundraising
(Note: PI1f (FSFUNDRS) is intentionally not included, as they may be done at places other than child's school and PI2, (FSFREQ) says"at child's school")

PI2. Number of times participated in meetings or activities at child's school
Variable: FSFREQ
0 - 99 (hard range)
0 - 40 (soft range)

PM2.   Hours of homework per week
              Variable: FHWKHRS
              1 – 36 (hard range)
              1 – 14 (soft range)

PM13.   Amount household pays for child's tutoring
              Variables: FHTUCOST
              **   FHTUUNIT**

              PER HOUR: 0-20 (hard range)
                                     0-10 (soft range)
              PER DAY: 0-50 (hard range)
                                     0-30 (soft range)
              PER WEEK: 0-200 (hard range)
                                     0-100 (soft range)
              BI-WEEKLY   0-400 (hard range)
                                     0-200 (soft range)
              PER MONTH: 0-800 (hard range)
                                     0-500 (soft range)
              PER YEAR: 0-10000 (hard range)
                                     0-4000 (soft range)

PN1.   Number of books child has
              Variable: HABOOKS
              0 - 200 (hard range)

PN3.   Family member who read to child

              Variables:
              MOTHERFG
              FATHERMG
              SISBRO
              ANOTADLT
              SOMEONEL

              Relationship to child based on household membership: mother/female guardian, father/male
              guardian, brother or sister, another adult in your household or someone else. **(Hard check)**

PN4.   Number of minutes someone in family reads to child each day
              Variable: FORDDAY
              1 – 99 (hard range)
              1 – 45 (soft range)

PN16.   Number of hours child watches television or videos on a typical weekday
              Variable: TVHRWKDY
              1 – 16 **(**hard range**)**
              1 – 10 **(**soft range**)**

PN18. Number of hours child spends watching television or videos on a weekend day
Variable: TVHRWKND
1 – 16 (hard range)
1 – 10 (soft range)

PN20. Television channels or networks child watches at least once a week

Variables:

ABCCBSWB	**NEWSNET**
ANIMPLAN	**NOGGIN**
CARTOONS	**PBSSPRT**
CTNCHRIS	**GALATELE**
DISCOVER	**LEARNCH**
DISNEYCH	**TVLAND**
ESPN	**HISTCHAN**
FAMILYCH	**FOODNET**
MTVVH1	**TVOTHER**
NICKELOD	

Response cannot include "Child watches only videos" if any channels are listed**. (Hard check)**

PQ4. Number of days child was in hospital after birth
Variable: HDHOSP
0 – 120 (hard range)
0 – 30 (soft range)

PR2. Age of child when first moved to US
Variable: CMOVEAGE
Years: 0–20 (hard range)
Cannot be greater than current age **(Hard check)**

PS1. Age first became mother/stepmother/guardian
Variable: MOMNEW
The age reported must be less than or equal to the mother's current age. **(Hard check)**
12–60 (hard range)
15–45 (soft range)

PS14. Hours per week mother usually works for pay
Variable: MOMHOURS
1–99 (hard range)
1–60 (soft range)

PS15. Number of months mother worked for pay in past 12 months
Variable: MOMMTHS
0–12 (hard range)
Cannot equal 0 if mother was employed last week for pay PS12 = 1 or PS13 = 1 **(Hard check)**

PT13. Hours per week father usually works for pay
Variable: DADHOURS
1–99 (hard range)
1–60 (soft range)

PT14. Number of months father worked for pay in past 12 months
Variable: DADMTHS
0–12 (hard range)
Cannot equal 0 if father was employed last week for pay PT11 = 1 or PT12 = 1 **(Hard check)**

PU2. ZIP code
Variable: STFZIP/R
Match first three digits to three-digit ZIP code loaded with list-assisted sample from Genesys.
(Soft check)
Edit will allow respondent to verify their response
Zip code must be 5 characters in length **(Hard check)**

PU4. Number of times child moved in past 3 years
Variable: H3YRMOVE
0 - 12 (hard range)
0 - 6 (soft range)

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Various data integrity edits are run against completed interviews to verify between-item skips and copying of data from one interview to another. These are run on the extract SAS datasets after data preparation editing and during and after imputation to be sure that updates posted to cases have taken into account all variable settings that may be affected by the change. These edits differ from the range and logic edits (Attachment 1) because they are not done during interview administration.

SR/PFI Interviews

1. Confirmation of HHMOMn, HHDADn with MOMTYPEn, DADTYPEn setting:
   If HHMOM1 = 1 then MOMTYPE1 must = 1, 2;
   If HHMOM1 = 2 then MOMTYPE1must = 3, 4, 5;
   If HHMOM1 = 3,4 then all MOMTYPE1 must = -1.

   If HHMOM2 = 1 then MOMTYPE2 must = 1, 2;
   If HHMOM2 = 2 then MOMTYPE2 must = 3, 4, 5;
   If HHMOM2 = 4 then all MOMTYPE2 must = -1.

   If HHDAD1 = 1 then DADTYPE1 must = 1, 2;
   If HHDAD1 = 2 then DADTYPE1 must = 3, 4, 5;
   If HHDAD1 = 3,4 then all DADTYPE1 must = -1.

   If HHDAD2 = 1 then DADTYPE2 must = 1, 2;
   If HHDAD2 = 2 then DADTYPE2 must = 3, 4, 5;
   If HHDAD2 = 4 then all DADTYPE2 must = -1.

2. Confirmation of PATH:

   If 3 <= AGE2006 <=6 and not enrolled in school/homeschooled or GRADE/GRADEEQ = 93 (nursery/preschool/prekindergarten) then PATH must = N (preschool).

   If [GRADE/GRADEEQ = 94, 95, 96, 1, 2, 3, 4, or 5 and (HOMESCHL NE 1 or HOMSCONF NE 1) (not in homeschool)] or [GRADE/GRADEEQ = 14 and 4 <= AGE2006 <= 11 and (HOMESCHL NE1 or HOMSCONF NE 1) (not in homeschool)] then PATH must = E (elementary).

   If [GRADE/GRADEQ = 6, 7, or 8 and (HOMESCHL NE 1 or HOMSCONF NE 1) (not in homeschool)] or [GRADE/GRADEEQ = 14 and AGE2006 = 12 or 13 and (HOMESCHL NE 1 or HOMSCONF NE 1) (not in homeschool)] then PATH must = M (middle school/junior high).

   If [GRADE/GRADEEQ = 9, 10, 11, or 12 and (HOMESCHL NE 1 or HOMSCONF NE 1) (not in homeschool)] or [GRADE/GRADEEQ = 14 and AGE2006 >= 14 and (HOMESCHL NE 1 or HOMSCONF NE 1) (not in homeschool)] then PATH must = S (senior high school)

   If 4 <= AGE2006 <= 18 and (HOMESCHL = 1 and HOMSCONF = 1) (homeschool) and GRADEEQ NE 93 then PATH must = H (home school).

3.   If the respondent to an SR/PFI Interview was the parent, or guardian if there was no parent in the household, of the sampled child and also completed an AEWR Interview, the common items between the SR/PFI and AEWR Interviews must contain identical information ("Adult/Mother/Father" common items).

4.   If the respondent to an SR/PFI Interview also completed an AEWR Interview, then IBSPEAK must = RESPEAK and IBSPEAOS must = RESPEAOS.

5.   If two sampled children in a household have the same respondent, then RESPEAK and RESPEAOS must be equal.

6.   If two sampled children in a household have the same mother/female respondent (MOMNUMn is identical for both or [HHMOM1 = 3 and the children have the same RESPNUM]), the mother items must be identical.

7.   If two sampled children in a household have the same father/male respondent (DADNUMn is identical for both or [HHDAD1 = 3 and the children have the same RESPNUM), the father items must be identical.

8.   CSPARCMT must match for all children in grades K-12 (including homeschoolers) in the same household.

The structural edits are run against completed interviews only. The completion codes (database variables SCRNRSLT for screener completes and MAINRSLT for extended completes) are as follows:

Screener (SCRNRSLT)
        C0   Complete screener with no extended interviews
        C1   Complete screener with SR Interviews(s) only
        C2   Complete screener with PFI Interview(s) only
        C3   Complete screener with SR & PFI Interviews
        C4   Complete screener with AEWR Interview(s) only
        C5   Complete screener with AEWR & PFI Interviews
        C6   Complete screener with AEWR & SR Interviews
        C7   Complete screener with SR & PFI & AEWR Interviews

SR/PFI (MAINRSLT)
        CN Complete SR Interview for a preschooler
        CE Complete SR/PFI Interview for an elementary schooler
        CM Complete PFI Interview for a middle school/junior high youth
        CS Complete PFI Interview for a senior high youth
        CH Complete PFI Interview for a home schooler

AEWR (MAINRSLT)
        CP Complete AEWR Interview; sampled as participant, completed as participant
        CU Complete AEWR Interview; sampled as nonparticipant, completed as nonparticipant
        CX Complete AEWR Interview; sampled as participant, completed as nonparticipant
        CZ Complete AEWR Interview; sampled as nonparticipant, completed as participant

Unlike the Cheshire database, the Blaise database is not hierarchical. Therefore, many of the structural edits previously performed in Cheshire are unnecessary. To facilitate imputation, though, data collected in Blaise arrays will be put into the following "vertical" files:

- **Household** – One record for each household with a completed Screener. Contains Screener and household characteristics data.
- **Person** – One record for each person enumerated in households with completed Screeners.
- **Child** – One record for each completed SR/PFI Interview. Contains non-repeating child-level data.
- **Adult** – One record for each completed AEWR interview. Contains non-repeating adult-level data.
- **Course** – One record for each course listed in section AWR of the AEWR interview and one record for each work-related course sampled. CRSETYPE values of CRSE and WORK differentiate the various course types in the file.

The structural edits were grouped into four categories as described below.

A.   Interview Completeness

These edits confirm the completeness of the database. In other words, if there is a completed interview, all of the appropriate data records associated with that type of interview must exist.

A1.   Every AEWR Interview in which the adult has taken work-related courses in the past 12 months (WRACTY = 1 or WRACTOTH = 1) must have at least one CRSE course record (CRSE records store all of the courses mentioned at AEWR).

A2.   Every AEWR Interview in which the adult has NOT taken work-related courses in the past 12 months (WRACTY not = 1 and WRACTOTH not = 1) must have no CRSE course records.

A3.   Every AEWR Interview in which the adult has taken work-related courses in the past 12 months (WRCOUNT > 0) must have at least one WORK course record (WORK records are only created for sampled courses).

A4.   Every AEWR Interview in which the adult has NOT taken work-related courses in the past 12 months (WRCOUNT <= 0) must have no WORK course records.

A5.   For completed AEWR Interviews in which the respondent was sampled as a participant and completed as a participant (MAINRSLT = CP), the following conditions must be true:
The adult must have been sampled as a participant (SELECTED = AP) AND
the adult must have taken work-related courses of some sort ((CRDEGREE = 1 and (CRWRREA1 = 1 or CRWRREA2 = 1 or CRWRREA3 = 1 or CRWRREA4 = 1)) or (CRVOCDIP = 1 and (VOWRREA1 = 1 or VOWRREA2 = 1 or VOWRREA3 = 1)) or APPRENTI = 1 or WRACTY = 1 or WRACTOTH = 1).

A6.   For completed AEWR Interviews in which the respondent was sampled as a participant and completed as a nonparticipant (MAINRSLT = CX), the following conditions must be true:
The adult must have been sampled as a participant (SELECTED = AP) AND
the adult must not have taken courses of any sort ((CRDEGREE not = 1 or (CRDEGREE = 1 and (CRWRREA1 not = 1 and CRWRREA2 not = 1 and CRWRREA3 not = 1 and CRWRREA4 not = 1))) and (CRVOCDIP not = 1 or (CRVOCDIP = 1 and (VOWRREA1 not = 1 and VOWRREA2 not = 1 and VOWRREA3 not = 1))) and APPRENTI not = 1 and WRACTY not = 1 and WRACTOTH not = 1).

A7.   For completed AEWR Interviews in which the respondent was sampled as a nonparticipant and completed as a participant (MAINRSLT = CZ), the following conditions must be true:
The adult must have been sampled as a nonparticipant (SELECTED = AN) AND
the adult must have taken courses of some sort ((CRDEGREE = 1 and (CRWRREA1 = 1 or CRWRREA2 = 1 or CRWRREA3 = 1 or CRWRREA4 = 1)) or (CRVOCDIP = 1 and (VOWRREA1 = 1 or VOWRREA2 = 1 or VOWRREA3 = 1)) or APPRENTI = 1 or WRACTY = 1 or WRACTOTH = 1).

A8.   For completed AEWR Interviews in which the respondent was sampled as a nonparticipant and completed as a nonparticipant (MAINRSLT = CU), the following conditions must be true:
The adult must have been sampled as a nonparticipant (SELECTED = AN) AND
the adult must not have taken courses of any sort ((CRDEGREE not = 1 or (CRDEGREE = 1 and (CRWRREA1 not = 1 and CRWRREA2 not = 1 and CRWRREA3 not = 1 and CRWRREA4 not =

1))) and (CRVOCDIP not = 1 or (CRVOCDIP = 1 and (VOWRREA1 not = 1 and VOWRREA2 not = 1 and VOWRREA3 not = 1))) and APPRENTI not = 1 and WRACTY not = 1 and WRACTOTH not = 1).

B. Appropriate Person Records

Every completed interview must have the appropriate associated person records. This includes person records for the subject and for the respondent, as well as for the mothers, fathers, and all other household members.

B1. All completed SR/PFI Interviews (MAINRSLT = CN, CE, CM, CS, CH) must have been completed by an enumerated household member and this respondent's sex must match RESPSEX for the child's interview. (There must be a person-level record where PERSNUM = RESPNUM on the child's interview and SEX = RESPSEX on the child's interview).

B2. If MOMNUMn not = -1 then there must be a person-level record where ENUMID = the household ID concatenated with MOMNUMn.[1]

B3. If DADNUMn not = -1 then there must be a person-level record where ENUMID = the household ID concatenated with DADNUMn.

B4. If the SR/PFI Interview respondent is not a parent of the sampled child (RESRELN not = 1, 2, 12, 13 or 14) then there must be a person-level record where ENUMID = the household ID concatenated with the child's RESPNUM and the respondent must be 12 or older (AGE >= 12).

B5. If the SR/PFI Interview respondent is a grandparent of the child (RESRELN = 5, 6) then there must be a person-level record where ENUMID = the household ID concatenated with the child's RESPNUM and the respondent must be 24 or more years older than the child (AGE >= child's AGE2006 + 24).

B6. For every relationship recorded in the SR/PFI Interview, (RELATNn not = -1), there must be a person-level record with ENUMID = the household ID concatenated with n.

B7. If the SR/PFI Interview respondent is the child's mother/female partner of parent (RESRELN = 1, 13 or [RESRELN=12 & RESPSEX = 'F']), then there must be a person-level record with PERSNUM = MOMNUMn.

B8. If the SR/PFI Interview respondent is the child's father/male partner of parent (RESRELN = 2, 14 or [RESRELN=12 & RESPSEX = 'M']), then there must be a person-level record with PERSNUM = DADNUMn.

C. Parent Relationships

Every person defined as a parent must have appropriate records and database values. The parent relationship structural edits check that expected database relationships are correct.

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[1] ENUMID is a unique identifier of a person within a household, and will be used for editing purposes but is not proposed for inclusion on the data file.

C1.   If any mother/female partner of parent relationship is recorded in the SR/PFI Interview (RELATNn = 1, 13 or [RELATNn=12 & person's SEX = 'F']), then there must be a person-level record where PERSNUM = MOMNUMn.

C2.   If any father/male partner of parent relationship is recorded in the SR/PFI Interview (RELATNn = 2,14 or [RELATNn=12 & person's SEX = 'M']), then there must be a person-level record where PERSNUM = DADNUMn.

C3.   If there is a mother or female guardian in the household (HHMOM1 = 1, 2, or 3), then there must be data in the mother characteristics '1' variables. If there is a second mother in the household HHMOM2 = 1, 2) then there must be data in the mother characteristics '2' variables.

C4.   If there is a father or male guardian in the household (HHDAD1 = 1, 2, or 3), then there must be data in the father characteristics '1' variables. If there is a second father in the household HHDAD2 = 1, 2) then there must be data in the father characteristics '2' variables.

C5.   If there is a mother in the household (HHMOMn = 1, 2), then the child-level interview record should represent this in the RELATN cell corresponding to the mother's enumeration number (RELATN[MOMNUMn] = 1,13 or [RELATN[MOMNUMn] = 12 & person's SEX = 'F']).

C6.   If there is a father in the household (HHDADn = 1, 2), then the child-level interview record should represent this in the RELATN cell corresponding to the father's enumeration number (RELATN[DADNUMn] = 2,14 or [RELATN[DADNUMn] = 12 & person's SEX = 'M']).

C7.   If there is a birth mother in the household (not missing MOMNUMn and MOMTYPEn[MOMNUMn] = 1) then there must be a person-level record where ENUMID = the household ID concatenated with MOMNUMn and the mother must be between 12 and 55 years older (inclusive) than the child (AGE <= child's AGE2006 + 55 and AGE >= child's AGE2006 + 12).

C8.   If there is a birth father in the household (not missing DADNUMn and DADTYPEn[DADNUMn] = 1) then there must be a person-level record where ENUMID = the household ID concatenated with DADNUMn and the father must be between 12 and 55 years older (inclusive) than the child (AGE <= child's AGE2006 + 55 and AGE >= child's AGE2006 + 12).

C9.   If there is no mother and father in the household (HHMOM1 not = 1,2 and HHMOM2 not = 1,2 and HHDAD1 not = 1,2 and HHDAD2 not = 1,2) and the respondent is female, but this is NOT a "2 grandparents and grandmother is the respondent" household (NOT(RESRELN=5,6 and GMOMRELA > 0 and GDADRELA > 0), then there must be mother data but no father data. (Note: GMOMRELA and GDADRELA are CATI variables that count the number of grandmothers and grandfathers (respectively) enumerated in the household).

C10.   If there is no mother and father in the household (HHMOM1 not = 1,2 and HHMOM2 not = 1,2 and HHDAD1 not = 1,2 and HHDAD2 not = 1,2) and the respondent is male, but this is NOT a "2 grandparents and grandmother is the respondent" household (NOT(RESRELN=5,6 and GMOMRELA > 0 and GDADRELA > 0), then there must be father data but no mother data. (Note: GMOMRELA and GDADRELA are CATI variables that count the number of grandmothers and grandfathers (respectively) enumerated in the household).

C11.   If there is no mother and no father in the household and there is a grandmother and a grandfather in the household and one of the grandparents is the respondent (HHMOM1=3,4 and HHDAD1=3,4 and RESRELN=5,6 and GMOMRELA > 0 and GDADRELA > 0), then there must be mother data and father data (these records will contain info about the grandparents).

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Appendix J

Comparison of SR, PFI, and AEWR Estimates
Using Unadjusted Base Weights with CPS Estimates

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Table J-1. **Percentage distribution for age of subjects of interviews: SR-NHES:2007, PFI-NHES:2007, AEWR-NHES:2007 (unadjusted base weights), and CPS:2005 (final weights)**

Age category	SR-NHES:2007, PFI-NHES:2007 and AEWR-NHES:2007[1]		CPS:2005	
	Percent	s.e.	Percent	s.e.
3 – 5 years	6	0.1	4	0.1
6 – 9 years	8	0.2	6	0.1
10 – 15 years	13	0.3	9	0.1
16 – 19 years	6	0.2	6	0.1
20 – 29 years	6	0.3	14	0.1
30 – 39 years	10	0.5	14	0.1
40 – 49 years	15	0.6	16	0.1
50 – 59 years	14	0.4	14	0.1
60 or more years	23	0.5	17	0.1

[1] Estimates of children age 3 through 6 and not yet enrolled in kindergarten were obtained from the School Readiness (SR) Survey. Estimates of children/youth age 3 through 20 and enrolled in kindergarten through grade 12 were obtained from the Parent and Family Involvement in Education (PFI) Survey. Estimates of adults age 16 and older, not enrolled in grade 12 or below, and not on activity duty in the U.S. Armed Forces were obtained from the Adult Education for Work-Related Reasons (AEWR) Survey. Parent respondents to the SR and PFI Surveys are not included in calculations for adult estimates.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program (NHES), 2007; Parent and Family Involvement in Education Survey of the NHES, 2007; and Adult Education for Work-related Reasons Survey of the NHES, 2007. U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-2A. **Percentage distribution of children ages 3 through 20 not enrolled in school or enrolled in kindergarten through grade 12: SR-NHES:2007 and PFI-NHES:2007 (unadjusted base weights)**

Child's age	Number of children (thousands)	U	N	K	1	2	3	4	5	6	7	8	9	10	11	12
NHES:2007																
3	171	41	57	2												
4	959	16	78	6												
5	1,124	3	13	79	5											
6	1,032			14	81	5										
7	1,012				16	78	6	1								
8	1,143				1	20	77	2								
9	1,004						13	80	7							
10	1,099						1	18	76	5						
11	1,199							1	18	74	6	1				
12	1,119								1	19	74	6				
13	1,213									2	18	74	6			
14	1,201										3	20	71	6		
15	1,177											1	21	72	6	
16	1,159												2	19	73	6
17	1,231													2	21	77
18	1,103														6	94
19	229														7	93
20	25															100

NOTE: For the National Household Education Surveys Program (NHES), kindergarten (K) includes grades classified as kindergarten, transitional kindergarten, and prefirst grade, preschool (N) includes grades classified as nursery, preschool, prekindergarten and Head Start, and ungraded (U) represents situations in which parents report that their children are not assigned to a specific grade. Age in the NHES:2007 was recalculated to match the Current Population Survey definition of the child's age as of September 30. Homeschoolers are excluded from the NHES estimates. Because of rounding, percentages may not add to 100. Blank cells in the table represent estimates that round to zero.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness (SR) Survey of the National Household Education Surveys Program (NHES), 2007; Parent and Family Involvement in Education Survey of the NHES, 2007.

Table J-2B. **Standard errors of the percentage distribution of children ages 3 through 20 not enrolled in school or enrolled in kindergarten through grade 12: SR-NHES:2007 and PFI-NHES:2007 (unadjusted base weights)**

Child's age	Number of children (thousands)	U	N	K	1	2	3	4	5	6	7	8	9	10	11	12
NHES:2007																
3	38	1.6	1.7	0.9												
4	48	1.2	1.5	0.9												
5	45	0.7	1.4	1.8	1.4											
6	53			1.6	1.8	1.0										
7	47				1.6	1.8	1.0	0.5								
8	51				0.3	2.1	2.1	0.6								
9	55						1.9	2.1	1.2							
10	44						0.3	1.8	2.0	0.9						
11	53							0.5	1.7	1.8	0.9	0.3				
12	48								0.4	1.9	2.1	1.3				
13	47									0.6	1.6	2.1	1.0			
14	53										0.8	1.6	2.0	1.0		
15	50											0.6	1.6	1.7	0.9	
16	50												0.7	1.7	2.0	0.8
17	25													0.5	1.8	1.8
18	7														2.2	2.2
19	3														7.1	7.1
20	38															

NOTE: For the National Household Education Surveys Program (NHES), kindergarten (K) includes grades classified as kindergarten, transitional kindergarten, and prefirst grade, preschool (N) includes grades classified as nursery, preschool, prekindergarten and Head Start, and ungraded (U) represents situations in which parents report that their children are not assigned to a specific grade. Standard errors increase for children who are 18, 19, and 20 years old. This is because there are small numbers of those children in the grade categories shown above. Blank cells in the table represent estimates that round to zero.

SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness (SR) Survey of the National Household Education Surveys Program (NHES), 2007; Parent and Family Involvement in Education Survey of the NHES, 2007.

Table J-2C. Percentage distribution of children ages 3 through 20 not enrolled in school or enrolled in kindergarten through grade 12: CPS:2005 (final weights)

Child's age	Number of children (thousands)	U	N	K	1	2	3	4	5	6	7	8	9	10	11	12
CPS:2005																
3	4,151	59	40	2												
4	4,028	34	59	7												
5	3,955	7	13	74	6	1										
6	3,889	3	2	16	73	6	1									
7	3,875			1	21	72	5	1								
8	3,904				3	19	71	6	1							
9	3,849				4	2	20	67	5	1						
10	4,005					1	3	20	70	5	1					
11	3,979						1	3	22	67	6	1				
12	3,993							1	2	24	65	6	2			
13	4,331								1	4	24	65	6			
14	4,175									1	3	24	67	5		
15	4,184										1	3	22	66	7	1
16	4,443												5	27	62	6
17	3,864												1	5	29	65
18	1,137												1	2	14	82
19	246										2		3	8	18	70
20	77												9		32	59

NOTE: For the National Household Education Surveys Program (NHES), kindergarten (K) includes grades classified as kindergarten, transitional kindergarten, and prefirst grade, preschool (N) includes grades classified as nursery, preschool, prekindergarten, and Head Start, and ungraded (U) represents situations in which parents report that their children are not assigned to a specific grade. Homeschoolers are included in the Current Population Survey estimates. Because of rounding, percentages may not add to 100. Blank cells in the table represent estimates that round to zero.
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-2D. Standard errors of the percentage distribution of children ages 3 through 20 not enrolled in school or enrolled in kindergarten through grade 12: CPS:2005 (final weights)

Child's age	Number of children (thousands)	U	N	K	1	2	3	4	5	6	7	8	9	10	11	12
CPS:2005																
3	4,151	1.3	1.3	0.3												
4	4,028	1.3	1.3	0.7												
5	3,955	0.7	0.9	1.2	0.7	0.3										
6	3,889	0.4	0.4	1.0	1.2	0.7	0.3									
7	3,875			0.3	1.1	1.2	0.6	0.3								
8	3,904				0.5	1.1	1.3	0.6	0.3							
9	3,849				0.5	0.4	1.1	1.3	0.6	0.3						
10	4,005					0.2	0.5	1.1	1.3	0.6	0.3					
11	3,979						0.2	0.5	1.1	1.3	0.7	0.3				
12	3,993							0.3	0.4	1.2	1.3	0.6	0.3			
13	4,331								0.3	0.5	1.1	1.2	0.6			
14	4,175									0.3	0.5	1.1	1.3	0.6		
15	4,184										0.2	0.5	1.1	1.3	0.7	0.2
16	4,443												0.5	1.1	1.3	0.6
17	3,864												0.3	0.6	1.3	1.3
18	1,137												0.5	0.8	1.8	2.0
19	246										1.5		1.8	3.0	4.2	5.1
20	77												5.7		9.2	9.7

NOTE: For the National Household Education Surveys Program (NHES), kindergarten (K) includes grades classified as kindergarten, transitional kindergarten, and prefirst grade, preschool (N) includes grades classified as nursery, preschool, prekindergarten and Head Start, and ungraded (U) represents situations in which parents report that their children are not assigned to a specific grade. Blank cells in the table represent estimates that round to zero.
SOURCE: U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-3. Number of children in kindergarten through grade 12, by school type and by student grade level: PFI-NHES:2007 (unadjusted base weights) and CPS:2005 (final weights)

School type and grade	PFI-NHES:2007 Number (thousands)	s.e. (thousands)	CPS:2005 Number (thousands)	s.e. (thousands)
Total number of children in kindergarten through 12th grade	14,883	0	53,328	330
School type[1]				
Public	12,510	150	48,018	320
Private	1,881	64	5,309	124
Homeschooled	493	35		
Student grade level				
K	1,050	42	3,912	107
1	1,061	49	4,146	110
2	1,145	53	3,928	107
3	990	49	3,925	107
4	1,132	58	3,860	106
5	1,201	60	4,058	109
6	1,147	50	4,064	109
7	1,217	51	4,154	110
8	1,221	51	4,251	111
9	1,178	48	4,283	112
10	1,152	45	4,376	113
11	1,220	53	4,427	113
12	1,168	52	3,942	107

[1] Current Population Survey did not identify homeschoolers.
NOTE: s.e. is standard error. Because of rounding, details may not add to totals.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program, 2007; and U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-4. Number and percentage of children in kindergarten through grade 12 enrolled in public and private schools: PFI-NHES:2007 (unadjusted base weights) and CPS:2005 (final weights)

| | School type | | | | | |
| | Public | | | Private | | |
Child's current grade	Number (thousands)	Percent	s.e.	Number (thousands)	Percent	s.e.
PFI-NHES:2007						
K	813	77	1.7	199	19	1.6
1	844	80	2.0	163	15	1.7
2	948	83	1.9	152	13	1.7
3	825	83	2.0	132	13	1.7
4	974	86	1.9	115	10	1.5
5	1,015	85	2.0	158	13	1.8
6	970	85	1.7	127	11	1.3
7	1,032	85	1.6	147	12	1.4
8	1,035	85	1.8	157	13	1.4
9	1,006	85	1.5	134	11	1.3
10	996	86	1.2	129	11	1.1
11	1,031	85	1.6	149	12	1.5
12	1,020	87	1.2	119	10	1.2
CPS:2005						
K	3,349	86	1.0	563	14	1.0
1	3,663	88	0.9	483	12	0.9
2	3,490	89	0.9	438	11	0.9
3	3,555	91	0.8	370	9	0.8
4	3,475	90	0.8	385	10	0.8
5	3,619	89	0.8	439	11	0.8
6	3,651	90	0.8	413	10	0.8
7	3,738	90	0.8	416	10	0.8
8	3,836	90	0.8	415	10	0.8
9	3,906	91	0.7	377	9	0.7
10	4,061	93	0.7	315	7	0.7
11	4,016	91	0.8	411	9	0.8
12	3,659	93	0.7	284	7	0.7

NOTE: s.e. is standard error. For the National Household Education Surveys Program: 2007, kindergarten (K) includes grades reported as kindergarten, transitional kindergarten, and prefirst grade. NHES:2007 estimates excluded children who are homeschooled. Current Population Survey did not identify homeschoolers.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program, 2003; and U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-5. **Percentage distribution of children in ages 3 through 6 and not enrolled in school, by household income: SR-NHES:2007 (unadjusted base weights) and CPS:2005 (final weights)**

Household income	SR-NHES:2007		CPS:2005	
	Percent	s.e.	Percent	s.e.
$5,000 or less..	2	0.3	4	0.4
$5,001 to $10,000...	2	0.3	6	0.5
$10,001 to $15,000.......................................	4	0.4	5	0.4
$15,001 to $20,000.......................................	3	0.4	7	0.5
$20,001 to $25,000.......................................	5	0.5	6	0.5
$25,001 to $30,000.......................................	5	0.6	6	0.5
$30,001 to $35,000.......................................	4	0.4	5	0.5
$35,001 to $40,000.......................................	5	0.6	9	0.6
$40,001 to $50,000.......................................	8	0.6	5	0.5
$50,001 to $60,000.......................................	10	0.7	9	0.6
$60,001 to $75,000.......................................	14	0.7	11	0.6
Over $75,000..	40	1.0	26	0.9

NOTE: s.e. is standard error. Current Population Survey estimates exclude cases with missing income data. Because of rounding, percentages may not add to 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program, 2007; and U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-6. Number and percentage distribution of children ages 3 through 6 and not enrolled in school, by household income and race/ethnicity: SR-NHES:2007 (unadjusted base weights) and CPS:2005 (final weights)

| | Number of children (thousands) | Household income | | | | | | | |
| | | Less than $15,000 | | $15,001 to $30,000 | | $30,001 to $50,000 | | More than $50,000 | |
Race/ethnicity		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
SR-NHES:2007									
White, non-Hispanic	1,490	3	0.5	8	0.9	15	1.1	74	1.3
Black, non-Hispanic	146	19	2.9	17	3.0	20	2.6	45	3.9
Hispanic	459	19	1.8	25	2.2	21	2.2	36	2.2
Other	230	6	1.4	10	2.6	19	3.0	64	3.3
CPS:2005									
White, non-Hispanic	4,882	8	0.7	11	0.8	21	1.1	60	1.3
Black, non-Hispanic	1,323	34	2.5	22	2.2	20	2.1	23	2.2
Hispanic	1,924	20	1.7	32	2.0	22	1.8	26	1.9
Other	629	12	2.5	17	2.8	18	2.9	53	3.8

NOTE: s.e. is standard error. Current Population Survey percentage estimates exclude cases with missing income data. Because of rounding, percentages may not add to 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, School Readiness Survey of the National Household Education Surveys Program, 2007; and U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-7. Percentage distribution of children in kindergarten through grade 12, by household income: PFI-NHES:2007 (unadjusted base weights) and CPS:2005 (final weights)

| Household income | PFI-NHES:2007 | | CPS:2005 | |
	Percent	s.e.	Percent	s.e.
$5,000 or less	1	0.1	3	0.1
$5,001 to $10,000	2	0.2	5	0.2
$10,001 to $15,000	3	0.2	4	0.2
$15,001 to $20,000	3	0.2	6	0.2
$20,001 to $25,000	4	0.3	6	0.2
$25,001 to $30,000	4	0.2	6	0.2
$30,001 to $35,000	4	0.2	5	0.2
$35,001 to $40,000	4	0.2	9	0.2
$40,001 to $50,000	8	0.3	4	0.2
$50,001 to $60,000	9	0.3	9	0.2
$60,001 to $75,000	13	0.4	11	0.3
Over $75,000	44	0.6	30	0.4

NOTE: s.e. is standard error. Current Population Survey estimates exclude cases with missing income data. Because of rounding, percentages may not add to 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program, 2007; and U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-8. **Number and percentage distribution of children in kindergarten through grade 12, by household income and race/ethnicity: PFI-NHES:2007 (unadjusted base weights) and CPS:2005 (final weights)**

Race/ethnicity	Number of children (thousands)	Household income							
		Less than $15,000		$15,001 to $30,000		$30,001 to $50,000		More than $50,000	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
PFI-NHES:2007									
White, non-Hispanic	10,088	3	0.2	7	0.4	14	0.5	75	0.6
Black, non-Hispanic	1,210	16	1.5	21	1.4	21	1.5	41	1.6
Hispanic	2,377	15	1.1	24	1.4	23	1.3	37	1.6
Other	1,208	7	1.4	11	1.1	16	1.6	66	1.9
CPS:2005									
White, non-Hispanic	31,689	6	0.3	10	0.3	19	0.4	64	0.5
Black, non-Hispanic	7,919	31	1.0	23	0.9	20	0.9	26	0.9
Hispanic	9,955	20	0.7	27	0.8	24	0.8	29	0.8
Other	3,765	11	1.0	15	1.1	20	1.3	53	1.6

NOTE: s.e. is standard error. Current Population Survey percentage estimates exclude cases with missing income data. Because of rounding, percentages may not add to 100.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program, 2003; and U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-9. **Number and percentage of children enrolled in kindergarten through grade 12 in public and private schools, by race/ethnicity: PFI-NHES:2007 (unadjusted base weights) and CPS:2005 (final weights)**

Race/ethnicity	PFI-NHES:2007					CPS:2005				
	Number of children (thousands)	Public		Private		Number of children (thousands)	Public		Private	
		Percent	s.e.	Percent	s.e.		Percent	s.e.	Percent	s.e.
White, non-Hispanic	10,088	82	0.7	15	0.5	31,689	87	0.3	13	0.3
Black, non-Hispanic	1,210	90	1.1	9	1.0	7,919	94	0.5	6	0.5
Hispanic............................	2,377	91	0.7	7	0.6	9,955	95	0.4	5	0.4
Other.................................	1,208	86	1.3	11	1.2	3,765	91	0.8	9	0.8

NOTE: s.e. is standard error. Percentages include only those students for whom public/private enrollment was reported, that is, children whose parents indicated they were enrolled in school.
SOURCE: U.S. Department of Education, National Center for Education Statistics, Parent and Family Involvement in Education Survey of the National Household Education Surveys Program, 2007; and U.S. Department of Commerce, Bureau of the Census, Current Population Survey, October 2005.

Table J-10. **Percentage distribution of the adult population, by sex and age: AEWR-NHES:2007 (unadjusted base weights) and CPS:2006 (final weights)**

| Age | AEWR-NHES:2007 | | | | CPS:2006 | | | |
| | Male | | Female | | Male | | Female | |
	Estimate	s.e.	Estimate	s.e.	Estimate	s.e.	Estimate	s.e.
Total number of adults[1] (thousands)	16,015	397	21,419	489	104,359	345	112,468	335
16 to 24 years	3	0.2	3	0.3	6	0.1	6	0.1
25 to 34 years	5	0.4	6	0.5	9	0.1	9	0.1
35 to 44 years	7	0.4	10	0.6	10	0.1	10	0.1
45 to 54 years	10	0.5	13	0.7	10	0.1	10	0.1
55 years and older	18	0.5	25	0.6	14	0.1	17	0.1

† Not applicable.

[1] Includes civilian, noninstitutionalized adults, age 16 or older, not enrolled in elementary or secondary school, and not on active duty in the U.S. Armed Forces at the time of the interview.

NOTE: The percentages provided in this table are cell percentages. That is, for each data set, these percentages sum to 100 across all age-sex cells. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education for Work-Related Reasons Survey of the National Household Education Surveys Program, 2007. U.S. Department of Commerce, Bureau of the Census, Current Population Survey, March 2006.

Table J-11. **Percentage distribution of the adult population, by highest educational attainment and race/ethnicity: AEWR-NHES:2007 (unadjusted base weights) and CPS:2006 (final weights)**

| Race/ethnicity | Number of adults (thousands) | Highest educational attainment | | | | | | | |
| | | Less than high school | | High school diploma | | Associate's or some college | | Bachelor's or higher | |
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
AEWR-NHES:2007									
Total adults[1]	37,434	9	0.7	30	0.8	27	0.6	34	0.9
White, non-Hispanic	29,622	7	0.7	30	0.9	26	0.8	37	1.0
Black, non-Hispanic	2,344	17	2.3	30	2.5	33	2.4	21	2.0
Hispanic	2,955	29	3.1	34	2.8	23	2.3	14	1.6
All other races	2,514	10	1.9	21	2.6	32	2.7	38	2.8
CPS:2006									
Total adults (thousands)	216,827	15	0.1	32	0.2	28	0.2	26	0.2
White, non-Hispanic	151,076	10	0.1	32	0.2	29	0.2	29	0.2
Black, non-Hispanic	24,322	19	0.4	36	0.5	28	0.5	17	0.4
Hispanic	27,980	40	0.5	29	0.5	20	0.4	11	0.3
All other races	13,449	13	0.5	24	0.6	25	0.6	38	0.7

† Not applicable.

[1] Includes civilian, noninstitutionalized adults, age 16 or older, not enrolled in elementary or secondary school, and not on active duty in the U.S. Armed Forces at the time of the interview.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education for Work-Related Reasons Survey of the National Household Education Surveys Program, 2007. U.S. Department of Commerce, Bureau of the Census, Current Population Survey, March 2006.

Appendix K

NHES:2007 Parent and Family Involvement in
Education Survey
Reinterview

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NHES:2007 Parent and Family Involvement in Education Survey Reinterview

RIN—Reinterview "In" Administrative Block

> **Copy the following variables from the completed PFI interview to the PFI Reinterview "In" (RIN)administrative block:**
>
> **MAINRSLT (PFI interview result code)**
> **Child's first name**
> **PFI respondent (MKR) first name**
> **AGE2006 (age on Dec 31, 2006)**
> **SEX (child's sex)**
> **ALLGRADE (grade/grade equivalent)**
> **SPUBLIC (public/private school)**
> **SCHOICE (chosen or assigned)**
> **SCHLID (school ID number)**
> **FHGETTUT (free tutoring)**
> **FHOTHTUT (other tutoring)**

RPI1100.   Hello, may I please speak with (NAME OF RESPONDENT WHO COMPLETED THE SAMPLED PFI INTERVIEW)?

(Hello,) This is (NAME). A few weeks ago, someone from our staff conducted an interview with you about (CHILD) for the U.S. Department of Education. I'd like to ask <u>just a few</u> of the questions from that interview again, for quality control purposes. These questions usually take less than 5 minutes.

CONTINUE... 1

SCHOOL CHOICE

RPI1120.   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.]

SPUBCHO2   YES 1
                         NO 2
                         REFUSED .... -7
                         DON'T KNOW .... -8

RPI1140.   Did you consider other schools for (CHILD)?

SCONSID2   YES 1
                                 NO 2
                                 REFUSED .... -7
                                 DON'T KNOW .... -8

<div style="border:1px solid black; text-align:center;">

RPI1160.

**If RIN.SPUBLIC = 2 (private school)
OR RIN.SCHOICE = 2, 3, go to
RPI1180.
If RIN.SCHOICE = 1 (assigned school)
AND RPI1140 = 2, -7, -8, go to
RPI1300.
Else go to RPI1180.**

</div>

RPI1180.   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?

SPERFOR2   YES 1
                                 NO 2
                                 REFUSED .... -7
                                 DON'T KNOW .... -8

RPI1200.   Did you talk with other parents about the schools their children attend?

STLKPAR2   YES 1
                                 NO 2
                                 REFUSED .... -7
                                 DON'T KNOW .... -8

RPI1220.   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?]

S1STCHO2   YES 1
                                 NO 2
                                 REFUSED .... -7
                                 DON'T KNOW .... -8

RPI1240 –
RPI1260.   What was the main reason you chose the school that (CHILD) attends?

RPI1240.   ACADEMIC PERFORMANCE/TEST SCORES... 1
SREASN2   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
RPI1260.   OTHER 91
SREASOS2

                                SPECIFY _____
                               REFUSED .... -7
                               DON'T KNOW .... -8

+--+
| **RPI1280.** |
| |
| **If RIN.SPUBLIC = 1 (public school),** |
| **go to RPI1300. Else go to RPI1320.** |
+--+

RPI1300.   Did you move to your current neighborhood so that (CHILD) would be eligible to go to
               (his/her) current school?

SNEIGHB2   YES 1
                               NO   2
                               REFUSED .... -7
                               DON'T KNOW .... -8

SCHOOL CHILD ATTENDS

RPI1320.   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?
               [PULL UP LOOKUP FILE.]
               Please tell me the name of the school (he/she) goes to.
               [FIND SCHOOL IN LOOKUP FILE. IF SCHOOL NAME NOT FOUND, ENTER NF AND
               GO TO RPI1320.]
               [IF NEEDED: Probe for school location, address, city and state]

SCHLID2
                               SCHOOL NAME...   (GO TO RPI1440)
                               NOT FOUND .... NF   (GO TO PRI1340)
                               REFUSED .... -7   (GO TO RPI1440)
                               DON'T KNOW .... -8   (GO TO RPI1440)

RPI1340.   I'm not finding that school, so I'll type in the information. You said that was [NAME OF SCHOOL]? _____

SCHLNAM2   ENTER SCHOOL NAME_____

RPI1350.   What is the street address?

SCHLSTR2   ENTER STREET ADDRESS_____

RPI1360.   And the city and state?

SCHLCIT2   ENTER CITY_____

RPI1370.

SCHLSTA2   ENTER STATE_____

> **RPI1380.**
>
> **If RIN.SCHLID > 0 and SCHLID2 > 0 and SCHLID NE SCHLID2 (school ID numbers assigned in both original and reinterview but they do not match), then go to RPI1400. Else go to PRI1420.**

RPI1400.   Has (CHILD) been attending the same school since the beginning of (RIN.ALLGRADE), or has (he/she) changed schools?

SCHLCHG   SAME SCHOOL .... 1 (GO TO RPI1440)
CHANGED SCHOOL .... 2 (GO TO RPI1420)
REFUSED .... -7 (GO TO RPI1440)
DON'T KNOW .... -8 (GO TO RPI1440)

RPI1420.   In what month did (he/she) change schools?

SCCHGMO   MONTH (1-12)...|_|_|
REFUSED .... -7
DON'T KNOW .... -8

K-4

TUTORING

RPI1440.   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?

FHSCHTU2

YES .... 1 (GO TO RPI1460)
NO .... 2 (GO TO RPI1480)
REFUSED .... -7 (GO TO RPI1480)
DON'T KNOW .... -8 (GO TO RPI1480)

RPI1460.   During this school year, has (CHILD) <u>received</u> free tutoring outside of regular school hours by a provider approved by your state or district?

FHGETTU2

YES .... 1 (GO TO RPI1480)
NO .... 2 (GO TO RPI1500)
REFUSED .... -7 (GO TO RPI1500)
DON'T KNOW .... -8 (GO TO RPI1500)

RPI1480.   Overall, how satisfied are you with the tutoring services that (CHILD) received? Are you…

FHTUTSA2

Very satisfied 1
Somewhat satisfied 2
Somewhat dissatisfied... 3
Very dissatisfied 4
REFUSED .... -7
DON'T KNOW .... -8

RPI1500.   During this school year, has (CHILD) received any other tutoring?

FHOTHTU2

YES .... 1 (GO TO RPI1520)
NO .... 2 (GO TO RPI1600)
REFUSED .... -7 (GO TO RPI1600)
DON'T KNOW .... -8 (GO TO RPI1600)

RPI1520.   Overall, how satisfied are you with those tutoring services? Are you…

FHPDTSA2

Very satisfied 1
Somewhat satisfied 2
Somewhat dissatisfied... 3
Very dissatisfied 4
REFUSED .... -7
DON'T KNOW .... -8

RPI1540 -
RPI1580.   How much does your household pay for (CHILD)'s tutoring, not counting any money that you may receive from others to help pay for tutoring or extra academic help?

[IF NOTHING, ENTER ZERO.]

RPI1540.
FHTUCOS2   AMOUNT $|___|___|___|___|___|.|___|___|
RPI1560.
FHTUUNI2   UNIT: ....

PER HOUR.. 1
PER DAY 2
PER WEEK.. 3
BI-WEEKLY 4
PER MONTH.. 5
PER YEAR 6
RPI1580.   OTHER 91
FHTUNOS2

SPECIFY_____

RPI1600.

If (RIN.FHGETTUT = no and FHGETTU2 = yes) OR (RIN.FHOTHTUT = no and FHOTHTU2 = yes) go to RPI1620.

Else if (RIN.FHGETTUT = yes and FHGETTU2 = no) OR (RIN.FHOTHTUT = yes and FHOTHTU2 = no) go to RPI1640.

Else go to RPI1680.

RPI1620.   When did (CHILD) start receiving the tutoring? Was it….

WHENTUT2   before (MAINDATE OF PFI) or .... 1 (GO TO RPI1680)
since (MAINDATE OF PFI)? .... 2 (GO TO RPI1680)
REFUSED .... -7 (GO TO RPI1680)
DON'T KNOW .... -8 (GO TO RPI1680)

RPI1640.   Has (CHILD) recently stopped receiving any tutoring?

STOPTU2   YES .... 1 (GO TO RPI1660)
NO .... 2 (GO TO RPI1680)
REFUSED .... -7 (GO TO RPI1680)
DON'T KNOW .... -8 (GO TO RPI1680)

RPI1660.   What was the main reason that (CHILD) recently stopped receiving any tutoring?

RNSTPTU2   SPECIFY _____
                           REFUSED .... -7 (GO TO RPI1660)
                           DON'T KNOW .... -8 (GO TO RPI1660)

FAMILY INVOLVEMENT IN SCHOOL

RPI1680.   Now let's talk about your family's involvement with (CHILD)'s school.

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

FPMTGWK2   Always, ... 1
                           Sometimes, or 2
                           Never? 3
                           REFUSED .... -7
                           DON'T KNOW .... -8

RPI1700.   When you disagree with (CHILD)'s school, do you ever contact (his/her) school or
               teacher?

FPTALK2   YES 1
                           NO 2
                           DON'T EVER DISAGREE 3
                           REFUSED .... -7
                           DON'T KNOW .... -8

TELEVISION VIEWING

+---+
| **RPI1720.** |
| **If (grade/grade equivalent = 94, 95, 96, 1, 2), go to RPI1720.** |
| **ELSE, go to RPI1860.** |
+---+

RPI1720.   Now let's talk about (CHILD)'s television viewing. Thinking about a typical weekday for
               your family, how much time would you say (CHILD) spends watching television or videos
               on a typical weekday, either in your home or elsewhere?

TVHRWKD2   NUMBER GIVEN... 1 (GO TO RPI1740)
               CHILD DOES NOT WATCH TV OR VIDEOS
                   ON WEEKDAYS... 2 (GO TO RPI1760)
               CHILD DOES NOT EVER WATCH TV OR VIDEOS .... 3 (GO TO RPI1860)
               REFUSED.. -7 (GO TO RPI1760)
               DON'T KNOW .... -8 (GO TO RPI1760)

RPI1740.
TVWDYNU2   [ENTER HOURS]

|___|___|
   HOURS

RPI1760.   Thinking about a typical day in the <u>weekend</u> for your family, how much time would you
           say (CHILD) spends watching television or videos on a typical day in the <u>weeken</u>d, either
           in your home or elsewhere?

TVHRWKD2   NUMBER GIVEN... 1 (GO TO RPI1780)
           CHILD DOES NOT WATCH TV OR VIDEOS
              ON WEEKENDS... 2 (GO TO BOX RPI1800)
           REFUSED... -7 (GO TO BOX RPI1800)
           DON'T KNOW .... -8 (GO TO BOX RPI1800)

RPI1780.

TVWKDNU2   [ENTER HOURS]

|___|___|
   HOURS

+--+
| **RPI1800.** |
| **If RPI1740 >= 1 or RPI1780 >= 1 go to RPI1820.** |
| **Else, go to RPI1860.** |
+--+

RPI1820. 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 17 RESPONSES CAN BE GIVEN]

TVCHNL2
ABC, CBS, NBC, FOX, UPN, WB .... 10 (GO TO RPI1860)
ANIMAL PLANET .... 11 (GO TO RPI1860)
BOOMERANG/ CARTOON NETWORK/ NICKTOONS................. 12 (GO TO RPI1860)
CTN (CHRISTIAN/CORNERSTONE) .... 13 (GO TO RPI1860)
DISCOVERY CHANNEL/KIDS.. 14 (GO TO RPI1860)
DISNEY CHANNEL .... 15 (GO TO RPI1860)
ESPN .... 16 (GO TO RPI1860)
FAMILY CHANNEL .... 17 (GO TO RPI1860)
MTV/ VH-1 .... 18 (GO TO RPI1860)
NICKELODEON/NICK-AT-NITE .... 19 (GO TO RPI1860)
NEWS NETWORK (E.G. CNN, CNBC, MSNBC, FOX NEWS) ..... 20 (GO TO RPI1860)
NOGGIN .... 21 (GO TO RPI1860)
PBS/ PBS SPROUT/PBS KIDS .... 22 (GO TO RPI1860)
GALAVISION/ TELEMUNDO/ UNIVISION.................................... 23 (GO TO RPI1860)
THE LEARNING CHANNEL (TLC) .... 24 (GO TO RPI1860)
TV LAND... 25 (GO TO RPI1860)

PHA1840. OTHER .... 91 (GO TO RPI1840)
TVCHNOS2   SPECIFY _____
CHILD ONLY WATCHES VIDEOS, NOT TV .... 26 (GO TO RPI1860)
REFUSED.. -7 (GO TO RPI1860)
DON'T KNOW .... -8 (GO TO RPI1860)

CLOSING

RPI1860. Those are all the questions I have. Again, thank you for participating in our study.

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