APPENDIX B

Extant Data Sources for Comparison of NHES Topics

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EARLY CHILDHOOD PROGRAM PARTICIPATION

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TITLE

Child Care Policy Research Consortium

PURPOSE

The study is meant to increase and strengthen capacity for research on critical child care issues affecting welfare recipients and low-income working families.

SPONSORSHIP

The Child Care Policy Research Consortium is an alliance of Child Care Research Partnerships sponsored by the Child Care Bureau in the Administration on Children, Youth, and Families (ACYF), U.S. Department of Health and Human Services. Partnerships include state child care agencies, university research teams, national, state, and local child care resource and referral networks, providers and parents, professional organizations, and businesses.

DESIGN

Although the Consortium focuses on low-income child care markets in the states of Maryland, Illinois, New Jersey, Oregon, California, and Florida, each project has its own research design. "A Study of Child-Care Subsidy Duration," for example, includes Florida, Illinois, Maryland, Massachusetts, and Oregon as participating states. Its design requires state records each month for a large number of children, ranging from approximately 20,000 in Oregon to nearly 100,000 in Florida. "NCCP Child Care Research Partnership" works with the states of Maryland, Illinois, and New Jersey to analyze statewide databases of families using child care vouchers and regulated child care programs in the three states.

PERIODICITY

The first wave of three research partnerships was initiated in 1995 and concluded in 1998. The second wave of five partnerships is in the field, and is projected to be completed in 2001.

CONTENT

The Consortium membership organizations conduct the following individual projects:

How is Welfare Reform Influencing Child Care Supply and Parental Choices? This study primarily looks at the ways in which welfare reform in three states, California, Florida, and Connecticut, affects child care availability, quality, and parental selection. Children's early learning and development are used as outcome measures

National Center on Children in Poverty (NCCP) Child Care Research Partnership. This project focuses on the availability and distribution of subsidized care for low-income families and the interrelationships between child care and welfare policies, child care services, children's development, and parental outcomes.

Neighborhoods, Parent Involvement and Child Outcomes for Low-Income Families. This study investigates how neighborhood characteristics are related to supply and demand for child care, quality of child care available, parent involvement and advocacy, and the use of child care subsidies.

Oregon Child Care Policy Research Project. This project focuses on three areas: consumer behavior, community and state needs assessment, and welfare reform. It examines parental needs, parental assessments of quality, and availability of child care. It also explores the relationship between the receipt of child care, health care, and other supports and family success in securing and maintaining employment and increasing wages.

Child Care Needs and Outcomes for Low-Income Families Under Welfare Reform. This study explores how child care subsidies and new welfare policies affect the economic self-sufficiency of low-income families, the quality of care received by low-income children, and the availability of care in child care markets used by low-income families. The availability and price of child care low income markets is compared with that in more affluent communities. The effect of subsidies and new welfare-to-work policies on the price of care in child care markets used by low-income families is also explored.

Study of Child Care Subsidy Duration. This study focuses on duration of subsidy receipt and how the duration is related to characteristics of the family, the child, and the child care arrangement.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

Given the focus on impacts of welfare policies on child care market for low-income families, the Child Care Policy Consortium does not provide as broad range of child care issues as the NHES. For instance, the Consortium does not address the home activities, nor disabled child care. In addition, the data from the state and local level are not as nationally representative as those of the NHES.

AVAILABILITY

The Child Care Policy Research Consortium is still in the field. Therefore, the final data and report are not currently available, but information about the study can be found at the Child Care Bureau web page:

http://www.acf.dhhs.gov/programs/ccb/data/index.htm

Additional questions can be addressed to:

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Child Care Bureau
Administration on Children, Youth, and Families
Room 2046, Switzer Building
330 C Street, SW
Washington, DC 20447
202/690-6705
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TITLE

The Cost, Quality, and Child Outcomes in Child Care Centers Study

PURPOSE

The study was designed to examine the influence of typical center-based child care on children's development during the preschool years and as they move into elementary school.

SPONSORSHIP

This research project was funded by grants from the Carnegie Corporation of New York, the William T. Grant Foundation, the JFM Foundation, the A.L. Mailman Family Foundation, the David and Lucile Packard Foundation, the Pew Charitable Trusts, the USWEST Foundation, the Smith Richardson Foundation, and the Educational Research and Development Centers Programs as administered by the Office of Educational Research and Improvement.

DESIGN

This longitudinal study included children and families from 401 randomly selected child care centers, half for-profit and half nonprofit, in four states (California, Colorado, Connecticut, and North Carolina). There were a total of 826 children, average age of 4.3 years old and in their next to last year of child care. These children were followed for 4 years (until average age of 8 years old). Data were collected to examine the relations between child care quality and children's development through classroom observations, individual child assessments, teacher ratings of children, and parent reports of child and family characteristics.

PERIODICITY

The longitudinal study began in 1993 and continued for 4 years, until 1997. There are no plans for another study at this time.

CONTENT

The study investigated the relationship between child care quality, including cost and children's patterns of development from preschool through the second grade. The study assessed the influence of center-based child care in America on children in areas such as cognitive and social skills, children's relationships with their teachers, and the long-term affects of child care quality on children. Children's background characteristics were also accounted for to determine if differences between children of different backgrounds emerged. This study measured two dimensions of child care quality: classroom practices and teacher-child relationships. Classroom practices were examined with a variety of observational instruments that measured the quality of the child care environment, teacher sensitivity and responsiveness, and teaching style. The key research question guiding this study was: "Do early child care experiences have long-term consequences for children's development over the time period from the preschool years into the early elementary years. Four sources of data were gathered to examine the relations between child care quality and children's development: (1) classroom observations, (2) individual child assessments, (3) teacher ratings of children, and (4) parent reports of child and family characteristics.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

Different from the NHES, which will provide nationally representative data on all different types of nonparental care and the characteristics of that care, the Cost, Quality, and Child Outcomes study only examined 401 center-based care programs in four states, which is a much smaller and constrained sample than the NHES. Although this study emphasized the dynamics of the care quality, such as classroom practices and teach-child relationships, it didn't use other quality measures that the NHES will explore in-depth.

AVAILABILITY

Findings of this study can be found on their web site:
http://www.fpg.unc.edu/~NCEDL/PAGES/cqes.htm

TITLE

Current Population Survey (CPS), 1997 October School Enrollment Supplement

PURPOSE

The purpose of the Current Population Survey is to provide estimates of employment, unemployment, and other characteristics of the labor force for the population at large and various subgroups of the population. The October School Enrollment Supplement provides specific information on the educational status of individuals in the population by demographic and socioeconomic characteristics.

SPONSORSHIP

The supplement has been jointly sponsored by the Bureau of Labor Statistics and the Bureau of the Census, with data collection conducted by the Census Bureau. The Department of Education sponsors additional questions on special educational issues that change from year to year.

DESIGN

The Current Population Survey (CPS) is designed to be representative of the civilian, noninstitutionalized population of the United States, including Armed Forces personnel living off base or on base with their families. The CPS uses a probability sample based on a multistage stratified sampling scheme. In general, the sample is selected by (a) grouping counties or groups of counties into primary sampling units (PSUs) that are assembled into homogeneous strata within each state; (b) selecting one PSU to represent each strata; and (c) selecting addresses within each PSU for membership in the sample. There is no oversampling of minority or low-income areas.

Each month, interviews are conducted in about 50,000 households. Households are in a rotating sample so that they are interviewed each month for 4 months, followed by an 8-month "rest period," and then interviews for the next 4 months. Interviews are conducted in person during the first and fifth month that households are in the sample; otherwise interviews are conducted by telephone (by a field interviewer or from a centralized telephone interviewing facility). The household respondent must be a knowledgeable household member aged 15 years or older; this respondent provides information for each household member. The questions in the school enrollment supplement are asked about all persons aged 3 or older in the household. The sample size for children in each 1-year age group is approximately 2,000.

PERIODICITY

The supplement has been conducted each October since 1946. Plans include retaining this supplement in the future.

CONTENT

Each year the basic school enrollment supplement contains questions on highest grade completed, enrollment status, and if enrolled, the grade or level of school and type of school (public or private). Additional questions on educational topics are also included, but the topics change each year. Topics in recent years include home activity of children in the household (October 1990); information on child care and educational experiences (October 1992); information on the use of home computers (October 1993); tuition and major/degree sought (October 1994); proficiency in English and disability (October 1995); summer activities (October 1996); and a remeasure of the

October 1992 questions on computer ownership and home use (October 1997). Future plans include remeasure of the proficiency in English and disability questions in October 1999 and remeasure of the computer ownership and home usage questions in October 2001.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Given that the CPS October supplement is in fact a supplement to another major survey, it cannot provide information on the breadth of education-related topics that have been covered by the NHES, nor the depth of questions on certain subjects. For example, the October supplement includes questions asking whether children are enrolled in "nursery school," but does not differentiate participation in Head Start programs.

AVAILABILITY

The Census Bureau usually releases reports on supplement data approximately 3 to 6 months after data collection, and final reports within 12 to 18 months. Published tabulations on school enrollment are available in the *Current Population Reports*, Series P-20.

Public use microdata files are available from the Bureau of the Census for months in which there is a supplement; these files are usually made available within 6 months to 1 year after data collection.

For further information on the October supplement to the CPS, contact

Gladys Martinez
Education and Social Stratification Branch
Population Division
U.S. Bureau of the Census
Washington, D.C. 20233-8800
301/457-2464

Data are also available through their web site
http://www.bls.census.gov/cps

TITLE

Early Childhood Longitudinal Study- Birth Cohort (ECLS-B)

PURPOSE

The purpose of the ECLS-B is to provide valuable detailed information on the early years of children, including topics such as health care, care, and education. Specifically, the study is interested in gaining insight into how children's neighborhoods, families, health care, and early childhood program participation influence variations in developmental outcomes.

SPONSORSHIP

The study is sponsored by the U.S. Department of Education, National Center for Education Statistics (NCES), in collaboration with the National Center for Health Statistics (NCHS), the National Institutes of Health (NIH), the U.S. Department of Agriculture, the National Institutes for Child Health and Human Development (NICHD), and the Administration for Children, Youth, and Families (ACYF).

DESIGN

The ECLS-B is a longitudinal study consisting of a nationally representative sample of approximately 12,000 children born in the year 2000. Researchers will follow the children through the first grade. The sample is representative of diverse racial/ethnic groups and socioeconomic backgrounds.

The planning of the study is currently underway. The first data collection will take place when children are 9 months old, and a second when they reach 18 months. Data will be collected through interviews with the parents and a child assessment of developmental skills. Also, at the second collection, data will be gathered from child care providers by telephone, if applicable.

PERIODICITY

The Early Childhood Longitudinal Study, Birth Cohort, is a new study. The study will run through the year 2007, when the children finish the first grade. Data will be collected each year, at various assessment points.

CONTENT

The ECLS-B will focus on three major areas regarding content. First, the study will provide information on the growth and development of children in their early years. Specifically, this will include learning about the children's physical, emotional, social, and cognitive development over the course of the study. Researchers are especially interested in differences among the children regarding race/ethnicity, economics, and family composition.

A second component of the study will focus on transitions to child care and early education programs. Examination of these transitions and the impact it has on children and families will shed light on creating ways to make transitions easier.

The third area of focus will delve into the children's transitions to kindergarten and the first grade, and school readiness. This involves studying the process of transition and adaptation as experienced by the children, their parents, teachers, and the schools.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The NHES provides data on a nationally representative sample of children from birth through age 6, but not enrolled in kindergarten. Because minority children are oversampled, estimates for certain subpopulations can be made. The focus of the study will be on parental report of non-parental care arrangements and their assessment of availability and quality. As such, the focus and goal of the NHES differs substantially from that of the ECLS-B.

AVAILABILITY

The first release of data will occur in the spring of 2001, and will include the 9-month parent interview, child assessment data, and father questionnaire data.

For information on this survey, contact

Jerry West
National Center for Education Statistics
555 New Jersey Avenue, NW
Room 320 B, Capitol Place
Washington, DC 20208
202/219-1574
Jerry_West@ed.gov

Or, visit their web site

http://nces.ed.gov

TITLE

National Child Care Survey (NCCS), 1990

PURPOSE

The three main purposes were: (1) to describe existing patterns of parental employment and use of child care and other early childhood programs, (2) to examine how personal characteristics and preferences of parents, as well as the characteristics of child care options available to them, are linked to their child care choices, and (3) to describe the characteristics of out-of-home care for these children, focusing particularly on family day care.

SPONSORSHIP

The sponsoring organization was the National Association for the Education of Young Children, and the sponsoring agency was the Administration for Children, Youth and Families. The two organizations jointly funded the study, which was conducted by the Urban Institute.

DESIGN

The NCCS consisted of three different data-gathering efforts, including (1) a telephone survey of a nationally representative sample of households with children under age 13 (the Parent Survey), (2) interviews with a subsample of providers of child care/early childhood education for the children in this national sample, identified by their parents (the Linked Provider Study), and (3) interviews with a representative sample of providers of care in their own homes identified through screening households for the parental survey (the Family Day Care Home Study).

Parent Survey. Telephone surveys were completed in 4,392 households. Households were selected through a three-stage sampling process. At the first stage, 100 primary sampling units (PSUs), or groups of counties in the nation, were selected. At the second stage, "100-banks" of telephone numbers (numbers with the same first 8 digits) were selected using Mitofsky-Waksberg methods. At the third stage were residential phone numbers in the telephone banks. The main sample included about 1,500 households with a youngest child under 3 years old, 1,500 households with a youngest child between 3 and 5 years-old, and 1,500 households with a youngest child between 6 and 12 years-old. In addition, about 1,000 low-income households with children were oversampled; approximately 330 of these households had youngest children in each of the three age groups defined above. Most families in the oversample were Black or Hispanic. Respondents were located through a random digit dialing (RDD) method and interviews were conducted using computer-assisted telephone interviewing (CATI).

Linked Provider Study. Parents were asked to provide telephone numbers of their center-based and family day care providers for their youngest children. This resulted in 250 provider interviews, which were also conducted using CATI.

Family Day Care Home Study. Approximately 162 individuals who provided care in their homes were identified during the household screening process and interviewed. The interviews were conducted with the same instrument used for the care providers identified by parents.

PERIODICITY

The survey was conducted once, beginning in late October 1989 and ending in May 1990. No updates or related collection efforts are planned at present.

CONTENT

The National Child Care Survey examined information on use of child care and preschool programs, including scheduling, type of arrangement, factors determining arrangement, cost of care, an assessment of the quality of care, characteristics of alternative child care arrangements, and employment characteristics of parents, including type of employment, employment history, and availability and type of benefits.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

With a focus strictly on child care issues, the NCCS does not address the range of educational topics that are covered in the NHES. The information collected on child care participation is quite detailed (e.g., differentiating different types of care, describing characteristics of care arrangements); however, the NCCS was conducted only one time, and thus it does not allow for monitoring trends over time in child care participation as does the NHES. Also, the data, collected in 1989-90, are relatively old.

AVAILABILITY

The final report, "The National Child Care Survey, 1990" is available from The Urban Institute publications office (202/857-8724).

For more information on the National Child Care Survey, contact:

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Institute for Social Research
University of Michigan
P.O. Box 1248
Ann Arbor, MI 48106-1248
734/763-5131
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Washington, D.C. 20037
202/833-7200
paffairs@ui.urban.org

TITLE

National Institute of Child Health and Human Development (NICHD) Study of Early Child Care

PURPOSE

The purpose of the NICHD Study of Early Child Care is to examine how variations in child care relate to children's development. The study also seeks to determine how children's experiences in child care and family environment affect their cognitive, emotional, and social development.

SPONSORSHIP

The study is sponsored by the National Institute of Child Health and Human Development.

DESIGN

The NICHD Study of Early Child Care is a longitudinal research project involving 10 child care study sites across the United States. The study focused on the experiences of 1,364 children, from their birth in 1991 until June 1996. The 7 ½ year study was conducted in two phases. Phase I followed children from birth until age 3 and Phase II follows the 4 ½ year olds into the first grade.

Data collection included videotaped behavioral observations of the sampled children at their homes, child care settings, and during visits to the Wisconsin Center for Education Research laboratory. Parents and caregivers were also interviewed to gain additional information about the children. As the children move into school age, data will also be gathered from teachers and visits by researchers to the classroom.

PERIODICITY

The longitudinal study began in 1991 and the first phase was completed in June 1996. The second phase began in September 1996, when most of the children began kindergarten, and will be completed when all the children have finished the first grade.

CONTENT

The study examines several important questions related to early child care. Family characteristics and the role family plays in the child's entry into child care, the quality of that care, and the number of care arrangements, is one important component. A second area delves into the association between child care and the mother-child relationship. A third component looks at the characteristics of child care and how it relates to the children's cognitive and language development, as well as their behavior and self-control in the first 3 years.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The sample for the NICHD Study of Early Child Care is based on ten study sites, and therefore, it does not provide a nationally representative sample of U. S. children as does the NHES, nor . cover the variety of child care arrangements and programs in and of themselves. Issues regarding disabled children, which are covered in the NHES, are not explored in the NICHD. Also, the NICHD study does not focus on early childhood, the focus of the NHES, but on school age children.

AVAILABILITY

Although the data is still being collected for Phase II, results from Phase I are being analyzed and published. For information on the NICHD Study of Early Child Care, contact

Rebecca Wilmer
NICHD Study of Early Child Care
6110 Executive Blvd., Suite 420
Rockville, MD 20852

301/770-8201
rwilmer@rti.org

To view publications and instruments, visit the web site at
http://156.40.88.3/publications/pubs/early_child_care.htm

TITLE

National Maternal and Infant Health Survey (NMIHS)

PURPOSE

The main objective of the National Maternal and Infant Health Survey (NMIHS) was to gather data needed to study factors related to poor pregnancy outcomes including low birth weight, stillbirth, infant illness, and infant death.

SPONSORSHIP

The NMIHS was conducted by the National Center for Health Statistics in collaboration with the National Institutes of Health, the U.S. Department of Agriculture, the Human Resources and Services Administration, the Office of the Assistant Secretary for Health, the Alcohol, Drug Abuse, and Mental Health Administration, the Food and Drug Administration, the Centers for Disease Control, and the Agency for Toxic Substances and Disease Registry.

DESIGN

For the 1988 NMIHS, vital records for live births, late fetal deaths, and infant deaths were sampled from each state. Each mother named in the vital records was mailed questionnaires; respondents included approximately 10,000 women who had live births, 3,000 women who had late fetal deaths, and 5,000 women who had infant deaths. These samples are representative of live births, late fetal deaths, and infant deaths to U.S. women age 15 and older.

In 1991, the Longitudinal Followup to the 1988 NMIHS was conducted to provide information on children's health and development. The Followup consisted of three surveys: the live birth survey, the child medical provider survey, and the fetal and infant death survey. The live birth survey gathered information on health issues for children of women interviewed as part of the 1988 NMIHS live birth cohort. The child medical provider survey was administered to health care providers identified by the women as having provided care for their children. The fetal and infant death survey was given to a subsample of women from the 1988 NMIHS fetal and infant death cohorts and gathered information about the women's health and any pregnancies after 1988.

PERIODICITY

As indicated above, the NMIHS was conducted in 1988 and a longitudinal followup survey of the women in the 1988 NMIHS was conducted in 1991. There are plans for administering another followup in 2000.

CONTENT

Information on the following health-related topics was collected in the 1988 NMIHS: prenatal care; alcohol and drug use during pregnancy; pregnancy history; WIC use patterns; work patterns before and after delivery; infant feeding practices; infant health and medical care up to 6 months; and sociodemographic characteristics. Mothers were also asked about child care, including questions on who the child care providers were, payment for care, the location of care, and hours per week children spent in care arrangements.

The 1991 NMIHS collected information concerning the child's health status and development; including measures of family members reading to child, participation in the WIC program, child care and center-based participation; child's medical care; and problems getting medical care.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The content of the NMIHS focuses on health issues, rather than educational issues, and thus does not cover the breadth or depth of information that has been included in the NHES. The range of children included in the NMIHS is also limited, to children born in 1988.

AVAILABILITY

For more information, contact:

Michael Kogan, Ph.D.
Reproductive Statistics Branch
Division of Vital Statistics
National Center for Health Statistics
Centers for Disease Control and Prevention
6525 Belcrest Road, Room 820
Hyattsville, MD 20782-2003
301/436-8954, ext 170

or visit the web site for the NMIHS:

http://www.cdc.gov/nchswww/products/catalogs/subject/mihs/mihs.htm

TITLE

National Study of the Changing Workforce

PURPOSE

The study was conducted to gain data on the changing roles of men and women in the workplace, and factors related to job loyalty, retention, and job satisfaction.

SPONSOR

Lead sponsor of the survey was KPMG Peat Marwick LLP. Other sponsors included Allstate Insurance Company, The Boeing Company, Ceridian, Citibank, N.A., The Commonwealth Fund, Fannie Mae, GE Fund, IBM Corporation, Johnson & Johnson, Merck & Co., Inc., Mobil Corporation, NCR Corporation, Salt River Project, and Xerox Corporation.

DESIGN

The 1997 National Study of the Changing Workforce interviewed 3,551 people. The interviews, which were conducted using a computer-assisted telephone (CATI) survey, ran about 40 minutes in length. The calls were made to a stratified unclustered random probability sample generated by random-digit-dial methods. Eligibility required that respondents work at a paid job, were age 18 or older, were in the civilian labor force, noninstitutionalized, and living within the 48 contiguous states. The respondents were offered 20 dollars in cash as an incentive.

The survey was designed to parallel the Labor Department's 1977 Quality of Employment Survey.

PERIODICITY

The study was first conducted in 1992; the second study was conducted in 1997.

CONTENT

The 1997 National Study of the Changing Workforce contains data on employee demographics, job and workplace characteristics, employee outcomes on the job, issues related to job satisfaction, commitment, performance, and retention. The study also looks at personal well-being and life outside of the workplace, such as family and relationships.

In addition, this study examines child care arrangements, parent participation in child care by gender, dependent care benefits, flexibility related to work schedule, and how home life affects productivity in the workplace.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The focus of this study was on the changing workforce, and therefore it did not provide information on early childhood care and program participation in the context of an educational study as does the NHES.

In addition, this study did not provide as detailed data on the child care arrangements as that were reported in the NHES. For instance, the Head Start program was subsumed under center-bases care, rather than examined as an individual program as in the NHES.

AVAILABILITY

Public use data files are now available, along with survey findings. Ordering information can be found at the Families and Work Institute web page at:

http://www.familiesandworkinst.org

For more information, contact:

Families and Work Institute
330 Seventh Avenue,
New York, NY 10001
212/465-2044

TITLE

National Survey of Families and Households (NSFH)

PURPOSE

The NSFH is investigating the causes and consequences of the major changes in U.S. patterns of fertility, marriage, mortality, migration, family composition, and household structure that have occurred over the past several decades.

SPONSORSHIP

The Social and Behavioral Sciences Branch, Center for Population Research of the National Institute of Child Health and Human Development is funding the survey. Staff at the Center for Demography and Ecology of the University of Wisconsin-Madison designed the survey and are analyzing the information. The Institute for Survey Research at Temple University collected the data.

DESIGN

The NSFH was conducted in two waves. A baseline wave (Wave 1) was conducted in 1987-88 and a followup (Wave 2) was conducted in 1992-94.

The sample size for Wave 1 was approximately 13,000 households. The overall sample included a core cross-section of households plus an oversampling of Blacks, Puerto Ricans, Mexican Americans, single-parent families, families with stepchildren, cohabiting couples, and recently married couples. One adult per household was randomly selected as the primary respondent. Data were collected through personal interviews and self-administered forms. Spouses and cohabiting partners of primary respondents were given shorter self-administered questionnaires.

In Wave 1, some information was obtained about each of the children in the household, and additional information was obtained about a selected "focal child." The focal child was chosen by listing the first names of all children in the household, and selecting the child whose name came first alphabetically.

For Wave 2, about 10,000 surviving members of the original sample were interviewed in person. The following other interview components were also included for Wave 2: a personal interview with the current spouse or cohabiting partner of the primary respondent; a personal interview with the original spouse or partner of the primary respondent in cases where the relationship has ended; a telephone interview with the "focal children" who were age 13-18 in Wave 1 and age 18-23 for Wave 2; a short telephone interview with "focal children" who were age 5-12 in Wave 1 and age 10-17 in Wave 2; short proxy interviews with a surviving spouse or other relative in cases where the original respondent had died or was too ill to interview; and a telephone interview with a randomly selected parent of a main respondent.

PERIODICITY

As mentioned above, data collection took place in two waves. The first wave was from 1987-88 and the second wave was from 1992-94. There is another follow up planned for the future.

CONTENT

The questions included on this survey cover a very broad range of family-related topics. Those of relevance to the NHES in Wave 1 included questions about children's school attendance; grade repetition, behavior problems requiring a meeting, school suspension or expulsion; and emotional problems. Questions about children age 4 and younger included nursery and preschool participation, hours spent at programs, and how frequently the parent reads to the child. If the respondent was employed, there were questions about child care arrangements during working hours. For children age 5 through 11, parents were asked to assess their children's class ranking relative to other classmates and to state educational expectations for their children.

In Wave 2, primary respondents were asked several questions about their children. For children age 5 to 17, respondents were asked about their children repeating grades in school, children's behavior problems, educational expectations, activities with their children, and involvement in the child's school. For children under age 5, respondents were asked about long-lasting physical conditions, mental or emotional problems, readiness for kindergarten, behavior problems, television watching, and preschool participation. There were also questions regarding contact with nonresident parents.

In Wave 2, youth age 10 to 17 were also interviewed about several topics including having been a victim of stealing or having been threatened; fighting; grades in school; participation in school and community activities; expected educational attainment; cigarette, alcohol, and marijuana use; and contact with absent parents. Young adults age 18 to 23 were also interviewed about some educational issues, including receipt of high school diploma, expected educational attainment, postsecondary education, and degrees and certificates earned.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Because this survey is based on a cohort of respondents in 1987-1988, the data are not appropriate for monitoring changes in educational issues over time among cross-sections of U.S. children and adults. Also, the substantive focus is not education, and thus, the range of educational data available in the NHES is not fully represented in the NSFH.

AVAILABILITY

The public use data tapes and associated documentation for both waves are available. These can be accessed by FTP and the World Wide Web for no charge. Assistance with the data may be obtained by contacting:

Jim Sweet or Larry Bumpass
Center for Demography, University of Wisconsin
1180 Observation Drive, Rm 4412
Madison, WI 53706-1393
608/262-1537, fax- 608/262-8400
email: nsfhhelp@ssc.wisc.edu

For additional information about the survey, visit the web site:

http://ssc.wisc.edu/nsfh/home.htm

TITLE

Panel Survey of Income Dynamics (PSID), Child Development Supplement (CDS)

PURPOSE

The purpose of the PSID is to gather data on a broad variety on the dynamic aspects of economic and demographic behavior and social issues. The Child Development Supplement is meant to provide researchers with a comprehensive, nationally representative, and longitudinal data base of children and their families.

SPONSORSHIP

Major funding for the Panel Study of Income Dynamics comes from the National Science Foundation. Additional support comes from the Office of the Assistant Secretary for Planning and Evaluation, Department of Health and Human Services, the Department of Labor, the National Institute on Aging, the Office of Economic Opportunity, and the National Institute of Child Health and Human Development. Funding for the Child Development Supplement is primarily from the National Institute of Child Health and Human Development (NICHD) and its additional funds are provided by the William T. Grant Foundation, the Annie E. Casey Foundation, the U.S. Department of Agriculture, and the U.S. Department of Education.

DESIGN

The Panel Study of Income Dynamics is a national sample that began with 5,000 households in 1968. This longitudinal study reinterviews the same individuals each year, following them through their life cycle. The study includes new family members as the individuals marry and have children. The survey collects data on all household members, but primarily on the heads of household. The sample has grown to include information on 50,000 individuals spanning as much as 28 years of their lives. In 1997, the Child Development Supplement collected data on 0-12 year old children from a variety of sources, including parents, teachers, and the children themselves. There are approximately 2,500 families who participated in the research, and participants who are selected have been involved in at least one Panel of Income Dynamics Study.

PERIODICITY

Panel Study of Income Dynamics has been conducted every year. But the first wave of the Child Development Supplement was in 1997 and the next wave is scheduled for 2001.

CONTENT

The focus of the Panel Study of Income Dynamics is on economic and demographic information, including items such as income sources and amounts, employment, family composition changes, and demographic events. The Child Development Supplement serves to enhance the PSID by obtaining detailed data on items not generally included in the main data base. The data supports studies of ways in which time, money, parenting and teaching styles, divorce, unemployment, etc. influence and affect children's development cognitively, emotionally, and physically, and how this is buffered by family, school, and community.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

Although there have been 31 data collections for the main database since 1968, the Child Development Supplement was first conducted in 1997. The next wave is scheduled for 2001. However, at this time, no subsequent waves have been scheduled beyond that. This limits the ability of this study to monitor and track change over time.

The substantive focus of the supplement is on school age children's academic achievement and cognitive ability, social and emotional well-being, and health. Thus, the study cannot provide information on the child care topics covered by the NHES, nor does it provide information on educational activities in the home.

AVAILABILITY

Current data is available and can be downloaded from the Panel Study of Income Dynamics web site at:

http://www.isr.umich.edu/src/psid

For information and inquires about the study, contact

PSID Staff
The Panel Study of Income Dynamics
Institute for Social Research
PO Box 1248
Ann Arbor, MI 48106-1248
734/763-5166
fax- 734/647-4575
email- psidhelp@isr.umich.edu

TITLE

Survey of Program Dynamics (SPD)

PURPOSE

The longitudinal survey collects data on the demographic, social, and economic characteristics of a nationally representative sample of the U.S. population. The purpose is to gather information on welfare reform legislation and how it affects people over time, in order to evaluate the reforms and how it meets the needs of the public.

SPONSOR

The Bureau of the Census, under the authority of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (Public Law 104-193), Section 414.

DESIGN

The SPD is a longitudinal study that was conducted in three phases. The first phase, the 1997 SPD Bridge Survey, recontacted respondents from the 1992 and 1993 panels of the Survey of Income and Program Participation (SIPP). The sample size was approximately 38,000 households.

The second phase of the survey was the 1998 SPD (full implementation of the core SPD questionnaire), and included an adolescent questionnaire also. The sample size was about 18,500 households, with an overrepresentation of households in and near the poverty level.

The third phase of the SPD is currently being conducted. Respondents are knowledgeable household members over the age of 15.

PERIODICITY

The survey is conducted annually, with interviews taking place from May through June. Data collection began with the 1992 and 1993 panels of the Survey of the SIPP, and has continued into 1999.

CONTENT

The survey gathers data on welfare reform, particularly emphasizing program eligibility, access and participation, transfer income and in-kind benefits, detailed economic and demographic data on employment and job transitions, income, and family composition.

As previously mentioned, the SPD survey has three phases. The first phase collected data using a modified version of the March 1997 Current Population Survey. The second phase of data collection used the core SPD questionnaire and included an adolescent questionnaire as well. This component asked questions on school status, child care, health care, child support, and activities at home. The third phase of the survey includes a retrospective residence history for children, core SPD questions, and topics relating to children's well-being.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

Given the focus on welfare related topics, the SPD cannot be compared with the NHES in breadth and depth of child care topics. For example, SPD does not examine all types of child care programs discussed in the NHES. Also, population of interest of this study is not young children, which is the focus of the ECPP component of the NHES.

AVAILABILITY

The Survey of Program Dynamics's web page offers free data access, along with methodology reports, an overview, and publications. The web site is located at:

http://www.sipp.census.gov/spd/spdmain.htm

For further questions on the survey, contact:

Michael McMahon
301/457-3819
Michael.F.McMahon@ccmail.census.gov

TITLE

Survey of Income and Program Participation (SIPP) -- Child Care Topical Module

PURPOSE

The SIPP is a multipanel longitudinal survey of adults, measuring their economic and demographic characteristics over a period of 2 1/2 years. The child care topical module to SIPP is designed to establish an ongoing database of child care statistics at the national level.

SPONSORSHIP

The topical module is funded and conducted by the U.S. Bureau of the Census. An Advisory Panel with representatives from selected Federal agencies oversees the questionnaire design and decides the frequency of interviewing.

DESIGN

The SIPP survey is based on a multistage stratified sample of the noninstitutional resident population of the U.S. The survey universe includes persons living in households plus those persons living in group quarters such as dormitories and rooming houses. The first stage of sampling involves the definition of primary sampling units (PSUs), which are counties or groups of counties. Those with similar key socioeconomic characteristics are grouped together into strata, and one sample PSU is selected from each stratum. The PSUs used for SIPP are a subsample of those used in the Current Population Survey (CPS). The second stage of sampling is the selection of households. To arrive at this sample, geographic units called "enumeration districts" (EDs), with an average of 350 housing units, are sampled from each PSU. Within each selected ED, two or four living quarters or "ultimate sampling units," are systematically selected.

The topical module on child care is asked of respondents who are the designated parents or guardians of children under 15 who are living in the sampled household. In the first administration of the module (1984 panel, wave 5), the respondents (usually mothers) had to be employed outside the home. In subsequent panels, the respondents were either working or enrolled in school. The questions asked of respondents in each panel pertain only to the three youngest children living in the household under 15 years of age. Child care data concerning approximately 5,400 children have been collected at each time of administration.

PERIODICITY

The first SIPP panel began in 1984 and a new panel has been introduced in February of each year. For each panel, the child care module has been administered in at least one wave of the survey. Each wave of interviewing is consecutive and lasts 4 months.

CONTENT

The SIPP child care module obtains basic information on child care arrangements for children during the time when respondents are working or are in school. Questions specifically concern the month prior to the interview. For each of the three youngest children, the respondent is asked about the main type of arrangement used (that is, the one where the child was cared for during most of the hours that the respondent worked or was in class), when the child was usually cared for under the arrangement, and the number of hours per week the child usually spent in the arrangement. Information about the type and location of the second major type of arrangement is also gathered.

Respondents are then asked about the total cost of child care arrangements in a typical week, and whether they have made any noncash payments. They are also asked if either they or their spouses have lost time from work because the person responsible for taking care of their children was not available.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Until 1996, the SIPP child care module was administered only if the respondent (typically the mother) was employed or in school. Therefore, the data collected before 1996 were not representative of all children in the United States. Furthermore, the care arrangements discussed are only those that overlap the respondent's hours of employment or school, rather than any nonparental care arrangements.

AVAILABILITY

Results from all administrations of the child care module are available through 1996. Questions about data products and their availability should be directed to:

Carmen Campbell
Data User Services Division
U.S. Bureau of the Census
Washington, DC 20233
301/763-2005

For substantive questions on the child care topical module, contact:

Dr. Martin O'Connell
U.S. Bureau of the Census
Washington, DC 20233
301/763-7958

For information on the SIPP Child Care module and data access, visit the web site:

http://www.sipp.census.gov/sipp/sipphome.htm

TITLE

National Survey of America's Families (NSAF)

PURPOSE

The study provides a comprehensive look at the over all well-being of adults and children in the United States. Specifically, the study focuses on differences between low and high-income families and children.

SPONSORSHIP

The National Survey of America's Families has received funding from the Annie E. Casey Foundation, the W.K. Kellogg Foundation, The Robert Wood Johnson Foundation, The John D. and Catherine T. MacArthur Foundation, the Charles Stewart Commonwealth Fund, the Stuart Foundation, the Weingart Foundation, the Fund for New Jersey, the Lynde and Harry Bradley Foundation, the Joyce Foundation, and The Rockefeller Foundation.

DESIGN

The sample is representative of the noninstitutionalized, civilian population of persons under age 65 in the nation and comes from the following 13 states; Alabama, California, Colorado, Florida, Massachusetts, Michigan, Minnesota, Mississippi, New Jersey, New York, Texas, Washington, and Wisconsin. It represents a wide range of socioeconomic, race/ethnicity, educational attainment, and child well-being differences. Interviews were conducted from February to November 1997 with 44,000 households, yielding data on over 100,000 individuals.

The design of the sample had two parts; the primary sample consisted of a random digit dialing (RDD) survey of households with telephones. The second part came from an area probability sample of household without telephones, where in-person interviews connected respondents to the interviewing center via cellular phone for the CATI interview.

The first wave of the survey was conducted in 1997, and a second round is currently under way.

PERIODICITY

The National Survey of America's Families was conducted for the first time in 1997.
A followup is currently underway and results from the first wave have not yet been released.

CONTENT

The NSAF looks at a variety of household and family variables, including health, children's education, child care, employment and earnings, welfare participation, and demographic information. The survey provides a general overview of the economic, health, and social characteristics of children, adults, and their families.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

Since the first NSAF survey was conducted in 1997 and the followup is still underway, no comparison data are presently yet available to monitor changes in nonparental child care over time, as the NHES data do. Moreover, the study does not address some important child care

issues covered by the NHES. For instance, the NSAF does not discuss the care location of care, nor parental preferences about child care.

AVAILABILITY

The National Survey of America's Families can be found at the Urban Institute Web Page:

http://newfederalism.urban.org/nsaf/index.htm

The web site allows access to Public Use Data, the survey questionnaire, and methodology reports. Additional questions should be addressed to:

NSAF@ui.urban.org

For more information contact:

Assessing the New Federalism
Urban Institute
2100 M Street, N.W.
Washington, D.C. 20037
202/261-5377
fax- 202/293-1918
http://newfederalism.urban.org.

BEFORE- AND AFTER- SCHOOL PROGRAMS AND ACTIVITIES

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TITLE

Effects of Crime on After-School Youth Development Programs in the United States, 1993-1994

PURPOSE

Youth organizations are attempting to provide constructive activities in neighborhoods where many children are at risk of becoming crime victims or offenders. To support these efforts, many federal agencies and private foundations are sponsoring research to learn about the needs that must be met and how best to decrease the number of children and teens involved in criminal incidents while increasing the number involved in productive activities in wholesome environments outside of school. This research addresses the dimensions of crime affecting organizations serving youth during after-school hours, and the approaches that can be taken to prevent such crimes.

SPONSORSHIP

The Carnegie Corporation of New York, and the United States Department of Justice, National Institute of Justice.

DESIGN

The research involved a national survey of affiliates and charter members of seven national organizations, including Boys and Girls Clubs of America, Boy Scouts of America, Girls Incorporated, Girl Scouts of the U.S.A., National Association of Police Athletic Leagues, National 4-H Council and United States Department of Agriculture 4-H and Youth Development Service, and YMCA of the U.S.A. Respondents were asked to provide information about their programs for the 1993-1994 school year, including summer 1994 if applicable. A total of 1,234 questionnaires were mailed to the 658 youth-serving organizations in 376 cities in October 1994. Survey data were provided by 579 local affiliates that were collectively serving 21,000 children during out-of-school hours on a typical weekday.

PERIODICITY

Effects of Crime on After-School Youth Development Programs was a one-time national study; there are no plans for future administrations.

CONTENT

This study obtained information on youth-serving organizations around the country that provide constructive activities for youth in the after-school and evening hours. Information was collected on the type of building where the organization was located, the months, days of the week, and hours of operation, number of adults on staff, number and sex of school-age participants, number of hours participants spent at the program location, other participants served by the program, and characteristics of the neighborhood where the program was located. Questions were also asked about the types of contacts the organization had with the local police department, types of crimes that occurred at the location in the school year, number of times each crime type occurred, number of times the respondent was a victim of each crime type, if the offender was a participant, other youth, adult with the program, adult from the neighborhood, or adult stranger, actions taken by the organization because crimes occurred, and crime prevention strategies recommended and adopted by the organization.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The Effects of Crime on After-School Youth Development Programs study was limited to data collected from after-school program providers (in this case, youth organizations), and so although data were gathered on program location, staffing, neighborhood characteristics, number of participants and hours of participation, the study does not address other types of out-of-school arrangements, nor does it involve the parents of school-age children. Thus, the study does not collect data relating to after-school programs and activities from the point of view of families, as will the NHES:2001.

AVAILABILITY

For more information on this project, contact:

Marcia R. Chaiken
Director of Research
LINC
Alexandria, Virginia.

TITLE

Family Involvement in Education: A National Portrait (1998)

PURPOSE

The purpose of the study was to examine how schools, parents, and employers work together to improve education.

SPONSORSHIP

The study was sponsored by the Partnership for Family Involvement in Education, the GTE Foundation, and the U.S. Department of Education.

DESIGN

Respondents were drawn from the General Social Survey (GSS 1996), and is a nationally representative sample of households. The total GSS sample was 3,814, with 2,904 of these completed. From this number, the National Portrait sample was drawn. Respondents were selected if a child aged 5 –14 was in the household at the time of the interview, and if the screener did not indicate an adult other than the respondent as the child's primary caretaker.

Data were collected in May and June 1997, through computer-assisted telephone interviewing (CATI). Eligible adults meeting the above criterion totaled 722, although the eligible sample totaled 523. Of this number, 376 of the cases were completed, for a response rate of 71.9 percent.

PERIODICITY

Family Involvement in Education: A National Portrait was a one-time national study; there are no plans for future administrations.

CONTENT

The study focused on the following areas; how parents feel about their opportunities to be involved in their children's schooling, how schools encourage parental involvement in students' learning, what additional educational resources parents value, and how and what schools communicate to parents about students' learning. A portion of the study addressed before- and after-school arrangements and parents' views on program quality and desirable program features.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The scope of this study is much wider than the before- and after-school component (ASPA) in the NHES. Therefore, the treatment of the after-school issues is quite limited in relation to the data that will be gathered through the NHES. For instance, the ASPA component will gather detailed information on 4 types of formal arrangements as well as information about activities that parents may arrange for the purpose of providing adult supervision for their children.

AVAILABILITY

For information on the study, contact:

Adriana de Kanter
Department of Education
Office of the Secretary
400 Maryland Avenue, SW.
Room Number 6W312
Washington, DC 20202
202/401-0272

TITLE

National Child Care Survey (NCCS), 1990

PURPOSE

The three main purposes were: (1) to describe existing patterns of parental employment and use of child care and other early childhood programs, (2) to examine how personal characteristics and preferences of parents, as well as the characteristics of child care options available to them, are linked to their child care choices, and (3) to describe the characteristics of out-of-home care for these young children and school-age children, focusing particularly on relative care.

SPONSORSHIP

The sponsoring organization was the National Association for the Education of Young Children, and the sponsoring agency was the Administration for Children, Youth and Families. The two organizations jointly funded the study, which was conducted by the Urban Institute.

DESIGN

The NCCS consisted of three different data-gathering efforts, including (1) a telephone survey of a nationally representative sample of households with children under age 13 (the Parent Survey), (2) interviews with a subsample of providers of child care/early childhood education for the children in this national sample, identified by their parents (the Linked Provider Study), and (3) interviews with a representative sample of providers of care in their own homes identified through screening households for the parental survey (the Family Day Care Home Study).

Parent Survey. Telephone surveys were completed in 4,392 households. Households were selected through a three-stage sampling process. At the first stage, 100 primary sampling units (PSUs), or groups of counties in the nation, were selected. At the second stage, "100-banks" of telephone numbers (numbers with the same first 8 digits) were selected using Mitofsky-Waksberg methods. At the third stage were residential phone numbers in the telephone banks. The main sample included about 1,500 households with a youngest child under 3 years old, 1,500 households with a youngest child between 3 and 5 years-old, and 1,500 households with a youngest child between 6 and 12 years-old. In addition, about 1,000 low-income households with children were oversampled; approximately 330 of these households had youngest children in each of the three age groups defined above. Most families in the oversample were Black or Hispanic. Respondents were located through a random digit dialing (RDD) method and interviews were conducted using computer-assisted telephone interviewing (CATI).

Linked Provider Study. Parents were asked to provide telephone numbers of their center-based and family day care providers for their youngest children. This resulted in 250 provider interviews, which were also conducted using CATI.

Family Day Care Home Study. Approximately 162 individuals who provided care in their homes were identified during the household screening process and interviewed. The interviews were conducted with the same instrument used for the care providers identified by parents.

PERIODICITY

The survey was conducted once, beginning in late October 1989 and ending in May 1990. No updates or related collection efforts are planned at present.

CONTENT

Of relevance to the NHES:2001 ASPA component, the NCCS parent survey addressed out-of-school arrangements for school-age children. Data were collected on scheduling, type of arrangement, factors determining arrangement, cost of care, an assessment of the quality of care, characteristics of alternative child care arrangements, and employment characteristics of parents, including type of employment, employment history, and availability and type of benefits. The survey included a schedule of when the respondent and his or her spouse or partner was at work and a schedule of when each child was at each child care arrangement to provide a detailed picture of the correspondence between child care arrangements and work.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Data of the National Child Care Survey focused are relatively old and may no longer reflect the state of child care for school-age children in the United States. In addition, the study did not provide information on the nature of specific out-of-school arrangements, for example, the structure and activities of after-school programs. Nor did the study address barriers to after-school program participation, as will the NHES:2001.

AVAILABILITY

The final report, "The National Child Care Survey, 1990" is available from The Urban Institute publications office (202/857-8724).

For more information on the National Child Care Survey, contact:

Dr. Sandra Hofferth
Institute for Social Research
University of Michigan
P.O. Box 1248
Ann Arbor, MI 48106-1248
734/763-5131
fax: 734/647-4575
hofferth@umich.edu

or

The Urban Institute
2100 M St., N.W.
Washington, D.C. 20037
202/833-7200
paffairs@ui.urban.org

TITLE

National Network for Child Care, Mott Foundation Nationwide Survey on School-Age Child Care.

PURPOSE

The poll was conducted to assess the support of the American public regarding the expansion and implementation of after-school programs.

SPONSORSHIP

The survey was funded by the Charles Stewart Mott Foundation of Flint, Michigan.

DESIGN

The telephone survey of 800 registered voters nationwide was conducted by a bipartisan polling team comprised of Lake Snell Perry & Associates and The Tarrance Group of Washington, D.C.

PERIODICITY

The survey was conducted once, August 17 through 20, 1998.

CONTENT

The survey addresses the opinions of adults about the perceived value of after-school programs. Respondents give their views on topics such as demand for high-quality programs, parental involvement, supervision and safety, and cost.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The findings of this survey represent the views of all American adults and is not limited to the views of parents. Also, the survey did not obtain data related to before- and after-school arrangements for a specific sample of elementary and middle school students, as will the NHES. Nor did the survey address factors affecting choice of arrangements and barriers to program participation, topics to be addressed in the NHES:2001. In general, the Mott poll does not provide information on the breadth of topics related to after-school programs and activities that will be covered by the NHES:2001.

AVAILABILITY

For more information on the poll, visit the Mott web site at:
www.mott.org.

The National Network for Child Care web site also has information about the survey at:
http://www.nncc.org

TITLE

National Study of Before- and After-School Programs

PURPOSE

The purpose of the survey was to inform policy and practice by providing a descriptive foundation regarding the role of public schools in the provision of before- and after-school programs and the extent to which economically disadvantaged children participate in them.

SPONSORSHIP

The National Study of Before- and After-School Programs was funded by the Office of Policy and Planning, U.S. Department of Education.

DESIGN

Two methods were employed. The first involved 1,304 telephone interviews with a nationally representative sample of program providers across 144 U.S. counties in 100 primary sampling units. The second method complemented the first and involved site visits to 12 programs in 3 communities. Research questions centered on the relationships between program features and context-specific features of the program, informed by a conceptual framework that describes the essential characteristics of before- and after-school programs and the variable influences on program operations.

PERIODICITY

The National Study of Before- and After-School Programs was a one-time data collection (conducted in 1991); there are no plans for future administrations.

CONTENT

The study reported on what was learned about the national capacity for providing before- and after-school programs as well as program utilization rates. It summarized the organizational characteristics of providers, and presents findings on features of programs, such as varying purposes, activities, location and use of space, staffing, and the role of parents. The study also focused on the characteristics of programs that serve children from economically disadvantaged families. Finally, issues having to do with program quality were examined.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Although the National Study of Before- and After-School Programs addressed the characteristics and availability of programs across the country, it did not gather any household data and therefore has little to say about program participation or nonparticipation of children with varying demographic characteristics. Nor did the study capture parents' perceptions of program availability or quality. In addition, while this study contributes to knowledge of the characteristics of before- and after-school programs associated with public schools, it does not examine the wider range of arrangements and programs that will be included in the NHES:2001 ASPA component.

AVAILABILITY

For further information, contact:

Michelle Seligson, M.Ed
Executive Director
National Institute on Out-of-School Time
Center for Research on Women
Wellesley College
106 Central Street
Wellesley, MA 02181
781-283-2547

Or, visit the web site at:

www.wellesley.edu/wcw/crw/sac/

TITLE

Social Ecology of After-school Care

PURPOSE

The study was designed to investigate; (1) the after-school arrangements of White, African-American, and Hispanic elementary school-age boys and girls, who vary in socio-economic status, and (2) the impact of these arrangements on the development of these children, through a prospective longitudinal study of a stratified random sample of 206 children.

SPONSORSHIP

The study was sponsored by the National Institute of Child Health and Human Development (NICHD).

DESIGN

The data for this study were drawn from a longitudinal study of 206 families in three racial/ethnic groups, non-Hispanic White (N=68), non-Hispanic Black (N=75), and Hispanic (N=63), from a single northeastern city. The study employed an accelerated longitudinal design, with 4 different overlapping age cohorts (children were in grades 1-4 at the time of enrollment, and in grades 3-7 at the end of data collection). The data set includes 4 waves of data on each child, collected over 3 or 4 school years, depending on the year in which the child was enrolled in the study.

PERIODICITY

The project began in 1993 and the last data collection occurred in 1998.

CONTENT

The study investigates the after-school arrangements of children from a variety of racial/ethnic and socio-economic backgrounds, and the impact of these arrangements on the development of the children. Specifically, topics focused on children's location after school and hours per week they spent there, how elementary school children spend their time in different after-school care arrangements, the role of family, community, culture, and child characteristics in familial selection of after-school arrangements, and the impact these arrangements have on children's development. The study also investigated the ways in which socioeconomic status and racial/ethnic differences affect children's after-school activities, and the outcomes on development. This included examining the role of children's time use after school in the development of poor and near-poor children, and the factors predicting entry into self-care among poor and near-poor children.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

This project is a community-based study, and therefore is not nationally representative, as is the NHES. The study also has a small sample size compared to that of the NHES. Further, the Social Ecology of After-school Care study does not collect data on parents' views about after-school program quality, parent involvement in after-school programs, program features, nor on arrangements during school vacations and weekends, as will the NHES:2001.

AVAILABILITY

For more information on this project, contact:

Nancy L. Marshall
Wellesley College
Center for Research on Women
106 Central St.
Wellesley, MA 02181-8259
Nmarshall@wellesley.edu

A complete list of publications, papers, and presentations from this study is available at the web site:

http://www.wellesley.edu/WCW/projects/base_proj.html

TITLE

Survey of Income and Program Participation (SIPP) – Child Care Topical Component

PURPOSE

The SIPP is a multipanel longitudinal survey of adults, measuring their economic and demographic characteristics over a period of 2 1/2 years. The child care topical module to SIPP is designed to establish an ongoing database of child care statistics at the national level.

SPONSORSHIP

The topical module is funded and conducted by the U.S. Bureau of the Census. An Advisory Panel with representatives from selected Federal agencies oversees the questionnaire design and decides the frequency of interviewing.

DESIGN

The SIPP survey is based on a multistage stratified sample of the noninstitutional resident population of the U.S. The survey universe includes persons living in households plus those persons living in group quarters such as dormitories and rooming houses. The first stage of sampling involves the definition of primary sampling units (PSUs), which are counties or groups of counties. Those with similar key socioeconomic characteristics are grouped together into strata, and one sample PSU is selected from each stratum. The PSUs used for SIPP are a subsample of those used in the Current Population Survey (CPS). The second stage of sampling is the selection of households. To arrive at this sample, geographic units called "enumeration districts" (EDs), with an average of 350 housing units, are sampled from each PSU. Within each selected ED, two or four living quarters or "ultimate sampling units," are systematically selected.

The topical module on child care is asked of respondents who are the designated parents or guardians of children under 15 who are living in the sampled household. In the first administration of the module (1984 panel, wave 5), the respondents (usually mothers) had to be employed outside the home. In subsequent panels, the respondents were either working or enrolled in school. The questions asked of respondents in each panel pertain only to the three youngest children living in the household under 15 years of age. Child care data concerning approximately 5,400 children have been collected at each time of administration.

PERIODICITY

The first SIPP panel began in 1984 and a new panel has been introduced in February of each year. For each panel, the child care module has been administered in at least one wave of the survey. Each wave of interviewing is consecutive and lasts 4 months: Wave 1 begins in February and ends in May; Wave 2 begins in June and ends in September, etc. Each household in a panel is interviewed once each wave, so that each household is interviewed once every 4 months over a period of 3 years. The child care module was administered for each panel as follows: 1984 panel, wave 5; 1985 panel, wave 6; 1986 panel, waves 3 and 6; 1987 panel, waves 3 and 6; 1988 panel, waves 3 and 6; 1989 panel, wave 3; 1990 panel, wave 3; 1991 panel, wave 3; 1992 panel, waves 6 and 9; 1993 panel, waves 3 and 6, and 1996 panel wave 4.

CONTENT

The SIPP child care module obtains basic information on child care arrangements for children during the time when respondents are working or are in school. Questions specifically concern the month prior to the interview. For each of the three youngest children, the respondent is asked about the main type of arrangement used (that is, the one where the child was cared for during most of the hours that the respondent worked or was in class), when the child was usually cared for under the arrangement, and the number of hours per week the child usually spent in the arrangement. Information about the type and location of the second major type of arrangement is also gathered. Respondents are then asked about the total cost of child care arrangements in a typical week, and whether they have made any noncash payments. They are also asked if either they or their spouses have lost time from work because the person responsible for taking care of their children was not available.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Up to 1996, the SIPP data regarding child care were not representative of all children. Until that time, the SIPP child care module was administered only when the respondent (usually the mother) was employed or in school. Also, arrangements made by families in which the mother is at home are not considered in SIPP, and the care arrangements discussed are only those that overlap the respondent's hours of employment or school, rather than any nonparental care arrangements. Further, the survey does not collect data on parents' perceptions of program quality, parent involvement in after-school programs, or barriers to program participation, as will the NHES:2001.

AVAILABILITY

Results from all administrations of the child care module are available through 1996. Questions about data products and their availability should be directed to:

Carmen Campbell
Data User Services Division
U.S. Bureau of the Census
Washington, DC 20233
301/763-2005

For substantive questions on the child care topical module, contact:

Dr. Martin O'Connell
U.S. Bureau of the Census
Washington, DC 20233
301/763-7958

For information on the SIPP Child Care module and data access, visit the web site:

http://www.sipp.census.gov/sipp/sipphome.htm

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ADULT EDUCATION AND LIFELONG LEARNING

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TITLE

Adult Education and Training Survey (AETS)

PURPOSE

The purpose of the survey was to provide information on the education and training experiences of adult Canadians.

SPONSORSHIP

The survey was sponsored by Human Resources Development Canada and conducted by Statistics Canada.

DESIGN

The AETS was administered in January 1994. The population for the survey was a subsample of the Labour Force Survey sample. Information was collected through telephone interviews of 41,645 individuals, which was 87 percent of the target population. The responses were weighted to represent a total population of 20,842,070.

PERIODICITY

Adult Education and Training in Canada Surveys have been conducted in 1984, 1985, 1986, 1990, 1992, and 1994.

CONTENT

The survey asks questions about job-related education and training, personal interest education and training activities, organizational aspects, and outcomes of adult education and training. Respondents also assessed the adequacy and usefulness of the training, as well as any barriers or limitations they experienced.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The survey is conducted in Canada and therefore is not representative of educational experiences of people living in the United States. The study, unlike the NHES, excludes the participation of Canadians who were exclusively enrolled in a full-time academic program that was not supported by their employer.

AVAILABILITY

Reports can be viewed on the web site at:

http://www.hrdc-drhc.gc.ca/arb/publications/books/class90/aete.shtml

TITLE

American Society for Training and Development: Tools for Benchmarking and Continuous Improvement Survey, 1999

PURPOSE

This study collects information from a variety of organizations on the nature of their employer-provided training expenditures, practices, and outcomes. It is designed to build an extensive database of comparative information from large and small as well as public and private companies.

SPONSORSHIP

Each organization collects their own data and ASTD analyzes it.

DESIGN

The study is actually a service provided by the ASTD, which produces a customized report for organizations. The organizations collect the data themselves through a two-part questionnaire, which, when completed, is sent back to the ASTD. There are two separate questionnaires; Part I, consists of training investments, and Part II is training outcomes. In both cases, data are compared with the other organizations offering similar courses to provide benchmarks of training outcomes and diagnostic feedback.

PERIODICITY

Organizations may conduct data collection at any point; however, to receive a free benchmarking report, completed questionnaires must be submitted by a deadline. The ASTD produces a state of the industry report each year, summarizing the data that were analyzed.

CONTENT

The survey is a two-part questionnaire. Part I looks at training investments and measures the organizations' training and human resource practices and investments. Specifically, sections include questions about training content, learning technologies, use of providers and evaluation, customer service practices, and salaries and functioning of internal training staff. Part II of the survey focuses on training outcomes. This includes an initial evaluation, evaluation questions, and a summary data form. Followup evaluation questions are asked of both the participant and the supervisor.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The ASTD examines only training provided by the employers, which is a narrower focus than the NHES. The sample is self-selected, and is therefore not nationally representative. The unit of analysis in the ASTD is the establishment or workplace, whereas the NHES focus is on the individual.

AVAILABILITY

Questionnaires and information can be found at the web site at:

http://www.astd.org/virtual_community/

For further questions or information, contact:

ASTD Benchmarking Service
1640 King Street, Box 1443
Alexandria, VA 22313-2043
703/838-5841
email: benchservice@astd.org

TITLE

Current Population Survey (CPS), October School Enrollment Supplement

PURPOSE

The purpose of the Current Population Survey is to provide estimates of employment, unemployment, and other characteristics of the labor force, for the population at large and various subgroups of the population. The October School Enrollment Supplement provides specific information on the educational status of individuals in the population by demographic and socioeconomic characteristics.

SPONSORSHIP

The supplement has been jointly sponsored by the Bureau of Labor Statistics and the Bureau of the Census, with data collection conducted by the Census Bureau.

DESIGN

The Current Population Survey (CPS) is designed to be representative of the civilian, noninstitutionalized population of the United States, including Armed Forces personnel living off base or on base with their families. The CPS uses a probability sample based on a multistage stratified sampling scheme. In general, the sample is selected by (a) grouping counties or groups of counties into primary sampling units (PSUs) that are assembled into homogeneous strata within each state; (b) selecting one PSU to represent each strata; and (c) selecting addresses within each PSU for membership in the sample. There is no oversampling of minority or low-income areas.

Each month, interviews are conducted in about 50,000 households. Households are in a rotating sample so that they are interviewed each month for 4 months, followed by an 8-month "rest period," and then interviews for the next 4 months. Interviews are conducted in person during the first and fifth month that households are in the sample; otherwise interviews are conducted by telephone (by a field interviewer or from a centralized telephone interviewing facility). The household respondent must be a knowledgeable household member aged 15 years or older; this respondent provides information for each household member.

PERIODICITY

The supplement has been conducted each October since 1946. Plans include retaining this supplement in the future.

CONTENT

Each October supplement includes basic information on whether adults are enrolled in "regular school" (including high school, college, and professional school) and business or vocational courses. The October 1997 supplement gathered more extensive information about adult education participation, including full-time and/or part-time school enrollment or training program participation in the past year; type(s) of full-time/part-time educational programs in the past year; participation in other types of adult education such as noncredit courses, courses by mail, English as a Second Language (ESL) classes; and instruction in basic skills. Other topics in recent years include tuition and major/degree sought (October 1994); proficiency in English and disability (October 1995); and remeasure of the October 1992 questions on computer ownership and home use (October 1997). Future plans include remeasure in October 1999 of the proficiency in English and disability questions and remeasure in October 2001of the computer ownership and home usage questions.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The types of educational activities addressed in this supplement are specific types of organized programs or program-based activities or training. This does not capture other important types of programs or activities such as participation in basic skills, GED, or English as a Second Language classes, workplace training, or personal education courses. The supplement does not regularly contain questions on the various types of participation in adult education covered by the NHES.

AVAILABILITY

Public use microdata files are available from the Bureau of the Census for months in which there is a supplement; these files are usually made available within 6 months to 1 year after data collection.

For further information about the October supplement, contact:

Gladys Martinez
Education and Social Stratification Branch
U.S. Bureau of the Census
Washington, DC 20233-8800
301/457-2464

Information, including the survey questionnaire, can be found on the web at:

http://www.bls.census.gov/cps/school

TITLE

Educational Quality of the Workforce (EQW) National Employer Survey

PURPOSE

The National Employer Survey (NES) was created to examine education and workforce issues from the employer's perspective. The survey explores interaction of employer practices, organizational structure, and workforce proficiency. It goes beyond the simple measurement of training incidence and provides a baseline of information that documents the practices and expectations of employers in their search for a skilled and proficient workforce. The NES also relates the educational level of a workforce with establishment productivity.

SPONSORSHIP

The NES was funded by the National Center for Postsecondary Improvement (NCPI) and the Consortium for Policy Research in Education (CPRE).

DESIGN

The NES was administered to more than 4,000 employers in private establishments in 1994 and 1997. It has a sampling frame that includes employers from the manufacturing and the non-manufacturing sectors. The survey oversampled the nation's largest establishments and those in the manufacturing sector. Public-sector employers, nonprofit institutions, establishments with less than 20 employees, and corporate headquarters were excluded from the sample. The sampling frame was drawn from the Bureau's Standard Statistical Establishment Listing (SSEL), the most comprehensive list of U.S. business establishments. Data were collected using computer-assisted telephone interviewing (CATI).

PERIODICITY

Follow-up versions of the NES will be administered in 2000. Also, in early 1998, the National Center on the Educational Quality of the Workforce (EQW) team, in conjunction with the U.S. Bureau of the Census, oversaw the administration of a survey of employees drawn from the sample of establishments participating in the 1997 NES. The new survey links information gained from the NES on establishment practices and productivity with employee perspectives and behaviors.

CONTENT

The NES is designed to capture the practices of employers, the employment outcomes of postsecondary education, and the value and utility that employers, employees, students, and parents attach to training and education. The NES also contains items that measure firm characteristics (i.e., production statistics, machinery, equipment, and technology), workforce characteristics, work organization and design, employee compensation and benefits, recruiting and hiring practices, training activities, and the firm's participation in school-to-work partnership programs and involvement in schools and with students in their communities.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The NES is a survey of employers about their employees and organization concerning work-related training and education. No questions were asked about participation in credential programs, English as a Second Language (ESL) classes, or personal development courses.

AVAILABILITY

For further information about the National Employer Survey, contact:

Dan Shapiro
National Center on the Educational Quality of the Workforce
University of Pennsylvania
4200 Pine Street, 5A
Philadelphia, PA 19104-4009
215/898-4585

Or call the Center at:

1-800-437-9799
fax: 215-898-9876
email: eqw-requests@irhe.upenn.edu

The web site allows you to download or view on-line the shorter publications, reports, technical publications, questionnaires, and data products.

http://www.irhe.upenn.edu/eqw/eqw-prog4.html

TITLE

Integrated Postsecondary Education Data System (IPEDS), Fall Enrollment Survey

PURPOSE

The IPEDS is a comprehensive data collection system that encompasses all identified institutions whose primary purpose is to provide postsecondary education. The purpose of the Fall Enrollment Survey of the IPEDS is to provide annual data on full- and part-time enrollment by racial/ethnic category and sex for undergraduates, first professional, and graduate students. Age distributions by level of enrollment and sex are collected in odd-numbered years and first-time, degree-seeking student enrollments by residence status are collected in even-numbered years.

The Department of Education uses fall enrollment data in program planning and for setting funding allocation standards for legislatively controlled programs such as the College Work-Study Program, State Incentive Grants, Direct Loans to Students, Basic Education Opportunity Grants, and Supplemental Opportunity Grants. The Office of Civil Rights uses the data to perform functions mandated by Title VI and Title IX and assist in the monitoring of desegregation plans. Other Federal and state agencies use enrollment data in policymaking decisions, economic and financial planning, manpower forecasting, and policy formulation.

SPONSORSHIP

The survey is sponsored by the U.S. Department of Education's Office of Educational Research and Improvement, National Center for Education Statistics.

DESIGN

Data are collected from approximately 11,000 postsecondary institutions offering awards at the bachelor's level and above, all 2-year institutions, all public institutions of less than 2 years, and a sample of private less-than-2-year schools. IPEDS has been designed to produce national-, state-, and institutional-level data for most postsecondary institutions. However, prior to 1993, only national-level estimates from a sample of institutions are available for the private, less-than-2-year institutions.

PERIODICITY

The survey started in 1986 and is conducted annually. It is administered in the fall and includes students who have completed programs as of October 15.

CONTENT

The survey collects information on institutional characteristics, fall enrollment, faculty salaries, degree awarded, and financial statistics.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

IPEDS is of limited use for studying adult education participation because the primary focus is on enrollment in 2- and 4-year colleges and universities. While a few questions cover part-time students and enrollment in occupationally specific programs, IPEDS does not collect information on adult basic education, GED preparation classes, English as a Second Language (ESL) classes, apprenticeships, work-related courses, or personal development courses.

AVAILABILITY

The data are currently available for 1997 and earlier by contacting:

Susan G. Broyles
National Center for Education Statistics
Room 408F, Capitol Place
555 New Jersey Avenue, N.W.
Washington, DC 20208-5661
202/219-1359
email: Susan_Broyles@ed.gov

The web site allows you to download or view on-line the shorter publications, reports, technical publications, and data products.

http://nces.ed.gov/ipeds/

TITLE

National Adult Literacy Survey (NALS)

PURPOSE

The NALS was designed to measure the nature and extent of literacy skills among U.S. adult population (aged 16 years old and older) and provide policymakers, researchers, and educators with a variety of statistics on the condition of adult literacy in the United States.

SPONSORSHIP

The NALS was sponsored by National Center for Education Statistics of the U.S. Department of Education.

DESIGN

The NALS was administered in the summer of 1992 in person by trained interviewers to a nationally representative sample of about 13,600 individuals aged 16 and older who were living in households. It was also administered to 1,100 adults incarcerated in federal and state prisons. In addition, 11 states (California, Illinois, Indiana, Iowa, Louisiana, New Jersey, New York, Ohio, Pennsylvania, Texas, and Washington) funded sample supplements of 1,000 adults in order to obtain literacy estimates for their state populations. Black and Hispanic households were over-sampled for the survey to ensure accurate estimates of literacy among minorities.

Personal interviews were conducted at the respondent's residence to collect data for the NALS. Data relating to adult literacy, motivating factors to participate in an adult training program, barriers to participation, skills that would improve personal productivity, and level of education were collected. During the visit to the household, the interviewer was responsible for administering an exercise to the sampled respondent. This exercise consisted of a series of literacy tasks that adults would ordinarily encounter in daily life (prose literacy, document literacy, and quantitative literacy).

PERIODICITY

The NALS was conducted in 1992. NCES is beginning to plan for a subsequent literacy assessment of adults, possibly in 2002.

CONTENT

The NALS has two basic components; the background questionnaire and the literacy exercise. The background questionnaire collects information on general and language background, educational background and experiences, political and social participation, labor force participation, literacy activities and collaboration, and demographic information. The second component administered by the interviewer during the household visit is a series of "literacy tasks." The tasks were designed to cover three basic forms of literacy: prose literacy, document literacy, and quantitative literacy. Prose literacy includes knowledge and skills needed to understand and use information from texts, such as editorials, new stories, poems, and works of fiction. Document literacy includes knowledge and skills required to locate and use information contained in such materials as job applications, payroll forms, transportation schedules, maps, tables, and indexes. Finally, quantitative literacy covers knowledge and skills needed to apply arithmetic operations to information contained in printed materials, such as a checkbook, a loan advertisement, or an order form.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

Although the NALS is one of the most comprehensive efforts to measure adult literacy in the nation, the survey did not ask questions concerning participation in the range of adult education activities related to English literacy training, especially basic skills education, GED preparation classes, or English as a Second Language (ESL) classes.

AVAILABILITY

The data are currently available by contacting:

Andrew J. Kolstad
National Center for Education Statistics
Room 406B
555 New Jersey Avenue, N.W.
Washington, DC 20208-5646
202/219-1773
Andrew_Kolstad@ed.gov

The web site allows you to download or view on-line the shorter publications, reports, technical publications, and data products.

http://nces.ed.gov/nadlits/nall92/

TITLE

National Center for the Study of Adult Learning and Literacy (NCSALL), Longitudinal Study of Adult Literacy

PURPOSE

The study will create a database consisting of longitudinal information on program participation and nonparticipation of potential adult literacy learners. The study will look at the literacy growth of adult learners in adult basic education, English as a second language (ESL), and secondary programs.

SPONSORSHIP

The study is funded by the National Center for the Study of Adult Learning and Literacy.

DESIGN

The study began with a local demonstration in Portland, Oregon. Data collection began in October, 1998, and will follow the sample for 3 years. The sample consists of one thousand adults ages 18-44 who do not have a high school diploma or equivalent. The sample is divided into two groups; one group that is entering adult education programs at the beginning of the study, and the other group who were not enrolled in any literacy programs at the onset of the study.

Data are currently being collected through in-depth, face-to-face interviews and an assessment of literacy proficiencies once per year over the course of 3 years. Researchers will also collect information from respondents through periodic telephone interviews and the administrative databases. The Portland study will be the basis of a national implementation in the future.

PERIODICITY

The study began in the spring of 1998. Data are continuously collected throughout the life of the study. The Portland study is funded through 2001.

CONTENT

The study collects information on adult learners' participation in multiple programs to assess the contribution of adult education to the growth of literacy and other abilities across time. The Longitudinal Study of Adult Literacy focuses on three areas, which are the growth of adults' literacy skills and other skills and knowledge, the contribution of literacy education programs to the development of literacy abilities, and the relationship between improved literacy and participants' gains in personal, social, and economic aspects.

LIMITATIONS RELATIVE TO THE GOALS OF NHES

The NCSALL is still in the piloting stages before becoming a national study. At this point, it is community based. The population of interest is adults who do not have a high school diploma; findings can not be generalized to all adults as those of the NHES can. The information collected is limited to adult literacy education and English as a Second Language. It does not cover other areas of adult education, such as credential, work-related, or personal development.

AVAILABILITY

Data collection is currently taking place and therefore unavailable at this point. The pilot study will be completed in 2001, at which point the study will be expanded nationally. Information on the study is posted at the National Center for the Study of Adult Learning and Literacy web site:

http://gseweb.harvard.edu/~ncsall/research.htm

Questions about the study should be directed to:

Stephen Reder
Portland State University
P.O. Box 751
Portland, OR 97207-0751
503/725-3999
email: ncsall@pdx.edu

TITLE

1995 Survey of Employer-Provided Training (SEPT95)

PURPOSE

The 1995 Survey of Employer-Provided Training includes two major components: (1) a survey of establishments and (2) a survey of randomly selected employees in the surveyed establishments. The SEPT95 provides information on the amount of formal and informal training provided by employers as well as the amount of money employers spent on selected training expenditures. The SEPT95 data are used by government, private industry, and the academic community to determine the major types of training that American workers receive from their employers.

SPONSORSHIP

The SEPT95 was sponsored by the Employment Training Administration of the U.S. Department of Labor and conducted by the Bureau of Labor Statistics (BLS).

DESIGN

Representatives of establishments provided information on the hours and costs of formal training. Randomly selected employees provided information on their hours of both formal and informal training. Over 1,000 employees were surveyed from May through October 1995. Each employee was interviewed in person and provided information on his/her age, sex, race/ethnicity, occupation, education, earnings, and tenure, as well as information on his/her past training and its benefits. In addition to this background information, employees were asked to answer a series of questions on the new skills or information they learned each day over a 10-day period. Information was collected on the nature, length, and type of each learning activity. These learning activities were then categorized by BLS as either formal training, informal training, or self-learning.

The sampling frame for the employee survey was a listing (usually a payroll listing) of employees supplied by the establishment respondent. The total number of employees on the listing was required to match that reported by the establishment respondent.

Experienced field economists in the BLS regional offices requested permission from establishment representatives to randomly sample using a computer-generated random number program based on a simple random selection method and interview two employees. During the interview, field economists administered the employee questionnaire to the respondents using computer-assisted personal interviewing (CAPI).

PERIODICITY

There is no plan for future data collection.

CONTENT

The employee questionnaire focused on employment and demographic characteristics. Questions were included on job, employer and occupational tenure, income, weeks and hours worked, education, sex, age, race and ethnicity, marital status, and number of children. In addition, the employee questionnaire included general questions on the types of training provided by the employer during the employee's tenure and in the last 12 months, and on the benefits of training. Types of training include basic reading, writing, and arithmetic skills training; occupational safety training; employee health and wellness training; orientation training; awareness training; and communications, employee development, and quality training. The employee log collected detailed information on all training and learning activities the employee participated in over a 10-day period. The requested information on the activity included a description, its duration, who was involved, and what type of training medium was used.

LIMITATIONS RELATIVE TO THE GOALS OF THE NHES

The SEPT95 was limited in its scope as far as respondent characteristics and types of adult education activities. It collected information from currently employed adults focusing on workplace training programs provided by private businesses. The SEPT95 did not ask questions about participation in credential programs, English as a Second Language (ESL) classes, or personal development courses.

AVAILABILITY

Reports that provide detailed information and analysis of SEPT95 are available by contacting:

Michael Horrigan
Bureau of Labor Statistics
2 Massachusetts Avenue, N.E.
Washington, DC 20212
202/606-7386

The web site allows you to download or view on-line the shorter publications, reports, technical publications, and data products.

http://stats.bls.gov/eptover.htm

FOREIGN SURVEYS RELATED TO ADULT EDUCATION AND LIFELONG LEARNING

A number of foreign surveys (surveys in countries other than the United States) are relevant to the adult education and lifelong learning component (AELL) of the NHES:2001. These surveys measure a variety of topics associated with AELL, such as participation, training, and basic skills. However, because the studies are not representative of the U.S. population, the data collected are not comparable to the NHES. This does not mean that the instruments used by other countries cannot serve as a model to the NHES by providing valuable information on the questions asked in the surveys. While many of the foreign surveys are still in data collection and/or the design phase, the inclusion of them in this report serves the purpose of providing global information on important aspects related to the AELL component of the NHES:2001. The foreign surveys include:

- New Approaches to Lifelong Learning-Survey of Informal Learning (Canada);
- 1998 Canadian Adult Education and Training Survey (Canada);
- International Life Skills Survey (Canada);
- Adult Education Survey 1995 (Finland)
- National Adult Learning Survey (England and Wales), and;
- Swiss Labour Force Survey 1999 (Switzerland)

APPENDIX C

Cognitive Research Report

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COGNITIVE RESEARCH

Cognitive research has been an integral part of the design of the NHES surveys since the NHES Program was established. The purpose of the cognitive research for the NHES:2001 was to obtain in-depth information from participants selected to be similar to those who would be interviewed to help instruct the design of questionnaire items for the ECPP, ASPA, and AELL surveys. Cognitive research was conducted in two rounds: round 1 during the early design phase of the new ASPA survey and round 2 after the development of the first draft of the questionnaires for the three surveys.

Round 1 Methodology—Focus Groups

The first round of cognitive research consisted of two focus groups to gather information for the ASPA survey. Focus groups, generally consisting of 8 to 10 participants, are led by a trained moderator and guided by a predetermined set of topics. They are designed to take advantage of group interaction, and the informal discussion often produces rich and unexpected information. Group members cue each other as they discuss their experiences and attitudes, facilitating recall, motivating participation, and encouraging self-revelation. Focus groups provide an open forum for the expression of information and beliefs that go well beyond what may be captured by a more constrained quantitative survey with closed-ended questions. Focus group research allows observation of answers and provides the opportunity to follow up with probes to amplify or clarify responses. Because information is gathered from several people at one time, focus groups are also an efficient means of collecting qualitative data.

Because the ASPA was a new survey for the NHES, it was determined that focus groups would offer insight into the variety of arrangements used by parents to care for their children during the before- and after-school hours. However, this methodology would have less utility for the ECPP and AELL surveys because they have been the subjects of focus group discussions in cognitive research conducted for past survey administrations.

The focus groups conducted for the ASPA survey aimed to elicit from parents their perspectives on a host of issues regarding the out-of-school arrangements they make for their children. For the NHES:2001, the ASPA survey encompassed several new areas, including access to before- and after-school programs, factors influencing parents' choice of arrangements, and barriers to participation. The ASPA focus groups led to the development of items measuring participation in four types of arrangements, as well as items designed to capture activities arranged by parents to provide supervision

for children. As will be illustrated in the findings and recommendations section of this chapter, the information gathered from parents in the focus groups benefited questionnaire design in a variety of ways. First, parents appeared knowledgeable about many aspects of their children's before- and after-school activities and the focus groups revealed new information from parents' points of view. Second, focus group discussions made apparent what parents do *not* know or are not able to articulate about their children's programs and activities before and after school. This information helped to avoid asking questions that may not have elicited meaningful responses from parents. Third, results suggested clarification of issues and terminology that were significant to both parents and researchers, but not adequately explained in questionnaire items.

Round 2 Methodology—Intensive Interviews

Round 2 of the cognitive research was conducted for all three surveys after draft questionnaires had been developed. This round of research consisted of intensive interviews. This methodology was chosen as the most appropriate to test the flow and wording of the interviews. With intensive interviews, the researcher focuses on one respondent at a time and tailors the cognitive approach to each case. In addition, intensive interviews allow assessment of respondents' willingness to answer, ability to accurately grasp the meaning of the survey questions, easily recall information, and respond with an answer that conforms to the coding categories. Preliminary administration times can also be obtained.

During the interviews, researchers ascertained the respondent's level of comprehension through observation of nonverbal and verbal cues, such as eye rolling and hesitation markers, and also by using probes or "think aloud" techniques during and/or immediately following the interview. For example, respondents were asked to think out loud as they produced a response to a question, voicing the steps in recall or calculation, or to think back and relate how the response was arrived at following completion of the interview. Respondents were specifically instructed in how to engage in this cognitive activity, because thinking out loud is usually suppressed in everyday interactions.

In an alternate technique, concurrent probes ascertained respondents' understanding of survey terms immediately after a question was asked, or probes were used to elicit specific information from the respondent in a debriefing after the entire interview was completed and selected items were returned to for discussion. The purpose of these methods is to better understand the interview experience from the respondent's point of view.

Recruiting Procedures

The participants for the NHES:2001 cognitive research were recruited by Westat. Several sources were used to locate potential participants. First, Westat maintains a list of individuals who have volunteered for cognitive research activities for various projects. Recruiting calls were placed to those persons who did not participate in previous projects and whose information suggested they might be appropriate for this project. Second, flyers were posted in Westat offices, other Rockville and Gaithersburg office buildings, and public places such as grocery stores, public libraries, and recreation centers. Although Westat employees and their immediate families are not eligible, their friends and neighbors are often willing to participate in qualitative research. Also, an advertisement was placed in *The Gazette*, a Montgomery County, Maryland, newspaper, to recruit participants specifically for the AELL intensive interviews.

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 attend a focus group or respond to an intensive interview.

Recruiting criteria for focus groups. In most focus groups homogeneity of demographic characteristics among participants is desirable, since commonality of background allows for freer expression of opinions and factual detail. However, focus groups conducted in the past for the NHES have demonstrated that demographic differences are often superceded by a common concern with parenting issues that promotes free discussion, while demographic variety opens the possibility for participants to reveal a wider range of experiences. Therefore, diversity of race and level of education was sought for each focus group. The parents recruited came from households in which the only parent or both parents work at least part time. Past experience indicates that mothers are usually most well-informed about their children's schooling and care arrangements, so there was no effort to balance the groups by gender. However, fathers who volunteered were held to the same recruiting criteria as mothers. An effort was made to include parents of more than one child in the target grade range, of children in different grades, and of children attending different schools. Finally, every attempt was made to have an array of arrangements and programs represented in each group. This purposeful sampling was led by the focus group composition goals.

The specific goals for the composition of each group were as follows:

- Parents employed at least part time;
- Parents of children attending kindergarten through grade 8, preferably with multiple children in those grades;
- At least three participants not to be White;
- An education level of high school diploma or less for at least three participants;
- Participants to represent at least three different school systems; and
- No more than two participants to represent private schools.

All recruiting goals were met.

Recruiting criteria for intensive interviews. Participants for the intensive interviews were recruited from the same pool of cognitive research volunteers from which the focus group participants had been drawn. For the ECPP and ASPA surveys, parents were selected on the basis of demographic differences, such as race, level of education, marital status, and occupational status. Also, parents with different care arrangement types, such as relative care, nonrelative care, and center-based care, as well as parents with children in different grade levels were selected. An attempt was made to recruit at least one parent who had been a welfare recipient within the last year in order to test several questions having to do with welfare-to-work issues. However, despite contacting the director of a Head Start program in Montgomery County Head Start, other day care centers that enroll children with low-income parents, and checking pools of cognitive research participants from other Westat studies that focused on low-income people, a parent receiving welfare or one who had been on welfare in the recent past was not found.

Specific goals for ECPP and ASPA intensive interview respondents, all of which were met, were as follows:

- Parents of children attending kindergarten through grade 8, preferably with multiple children in those grades;
- Parents employed at least part time;
- At least three participants not to be White;
- An education level of high school diploma or less for at least three participants; and
- A variety of nonparental child care/out-of-school arrangements.

The recruiting criteria for the AELL survey also sought diversity in race, education level, and occupation. However, the main recruitment criterion was participation in an adult education activity, especially work-related courses, personal interest courses, and/or degree or credential programs, within the past 12 months. Since adults who ordinarily take work-related courses tend to be more highly educated, there was little variability in the educational background of those recruited for AELL intensive interviews (all had at least a bachelor's degree). On the other hand, demographic variation among those recruited with respect to gender, race/ethnicity, and marital status was sought.

Recruiting goals for the AELL intensive interview participants were as follows:

- Participation in an educational activity within the past 12 months;
- At least half of the participants to have taken work-related courses in the past 12 months;
- At least half of the participants not to be White; and
- Approximately equal numbers of male and female participants.

Approximately one-third of the participants were not White. The other recruiting goals were met.

In order to maximize the information gathered from the cognitive research participants, every attempt was made to recruit participants who could respond to more than one interview. Respondents to ECPP and APSA interviews were administered the interview for the other survey if possible. Also, information was collected on the activities of the adult education participants' children, if any, so that participants could respond to a parent interview; however, only one person who volunteered for the research and met the other criteria for inclusion had a child and was administered an ASPA interview in addition to the AELL interview.

Cognitive Research, Round 1—Focus Groups

For the purpose of the cognitive research, before- and after-school arrangements were conceptualized as falling into two general categories, center-based programs on the one hand, and all other arrangements on the other, including relative care, nonrelative care, self-care, and other adult-supervised activities. Because of this conceptual dichotomy, two focus groups were organized to explore issues related to the ASPA interview. Participants were assigned to the focus group corresponding to the

type of before- and after-school care in which their children participated, either center-based programs or another type of arrangement.

The two focus groups were conducted during the evenings of October 11 and October 13 at Westat's office in Rockville, Maryland, in a room designed for focus groups. Both groups were videotaped and audiotaped with the permission of the participants. Each participant was paid an honorarium of $40. The focus groups lasted approximately 2 hours and were led by the NHES project director. The ASPA survey manager and NCES and ESSI staff observed the groups, and the project research assistant took notes.

Focus Group Participants

Ten adults participated in the first focus group and eight in the second. Of the total of 18 participants, 6 were Black, 6 were White, 3 were Hispanic, 2 were Asian, and 1 was Native American. All but two of the participants were female. Four participants had a high school diploma or less, seven had some college, six had a bachelor's degree or higher, and no educational information was available for one participant. Exhibits C-1 and C-2 present details about the focus group participants.

Exhibit C-1. Characteristics of parents of youth not in center-based programs who participated in focus group discussions

Race/ethnicity and sex	Highest education	Occupation	Spouse's occupation	Children's grade levels
Black/female	Some college	Secretary	†	K, grade 3, grade 6
Black/female	Some college	Executive secretary	Parts driver	Grade 4, grade 6
White/female	Some college	Field administrator	†	Grade 2, grade 5
Black/female	H.S. diploma	Credit analysis	†	K, grade 3
White/male	Bachelor's degree	Govt. property administrator	Teacher	Grade 5
Hispanic/female	H.S. diploma	Purchasing clerk	Salesperson	Kindergarten
Hispanic/female	Bachelor's degree	YMCA	†	Grade 8
Black/female	Bachelor's degree	Administration	†	Grade 6
White/female	Some college	Assistant	†	Grade 2
Black/male	Some college	Legal secretary	Recreational counselor	Kindergarten

See notes at end of exhibit.

Exhibit C-1. Characteristics of parents of youth in center-based programs who participated in focus group discussions—Continued

Race/ethnicity and sex	Highest education	Occupation	Spouse's occupation	Children's grade levels
Black/female	H.S. diploma	Student	†	Grade 6, grade 8
Asian/female	Graduate school	Journalist	Journalist	Kindergarten
Asian/female	Bachelor's degree	Broadcaster	†	Grade 1
Hispanic/female	(1)	Self-employed	†	Grade 6
White/female	Master's degree	Housewife	Lawyer	Grade 1, grade 5
White/female	Some college	Consultant	†	Grade 4
White/female	Less than H.S.	Unemployed	†	Grade 6
Native American/female	Some college	Program assistant	International economist	Grade 4, grade 6

† Not applicable.

[1] Education level was not provided by the participant.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program (NHES), 1999.

Protocol and Topics of Discussion

The focus groups were led by a trained moderator and guided by a predetermined set of topics. The moderator's guide consisted of broad, open-ended questions designed to stimulate discussion among participants. Before the discussion began, parents were asked to map their children's activities before and after school during the previous week. This provided a useful backdrop for analyzing the comments made during the discussion.

Topics

Types of current arrangement or program. The discussions began with parents describing the arrangements they had in place at that time using the words and concepts most familiar to them. This part of the discussion also addressed special arrangements that parents might have when children are not in school yet parents are working, such as school holidays, inservice days, or when the child is sick. Parents were encouraged to talk about their particular needs for child care while they are working and the extent to which their current arrangements met those needs. The issues of location of the arrangement and transporting the child to and from the arrangement were included, as were the challenges posed by different arrangements for siblings or multiple arrangements for one child.

To help explore the issues of choice and barriers, parents were asked to describe former before- and after-school arrangements for their children, how long the children participated, and why the arrangements changed. The topics of self-care and sibling care were major discussion points in the group composed of parents with non-center-based arrangements and was touched on in the group of parents with children in center-based programs. The advantages and disadvantages of self- and sibling care as opposed to other arrangements, as well as parental strategies for monitoring children in self- or sibling-care, were explored.

The second focus group incorporated topics pertinent to parents with children in center-based programs. The relative desirability of center-based programs versus other arrangements was explored. Factors such as convenience, cost, and the receipt of private or public subsidies were included in the discussion. Issues associated with program staffing were discussed. Finally, contact between the program and the parents and parent involvement in the program's activities were topics opened for discussion.

Choice of arrangement or program. Information about decision making regarding types of before- and after-school arrangements or programs was elicited. Parents were asked how they learned about the arrangement or program in which their children were participating, what their alternatives were, how they decided on their current type of arrangement, the main reasons for selecting the current arrangement, and how satisfied they were with their choice. The discussion incorporated parents' expectations for the arrangements/programs in which their children participated, for instance, whether academic enrichment or exposure to cultural events or new technologies figured in their choice, and what type of arrangement parents would make for their children if all alternatives were available to them. Information about barriers to participation in center-based programs was invited. Parents were also asked to specify what to them were the indicators of quality in before- and after-school arrangements and to evaluate the cost of their arrangements in light of the benefits to their lives and those of their children. Discussion included reference to the impact on parents' work schedules and responsibilities as related to choice of arrangement. Finally, parents were asked for reports of their children's satisfaction with the current arrangement or program.

Characteristics of arrangements or programs. Because it was unclear how reliable parents would be as reporters of the activities in which their children were engaged during the after-school hours, the next part of the discussion attempted to elicit information about this topic. Differences in activities by type of arrangement and parents' confidence in reporting was noted. Time spent in the arrangements and in different activities was also ascertained.

Focus Group Findings and Recommendations

Notes were taken during both focus group discussions and were analyzed along with the audio-recordings. Analysis focused on issues and points of relevance to the design of new questionnaire items for the ASPA survey. The analysis was designed to capture recurrent patterns and themes among participants, as well as points of agreement, division, strong emphasis, and areas where parents were apparently lacking in information. Findings were compared and contrasted across the two focus groups. Attention was paid in the analysis to parents' choice of words, as well as their reaction to the moderator's choice of words. The analysis detailed in this section includes recommendations for questionnaire design based on the findings. Unless noted otherwise, all recommendations were implemented in the survey instruments (although later field test results might have led to further modifications).

Overall, parents in both focus groups revealed that maintaining arrangements for their children before and after school is a difficult and ongoing process. Almost all of the parents relied on a patchwork of arrangements for their children, as they struggled to ensure that their children were cared for. Parents talked about their efforts to find a balance between cost, logistics, quality, convenience, and their children's wishes. They spoke openly about their expectations, frustrations, and fears, and provided valuable information that was of use in the design of new questionnaire items for the ASPA survey. In the remainder of this section, findings relevant to instrument design will be discussed, followed by specific recommendations.

Findings from Focus Group A (Arrangements Other Than Center-Based)

Types of current arrangement or program. Parents in this focus group spoke candidly about their children's before- and after-school arrangements. The resulting picture was a complicated one, and each family's story was unique. The participants' children were cared for by babysitters, neighbors, or grandmothers, often in combination. A few took care of themselves or were taken care of by older siblings. Some children spent afternoon hours a few times each week in activities such as choir, swimming, soccer, band, and Brownies. Few parents in focus group A reported only one arrangement for their children during out-of-school time. Focus group A participants also made it clear that parents devote considerable effort in making arrangements for their children during before-school hours.

To give an example of the sometimes complex set of arrangements parents devise for their children, one single parent from focus group A took in a roommate and offered free room and board for the purpose of having another adult available to transport and care for her two children between the time

she left for work and the time school began. Her older daughter went to swimming after school and was picked up by her grandmother afterwards, who then took her to day care. She also went to math club after school twice each month and walked to day care afterwards. Her younger daughter attended Brownies after school several days each month and was taken afterwards by the Brownie leader to day care. Both children were then picked up at day care by their mother at 6:00 p.m.

In addition to the hodgepodge of arrangements made for their children during ordinary out-of-school time, parents also tried to plan for backup arrangements during school holidays, inservice days, or days when their children were sick. This was an area of great concern to parents, who confessed to finding themselves struggling to ensure that their children were cared for on these days. Some parents explained that they tried to enlist a babysitter or a relative in advance of school holidays or inservice days. Sometimes they were forced to allow their children to stay home by themselves. Sick days were usually more troublesome, since they were not predictable, and many parents in focus group A said that they were often forced to take time off of work to stay home with their children. One father said that he was usually the one to take off of work, rather than his wife, who worked as a teacher.

Several parents in focus group A allowed their children to care for themselves at least occasionally during out-of-school time. All of these parents said that they monitored their children by telephone, sometimes calling several times a day to check on them. None of the parents said that they allowed their children to spend time with friends during out-of-school hours. With respect to the issue of the sensitivity of the topic of self-care, focus group A participants did not overtly express any negative evaluation of this type of arrangement. On the contrary, when the topic was broached by several parents, other participants seemed supportive and understanding of the necessity of sometimes allowing children to care for themselves during morning or afternoon hours. One parent, whose 5th grade daughter stayed alone for about an hour before school in the morning, went to great lengths to explain for the group why this arrangement was necessary, suggesting that parents may feel that such a condition requires justification.

When asked whether anyone had had to change arrangements during the recent school year, three participants raised their hands. These parents had to change arrangements for a variety of reasons, such as poor quality care, age changes in their children, and relocation. For instance, one parent explained that she had to get rid of a babysitter who insisted on changing her closing hour from 5:30 p.m. to 4:30 p.m. This meant that she had to find an additional babysitter for that hour, which proved to be too difficult. Another parent had to change arrangements because of a carpool change.

Recommendations: *The multiplicity of arrangements reported by parents for their children's out-of-school hours reaffirmed that parents should be asked about all of their arrangements, and not just their primary one. Since the NHES:1999 fielded such questions, Westat recommend that they be retained for the NHES:2001 ASPA survey. In addition, emphasis should be placed on before-school arrangements as well as after-school ones. Some parents in focus group A reported making backup arrangements for their children on school holidays, teacher inservice days, and days when their child is sick. This indicated that the ASPA survey should include question(s) on the nature of these backup arrangements. Also, as an indirect measure of the extent to which mothers and fathers share responsibility for children's out-of-school needs, ASPA survey respondents should be asked which parent is more likely to take off of work to care for a sick child.*

Parents seemed understanding of the necessity for self-care under some conditions, and focus group results indicated that parents would not be adverse to responding to new questionnaire items related to self-care (e.g., on monitoring or child's activities and location). On the other hand, questions must be phrased so as to avoid the impression that the self-care arrangement is stigmatized in any way.

Parents did report making changes in the arrangements that they have for their children and further provided an idiosyncratic array of reasons. Although parents should be asked whether or not they have had to change arrangements within the previous year, it was not recommended that their reasons be elicited in the NHES:2001, since they would probably be too varied to generate an adequate closed-ended question.

Choice of arrangement or program/barriers. Parents were divided on the question of whether they felt many alternative arrangements were available to them. All of them felt that their choices were constrained by factors such as cost and logistics. Asked about their ideal arrangement, there was a unilateral and immediate response: "I would be there!" Asked then about their second ideal choice, the majority of focus group A said "a relative." It was noteworthy that none of the participants mentioned a center-based program, which seems to imply that these parents either did not place a high value on center-based programs, or else were not aware of this possible alternative.

Focus group A participants discussed the many barriers that prevented them from choosing more appealing arrangements for their children. First, transportation was cited as a serious impediment to certain arrangements. Parents described the difficulties of getting their children from one place to the

next, often relying on relatives and neighbors. Some parents told us that some arrangements were impossible because of distance or lack of transportation. Second, cost was a commonly cited factor in limiting parents' options. In describing why she could not enroll her child in a center-based program, one parent said: "I was shot down because of the price and I couldn't afford it." Another parent complained that her child was rejected from an after-school program because she made too much money. Third, several parents said that they were not able to put their children into center-based programs because the hours were not convenient or conflicted with their work schedule. Parents of children with disabilities faced special barriers to finding providers willing to care for their children at a reasonable cost.

In addition, parents discussed other factors that affected their choice of arrangements. Several explained that feeling comfortable with their child's caregiver is an utmost concern. Parents agreed that knowing the caregiver is essential, and that he/she must be reliable, competent, and must have a good relationship with the child. When prompted, everyone agreed that safety was extremely important. This includes safety within day care (protecting children from other children), and safety for children in self-care at home. Several parents said that they prohibited their children from answering the telephone or opening the door when they are at home alone. Parents also discussed their fears for their children's safety outdoors. Finally, another factor in choice of arrangement was the wishes of their children. Some children were strongly opposed to center-based programs, especially older children who felt that activities were not age-appropriate or were too highly structured.

> ***Recommendations:*** *Westat recommended that parents be asked whether they feel that they had more than one choice in selecting their current arrangements, since parents in focus group A varied on this point. This question might provide interesting results with respect to demographic differences (e.g., it seems likely that lower income parents would feel that they have fewer choices available to them).*
>
> *Parents had clear notions of ideal choice, and so they might be asked which arrangement they would choose if there were no obstacles preventing it. This would provide needed data to researchers and policymakers on what parents really want for their children during out-of-school time. Also, the question might be asked separately for both before-school and after-school hours. Since parents in focus group A did not mention center-based programs as an ideal choice, parents of children not enrolled in center-based programs should be asked whether or not they are aware of center-based programs in their community, and if so, whether they would prefer that their child attend one.*

New questions should be devised to address the issue of barriers to participation in various arrangements, such as transportation and cost. Parents in focus group A complained that lack of transportation or distance prevented their children from participating in certain arrangements. No parent in this group seemed immune from the burden of cost, and most parents felt that cost presented an obstacle to more appealing arrangements in one way or another.

Parents should be asked how accommodating the needs of their children during out-of-school time affects their job, since many parents are strained between the competing demands of employment and providing arrangements of sufficient quality for their children.

Parents of children with disabilities described their struggle to procure adequate care for their children during out-of-school time. Retaining questions on disability will allow analysts to focus on this important subgroup.

Characteristics of arrangements or programs. Parents appeared to be knowledgeable about the activities of their children in various arrangements, at least to a certain degree of specificity. They were able to say that their child did homework, watched television, played video games, or else was prohibited from doing some of these things. A few parents spoke about the rules and chores they provided for their children in self-care.

A few parents were able to answer questions about whether or not their day care providers were licensed. However, one parent seemed uncertain when asked. The two participants with children with disabilities remarked about the difficulties obtaining before- and after-school care because day care providers tended to shy away from children with disabilities and the care was likely to be very expensive. Therefore, concern about licensing was not paramount for them. Almost all parents of children in nonrelative and relative care were able to give the approximate number of children at the location, as well as the number of adults.

Recommendations: *Since researchers have an interest in how children are spending their out-of-school time, Westat recommended that several questionnaire items that aim at constructing a picture of what children at different age levels generally do in different arrangements be added. (In the second round of cognitive research, intensive interviews allowed testing and refinement of such questions to determine the extent of parents' knowledge of their children's activities before and after school and how this information is best elicited.)*

Several of the parents with children in home-based day care were able to state that their provider was licensed. This indicated that parents might be able to provide important data about use of licensed providers; however, intensive interviews conducted in phase two of the cognitive research revealed that most parents were unsure whether or not their providers were licensed. Therefore, these questions were not included in the ASPA interview.

Findings from Focus Group B (Center-Based Arrangements)

Types of current arrangement or program. Not all of the parents in this group had children enrolled in a center-based program at the time; some had children who had been in such programs in the past. Although parents in focus group B had experience with children participating in center-based after-school programs, all of them had to contend with many of the same issues as the parents of focus group A – making arrangements for their children before school, during school holidays, inservice days, and days when their children are sick. Also, not all programs were held every day of the week or lasted until the end of parents' workdays, and so parents also had to make arrangements for days and times after school when their children were not in center-based programs. Several parents in focus group B allowed their children to stay at home alone during times when they were not participating in a program or after-school activities.

Several examples of varieties of arrangements were offered. For instance, one participant explained that during the previous year she had to leave for work at 7:30 a.m., and so her 5th grade son would stay with his live-in grandmother until leaving on foot for school before 9:00 a.m. In the afternoon, her son would remain at school for the "Homework Club" program, which ended each day at 4:05 p.m. He would then return home to stay with his grandmother again until his mother came home from work at 6:00 p.m. Another parent said that she took her lunch hour at 2:30 p.m. so that she could pick up her child from school and transport her to a center-based program at the YMCA.

Just as with focus group A, parents in focus group B were constantly reevaluating and adjusting their arrangements, trying to arrive at solutions that are convenient, affordable, and supportive of their children's (and their own) well-being. One parent explained that she enrolled her children in a center-based program after trying to leave them alone at home: "I tried the stay at home thing, and it was driving me up the wall….You can't get anything done because you're worried about the kids…" Another parent decided to stop working in order to accommodate her children's before- and after-school needs,

mainly because of transportation problems, but also because of the difficulties in maintaining multiple part-time arrangements, some of which involved incompetent babysitters or else day care providers with too many children. One parent changed her child's after-school program after he was bitten by another child and rushed to a hospital.

> ***Recommendations:*** *It was recommended that parents of children in center-based programs also be asked whether their children have other arrangements (e.g., for before-school hours, school holidays, sick days, etc.), because few if any children appeared to have a single arrangement for all out-of-school times.*
>
> *Parents should be asked whether they have had to change arrangements for any reason within the previous year, and if so, what were their previous arrangements, perhaps providing a picture of tendencies in the direction of change in arrangements made for children at different ages. For instance, such data might tell us the age at which children tend to begin self-care. Data might also indicate whether children tend to move from supervised to unsupervised care or vice versa, an area of interest to researchers.*
>
> *Some parents felt compelled to stop working in order to accommodate their children's out-of-school needs in various ways. Nonworking parents should be asked whether they would seek work if they could find good out-of-school arrangements for their children outside of the home.*

Choice of arrangement or program/barriers. When asked about their ideal after-school arrangement, parents in focus group B agreed that center-based programs are preferable. Several said that children benefited more from experiences gained outside of the home (unlike parents from focus group A, who preferred relative care for their children). Parents with children in center-based programs stated that they would not consider removing their children from such programs in favor of other alternative arrangements.

Parents expressed their concern about leaving their children in self-care, even though there appeared to be little choice available to them. One parent said, "No matter how much you've worked out your signals, you still have bad feelings when they are alone." The same parent was happy that her daughter had become old enough to stay after school for activities such as chorus and drama, thus limiting the number of hours she had to stay home by herself. Parents were equally concerned about the safety of their children going to and from school. One parent said that she had four police officers in her

neighborhood who had agreed to try to watch out for her children when they get off of the bus in the afternoon.

Focus group B parents had strong and clear views about what a quality program should include. Some parents said that there should be a variety of activities available to children, and that the activities should provide opportunities for learning social skills and *interaction*, a word used repeatedly by participants. One parent said, "Interaction between the child and the caregiver is the most important thing." Some parents said that programs should provide academic and cultural *enrichment* (again, a word brought up by and used by participants). Other parents said that a good program should generally expose children to new experiences, languages, and cultures in a way that is enjoyable, yet full of learning. For instance, one parent said, "It's better to have after-school programs because they can continue learning… and doing something that they enjoy doing at the same time." Parents in focus group B also agreed that a higher staff to child ratio is important.

In addition, parents agreed that children were very clear about their like or dislike of a program. "If they don't like where they are, they will lash out." Parents felt that they could rely on their children's reactions to judge the quality of the program.

With respect to barriers, parents mentioned cost and transportation as two factors preventing enrollment of their children in certain programs. None of the focus groups participants received outside financial support to help with center-based care costs. However, one parent stated, "There's a lot of funding out there that I don't think a lot of parents know are available." One parent said that she could not enroll her daughter in a particular after-school program, because it ended at 4:00 p.m. and she could not figure out a way to transport her child afterwards from the school to day care. Several parents said that they preferred programs that were at their children's schools to avert any potential transportation problems.

A few parents said that they found out about their children's center-based program by word of mouth, mostly from other parents whose children attended the program. Several parents said that they asked their child's school about available programs. Another parent found information about center-based programs in a community newspaper and the yellow pages.

> ***Recommendations:*** *Since parents appeared to have strong and cogent views on what constitutes quality for center-based programs, Westat recommended devising one or more questionnaire items that address this issue.*

Parents in focus group B argued that their children's feelings about their center-based programs were a fair indication of program quality. Parents' perceptions of their children's positive or negative reactions to their programs might serve as one indicator of program quality, among others, and so a question on children's satisfaction with their program should be included in the ASPA interview.

Since parents in focus group B discussed barriers to participation in certain desired programs, such as cost and transportation, questions should be included in the ASPA survey that address these issues.

Characteristics of arrangements or programs. Parents in focus group B were not very certain about who ran their children's programs, and with one exception they were not able to answer the question of whether their children's programs were subject to an external evaluation. However, parents did appear to be knowledgeable about certain features of their children's center-based programs. For instance, parents were able to approximate the number of children and caregivers in their children's program. They could also specify the range of grades of children within those programs.

In addition, parents seemed to learn from their children (especially older ones) about the kinds of activities that took place within programs. A few parents said they learned from visiting the centers themselves. When asked whether the activities in their children's programs were "age-appropriate," parents seemed to grasp this notion and provided an answer (all said yes). Only one parent said that her child's program invited parent involvement, but only to attend special events after program hours.

Recommendations: *Westat recommended that parents should not be asked about who runs their children's programs or whether the programs are evaluated, since parents did not seem to be well-informed on these points. Since researchers are interested in national data on child to staff ratio in center-based programs, and parents appear to be able to provide such information, a question in the ASPA interview should address this issue. In*

addition, parents should be asked about the highest and lowest grades of the children participating in their children's before- or after-school program. However, it was determined after the individual interviews in phase two of the research that a better question addressing this issue would focus on the closeness in age of other children within the same group in the program. Westat also recommended that parents be asked about the kinds of activities their children do in their programs, as well as whether they believe these activities to be age-appropriate.

With respect to parent involvement, it appeared to be the case that working parents were generally not highly involved in their children's programs (which of course conflict with their work schedules), and so it was recommended not to include questions in the ASPA interview that focus on parental involvement in center-based programs.

Household enumeration. It has been observed in previous NHES administrations that parents are often reluctant to provide their children's first names during household enumeration and may even break off the interview when asked. Therefore, as a supplement to both focus group discussions, parents were asked about the NHES practice of eliciting the first names of children from their parents. First, parents were asked if they understood why the first names of children needed to be ascertained. Few parents could provide an accurate answer. After having the purpose of this practice explained, however, parents in both groups varied in their views. One parent took the most extreme position expressed in opposition to providing a child's first name—he stated that he would first require written explanation and justification of the research project from the Department of Education. Another parent expressed her fear that the sensitive information might be exploited for criminal reasons: "…so now you have my name, my address, my phone number, and you're asking me for my child's first name and their age. I would like to know why. What are you going to do, follow them off the bus and say, 'Hey, N., your mom, V., said I should pick you up.'"

On the other hand, after hearing that interviewers do not have any information about the household available to them and that the interview is opened with a statement about the sponsor of the study (the Department of Education), a majority of the parents agreed that their fears would subside and they would provide their children's first names with little reservation. It seemed to be the case that parents would feel more reassured when given more detailed information about the survey. One parent said, "If you explained yourself in the beginning, I wouldn't have any problem giving you the names." She continued to say, "I will do the survey if I feel like I want to help. Like if it's something about child care that I want to make better… So I kind of feel it out to decide if I'm going to do it."

Recommendation: *Westat recommended that the NHES:2001 continue to elicit the first names of children, but also include more description of the purpose of the study and emphasize the fact that the study is sponsored by the Department of Education. However, it was later determined that for the sake of brevity in the introduction, no change in wording should be made. Those parents resistant to providing first names after their concerns and questions are addressed by interviewers should be given alternatives to choose from, such as providing initials or relationships and age (e.g., son, age 6).*

Summary

The first phase of cognitive research led to recommendations for the design of questionnaire items for the ASPA survey of the NHES:2001. Many of the recommendations supported the addition of new questionnaire items, while others discouraged items on topics for which parents might not be reliable respondents.

Cognitive Research, Round 2—Intensive Interviews

Round 2 of the cognitive research involved testing of the questionnaires through intensive interviews. Intensive interviewing provides valuable feedback from respondents with a variety of background and life experiences. Respondents were administered the questionnaire in a face-to-face format, which allowed the researcher to probe for clarity, test the flow of the instrument, and obtain preliminary administration timings.

As previously described, participants for round 2 of the cognitive research were recruited by Westat from a variety of sources. Westat employees and their immediate families were not eligible to participate in the intensive interviews. However, pretest interviews were administered to some Westat employees who fit the recruitment criteria to test skip patterns and flow of the instruments before conducting interviews with paid respondents. In order to maximize the number of interviews conducted during this phase of the research, some respondents eligible for more than one survey participated in more than one intensive interview. In all, 24 interviews were administered with paid (non-Westat) participants: 6 ECPP, 9 ASPA, and 9 AELL interviews.

The cognitive intensive interviews were conducted between November 29 and December 17, 1999. All interviews were conducted in person, in small conference rooms at Westat's office in

Rockville, Maryland. They were audiotaped with the permission of the participants. Each participant received an honorarium of $40.

Intensive Interview Participants

Eighteen adults were interviewed about their children's participation in early education programs, before- and after-school programs and activities, their own educational activities, or a combination thereof. Twelve of the participants were White, five were Black, and one was Hispanic. Five participants had a high school diploma or less, three had some college, five had bachelor's degrees, and five had master's degrees. Six ECPP, nine ASPA, and nine AELL interviews were conducted. ECPP interview participants had a variety of child care arrangements, including nonrelative care, center-based care, and one mother who works at a day care center and brings her child to work. Participants receiving the ASPA interview also had a variety of arrangements, including nonrelative care, sports and scouts, relative care, and center-based programs.

The AELL questionnaire was administered to participants with a variety of demographic differences. However, all but one of the nine participants had a high school diploma or higher, which is to be expected because people with higher levels of educational attainment are more likely to participate in work-related courses. Nevertheless, the respondents had participated in a variety of adult education activities. Within the 12 months prior to the research, two participants had taken only work-related courses, one had taken personal interest courses, two were in credential programs, and four had taken both work-related and personal interest classes. See exhibit C-3 for details on characteristics of the intensive interview participants and the types of interviews administered.

Findings and Recommendations from the Early Childhood Program Participation Intensive Interviews

The large majority of items in the ECPP-NHES:2001 questionnaire were fielded in the ECPP-NHES:1995. Thus, these questions had been tested in previous cognitive research activities. However, the 2001 questionnaire included additional topics such as parents' perceptions of the quality of their children's care arrangements, the flexibility of child care arrangements, and the use of child care subsidies while transitioning from welfare to work. These topics were the focus of the ECPP intensive interviews. Findings and recommendations are summarized below. Unless noted otherwise, all recommendations were implemented.

Exhibit C-3. NHES:2001 cognitive interview participant characteristics and types of interview administered

Type of interview			Respondent demographic information					Child information					AELL activities		
ECPP	ASPA	AELL	Sex[1]	Race/ ethnicity[2]	Marital status[3]	Highest education	Occupation	Age	Arrangement[4]				Work related	Personal interest	Credential program
									R	NR	CB	A			
		√	M	W	S	Masters	Policy analyst						√		
		√	F	W	W	Masters	Ret./looking for work						√	√	
		√	F	B	S	Some college	Temp. receptionist						√	√	
		√	M	W	D	Masters	Health care sales						√	√	
		√	F	W	D	Masters	Therapist						√		
		√	M	B	S	Some college	Residential counselor								√
		√	M	W	M	Masters	USDA analyst						√	√	
	√	√	F	B	S	Bachelors	Office manager	5		√	√				√
√	√		F	W	M	High school	Part-time day care	4 12 15	√		√				
√	√		F	W	M	Some college	Part-time babysitter	2 5 8				√ √			
√			F	W	M	Bachelors	Administrative asst.	9 mo. 2		√ √					
√	√		F	W	M	Bachelors	Writer/editor at home	2 5 7	√	√					
√		√	F	W	M	High school	Gym babysitter	4			√			√	
	√		F	B	S	11th grade	Temp-receptionist	7 9	√ √						
	√		F	H	S	High school	Food service	9	√						
√	√		F	W	M	Bachelors	Dental assistant	2 8			√				
	√		F	B	M	High school	Management analyst	7 12 12	√ √ √						
	√		F	W	M	Bachelors	Membership services	10 16		√	√				

[1] Sex: F=female, M=male

[2] Race/ethnicity: B=Black, H=Hispanic, W=White

[3] Marital Status: D=divorced, M=married, S=single, W=widowed

[4] Arrangement: R = relative care, NR = nonrelative care, CB = center-based program, A = activities for adult supervision

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Surveys Program (NHES), 2001.

Backup arrangements. Parents were able to easily comprehend the questions about backup care arrangements, often reporting that they used more than one backup arrangement. However, parents had difficulty answering whether their care provider still cared for their child when the child is sick. Parents often responded that it depended on whether their child had a fever or was contagious to other children. Parents also had difficulty reporting which backup arrangement they used most, citing that it depended on how sick their child was. Parents also felt it was redundant to ask what backup arrangement they used for every care arrangement, because they usually used the same arrangement or arrangements.

> ***Recommendations:*** *Westat recommended that the backup arrangement questions be deleted from the interview in favor of questions focusing on the reliability of the care provider. These questions sometimes took unnecessary time and parents often reported that their use of backup care arrangements and whether the care provider would take their sick child was dependent on the severity of the illness.*

Flexibility of child care arrangements. Parents most often reported that their care provider or center-based program would take care of their child earlier or later than regular hours if needed. When probed on these questions, some parents mentioned that they paid their care provider by the hour, so asking their care provider to keep their child earlier or later was no problem. Another parent remarked that the center-based program her child attends will take her child earlier and keep her later because she pays for her child to attend the program full time, but only uses the program about half time. When probed further on this point, the respondent reported that she pays for full-time care in order to have the flexibility to change her hours.

> ***Recommendations:*** *Although this question yielded little variability in the intensive interviews, the literature has shown that parents choose flexible care providers when they have inflexible work schedules and are less likely to need flexible care providers if their work environment is more flexible (Child Care Policy Research Consortium 1999). It was therefore recommended that this question on caregiver flexibility be retained and monitored during the field test to determine if more variable responses are obtained.*

Choices in child care. Each child care arrangement section asks parents if they felt they had more than one option for child care they were willing to consider. Parents were probed on this question to determine if they understood "options that you were willing to consider" in the same way. It appeared that parents were not always answering in the same way. Most talked about options available to them in their area, but these were not always options they had looked into, or were seriously considering. One

mother mentioned that there were several day care centers in her area, but she had not visited them. When asked why they chose their current arrangement over the other options, some parents mentioned characteristics such as convenience, cost, and "overall feel." Other respondents reported it was the first place they had really looked at. Parents also indicated they felt it was redundant to ask the question for every child care arrangement because their options were the same regardless of child care type.

> ***Recommendations:*** *Because respondents seemed unable to distinguish between available arrangements and arrangements they would consider for their child, it was recommended that the item on "options that you were willing to consider" be dropped from the interview in favor of item EI2. Item EI2 asks parents how much difficulty they had finding the type of child care they wanted for their child. Although this question asked for a yes or no response, respondents indicated that they would prefer to have a scale. One parent answered, "Well, yes and no, I had trouble finding care, but not as much trouble as others." Therefore it was also recommended that the response categories be turned into a 4-point scale, "a lot," "some," "a little," and "no difficulty."*

Perceptions of quality and factors in parental choice. Because this section contained several new questions, think-aloud techniques were used extensively. For item EI1a-o, which asked parents to give characteristics of their primary child care arrangement a grade, A, B, C, D, or F, parents mostly responded with As or Bs. When asked about what it would take to give a grade such as a D or F, one respondent reported that the child would no longer be in that arrangement. Respondents reported that it felt awkward to assign a grade to the arrangement. Respondents were also asked if they could pick one characteristic that was more important to them than the others; most were unable to do so.

Four new items were added to question EI3a-l, which asks how important certain characteristics were in selecting a child care arrangement. Respondents easily comprehended the new items. When probed about which characteristic was most important in selecting a child care arrangement, several parents were unable to choose, but one respondent indicated cost was most important.

The final new item in this section asked respondents if they felt there were good choices for child care where they live. Most respondents reported they felt there were good choices, but one respondent indicated there were a lot of choices, but she did not know how good they were.

> ***Recommendations:*** *It was recommended that the scale for the items EI1a-o (characteristics of care arrangements) be changed from asking parents to grade each characteristic, A*

through F, to the original 5-point scale proposed by the Child Care Policy Research Consortium (1999), perfect, excellent, good, fair, and poor.

In previous NHES surveys, EI3a-l (measuring the importance of certain characteristics in selecting an arrangement) contained only items that could be mapped back to questions in the current care arrangement sections. Analysts were able to link the importance of specific characteristics to actual characteristics of the current care arrangements. Thus, it was recommended that only items that can be mapped back to questions in the care arrangement sections be retained.

For items ED15A, EE15A, EF18A, and EG22A (more than one child care option parents were willing to consider), respondents were reporting the types of options they had available to them, rather than options they were willing to consider. Therefore, it was recommended that items ED15A, EE15A, EF18A, and EG22A be deleted and EI4 (good choices for child care where you live) be retained. Also, this item complements item EI2, which asks respondents to report how much difficulty they had finding the type of child care they wanted.

Work-related child care questions and welfare questions. Questions in these sections (PU and PV) appeared to be clearly understood by parents. In addition, parents were able to answer with confidence work-related child care questions on behalf of their spouses. Parents also understood and were able to answer questions on participation in employer-sponsored pre-tax programs and the use of the Child and Dependent Care Tax Credit.

Because neither a current welfare recipient or someone who had transitioned off of welfare in the last 3 years was recruited for the cognitive research, the welfare and child care subsidy questions were not fully tested. It was recommended to monitor them closely during the field test. Additionally, it was noted during the intensive interviews that not all parents were asked the item about receipt of child care subsidies.

Recommendation: *It was recommended that the skip pattern in the welfare section be changed to administer to all parents the question regarding child care subsidies from a state government or child care agency.*

Other findings and recommendations. Parents were asked what they thought care on a "regular basis" meant. Parents reported weekly and consistent care constituted a "regular basis."

However, when parents were asked if they thought care received 2 weeks each month was care on a "regular basis," they also responded yes. It was recommended the term "regular basis" remain undefined, and the NHES:1995 questions about regular care at least once each month be asked, allowing the analyst to define regular care.

Some respondents had difficulty answering how many children are cared for together with their child, and how many adults care for their child in a given arrangement. While respondents were able to give exact numbers, several respondents indicated these numbers could vary. For example, one mother indicated a nonrelative cares for her child alone until her older children come home from school. Another respondent indicated that her center-based program had two care providers in the morning, three providers midday, and then two again in the late afternoon. It was recommended that a probe be added to ask parents to report the number of children present for the majority of time that the child is in care, or the number of adults that care for the child during the majority of the day. Also, one respondent indicated she would like to have seen a question about the reliability of the care provider. This respondent indicated she felt the staff turnover at her daughter's child care center was too high. It was recommended that a question on the reliability of the care provider be added.

When asked if their child's care provider has received education or training specifically related to young children, most respondents answered yes. When probed further about the type of training the care provider had received, several respondents mentioned CPR training. It was recommended that this question be dropped from each of the sections because it did not adequately cue the respondent to report only courses related to child education. It was also recommended that the corresponding item be dropped from question EI2, regarding the importance of selected characteristics.

Summary

The intensive interviews for the ECPP questionnaire provided useful information about the length and flow of the questionnaire and about parents' ability to recall and accurately report on their children's child care arrangements. Overall, the interview was quite lengthy, about 25 minutes. Respondents indicated that several questions were redundant (e.g., backup care arrangements and options), and these items were suggested for deletion. The cognitive research interviews also revealed problems with skip patterns, particularly in the welfare section where all parents should be asked if they receive child care subsidies, regardless of welfare status. Also, it was discovered that parents were able to report on the quality of their child care arrangements and on the difficulty they had in finding child care.

Parents were less able to report whether their care provider had taken early childhood education classes and whether there had been more than one option for child care that they were willing to consider.

Findings from the Before- and After-School Programs and Activities Intensive Interviews

Some of the questions to be included in the ASPA-NHES:2001 interview were fielded in the Parent-NHES:1999 and ECPP-NHES:1995 and had already been tested. Thus, this round of cognitive research focused mainly on the testing of newer items, specifically those having to do with activities, backup arrangements, self-care, center-based program features, parental perceptions about and factors in choosing arrangements, and the impact of arrangements on parents' working lives. Unless noted otherwise, all recommendations presented below were implemented.

Activities questions. All of the arrangement sections of the ASPA survey contained questions asking parents about their children's activities. Although one parent commented that she could not say for sure what her child did during out-of-school time, all other parents were confident that they could identify the activities of their children. When asked how they know, parents mentioned several sources, including discussions with their children and discussions with their care providers. The parent of a child in self-care said that she was familiar with her child's routine and called him regularly during the out-of-school hours.

As for the adequacy of the response categories to the activities questions in sections SF, SG, SH, SJ, and SI (pertaining to the different types of care), several parents reported activities that could not be subsumed under existing response categories for these questions. These include arts and crafts, getting ready (for before-school), eating/snacking, and reading.

For the question that asks for the specific after-school activities of children, parents also gave responses that could not be coded within the existing categories. These included Cub Scouts, tutoring, and religious education. One parent asked whether the activities were strictly limited to after-school afternoon hours, and another parent asked whether activities during school hours should also be included.

Recommendations: *Westat recommended that questions about children's activities during out-of-school time in various arrangements be retained, with revisions to existing response categories. Categories such as arts and crafts, getting ready, and reading should be added*

to questions asking about activities within arrangements, and categories such as Cub Scouts, tutoring, and religious education should be added to the list of after-school activities in question SI2. However, it was determined that a large sample of activities would provide an empirically sound basis for the creation of a list of response categories, and that the field test would be able to supply such data. Therefore, the activities question was modified to an open-ended format.

Backup arrangements. Parents reported that the questions on whether arrangements continue on irregular school days (such as school holidays or inservice days) were clear and easy to answer. In addition, parents were familiar with the phrase "backup arrangement." Several parents felt that asking about backup arrangements repeatedly for different arrangements was redundant, because their backup arrangements were generally the same in any event. However, backup arrangements may differ according to whether the need is scheduled or unplanned. One parent noted that her backup arrangements for snow days differed from those for school holidays.

With respect to backup arrangements when children are sick, several parents could not give a simple yes or no response to questions that address whether a relative or nonrelative care provider still provides care when a child is sick. They argued that it depends on how sick the child is, since many care providers (even relatives) will not accept children that are extremely contagious, especially when other children are being cared for.

Recommendations: *Westat recommended that questions about backup arrangements should be retained in the ASPA interview; however, to avoid redundancy (and shorten the length of the interview), they should be consolidated into several questions that appear once in a later section. Further, it was recommended that backup questions be asked separately for unpredictable divergences from a regular school schedule (such as snow days and sick days) and predictable ones (such as school holidays and inservice days). However, it was determined that questions pertaining to unpredictable days out of school were not of adequate interest to analysts to justify their retention in an already lengthy interview, and those questions were deleted.*

Self-care questions. The one parent whose child was in self-care noted that generally the questions were not too sensitive, although she could imagine that some parents would not want to answer specific questions pertaining to the child's whereabouts and hours in self-care. Other parents (all of whom were asked SJ1 on whether their child is in self-care) noted that the phrase "care for himself/herself" is potentially ambiguous, since it could mean being "responsible" for himself/herself, or

else "able to perform certain day-to-day functions on his/her own, such as dressing, making breakfast, and so on." Questions on monitoring and rules were clear and comprehensible to the single parent who responded to this section of the interview (a pretest participant). She noted that she was aware of her son's activities in self-care because she monitored him during these hours and talked with him daily.

> ***Recommendations:*** *Self-care questions appeared to be presented in a way that did not concern parents or lead to suspicion; however, some revision of wording was needed to improve clarity. Specifically, it was recommended that the phrasing of the self-care questions avoid use of the word "care," which is potentially ambiguous, and also that questions within this section be carefully monitored in the field test.*

Program features. The center-based program section of the ASPA interview contained new questions regarding program features. It became apparent in cognitive interviews that the distinction between center-based programs and after-school activities was not self-evident for parents. For example, two parents reported that their children were in the "Mad Science" program, but one of them treated it as a center-based program and the other as an after-school activity.

Parents were unsure how to answer questions SH18 and SH19 (the lowest and highest grades in child's program), because they wondered whether this referred to all of the children in the program or rather to only the children in their own child's group within the program. Similarly, several parents were uncertain how to respond to question SH20 (on how many children are in the same room or group), noting that there may be several groups within a room. The question on whether children did homework at the program was problematic for one parent, who noted that while the program provided time for homework and expected it, her child rarely did it.

As for parent knowledge of program features, parents were able to estimate the number of children in their child's program, but seemed to feel more comfortable providing a range rather than an exact number. In addition, both of the parents who had children in center-based programs seemed uncertain about whether their child's program was licensed (one of them responded, "I would presume, but I'm not sure").

> ***Recommendations:*** *Revision was recommended for the introduction to the center-based programs section of the ASPA interview. Specifically, the difference between center-based programs and after-school activities needed clarification. It was recommended that questions SH18 and SH19 (the lowest and highest grades in child's program) be deleted and that another question be substituted to address the ages of children within the parent*

respondent's child's same group in the program. Question SH20 should ask how many children are in the child's "group" (and not the child's "room or group"). For this same question, parents who are not able to provide an exact number should be instructed by interviewers to give an approximation. Finally, the question about program licensing was recommended for deletion, because parents do not seem knowledgeable on this matter.

Perceptions of quality and factors in parental choice. This section of the ASPA interview contained new items that were tested for the appropriateness of their order, as well as for the meaningfulness, clarity, and completeness of response categories. The questions on what arrangements parents would choose for their children under ideal circumstances both before and after school seemed perplexing to parents, several of whom asked, "Does that include me staying home?" On the other hand, some parents did not appear to consider this possibility.

The question about whether parents feel that there are "good choices" for before- and after-school care where they live led one parent to point out that, whereas there were many choices, it was unclear whether they amounted to "good" choices. When asked about whether they had encountered difficulty finding the type of out-of-school care they wanted for their children, several parents said that a yes or no response was not possible, and they felt more comfortable giving a response such as "somewhat difficult." Question SM7, which asks parents to grade features of their child's primary care arrangement, did not present any problems for parents, but provided little variability in results; parents graded almost all features with an A.

For SM8 (on things parents look for in selecting arrangements), the question referring to a care provider who speaks English to the child led to some confusion and amusement for some native English-speaking parents, who noted that if the care provider spoke any other language, their child would not be able to understand. There was no variability for "a clean and safe environment," with all parents saying that this was very important.

The question about whether parents felt they had more than one option when choosing the current arrangement(s) (which was embedded in each section of the ASPA interview) did not appear to present difficulties for parents, although several of them seemed to feel that the repetition of the question in different sections was unnecessary and redundant. A common response was "didn't you already ask that one?" Parents whose children participated in after-school activities were befuddled by this question in that section of the interview, since they viewed their children as participating by choice and for their own enrichment. Strictly speaking, after-school activities did not seem to be viewed by parents as arrangements for their children's care and supervision.

Recommendations: *In order to ensure that parents understand the question on "ideal" arrangements in the same way, Westat suggested that it be made explicit that care by a parent or other guardian should not be considered as a possible response. The question on the degree of difficulty finding an arrangement should provide a graded scale rather than yes/no response options. The question should read "How much difficulty did you have…" and the response options should read "a lot," "some," "a little," and "no difficulty."*

Given the length of the APSA interview, it was recommended that question SM7 (characteristics of care arrangements) be deleted. It appears that this question will result in little variability of response, if any. SM8 (attributes of care arrangements) should be retained, but with revision to questions (a-j). Specifically, questions (f) (a caregiver who speaks English…) and (i) (a clean and safe environment) should both be deleted. Finally, question on whether parents felt they had options in selecting their current arrangements should be removed from the arrangement sections appear once in the "perceptions and factors" section of the interview.

Work-related child care questions and welfare questions. Questions in these sections (PU and PV) appeared to be clearly understood by parents. In addition, parents were able to answer with confidence work-related child care questions on behalf of their spouses. One mother told us that she works at home in order to be able to care for her child. One problem detected in this section as a result of intensive interviews was that self-employed parents would be asked question PU17 (on whether employers have a program that allows employees to put pay into an account (before taxes) to pay for child care costs), but the existing yes/no response categories were not adequate in this case.

Since a current welfare recipient was not among the participants, and none of the parents interviewed had received benefits within the last 3 years, it was not possible to fully test the welfare questions in section PW. These items were monitored during the field test.

Recommendation: *Westat recommended that the response categories for questions PU17 and PV16 include a new category that reads ("self-employed").*

Other findings and recommendations. For the "number of days each week" questions in the various arrangements sections, some parents asked if that meant "on average," or in a typical week. These questions should be retained in their current form to allow comparability to earlier NHES administrations, while including a probe in the questionnaire that instructs interviewers to advise parents

who bring up this point that what is meant is an "average" or "typical" week. In response to SG1 (on whether child receives care from a nonrelative), several parents thought the question should explicitly note that the nonrelative care could be received either in the respondent's home or in another private home. It was recommended that this change be made.

The first paragraph leading up to question SF1 in the relative care section led to confusion for several parents, who took it as a question in itself. It was recommended that this paragraph be revised. Two parents asked whether general child support constituted "help from a relative" to pay for child's arrangement. To exclude this possibility, a parenthesized note was suggested as an attachment to the question that modified it to read: "A relative of (child) outside your household who provides money specifically for that arrangement (not including general child support)." Finally, in the after-school activities section (SI), in response to the question about parental satisfaction with the arrangement, one parent asked, "What arrangement (activity) are we talking about?" Since parents might be satisfied with one after-school activity arrangement and not another, this question was recommended for deletion from this section of the interview.

Summary

Information from the intensive interviews revealed that the ASPA instrument presented few problems to respondents. Findings pointed to the need for clarification of some questions and the addition of response categories in several cases. Parents generally had considerable knowledge about aspects of their children's before- and after-school arrangements, such as their particular activities and the features of their children's center-based programs. Further, feedback from intensive interviews suggested the need to modify and add response categories to questions that addressed specific activities within different arrangements. Another recommendation to emerge from this round of cognitive research was to remove the backup questions from each section, to be replaced by a single set of backup questions in a later section of the ASPA interview, which would shorten the interview and avoid the redundancy reported by intensive interview respondents. As for results relating to parental perceptions and factors in choosing arrangements for their children, findings suggested the need for considerable revision of question wording and response categories, although in general parents found these questions to be meaningful and answerable.

Findings from the Adult Education and Lifelong Learning Intensive Interviews

Cognitive interviews for the AELL survey focused largely on sections pertaining to college or university programs, work-related courses, personal interest/development courses, and informal learning activities. Although revisions were made in both the ESL and adult basic education sections for the NHES:2001 instrument, most of the items in these sections were fielded in previous NHES administrations. Unless noted otherwise, all recommendations were adopted.

Reasons for taking credential programs. A new item determined whether respondents' participation in credential programs was for work-related reasons or for personal interest. Two respondents reported that they had participated in bachelor's degree programs during the 12 months preceding the cognitive research. One respondent was studying philosophy, and the other respondent was majoring in accounting. Neither experienced difficulty with reporting their reasons for enrolling in the college degree programs. They both reported that it was for personal interest.

Recommendation: *No change was recommended.*

Industry, occupation, or company certificate programs. This is a rapidly growing area of education in which many adults participate. However, there are no "standard" or governing agencies granting these types of certificates. An issue concerning this question was the comprehension of the term "certificate," because not all respondents would necessarily understand it in the same way. Respondents apparently had no problem identifying those courses they took in order to obtain certificates. Some respondents reported that they obtained a certificate of completion after taking certain courses, but they knew that those were not of interest. However, some respondents pointed out that the word "certificate" in the credential participation question was confusing.

Recommendation: *Westat recommended deleting the word "certificate" from the credential participation questions (AD1 and AE1) in order to avoid any confusion.*

Items pertaining to employer support for participation in adult education. The series of items gathering information on employer support had been modified slightly from those fielded in the NHES:1999. During the cognitive interviews, the flow of the interview and respondent comprehension of these new items were examined. Respondents generally had no problem reporting receipt of support from their employer. Two concerns, however, were uncovered. First, even though respondents reported that they worked in the past 12 months, the employer support questions were not appropriate if they were not employed when participating in educational activities. Second, some respondents commented that the

placement of the employer support questions and the education-related questions needed to be reversed. The respondents felt that the NHES survey was more interested in gathering information about employers' support and involvement in adult education than collecting information about the educational experiences of adults.

> ***Recommendation:*** *The following two recommendations were made concerning the employer support questions. An item asking whether the respondents were employed when taking courses or classes should be added prior to asking the employer support questions. Also, the series of the employer support questions should be asked after the questions pertaining to reasons for participation, instructional providers, total hours of instruction, and personal expenses for participation.*

Personal expenses for participation in adult education. Three separate items asking about personal expenses, including tuition or fees, books or materials, and transportation and child care were asked of respondents during the intensive interviews. Respondents had no difficulty reporting the amount of money they paid for tuition and fees regardless of what types of educational activities they took part in. However, those respondents who reported participating in work-related courses or personal interest courses noted that the cost for books and other course materials was included in the tuition and fees. No separate expenses for books and materials were incurred. The question about the cost for transportation and child care was problematic as well. Most respondents reported that they did not think about reporting transportation expenses since they drove their own vehicles or the transportation fare was a small amount. One respondent also remarked that some courses were only a couple of hours long and the classrooms were very close to her home. She felt that it was not worth reporting the transportation cost for those courses. When the respondents were probed to estimate, they reported between $15 and $25 for gas.

> ***Recommendation:*** *Westat recommended asking two questions on personal expenses for participation in educational activities. The first question would ask about tuition and fees, and the second question about other costs, including books, materials, transportation, and child care. Also, it was suggested that several follow-up questions be asked during the field test to further monitor these two questions. A specific plan was submitted to NCES as part of the NHES:2001 field test plan.*

Roster of courses. A new strategy proposed for the NHES:2001 was to divide non-credential courses into two categories—work-related courses and personal interest courses. Respondents would be asked to report all the courses they took in the past 12 months; then they would be asked about

whether each course was for work-related reasons or for personal interest and total hours attended for each course. During the intensive interviews, probes ascertained whether the respondents recalled all courses they took and whether they had any difficulties determining whether the courses were work-related or personal interest courses.

Most respondents did not report any additional courses after probing; however, several respondents added a few more courses after probing. They mentioned that they had not reported those courses because they were insignificant to them. They felt that they should report only courses that are important to their personal life and their work. The respondents also pointed out that length of the courses was an important factor for them. They tended not to report courses that lasted 2 or 3 hours. Another point uncovered was that some respondents did not report Bible study courses because they were free and part of their religious practice.

> ***Recommendation:*** *Westat recommended adopting the participation questions used in the NHES:1999 Adult Special Study, with some modifications, because additional cues were helpful for respondent recall and reporting courses. The question listing all the courses that the respondents might have taken in the past 12 months would include a statement about the general nature and types of courses for work-related reasons and for personal interest. In addition, two probes for providing examples of course names were recommended. These probes would not only help the respondents recall courses, but also allow them extra moments to think back on their educational activities during the 12-month period. These probes would be read to the respondents if the answer to the first question is no or when the respondents finish reporting course names that they took.*

Use of technology. Minor modifications to items from the NHES:1999 were made to the technology questions for the NHES:2001. The list of technology types was examined for adequacy, and probes or think-aloud strategies were used to explore whether respondents could recall the amount of instruction (i.e., all, more than half, about half, or less than half of the instruction) received through technology. Respondents had no problem understanding the questions and reporting percent of instruction through remote technology. However, reading a list of technology types for instruction took longer than desirable.

> ***Recommendation:*** *Westat recommended that two questions be asked: one question about whether the instruction was face-to-face or by remote technology, and the other above what percentage of instruction was taught by using remote technology.*

Informal learning. Respondent comprehension of the questions was carefully monitored because informal learning was loosely defined. Also, special attention was paid to whether the respondents were able to easily report total hours spent on informal learning activities. For the most part, the respondents had no difficulty understanding the questions accurately. They reported that "mentoring" and "brown-bag presentation" were critical cues to informal learning. However, some respondents mentioned that the term "less formal" was ambiguous.

These respondents reported that informal kinds of learning activities were often ongoing and spread throughout the 12-month period. They could not report the total hours of informal learning activities. Hours spent on informal learning were very few in some cases and relatively long in others. The respondents also reported that no cost was involved in their informal learning activities, including tuition and fees or other materials.

> ***Recommendation:*** *Westat recommended retaining the participation questions for the informal learning activities (AJ1) and dropping all other questions in the section.*

Outcomes of participation in work-related courses. This set of items measuring outcomes of participation in work-related courses had not been tested in previous NHES administrations. Respondents had no problem understanding the questions, which they reported were clear and complete. It was observed, however, that it took about 6 to 7 minutes to administer this series of questions for each course.

> ***Recommendation:*** *These items should be considered for deletion from the NHES:2001. They added considerable time to an already lengthy interview. The NHES:2003, which will focus mainly on work-related education, would be a more appropriate survey to measure work-related outcomes.*

Barriers questions. Questions asking about barriers to participation in adult education were tested with one respondent who did not participate in work-related courses in the past 12 months. This respondent did not experience any difficulty or confusion when answering these questions. No additional barriers to participation were elicited by probing.

> ***Recommendation:*** *No change was recommended. However, subsequent discussions with NCES led to the deletion of the barriers questions from the NHES:2001 AELL interview.*

Summary

The cognitive research conducted for the AELL survey indicated the need for some limited changes to the interview. For example, respondents had difficulty reporting their transportation costs for participation in AELL activities if they drove their own vehicles to the classroom, and this item was recommended for deletion. However, items asking about other expenses, including tuition or fees and books or materials, did not present any difficulties for respondents, and a recommendation was made to retain them. The cognitive research also revealed that the interview would proceed more efficiently if it was ascertained whether an adult was employed at the time of participation in a particular AELL activity prior to asking questions concerning employer support. Those who did not have a job at the time would skip the employer support questions. Another suggested change that emerged from the cognitive research was dropping the total number of hours for participation in informal learning activities. These types of learning activities are often ongoing and spread throughout the 12-month period, making it very difficult for respondents to give a time estimate. Also, new probes were recommended for interviewers to provide cues for any other courses that the respondent might have taken but did not initially recall.

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:2001 and presented the plan for within-household sampling. This appendix provides a more detailed discussion of these aspects of the NHES:2001 sample design. Section D-1 contains details about sample size requirements, and section D-2 describes the development of the within-household sampling scheme. It should be noted that throughout this appendix, all discussion of the expected detectable differences based on proposed sample sizes is with regard to the proposed sample sizes under the original sample design.[1]

D-1. Sample Size Requirements

Adults

One key objective of the NHES:2001 was 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 AELL-NHES:2001 survey were determined by the ability to detect change in adult education participation for key subgroups defined by race/ethnicity and educational attainment. Additionally, since a survey on work-related adult education was planned for the NHES:2003, the ability to detect change in estimates of work-related participation was examined under three scenarios involving different hypothesized sample sizes for the NHES:2003.

As discussed in chapter 3, the general precision requirement for each survey of the NHES:2001 was the ability to detect a 10 to 15 percent relative change for an estimate of between 30 and 60 percent. Power calculations were used to determine the sample sizes required meet this precision requirement for detecting changes between NHES survey estimates. Estimates and standard errors from previous cycles were used in these power calculations. Table D-1 gives the sample size requirements for detecting a 10 percent and a 15 percent relative change in the NHES:1999 estimate for each key indicator in the AELL-NHES:2001 survey. For some characteristics, detection of a 15 percent relative change was not feasible; however, in each such case, the level of the NHES:1999 estimate fell outside the 30 to 60 percent range.

[1] The original sample design involved stratification of telephone numbers based on minority concentration alone. Subsequent to this original design, research was conducted on stratification alternatives aimed at improving the precision of estimates for race/ethnic subgroups, and a revised sample design was prepared. (See chapter 3 for details.)

Table D-1. Sample size requirements to detect 10 percent and 15 percent relative change, in participation rates in adult education activities, by selected characteristics: AELL-NHES:2001 and AE-NHES:1999

Characteristic	AE-NHES:1999		AELL-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Participation in adult education activities					
Overall	46	0.84	4.60	10	880
Overall	46	0.84	6.90	15	360
White, non-Hispanic	46	0.89	4.60	10	896
White, non-Hispanic	46	0.89	6.90	15	363
Black, non-Hispanic	49	2.37	4.90	10	6,633
Black, non-Hispanic	49	2.37	7.35	15	492
Hispanic	41	2.18	4.10	10	--
Hispanic	41	2.18	6.15	15	827
Less than high school diploma	22	1.73	2.20	10	--
Less than high school diploma	22	1.73	3.30	15	--
High school diploma or higher	51	0.97	5.10	10	714
High school diploma or higher	51	0.97	7.65	15	287
Work-related participation: projecting to 2003 (n_{2003}=10,000)	23	0.44	1.61	7	6,517
Work-related participation: projecting to 2003 (n_{2003}=15,000)	23	0.44	1.38	6	10,312
Work-related participation: projecting to 2003 (n_{2003}=20,000)	23	0.44	1.38	6	10,312
Work-related participation	23	0.69	2.30	10	3,545
Work-related participation	23	0.69	3.45	15	1,254
Less than high school diploma	4	0.74	0.40	10	--
Less than high school diploma	4	0.74	0.60	15	--
High school diploma or higher	27	0.81	2.70	10	2,842
High school diploma or higher	27	0.81	4.05	15	1,001

See notes at end of table.

Table D-1. Sample size requirements to detect 10 percent and 15 percent relative change in participation rates in adult education activities, by selected characteristics: AELL-NHES:2001 and AE-NHES:1999—Continued

Characteristic	AE-NHES:1999		AELL-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Personal development participation	23	0.66	2.30	10	3,393
Personal development participation	23	0.66	3.45	15	1,235
Less than high school diploma	8	1.21	0.80	10	--
Less than high school diploma	8	1.21	1.20	15	--
High school diploma or higher	26	0.76	2.60	10	2,919
High school diploma or higher	26	0.76	3.90	15	1,047
Credential participation					
Less than high school diploma	3	0.82	0.30	10	--
Less than high school diploma	3	0.82	0.45	15	--
High school diploma or higher	19	0.6	1.90	10	4,819
High school diploma or higher	19	0.6	2.85	15	1,645
Basic education participation					
Less than high school diploma	9	1.41	0.90	10	--
Less than high school diploma	9	1.41	1.35	15	--
High school diploma or higher	0.4	0.09	0.04	10	--
High school diploma or higher	0.4	0.09	0.06	15	--
ESL participation					
Less than high school diploma	11	2.97	1.10	10	--
Less than high school diploma	11	2.97	1.65	15	--
High school diploma or higher	11	2.21	1.10	10	--
High school diploma or higher	11	2.21	1.65	15	--

NOTE: The symbol "--" in the sample size requirement column indicates that the specified relative difference is not detectable with any sample size (because the sample size from the NHES:1999 was not large enough to support detection of the given relative difference). For subgroup estimates, the sample size requirement given here is the number of completed interviews required for the subgroup.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education and Lifelong Learning (AELL) Survey of the National Household Education Surveys Program (NHES), 2001, Adult Education (AE) Survey of the NHES, 1999.

The sample sizes needed for producing estimates for Blacks and Hispanics were examined. The October 1997 CPS estimates 9.9 percent of the adult civilian, noninstitutionalized population were Hispanic and 11.3 percent were Black. Therefore, the sample requirement for Hispanics was a key determinant of the overall sample size requirement for adults in the NHES:2001. In order to sample 1,100 Hispanics (without taking into account the oversampling of minorities), a total of 11,111 [=1,100/0.099] adults was needed. A target sample size of about 18,750 adults was established for NHES:2001. This sample was sufficient to support precise estimates of change in overall participation for Blacks and Hispanics, as well as for other key subgroups discussed below.

Other key indicators for NHES:2001 were estimates of participation in adult education by type of adult education by educational attainment (less than high school, high school or higher). Estimates from the NHES:1999 suggested that about 46 percent of adults participated in adult education activities. However, only 37 percent of adults enumerated in the NHES:1999 were reported to participate in adult education; thus, this estimate was used in designing the sample.[2] In order to attain greater precision in the estimates of characteristics of participants, all participants, regardless of educational attainment, were oversampled. Additionally, adults with less than a high school diploma were oversampled. Unit response rates and participant/nonparticipant switching rates were also taken into account when determining the final sample sizes.

Table D-2 presents the expected detectable differences based on the expected sample sizes for the AELL-NHES:2001 survey under the original sample design. As shown, the precision requirement to detect a 10-15 percent relative change for an estimate of between 30 and 60 percent could be met with the proposed sample sizes for most of the key indicators. All race/ethnicity subgroups for overall participation, as well as the subgroup containing adults with a high school diploma or higher for types of education participation of interest, met the specified precision requirements. However, for all types of participation for adults with less than a high school diploma, meeting this requirement was not feasible when comparing to the NHES:1999. This was partly due to small sample sizes and small estimates (considerably smaller than 30 percent).

Sample sizes for the Adult Education interview were considerably larger in the NHES:1995 than in the NHES:1999. Thus, for adults with less than a high school diploma, the ability to detect changes in participation rates by type of adult education using estimates from the NHES:1995 was also examined. For this subgroup, the detection of a 15 percent relative change in these estimates was not possible. Table D-3 shows the expected detectable differences for this subgroup when comparing to the

[2] Further discussion of participant/nonparticipant switching rates and their effects is given in chapter 3.

AE-NHES:1995 estimates, based on the expected sample sizes for the AELL-NHES:2001 survey under the original sample design.

As described in the discussion of the within-household sampling scheme in chapter 3, differential sampling rates were used for participants and nonparticipants and for adults with less than a high school diploma or a high school diploma or higher. Therefore, the design effects resulting from this differential sampling were a concern. After considering various alternatives, it was found that a sample of about 1,650 participants with less than a high school diploma, 1,560 non-participants with less than a high school diploma, 6,700 participants with a high school diploma or higher, and 5,250 nonparticipants with a high school diploma or higher was feasible without great reductions in efficiency. The overall expected design effect due to the differential sampling of adults was 1.4. These sample sizes were expected to provide adequate precision for estimates of characteristics of adult education participants and characteristics of adults with educational attainment of less than a high school diploma. Additionally, if barrier items[3] were to be included in the NHES:2001 AELL interview, the sample of non-participants was adequate to support estimates of barriers.

In the NHES, estimates of participation in adult education by income level were of interest. Therefore, one alternative that was considered for the NHES:2001 was differential sampling of adults based on income. In order to sample based on income level, income items would need to appear early in the Screener. Because income is a sensitive item and asking about income may induce nonresponse to future interviews in the household, previous NHES administrations have asked about income at the end of the first completed extended interview. Asking about income early in the Screener would likely jeopardize unit response rates. Furthermore, income items have been shown to be quite unreliable due to measurement error; therefore, there is a high risk of misclassification when sampling based on income. In light of these concerns, sampling adults based on income was ruled out for the NHES:2001. However, the use of income was considered in the development of the weighting methodology in order to reduce coverage bias due to highly differential telephone coverage rates among income subgroups.

[3] "Barrier items" are questionnaire items aimed at assessing impediments to participation in adult education, such as cost, time, family obligations, and transportation issues.

Table D-2. Detectable differences based on proposed sample sizes for adults in the NHES:2001 under the original sample design, by selected characteristics: Comparison to the AE-NHES:1999: AELL-NHES:2001 and AE-NHES:1999

Characteristic	AE-NHES:1999		AELL-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Participation in adult education activities					
Overall	46	0.84	2.30	5	6,285
White, non-Hispanic	46	0.89	2.30	5	7,215
Black, non-Hispanic	49	2.37	5.88	12	1,237
Hispanic	41	2.18	5.74	14	1,100
Less than high school diploma	22	1.73	3.96	18	2,982
High school diploma or higher	51	0.97	2.55	5	5,592
Work-related participation					
Less than high school diploma	4	0.74	1.80	45	3,122
High school diploma or higher	27	0.81	2.16	8	6,252
Personal development participation					
Less than high school diploma	8	1.21	2.80	35	2,823
High school diploma or higher	26	0.76	1.82	7	11,922
Credential participation					
Less than high school diploma	3	0.82	1.89	63	3,053
High school diploma or higher	19	0.60	1.52	8	11,417
Basic education participation					
Less than high school diploma	9	1.41	3.15	35	3,033
High school diploma or higher	0.4	0.09	0.26	65	11,667
ESL participation					
Less than high school diploma	11	2.97	6.16	56	2,274
High school diploma or higher	11	2.21	4.51	41	5,394

NOTE: For subgroup estimates, the sample size requirement given here is the number of completed interviews required for the subgroup.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education and Lifelong Learning (AELL) Survey of the National Household Education Surveys Program (NHES), 2001; Adult Education (AE) Survey of the NHES, 1999.

Table D-3. Detectable differences based on proposed sample sizes for adults without a high school diploma in the AELL-NHES:2001 under the original sample design: Comparison to the AE-NHES:1995: AELL-NHES:2001 and AE-NHES:1995

Characteristic	AE-NHES:1995		AELL-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Work-related participation					
Less than high school diploma	4	0.39	0.40	10	--
Less than high school diploma	4	0.39	0.60	15	--
Less than high school diploma	4	0.39	1.28	32	3,080
Personal development participation					
Less than high school diploma	7	0.76	0.70	10	--
Less than high school diploma	7	0.76	1.05	15	--
Less than high school diploma	7	0.76	2.03	29	2,804
Credential participation					
Less than high school diploma	0.5	0.12	0.05	10	--
Less than high school diploma	0.5	0.12	0.08	15	--
Less than high school diploma	0.5	0.12	0.51	102	3,170
Basic skills participation					
Less than high school diploma	5	0.41	0.50	10	--
Less than high school diploma	5	0.41	0.75	15	--
Less than high school diploma	5	0.41	1.40	28	2,959
ESL participation					
Less than high school diploma	1	0.21	0.10	10	--
Less than high school diploma	1	0.21	0.15	15	--
Less than high school diploma	1	0.21	0.72	72	3,145

NOTE: The symbol "--" in the sample size requirement column indicates that the specified relative difference is not detectable with any sample size (because the sample size from the NHES:1995 was not large enough to support detection of the given relative difference). For subgroup estimates, the sample size requirement given here is the number of completed interviews required for the subgroup.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education and Lifelong Learning (AELL) Survey of the National Household Education Surveys Program (NHES), 2001; Adult Education (AE) Survey of the NHES, 1995.

Table D-4 presents the expected number of completed interviews for each of the key subgroups in the AELL-NHES:2001 survey under the original sample design. Overall, the expected number of completed interviews for the AELL-NHES:2001 survey under the original sample design was 15,176. Under the revised sample design, the expected number of completed interviews was 15,573.

Table D-4. Expected number of completed interviews under the original sample design for AELL key subgroups: AELL-NHES:2001

Characteristic	Expected number of completed interviews
Total	15,176
Race/ethnicity subgroup	
White, non-Hispanic	11,321
Black, non-Hispanic	1,715
Hispanic	1,502
Educational attainment subgroup	
Less than high school diploma	3,218
High school diploma or higher	11,958

NOTE: The race/ethnicity subgroup counts do not sum to the total because 638 interviews are expected to be completed with adults of races/ethnicities other than those given in the table.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Adult Education and Lifelong Learning (AELL) Survey of the National Household Education Surveys Program (NHES), 2001.

Children

The sample requirements for children for the ECPP-NHES:2001 and ASPA-NHES:2001 surveys were based on the precision needed for estimates of type of care arrangement by age/grade groupings and by race/ethnicity. As discussed in chapter 3, the general precision requirement for each survey of the NHES:2001 was the ability to detect a 10 to 15 percent relative change for an estimate of between 30 and 60 percent. Power calculations were used to determine the sample sizes required to meet this precision requirement for detecting changes between NHES survey estimates. Estimates and standard errors from the Parent-NHES:1999 survey were used in these power calculations. Tables D-5 and D-6 give the sample size requirements for detecting a 10 percent and a 15 percent relative change for each key indicator in the ECPP-NHES:2001 and ASPA-NHES:2001 surveys, respectively. For some characteristics, detection of a 15 percent relative change was not feasible; however, in each such case, the level of the NHES:1999 estimate fell outside the 30 to 60 percent range.

For several of the ECPP estimates, the ability to detect change using estimates from the NHES:1995 was also examined. For the ASPA estimates, the NHES:1999 estimates and the proposed NHES:2001 sample sizes were used to examine the ability to detect change in the future, since the ASPA was a new survey to the NHES. Based on these requirements, target sample sizes of 10,138 and 12,813 children were established for the ECPP-NHES:2001 and ASPA-NHES:2001 surveys, respectively. As in the adult sample, expected unit response rates were taken into account in determining the sample size.

Table D-5. Sample size requirements to detect 10 percent and 15 percent relative change, by selected characteristics: ECPP-NHES:2001 and Parent-NHES:1999

Characteristic	Parent-NHES:1999		ECPP-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Overall nonparental care	62	0.74	6.20	10	387
Overall nonparental care	62	0.74	9.30	15	157
Relative care	24	0.69	2.40	10	3,209
Relative care	24	0.69	3.60	15	1,165
Infants (0-2 years)	25	0.94	2.50	10	4,533
Infants (0-2 years)	25	0.94	3.75	15	1,247
Preschoolers (3 – not yet in K)	23	0.85	2.30	10	4,880
Preschoolers (3 – not yet in K)	23	0.85	3.45	15	1,384
White, non-Hispanic	20	0.79	2.00	10	6,952
White, non-Hispanic	20	0.79	3.00	15	1,741
Black, non-Hispanic	37	2.25	3.70	10	--
Black, non-Hispanic	37	2.25	5.55	15	1,398
Hispanic	26	1.63	2.60	10	--
Hispanic	26	1.63	3.90	15	2,720
Nonrelative care	17	0.54	1.70	10	5,577
Nonrelative care	17	0.54	2.55	15	1,897
Infants (0-2 years)	17	0.72	1.70	10	10,985
Infants (0-2 years)	17	0.72	2.55	15	2,264
Preschoolers (3 – not yet in K)	16	0.67	1.60	10	11,269
Preschoolers (3 – not yet in K)	16	0.67	2.40	15	2,416
White, non-Hispanic	19	0.77	1.90	10	8,056
White, non-Hispanic	19	0.77	2.85	15	1,897
Black, non-Hispanic	14	1.32	1.40	10	--
Black, non-Hispanic	14	1.32	2.10	15	--
Hispanic	12	0.96	1.20	10	--
Hispanic	12	0.96	1.80	15	--

See notes at end of table.

Table D-5. Sample size requirements to detect 10 percent and 15 percent relative change, by selected characteristics: ECPP-NHES:2001 and Parent-NHES:1999—Continued

Characteristic	Parent-NHES:1999		ECPP-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Center-based care, not incl. Head Start	29	0.51	2.90	10	1,903
Center-based care, not incl. Head Start	29	0.51	4.35	15	805
Infants (0-2 years)	14	0.65	1.40	10	25,105
Infants (0-2 years)	14	0.65	2.10	15	3,147
Preschoolers (3 – not yet in K)	49	0.80	4.90	10	749
Preschoolers (3 – not yet in K)	49	0.80	7.35	15	310
White, non-Hispanic	32	0.61	3.20	10	1,681
White, non-Hispanic	32	0.61	4.80	15	699
Black, non-Hispanic	30	1.95	3.00	10	--
Black, non-Hispanic	30	1.95	4.50	15	2,600
Hispanic	15	0.93	1.50	10	--
Hispanic	15	0.93	2.25	15	5,326
Center-based care, incl. Head Start	34	0.52	3.40	10	1,445
Center-based care, incl. Head Start	34	0.52	5.10	15	619
Infants (0-2 years)	16	0.69	1.60	10	12,880
Infants (0-2 years)	16	0.69	2.40	15	2,480
Preschoolers (3 – not yet in K)	59	0.71	5.90	10	450
Preschoolers (3 – not yet in K)	59	0.71	8.85	15	185
White, non-Hispanic	35	0.70	3.50	10	1,483
White, non-Hispanic	35	0.70	5.25	15	608
Black, non-Hispanic	42	2.02	4.20	10	8,213
Black, non-Hispanic	42	2.02	6.30	15	675
Hispanic	23	1.12	2.30	10	26,045
Hispanic	23	1.12	3.45	15	1,783
Head Start	6	0.34	0.60	10	--
Head Start	6	0.34	0.90	15	11,398
Infants (0-2 years)	2	0.27	0.20	10	--
Infants (0-2 years)	2	0.27	0.30	15	--
Preschoolers (3 – not yet in K)	12	0.62	1.20	10	--
Preschoolers (3 – not yet in K)	12	0.62	1.80	15	4,380
White, non-Hispanic	4	0.39	0.40	10	--
White, non-Hispanic	4	0.39	0.60	15	--
Black, non-Hispanic	15	1.50	1.50	10	--
Black, non-Hispanic	15	1.50	2.25	15	--
Hispanic	8	0.95	0.80	10	--
Hispanic	8	0.95	1.20	15	--

NOTE: The symbol "--" in the sample size requirement column indicates that the specified relative difference is not detectable with any sample size (because the sample size from the NHES:1999 was not large enough to support detection of the given relative difference). For subgroup estimates, the sample size requirement given here is the number of completed interviews required for the subgroup.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation (ECPP) Survey of the National Household Education Surveys Program (NHES), 2001; Parent Survey of the NHES, 1999.

Table D-6. Sample size requirements to detect 10 percent and 15 percent relative change, by selected characteristics: ASPA-NHES:2001 and Parent-NHES:1999

Characteristic	Parent-NHES:1999		ASPA-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Relative/sibling care	19	0.54	1.90	10	4,311
Relative/sibling care	19	0.54	2.85	15	1,583
Elementary schooler (kindergarten-grade 2)	22	0.84	2.20	10	5,593
Elementary schooler (kindergarten-grade 2)	22	0.84	3.30	15	1,500
Elementary schooler (grades 3-5)	21	0.82	2.10	10	6,313
Elementary schooler (grades 3-5)	21	0.82	3.15	15	1,620
Middle schooler (grades 6-8)	15	0.69	1.50	10	21,246
Middle schooler (grades 6-8)	15	0.69	2.25	15	2,866
White, non-Hispanic	16	0.54	1.60	10	6,539
White, non-Hispanic	16	0.54	2.40	15	2,101
Black, non-Hispanic	29	1.53	2.90	10	--
Black, non-Hispanic	29	1.53	4.35	15	1,453
Hispanic	22	1.12	2.20	10	564,499
Hispanic	22	1.12	3.30	15	2,021
Relative w/o sibling care	15	0.43	1.50	10	5,809
Relative w/o sibling care	15	0.43	2.25	15	2,129
Elementary schooler (kindergarten-grade 2)	18	0.79	1.80	10	12,237
Elementary schooler (kindergarten-grade 2)	18	0.79	2.70	15	2,178
Elementary schooler (grades 3-5)	15	0.67	1.50	10	17,021
Elementary schooler (grades 3-5)	15	0.67	2.25	15	2,776
Middle schooler (grades 6-8)	10	0.56	1.00	10	--
Middle schooler (grades 6-8)	10	0.56	1.50	15	6,321
White, non-Hispanic	11	0.49	1.10	10	24,007
White, non-Hispanic	11	0.49	1.65	15	3,985
Black, non-Hispanic	24	1.33	2.40	10	--
Black, non-Hispanic	24	1.33	3.60	15	2,104

See notes at end of table.

Table D-6. Sample size requirements to detect 10 percent and 15 percent relative change, by selected characteristics: ASPA-NHES:2001 and Parent-NHES:1999—Continued

Characteristic	Parent-NHES:1999		ASPA-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Relative w/o sibling care (Continued)					
Hispanic	17	0.93	1.70	10	--
Hispanic	17	0.93	2.55	15	3,211
Nonrelative care	7	0.33	0.70	10	64,399
Nonrelative care	7	0.33	1.05	15	7,024
Elementary schooler (kindergarten-grade 2)	11	0.58	1.10	10	--
Elementary schooler (kindergarten-grade 2)	11	0.58	1.65	15	5,016
Elementary schooler (grades 3-5)	8	0.59	0.80	10	--
Elementary schooler (grades 3-5)	8	0.59	1.20	15	52,788
Middle schooler (grades 6-8)	3	0.35	0.30	10	--
Middle schooler (grades 6-8)	3	0.35	0.45	15	--
White, non-Hispanic	8	0.42	0.80	10	--
White, non-Hispanic	8	0.42	1.20	15	7,114
Black, non-Hispanic	7	0.83	0.70	10	--
Black, non-Hispanic	7	0.83	1.05	15	--
Hispanic	7	0.68	0.70	10	--
Hispanic	7	0.68	1.05	15	--
Center-based care	18	0.45	1.80	10	4,187
Center-based care	18	0.45	2.70	15	1,637
Elementary schooler (kindergarten-grade 2)	20	0.77	2.00	10	6,468
Elementary schooler (kindergarten-grade 2)	20	0.77	3.00	15	1,710
Elementary schooler (grades 3-5)	21	0.93	2.10	10	10,606
Elementary schooler (grades 3-5)	21	0.93	3.15	15	1,802
Middle schooler (grades 6-8)	15	0.71	1.50	10	28,537
Middle schooler (grades 6-8)	15	0.71	2.25	15	2,965

See notes at end of table.

Table D-6. Sample size requirements to detect 10 percent and 15 percent relative change, by selected characteristics: ASPA-NHES:2001 and Parent-NHES:1999—Continued

Characteristic	Parent-NHES:1999		ASPA-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Center based care (Continued)					
White, non-Hispanic	16	0.57	1.60	10	7,177
White, non-Hispanic	16	0.57	2.40	15	2,160
Black, non-Hispanic	28	1.80	2.80	10	--
Black, non-Hispanic	28	1.80	4.20	15	2,729
Hispanic	16	0.89	1.60	10	--
Hispanic	16	0.89	2.40	15	3,588
Self/parent care	25	0.55	2.50	10	2,544
Self/parent care	25	0.55	3.75	15	1,031
Elementary schooler (kindergarten-grade 2)	16	0.72	2.40	15	2,587
Elementary schooler (kindergarten-grade 2)	16	0.72	1.60	10	16,561
Elementary schooler (grades 3-5)	23	0.98	2.30	10	7,666
Elementary schooler (grades 3-5)	23	0.98	3.45	15	1,538
Middle schooler (grades 6-8)	37	1.05	3.70	10	1,657
Middle schooler (grades 6-8)	37	1.05	5.55	15	597
White, non-Hispanic	26	0.63	2.60	10	2,532
White, non-Hispanic	26	0.63	3.90	15	994
Black, non-Hispanic	25	1.25	3.75	15	1,650
Black, non-Hispanic	25	1.25	2.50	10	52,299
Hispanic	20	1.16	2.00	10	--
Hispanic	20	1.16	3.00	15	3,001
Self/sibling/parent care	28	0.59	2.80	10	2,128
Self/sibling/parent care	28	0.59	4.20	15	869
Elementary schooler (kindergarten-grade 2)	19	0.73	1.90	10	6,868
Elementary schooler (kindergarten-grade 2)	19	0.73	2.85	15	1,825

See notes at end of table.

Table D-6. Sample size requirements to detect 10 percent and 15 percent relative change, by selected characteristics: ASPA-NHES:2001 and Parent-NHES:1999—Continued

Characteristic	Parent-NHES:1999		ASPA-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Estimate (percent)	Standard error (percent)	Level (percent)	Percent relative change	
Self/sibling/parent care (Continued)					
Elementary schooler (grades 3-5)	27	0.95	2.70	10	3,546
Elementary schooler (grades 3-5)	27	0.95	4.05	15	1,075
Middle schooler (grades 6-8)	40	1.12	4.00	10	1,431
Middle schooler (grades 6-8)	40	1.12	6.00	15	517
White, non-Hispanic	29	0.66	2.90	10	2,094
White, non-Hispanic	29	0.66	4.35	15	837
Black, non-Hispanic	29	1.26	2.90	10	6,103
Black, non-Hispanic	29	1.26	4.35	15	1,125
Hispanic	24	1.16	2.40	10	21,354
Hispanic	24	1.16	3.60	15	1,665
Self/sibling care	16	0.45	1.60	10	5,283
Self/sibling care	16	0.45	2.40	15	1,957
Elementary schooler (kindergarten-grade 2)	5	0.47	0.50	10	--
Elementary schooler (kindergarten-grade 2)	5	0.47	0.75	15	--
Elementary schooler (grades 3-5)	13	0.56	1.30	10	16,396
Elementary schooler (grades 3-5)	13	0.56	1.95	15	3,178
Middle schooler (grades 6-8)	30	1.02	3.00	10	2,869
Middle schooler (grades 6-8)	30	1.02	4.50	15	903
White, non-Hispanic	16	0.57	1.60	10	7,177
White, non-Hispanic	16	0.57	2.40	15	2,160
Black, non-Hispanic	16	1.13	1.60	10	--
Black, non-Hispanic	16	1.13	2.40	15	11,405
Hispanic	14	0.92	1.40	10	--
Hispanic	14	0.92	2.10	15	7,570

NOTE: The symbol "--" in the sample size requirement column indicates that the specified relative difference is not detectable with any sample size (because the sample size from the NHES:1999 was not large enough to support detection of the given relative difference). For subgroup estimates, the sample size requirement given here is the number of completed interviews required for the subgroup.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities (ASPA) Survey of the National Household Education Surveys Program (NHES), 2001; and Parent Survey of the NHES, 1999.

Tables D-7 and D-8 present the expected detectable differences in estimates of type of care for children, by path and race/ethnicity, based on the expected sample sizes for the ECPP-NHES:2001 and ASPA-NHES:2001 surveys, respectively, under the original sample design. It is shown in tables D-7 and D-8 that the precision requirement of the ability to detect a 10-15 percent relative change for an estimate of between 30 and 60 percent could be met with the proposed sample sizes for most of the key indicators. The only exceptions were the estimates of relative care and center-based care for Black, non-Hispanics in the ECPP survey; for these estimates, relative changes of 16 and 17 percent, respectively, were expected to be detectable. All other key indicators for which a relative change of 10-15 percent were not expected to be detectable fell outside the 30 to 60 percent range. In the ECPP survey, both age subgroups as well as White non-Hispanics meet the precision requirement for all types of care except Head Start. In the ASPA survey, elementary schoolers and White non-Hispanics meet the precision requirement for all types of care except for nonrelative. However, in the ECPP survey for Blacks and Hispanics in nonrelative care, for Hispanics in center-based care, and for Head Start in general, meeting this requirement was not feasible when comparing to the NHES:1999. This was partly due to small sample sizes and small estimates in the NHES:1999. For these key indicators, the ability to detect change from the NHES:1995 was examined (see table D-9). None of the detectable relative changes were markedly better than those from comparisons with the NHES:1999.

Table D-7. Detectable differences in percentages of children who participated in various care arrangements in the ECPP-NHES:2001 based on proposed sample sizes for children in the NHES:2001 under the original sample design, by selected child characteristics: Comparison to the NHES:1999: ECPP-NHES:2001 and Parent-NHES:1999

Characteristic	Parent-NHES:1999		ECPP-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Percent who participated	Standard error (percent)	Level (percent)	Percent relative change	
Relative care					
Infants (0-2 years)	25	0.94	2.50	10	4,533
Preschoolers (3 – not in kindergarten)	23	0.85	2.53	11	3,405
White, non-Hispanic	20	0.79	2.20	11	4,591
Black, non-Hispanic	37	2.25	5.92	16	1,020
Hispanic	26	1.63	4.42	17	1,473
Nonrelative care					
Infants (0-2 years)	17	0.72	2.04	12	4,612
Preschoolers (3 – not in kindergarten)	16	0.67	2.08	13	3,696
White, non-Hispanic	19	0.77	2.09	11	5,169
Black, non-Hispanic	14	1.32	3.78	27	1,250
Hispanic	12	0.96	3.00	25	1,516
Center-based care					
Infants (0-2 years)	14	0.65	1.96	14	3,925
Preschoolers (3 – not in kindergarten)	49	0.80	2.94	6	2,620
White, non-Hispanic	32	0.61	2.24	7	4,074
Black, non-Hispanic	30	1.95	5.10	17	1,297
Hispanic	15	0.93	3.15	21	1,461
Head Start					
Infants (0-2 years)	2	0.27	0.80	40	4,909
Preschoolers (3 – not in kindergarten)	12	0.62	1.92	16	3,521
White, non-Hispanic	4	0.39	1.08	27	5,378
Black, non-Hispanic	15	1.50	4.05	27	1,290
Hispanic	8	0.95	2.80	35	1,430

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation (ECPP) Survey of the National Household Education Surveys Program (NHES), 2001; Parent Survey of the NHES, 1999.

Table D-8. Detectable differences in percentages of children who participated in various care arrangements in the ASPA-NHES:2001 based on proposed sample sizes for children in the NHES:2001 under the original sample design, by selected child characteristics: Comparison to the NHES:1999: ASPA-NHES:2001 and Parent-NHES:1999

Characteristic	Parent-NHES:1999		ASPA-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Percent who participated	Standard error (percent)	Level (percent)	Percent relative change	
Relative/sibling care					
Elementary schooler (kindergarten-grade 2)	22	0.84	2.64	12	2,831
Elementary schooler (grades 3-5)	21	0.82	2.73	13	2,413
Middle schooler (grades 6-8)	15	0.69	1.95	13	4,631
White, non-Hispanic	16	0.54	1.60	10	6,539
Black, non-Hispanic	29	1.53	4.35	15	1,453
Hispanic	22	1.12	3.74	17	1,353
Relative w/o sibling care					
Elementary schooler (kindergarten-grade 2)	18	0.79	2.52	14	2,679
Elementary schooler (grades 3-5)	15	0.67	2.25	15	2,776
Middle schooler (grades 6-8)	10	0.56	1.60	16	4,912
White, non-Hispanic	11	0.49	1.43	13	6,295
Black, non-Hispanic	24	1.33	3.84	16	1,641
Hispanic	17	0.93	3.23	19	1,473
Nonrelative care					
Elementary schooler (kindergarten-grade 2)	11	0.58	1.98	18	2,790
Elementary schooler (grades 3-5)	8	0.59	1.84	23	2,812
Middle schooler (grades 6-8)	3	0.35	0.99	33	4,881
White, non-Hispanic	8	0.42	1.20	15	7,114
Black, non-Hispanic	7	0.83	2.38	34	1,829
Hispanic	7	0.68	2.31	33	1,540
Center based care					
Elementary schooler (kindergarten-grade 2)	20	0.77	2.60	13	2,534
Elementary schooler (grades 3-5)	21	0.93	2.73	13	2,845
Middle schooler (grades 6-8)	15	0.71	1.95	13	4,898
White, non-Hispanic	16	0.57	1.60	10	7,177
Black, non-Hispanic	28	1.80	4.76	17	1,401
Hispanic	16	0.89	3.04	19	1,614
Self/parent care					
Elementary schooler (kindergarten-grade 2)	16	0.72	2.40	15	2,587
Elementary schooler (grades 3-5)	23	0.98	2.99	13	2,378
Middle schooler (grades 6-8)	37	1.05	2.96	8	3,441
White, non-Hispanic	26	0.63	1.82	7	7,293
Black, non-Hispanic	25	1.25	3.75	15	1,650
Hispanic	20	1.16	3.60	18	1,503
Self/sibling/parent care					
Elementary schooler (kindergarten-grade 2)	19	0.73	2.47	13	2,700
Elementary schooler (grades 3-5)	27	0.95	2.97	11	2,545
Middle schooler (grades 6-8)	40	1.12	2.80	7	5,261
White, non-Hispanic	29	0.66	2.03	7	5,677
Black, non-Hispanic	29	1.26	3.77	13	1,763
Hispanic	24	1.16	3.84	16	1,362

SOURCE: U.S. Department of Education, National Center for Education Statistics, Before- and After-School Programs and Activities (ASPA) Survey of the National Household Education Surveys Program (NHES), 2001; and Parent Survey of the NHES, 1999.

Table D-9. Detectable differences in percentages of children who participated in various care arrangements in the ECPP-NHES:2001 based on proposed sample sizes for children in the NHES:2001 under the original sample design: Comparison to the NHES:1995: ECPP-NHES:2001 and ECPP-NHES:1995

Characteristic	ECPP-NHES:1995		ECPP-NHES:2001		
			Change to be detected		Sample size requirement (number of completed interviews)
	Percent who participated	Standard error (percent)	Level (percent)	Percent relative change	
Nonrelative care					
Black, non-Hispanic	12	1.2	1.20	10	--
Black, non-Hispanic	12	1.2	1.80	15	--
Black, non-Hispanic	12	1.2	3.48	29	1,291
Hispanic	12	1.0	1.20	10	--
Hispanic	12	1.0	1.80	15	--
Hispanic	12	1.0	3.12	26	1,414
Center-based care, not including Head Start					
Hispanic	17	1.1	1.70	10	--
Hispanic	17	1.1	2.55	15	5,507
Hispanic	17	1.1	3.40	20	1,525

NOTE: The symbol "--" in the sample size requirement column indicates that the specified relative difference is not detectable with any sample size (because the sample size from the NHES:1995 was not large enough to support detection of the given relative difference).

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Program Participation Survey (ECPP) of the National Household Education Surveys Program (NHES), 2001; ECPP of the NHES, 1995.

Table D-10 shows the expected number of completed interviews for each of these key subgroups in the ECPP and ASPA surveys under the original sample design. Overall, the expected numbers of completed interviews under the original sample design were 9,124 for the ECPP survey and 11,532 for the ASPA survey. Under the revised sample design, the expected numbers of completed interviews were 9,426 for the ECPP survey and 11,914 for the ASPA survey.

Table D-10. Expected numbers of completed interviews under the original sample design for ECPP and ASPA key subgroups: NHES:2001

Characteristic	Expected number of completed interviews
ECPP total	9,124
Race/ethnicity subgroup	
White, non-Hispanic	5,703
Black, non-Hispanic	1,396
Hispanic	1,578
Age/grade subgroup	
Infants (0-2 years old)	4,973
Preschoolers (3 – not in kindergarten)	4,152
ASPA total	11,532
Race/ethnicity subgroup	
White, non-Hispanic	7,450
Black, non-Hispanic	1,857
Hispanic	1,626
Age/grade subgroup	
Elementary schoolers (kindergarten – grade 5)	6,077
Middle schoolers (grades 6-8)	5,455

NOTE: The race/ethnicity subgroup counts do not sum to the totals because 447 ECPP interviews and 599 ASPA 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 (NHES), 2001.

D-2. Development of the Within-Household Sampling Scheme

As discussed in chapter 3, the following primary goals and features of the sampling scheme for within-household sampling were established:

- Sample no more than three persons per household.
- Because sample requirements were most stringent for middle schoolers and preschoolers, sample one middle schooler and one preschooler in every household that has such children.
- Because the numbers of adults, elementary schoolers, and infants identified in all screened households were exceed the sample requirements, sample at most two of an adult, an elementary schooler, or an infant in any given household; that is, there were no households in which an elementary schooler, an infant, and an adult were all sampled.
- Because adults with less than a high school diploma who participated in adult education were of particular interest, they were sampled at a higher rate than other adults.

- In a subsample of households without children, two adults with an educational attainment of less than a high school diploma could be sampled.

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

Different sampling schemes for sampling children were studied, with consideration for the operational complexity of alternative schemes. The sampling scheme described in chapter 3 was determined to best suit the requirements of the survey. Table D-11 shows the expected sample yield for children and overall sampling rates by household composition under the original 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 adults with less than a high school diploma and adult education participants. A general sampling scheme was considered that involved:

- 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 was two-thirds that for households without children. After various alternatives had been considered, a rate of r = 0.75 was selected. Thus, in 25 percent of households without children, no enumeration was required. As a result, it was expected that about 10,300 households would be screened out.

- Using differential rates for sampling adults based on educational attainment (less than high school diploma, high school diploma or higher) and adult education participation status. In general, under the proposed scheme, adults without a high school diploma were sampled at rates of about 3 times the rates for adults with a high school diploma or higher. For adults without a high school diploma, adult education participants were sampled at a rate of about 3.5 times that for adult education nonparticipants; for adults with a high school diploma, the rate for participants was about 1.8 times that for nonparticipants.

- Sampling two adults without a high school diploma in households without children that have two or more adults, all of whom have educational attainment of less than a high school diploma.

The expected sample yield and overall sampling rates for adults under the original sample design (with an expected 60,000 completed screeners) based on this sampling scheme are given in table D-12.

Table D-11. Calculation of expected sample yield for children based on the sampling scheme for within-household sampling: CPS:1997

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 household				Total number of children coming from household with the given composition				Overall sampling rate			
Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)			Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (Age 3-6, not yet in K)	Infants (0-2 yrs.)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)
0	0	0	0	70,582,912	41,198	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	†	†	†	†
0	0	0	1	3,918,460	2,287	0.0	0.0	0.0	1.0	0.0	0.0	0.0	2287.1	†	†	†	1.0000
0	0	0	2	599,381	350	0.0	0.0	0.0	1.0	0.0	0.0	0.0	349.8	†	†	†	0.5000
0	0	0	3	25,601	15	0.0	0.0	0.0	1.0	0.0	0.0	0.0	14.9	†	†	†	0.3333
0	0	1	0	1,771,334	1,034	0.0	0.0	1.0	0.0	0.0	0.0	1033.9	0.0	†	†	1.0000	†
0	0	1	1	1,482,667	865	0.0	0.0	1.0	1.0	0.0	0.0	865.4	865.4	†	†	1.0000	1.0000
0	0	1	2	144,735	84	0.0	0.0	1.0	1.0	0.0	0.0	84.5	84.5	†	†	1.0000	0.5000
0	0	1	3	563	0	0.0	0.0	1.0	1.0	0.0	0.0	0.3	0.3	†	†	1.0000	0.3333
0	0	2	0	237,905	139	0.0	0.0	1.0	0.0	0.0	0.0	138.9	0.0	†	†	0.5000	†
0	0	2	1	92,877	54	0.0	0.0	1.0	1.0	0.0	0.0	54.2	54.2	†	†	0.5000	1.0000
0	0	2	2	26,623	16	0.0	0.0	1.0	1.0	0.0	0.0	15.5	15.5	†	†	0.5000	0.5000
0	0	3	0	14,138	8	0.0	0.0	1.0	0.0	0.0	0.0	8.3	0.0	†	†	0.3333	†
0	0	3	1	2,243	1	0.0	0.0	1.0	1.0	0.0	0.0	1.3	1.3	†	†	0.3333	1.0000
0	0	4	1	3,417	2	0.0	0.0	1.0	1.0	0.0	0.0	2.0	2.0	†	†	0.2500	1.0000
0	1	0	0	2,752,854	1,607	0.0	0.7	0.0	0.0	0.0	1124.7	0.0	0.0	†	0.7000	†	†
0	1	0	0	2,375,117	1,386	0.0	0.7	0.0	0.0	0.0	970.4	0.0	0.0	†	0.7000	†	†
0	1	0	1	381,066	222	0.0	0.5	0.0	1.0	0.0	111.2	0.0	222.4	†	0.5000	†	1.0000
0	1	0	1	1,060,429	619	0.0	0.5	0.0	1.0	0.0	309.5	0.0	618.9	†	0.5000	†	1.0000
0	1	0	2	19,482	11	0.0	0.5	0.0	1.0	0.0	5.7	0.0	11.4	†	0.5000	†	0.5000
0	1	0	2	79,617	46	0.0	0.5	0.0	1.0	0.0	23.2	0.0	46.5	†	0.5000	†	0.5000
0	1	0	3	12,388	7	0.0	0.5	0.0	1.0	0.0	3.6	0.0	7.2	†	0.5000	†	0.3333
0	1	1	0	511,302	298	0.0	0.5	1.0	0.0	0.0	149.2	298.4	0.0	†	0.5000	1.0000	†
0	1	1	0	1,174,367	685	0.0	0.5	1.0	0.0	0.0	342.7	685.4	0.0	†	0.5000	1.0000	†
0	1	1	1	97,280	57	0.0	0.5	1.0	0.5	0.0	28.4	56.8	28.4	†	0.5000	1.0000	0.5000
0	1	1	1	350,291	204	0.0	0.5	1.0	0.5	0.0	102.2	204.5	102.2	†	0.5000	1.0000	0.5000
0	1	1	2	10,188	6	0.0	0.5	1.0	0.5	0.0	3.0	5.9	3.0	†	0.5000	1.0000	0.2500
0	1	1	2	63,928	37	0.0	0.5	1.0	0.5	0.0	18.7	37.3	18.7	†	0.5000	1.0000	0.2500
0	1	1	3	6,663	4	0.0	0.5	1.0	0.5	0.0	1.9	3.9	1.9	†	0.5000	1.0000	0.1667
0	1	2	0	37,675	22	0.0	0.5	1.0	0.0	0.0	11.0	22.0	0.0	†	0.5000	0.5000	†
0	1	2	0	82,836	48	0.0	0.5	1.0	0.0	0.0	24.2	48.3	0.0	†	0.5000	0.5000	†
0	1	2	1	3,544	2	0.0	0.5	1.0	0.5	0.0	1.0	2.1	1.0	†	0.5000	0.5000	0.5000
0	1	2	1	22,530	13	0.0	0.5	1.0	0.5	0.0	6.6	13.2	6.6	†	0.5000	0.5000	0.5000
0	1	2	2	2,648	2	0.0	0.5	1.0	0.5	0.0	0.8	1.5	0.8	†	0.5000	0.5000	0.2500

See notes at end of table.

Table D-11. Calculation of expected sample yield for children based on the sampling scheme for within-household sampling: CPS:1997—Continued

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 household				Total number of children coming from households with the given composition				Overall sampling rate			
Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)			Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (Age 3-6, not yet in K)	Infants (0-2 yrs.)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)
0	1	3	0	780	0	0.0	0.5	1.0	0.0	0.0	0.2	0.5	0.0	†	0.5000	0.3333	†
0	1	3	0	2,523	1	0.0	0.5	1.0	0.0	0.0	0.7	1.5	0.0	†	0.5000	0.3333	†
0	2	0	0	450,524	263	0.0	1.0	0.0	0.0	0.0	263.0	0.0	0.0	†	0.5000	†	†
0	2	0	0	1,642,490	959	0.0	1.0	0.0	0.0	0.0	958.7	0.0	0.0	†	0.5000	†	†
0	2	0	0	516,188	301	0.0	1.0	0.0	0.0	0.0	301.3	0.0	0.0	†	0.5000	†	†
0	2	0	1	57,601	34	0.0	0.5	0.0	1.0	0.0	16.8	0.0	33.6	†	0.2500	†	1.0000
0	2	0	1	275,145	161	0.0	0.5	0.0	1.0	0.0	80.3	0.0	160.6	†	0.2500	†	1.0000
0	2	0	1	109,847	64	0.0	0.5	0.0	1.0	0.0	32.1	0.0	64.1	†	0.2500	†	1.0000
0	2	0	2	4,870	3	0.0	0.5	0.0	1.0	0.0	1.4	0.0	2.8	†	0.2500	†	0.5000
0	2	0	2	11,540	7	0.0	0.5	0.0	1.0	0.0	3.4	0.0	6.7	†	0.2500	†	0.5000
0	2	0	2	15,293	9	0.0	0.5	0.0	1.0	0.0	4.5	0.0	8.9	†	0.2500	†	0.5000
0	2	1	0	68,092	40	0.0	0.5	1.0	0.0	0.0	19.9	39.7	0.0	†	0.2500	1.0000	†
0	2	1	0	295,348	172	0.0	0.5	1.0	0.0	0.0	86.2	172.4	0.0	†	0.2500	1.0000	†
0	2	1	0	93,910	55	0.0	0.5	1.0	0.0	0.0	27.4	54.8	0.0	†	0.2500	1.0000	†
0	2	1	1	10,741	6	0.0	0.5	1.0	0.5	0.0	3.1	6.3	3.1	†	0.2500	1.0000	0.5000
0	2	1	1	99,518	58	0.0	0.5	1.0	0.5	0.0	29.0	58.1	29.0	†	0.2500	1.0000	0.5000
0	2	1	1	39,510	23	0.0	0.5	1.0	0.5	0.0	11.5	23.1	11.5	†	0.2500	1.0000	0.5000
0	2	1	2	2,448	1	0.0	0.5	1.0	0.5	0.0	0.7	1.4	0.7	†	0.2500	1.0000	0.2500
0	2	1	2	4,105	2	0.0	0.5	1.0	0.5	0.0	1.2	2.4	1.2	†	0.2500	1.0000	0.2500
0	2	1	2	622	0	0.0	0.5	1.0	0.5	0.0	0.2	0.4	0.2	†	0.2500	1.0000	0.2500
0	2	1	3	1,954	1	0.0	0.5	1.0	0.5	0.0	0.6	1.1	0.6	†	0.2500	1.0000	0.1667
0	2	2	0	4,790	3	0.0	0.5	1.0	0.0	0.0	1.4	2.8	0.0	†	0.2500	0.5000	†
0	2	2	0	8,645	5	0.0	0.5	1.0	0.0	0.0	2.5	5.0	0.0	†	0.2500	0.5000	†
0	2	2	0	5,458	3	0.0	0.5	1.0	0.0	0.0	1.6	3.2	0.0	†	0.2500	0.5000	†
0	2	2	1	5,501	3	0.0	0.5	1.0	0.5	0.0	1.6	3.2	1.6	†	0.2500	0.5000	0.5000
0	2	2	1	5,306	3	0.0	0.5	1.0	0.5	0.0	1.5	3.1	1.5	†	0.2500	0.5000	0.5000
0	3	0	0	19,503	11	0.0	1.0	0.0	0.0	0.0	11.4	0.0	0.0	†	0.3333	†	†
0	3	0	0	190,097	111	0.0	1.0	0.0	0.0	0.0	111.0	0.0	0.0	†	0.3333	†	†
0	3	0	0	163,027	95	0.0	1.0	0.0	0.0	0.0	95.2	0.0	0.0	†	0.3333	†	†
0	3	0	0	41,468	24	0.0	1.0	0.0	0.0	0.0	24.2	0.0	0.0	†	0.3333	†	†
0	3	0	1	13,378	8	0.0	0.5	0.0	1.0	0.0	3.9	0.0	7.8	†	0.1667	†	1.0000
0	3	0	1	31,483	18	0.0	0.5	0.0	1.0	0.0	9.2	0.0	18.4	†	0.1667	†	1.0000
0	3	0	1	8,116	5	0.0	0.5	0.0	1.0	0.0	2.4	0.0	4.7	†	0.1667	†	1.0000

See notes at end of table.

Table D-11. Calculation of expected sample yield for children based on the sampling scheme for within-household sampling: CPS:1997—Continued

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 household				Total number of children coming from households with the given composition				Overall sampling rate			
Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)			Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (Age 3-6, not yet in K)	Infants (0-2 yrs.)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)
0	3	0	2	5,018	3	0.0	0.5	0.0	1.0	0.0	1.5	0.0	2.9	†	0.1667	†	0.5000
0	3	0	2	4,062	2	0.0	0.5	0.0	1.0	0.0	1.2	0.0	2.4	†	0.1667	†	0.5000
0	3	1	0	11,679	7	0.0	0.5	1.0	0.0	0.0	3.4	6.8	0.0	†	0.1667	1.0000	†
0	3	1	0	41,078	24	0.0	0.5	1.0	0.0	0.0	12.0	24.0	0.0	†	0.1667	1.0000	†
0	3	1	0	33,046	19	0.0	0.5	1.0	0.0	0.0	9.6	19.3	0.0	†	0.1667	1.0000	†
0	3	1	0	22,726	13	0.0	0.5	1.0	0.0	0.0	6.6	13.3	0.0	†	0.1667	1.0000	†
0	3	1	1	2,660	2	0.0	0.5	1.0	0.5	0.0	0.8	1.6	0.8	†	0.1667	1.0000	0.5000
0	3	1	1	5,732	3	0.0	0.5	1.0	0.5	0.0	1.7	3.3	1.7	†	0.1667	1.0000	0.5000
0	3	1	1	13,923	8	0.0	0.5	1.0	0.5	0.0	4.1	8.1	4.1	†	0.1667	1.0000	0.5000
0	3	1	1	9,361	5	0.0	0.5	1.0	0.5	0.0	2.7	5.5	2.7	†	0.1667	1.0000	0.5000
0	3	1	2	2,102	1	0.0	0.5	1.0	0.5	0.0	0.6	1.2	0.6	†	0.1667	1.0000	0.2500
0	3	1	3	2,028	1	0.0	0.5	1.0	0.5	0.0	0.6	1.2	0.6	†	0.1667	1.0000	0.1667
0	3	2	0	2,351	1	0.0	0.5	1.0	0.0	0.0	0.7	1.4	0.0	†	0.1667	0.5000	†
0	3	2	0	3,272	2	0.0	0.5	1.0	0.0	0.0	1.0	1.9	0.0	†	0.1667	0.5000	†
0	3	2	0	294	0	0.0	0.5	1.0	0.0	0.0	0.1	0.2	0.0	†	0.1667	0.5000	†
0	3	2	1	1,981	1	0.0	0.5	1.0	0.5	0.0	0.6	1.2	0.6	†	0.1667	0.5000	0.5000
0	3	2	2	3,405	2	0.0	0.5	1.0	0.5	0.0	1.0	2.0	1.0	†	0.1667	0.5000	0.2500
0	3	3	0	2,265	1	0.0	0.5	1.0	0.0	0.0	0.7	1.3	0.0	†	0.1667	0.3333	†
0	4	0	0	3,434	2	0.0	0.5	0.0	0.0	0.0	1.0	0.0	0.0	†	0.1250	†	†
0	4	0	0	16,918	10	0.0	1.0	0.0	0.0	0.0	9.9	0.0	0.0	†	0.2500	†	†
0	4	0	0	29,907	17	0.0	1.0	0.0	0.0	0.0	17.5	0.0	0.0	†	0.2500	†	†
0	4	0	0	8,495	5	0.0	1.0	0.0	0.0	0.0	5.0	0.0	0.0	†	0.2500	†	†
0	4	0	1	2,484	1	0.0	0.5	0.0	1.0	0.0	0.7	0.0	1.4	†	0.1250	†	1.0000
0	4	0	1	4,990	3	0.0	0.5	0.0	1.0	0.0	1.5	0.0	2.9	†	0.1250	†	1.0000
0	4	1	0	6,512	4	0.0	0.5	1.0	0.0	0.0	1.9	3.8	0.0	†	0.1250	1.0000	†
0	4	1	0	678	0	0.0	0.5	1.0	0.0	0.0	0.2	0.4	0.0	†	0.1250	1.0000	†
0	4	1	0	2,160	1	0.0	0.5	1.0	0.0	0.0	0.6	1.3	0.0	†	0.1250	1.0000	†
0	4	2	1	3,707	2	0.0	0.5	1.0	0.5	0.0	1.1	2.2	1.1	†	0.1250	0.5000	0.5000
0	5	0	0	5,581	3	0.0	1.0	0.0	0.0	0.0	3.3	0.0	0.0	†	0.2000	†	†
0	5	0	0	4,232	2	0.0	1.0	0.0	0.0	0.0	2.5	0.0	0.0	†	0.2000	†	†
0	5	0	0	2,510	1	0.0	1.0	0.0	0.0	0.0	1.5	0.0	0.0	†	0.2000	†	†
0	5	0	1	1,932	1	0.0	0.5	0.0	1.0	0.0	0.6	0.0	1.1	†	0.1000	†	1.0000
0	6	1	0	3,524	2	0.0	0.5	1.0	0.0	0.0	1.0	2.1	0.0	†	0.0833	1.0000	†

See notes at end of table.

Table D-11. Calculation of expected sample yield for children based on the sampling scheme for within-household sampling: CPS:1997—Continued

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 household				Total number of children coming from households with the given composition				Overall sampling rate			
Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)			Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (Age 3-6, not yet in K)	Infants (0-2 yrs.)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)
0	6	1	0	2,379	1	0.0	0.5	1.0	0.0	0.0	0.7	1.4	0.0		0.0833	1.0000	†
1	0	0	0	4,218,724	2,462	1.0	0.0	0.0	0.0	2462.4	0.0	0.0	0.0	1.0000	†	†	†
1	0	0	1	255,208	149	1.0	0.0	0.0	1.0	149.0	0.0	0.0	149.0	1.0000	†	†	1.0000
1	0	0	2	26,004	15	1.0	0.0	0.0	1.0	15.2	0.0	0.0	15.2	1.0000	†	†	0.5000
1	0	1	0	291,074	170	1.0	0.0	1.0	0.0	169.9	0.0	169.9	0.0	1.0000	†	1.0000	†
1	0	1	1	54,408	32	1.0	0.0	1.0	0.5	31.8	0.0	31.8	15.9	1.0000	†	1.0000	0.5000
1	0	1	2	5,859	3	1.0	0.0	1.0	0.5	3.4	0.0	3.4	1.7	1.0000	†	1.0000	0.2500
1	0	2	0	14,779	9	1.0	0.0	1.0	0.0	8.6	0.0	8.6	0.0	1.0000	†	0.5000	†
1	1	0	0	1,763,014	1,029	1.0	0.5	0.0	0.0	1029.0	514.5	0.0	0.0	1.0000	0.5000	†	†
1	1	0	0	764,450	446	1.0	0.5	0.0	0.0	446.2	223.1	0.0	0.0	1.0000	0.5000	†	†
1	1	0	1	101,602	59	1.0	0.3	0.0	0.8	59.3	14.8	0.0	44.5	1.0000	0.2500	†	0.7500
1	1	0	1	97,147	57	1.0	0.3	0.0	0.8	56.7	14.2	0.0	42.5	1.0000	0.2500	†	0.7500
1	1	0	2	11,541	7	1.0	0.3	0.0	0.8	6.7	1.7	0.0	5.1	1.0000	0.2500	†	0.3750
1	1	0	2	10,775	6	1.0	0.3	0.0	0.8	6.3	1.6	0.0	4.7	1.0000	0.2500	†	0.3750
1	1	1	0	123,976	72	1.0	0.5	1.0	0.0	72.4	36.2	72.4	0.0	1.0000	0.5000	1.0000	†
1	1	1	0	106,896	62	1.0	0.5	1.0	0.0	62.4	31.2	62.4	0.0	1.0000	0.5000	1.0000	†
1	1	1	1	13,836	8	1.0	0.3	1.0	0.3	8.1	2.0	8.1	2.0	1.0000	0.2500	1.0000	0.2500
1	1	1	1	24,516	14	1.0	0.3	1.0	0.3	14.3	3.6	14.3	3.6	1.0000	0.2500	1.0000	0.2500
1	1	1	2	2,024	1	1.0	0.3	1.0	0.3	1.2	0.3	1.2	0.3	1.0000	0.2500	1.0000	0.1250
1	1	2	0	4,070	2	1.0	0.5	1.0	0.0	2.4	1.2	2.4	0.0	1.0000	0.5000	0.5000	†
1	1	2	0	2,520	1	1.0	0.5	1.0	0.0	1.5	0.7	1.5	0.0	1.0000	0.5000	0.5000	†
1	1	2	1	1,998	1	1.0	0.3	1.0	0.3	1.2	0.3	1.2	0.3	1.0000	0.2500	0.5000	0.2500
1	1	2	1	5,154	3	1.0	0.3	1.0	0.3	3.0	0.8	3.0	0.8	1.0000	0.2500	0.5000	0.2500
1	2	0	0	188,391	110	1.0	0.5	0.0	0.0	110.0	55.0	0.0	0.0	1.0000	0.2500	†	†
1	2	0	0	446,665	261	1.0	0.5	0.0	0.0	260.7	130.4	0.0	0.0	1.0000	0.2500	†	†
1	2	0	0	87,184	51	1.0	0.5	0.0	0.0	50.9	25.4	0.0	0.0	1.0000	0.2500	†	†
1	2	0	1	3,436	2	1.0	0.3	0.0	0.8	2.0	0.5	0.0	1.5	1.0000	0.1250	†	0.7500
1	2	0	1	46,075	27	1.0	0.3	0.0	0.8	26.9	6.7	0.0	20.2	1.0000	0.1250	†	0.7500
1	2	0	1	14,657	9	1.0	0.3	0.0	0.8	8.6	2.1	0.0	6.4	1.0000	0.1250	†	0.7500
1	2	0	2	4,801	3	1.0	0.3	0.0	0.8	2.8	0.7	0.0	2.1	1.0000	0.1250	†	0.3750
1	2	0	2	9,432	6	1.0	0.3	0.0	0.8	5.5	1.4	0.0	4.1	1.0000	0.1250	†	0.3750
1	2	1	0	10,605	6	1.0	0.5	1.0	0.0	6.2	3.1	6.2	0.0	1.0000	0.2500	1.0000	†
1	2	1	0	56,629	33	1.0	0.5	1.0	0.0	33.1	16.5	33.1	0.0	1.0000	0.2500	1.0000	†

See notes at end of table.

Table D-11. Calculation of expected sample yield for children based on the sampling scheme for within-household sampling: CPS:1997—Continued

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 household				Total number of children coming from households with the given composition				Overall sampling rate			
Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)			Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (Age 3-6, not yet in K)	Infants (0-2 yrs.)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)
1	2	1	0	9,033	5	1.0	0.5	1.0	0.0	5.3	2.6	5.3	0.0	1.0000	0.2500	1.0000	†
1	2	1	1	4,935	3	1.0	0.3	1.0	0.3	2.9	0.7	2.9	0.7	1.0000	0.1250	1.0000	0.2500
1	2	1	1	13,310	8	1.0	0.3	1.0	0.3	7.8	1.9	7.8	1.9	1.0000	0.1250	1.0000	0.2500
1	2	1	1	2,763	2	1.0	0.3	1.0	0.3	1.6	0.4	1.6	0.4	1.0000	0.1250	1.0000	0.2500
1	2	1	2	2,648	2	1.0	0.3	1.0	0.3	1.5	0.4	1.5	0.4	1.0000	0.1250	1.0000	0.1250
1	2	1	2	2,295	1	1.0	0.3	1.0	0.3	1.3	0.3	1.3	0.3	1.0000	0.1250	1.0000	0.1250
1	2	2	0	7,346	4	1.0	0.5	1.0	0.0	4.3	2.1	4.3	0.0	1.0000	0.2500	0.5000	†
1	2	2	0	2,758	2	1.0	0.5	1.0	0.0	1.6	0.8	1.6	0.0	1.0000	0.2500	0.5000	†
1	2	2	1	3,548	2	1.0	0.3	1.0	0.3	2.1	0.5	2.1	0.5	1.0000	0.1250	0.5000	0.2500
1	3	0	0	25,320	15	1.0	0.5	0.0	0.0	14.8	7.4	0.0	0.0	1.0000	0.1667	†	†
1	3	0	0	32,518	19	1.0	0.5	0.0	0.0	19.0	9.5	0.0	0.0	1.0000	0.1667	†	†
1	3	0	0	45,755	27	1.0	0.5	0.0	0.0	26.7	13.4	0.0	0.0	1.0000	0.1667	†	†
1	3	0	0	6,149	4	1.0	0.5	0.0	0.0	3.6	1.8	0.0	0.0	1.0000	0.1667	†	†
1	3	0	1	12,142	7	1.0	0.3	0.0	0.8	7.1	1.8	0.0	5.3	1.0000	0.0833	†	0.7500
1	3	0	1	10,490	6	1.0	0.3	0.0	0.8	6.1	1.5	0.0	4.6	1.0000	0.0833	†	0.7500
1	3	0	2	956	1	1.0	0.3	0.0	0.8	0.6	0.1	0.0	0.4	1.0000	0.0833	†	0.3750
1	3	0	2	11,814	7	1.0	0.3	0.0	0.8	6.9	1.7	0.0	5.2	1.0000	0.0833	†	0.3750
1	3	1	0	8,088	5	1.0	0.5	1.0	0.0	4.7	2.4	4.7	0.0	1.0000	0.1667	1.0000	†
1	3	1	0	11,373	7	1.0	0.5	1.0	0.0	6.6	3.3	6.6	0.0	1.0000	0.1667	1.0000	†
1	3	1	0	6,548	4	1.0	0.5	1.0	0.0	3.8	1.9	3.8	0.0	1.0000	0.1667	1.0000	†
1	3	1	1	6,834	4	1.0	0.3	1.0	0.3	4.0	1.0	4.0	1.0	1.0000	0.0833	1.0000	0.2500
1	3	1	1	2,061	1	1.0	0.3	1.0	0.3	1.2	0.3	1.2	0.3	1.0000	0.0833	1.0000	0.2500
1	3	1	2	2,309	1	1.0	0.3	1.0	0.3	1.3	0.3	1.3	0.3	1.0000	0.0833	1.0000	0.1250
1	3	2	0	2,734	2	1.0	0.5	1.0	0.0	1.6	0.8	1.6	0.0	1.0000	0.1667	0.5000	†
1	3	2	0	2,337	1	1.0	0.5	1.0	0.0	1.4	0.7	1.4	0.0	1.0000	0.1667	0.5000	†
1	3	2	0	3,268	2	1.0	0.5	1.0	0.0	1.9	1.0	1.9	0.0	1.0000	0.1667	0.5000	†
1	3	2	2	316	0	1.0	0.3	1.0	0.3	0.2	0.0	0.2	0.0	1.0000	0.0833	0.5000	0.1250
1	4	0	0	6,654	4	1.0	0.5	0.0	0.0	3.9	1.9	0.0	0.0	1.0000	0.1250	†	†
1	4	0	0	6,525	4	1.0	0.5	0.0	0.0	3.8	1.9	0.0	0.0	1.0000	0.1250	†	†
1	4	0	0	2,736	2	1.0	0.5	0.0	0.0	1.6	0.8	0.0	0.0	1.0000	0.1250	†	†
1	4	0	0	3,618	2	1.0	0.5	0.0	0.0	2.1	1.1	0.0	0.0	1.0000	0.1250	†	†
1	4	1	0	1,804	1	1.0	0.5	1.0	0.0	1.1	0.5	1.1	0.0	1.0000	0.1250	1.0000	†
1	4	1	0	3,120	2	1.0	0.5	1.0	0.0	1.8	0.9	1.8	0.0	1.0000	0.1250	1.0000	†

See notes at end of table.

Table D-11. Calculation of expected sample yield for children based on the sampling scheme for within-household sampling: CPS:1997—Continued

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 household				Total number of children coming from households with the given composition				Overall sampling rate			
Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)			Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (Age 3-6, not yet in K)	Infants (0-2 yrs.)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)
1	4	2	0	2,321	1	1.0	0.5	1.0	0.0	1.4	0.7	1.4	0.0	1.0000	0.1250	0.5000	†
1	5	0	0	745	0	1.0	0.5	0.0	0.0	0.4	0.2	0.0	0.0	1.0000	0.1000	†	†
1	5	2	1	3,655	2	1.0	0.3	1.0	0.3	2.1	0.5	2.1	0.5	1.0000	0.0500	0.5000	0.2500
2	0	0	0	660,488	386	1.0	0.0	0.0	0.0	385.5	0.0	0.0	0.0	0.5000	†	†	†
2	0	0	1	48,276	28	1.0	0.0	0.0	1.0	28.2	0.0	0.0	28.2	0.5000	†	†	1.0000
2	0	0	2	1,760	1	1.0	0.0	0.0	1.0	1.0	0.0	0.0	1.0	0.5000	†	†	0.5000
2	0	1	0	21,678	13	1.0	0.0	1.0	0.0	12.7	0.0	12.7	0.0	0.5000	†	1.0000	†
2	0	1	1	2,902	2	1.0	0.0	1.0	0.5	1.7	0.0	1.7	0.8	0.5000	†	1.0000	0.5000
2	0	2	0	3,104	2	1.0	0.0	1.0	0.0	1.8	0.0	1.8	0.0	0.5000	†	0.5000	†
2	1	0	0	200,173	117	1.0	0.5	0.0	0.0	116.8	58.4	0.0	0.0	0.5000	0.5000	†	†
2	1	0	0	98,247	57	1.0	0.5	0.0	0.0	57.3	28.7	0.0	0.0	0.5000	0.5000	†	†
2	1	0	1	14,387	8	1.0	0.3	0.0	0.8	8.4	2.1	0.0	6.3	0.5000	0.2500	†	0.7500
2	1	0	1	17,656	10	1.0	0.3	0.0	0.8	10.3	2.6	0.0	7.7	0.5000	0.2500	†	0.7500
2	1	0	2	2,316	1	1.0	0.3	0.0	0.8	1.4	0.3	0.0	1.0	0.5000	0.2500	†	0.3750
2	1	1	0	9,778	6	1.0	0.5	1.0	0.0	5.7	2.9	5.7	0.0	0.5000	0.5000	1.0000	†
2	1	1	0	21,317	12	1.0	0.5	1.0	0.0	12.4	6.2	12.4	0.0	0.5000	0.5000	1.0000	†
2	1	1	1	6,351	4	1.0	0.3	1.0	0.3	3.7	0.9	3.7	0.9	0.5000	0.2500	1.0000	0.2500
2	1	1	1	4,292	3	1.0	0.3	1.0	0.3	2.5	0.6	2.5	0.6	0.5000	0.2500	1.0000	0.2500
2	1	1	2	2,077	1	1.0	0.3	1.0	0.3	1.2	0.3	1.2	0.3	0.5000	0.2500	1.0000	0.1250
2	1	2	0	1,910	1	1.0	0.5	1.0	0.0	1.1	0.6	1.1	0.0	0.5000	0.5000	0.5000	†
2	1	2	0	574	0	1.0	0.5	1.0	0.0	0.3	0.2	0.3	0.0	0.5000	0.5000	0.5000	†
2	2	0	0	26,855	16	1.0	0.5	0.0	0.0	15.7	7.8	0.0	0.0	0.5000	0.2500	†	†
2	2	0	0	49,030	29	1.0	0.5	0.0	0.0	28.6	14.3	0.0	0.0	0.5000	0.2500	†	†
2	2	0	0	15,151	9	1.0	0.5	0.0	0.0	8.8	4.4	0.0	0.0	0.5000	0.2500	†	†
2	2	0	1	910	1	1.0	0.3	0.0	0.8	0.5	0.1	0.0	0.4	0.5000	0.1250	†	0.7500
2	2	1	0	1,786	1	1.0	0.5	1.0	0.0	1.0	0.5	1.0	0.0	0.5000	0.2500	1.0000	†
2	2	1	0	9,075	5	1.0	0.5	1.0	0.0	5.3	2.6	5.3	0.0	0.5000	0.2500	1.0000	†
2	2	1	0	2,646	2	1.0	0.5	1.0	0.0	1.5	0.8	1.5	0.0	0.5000	0.2500	1.0000	†
2	2	1	1	5,268	3	1.0	0.3	1.0	0.3	3.1	0.8	3.1	0.8	0.5000	0.1250	1.0000	0.2500
2	2	1	2	2,165	1	1.0	0.3	1.0	0.3	1.3	0.3	1.3	0.3	0.5000	0.1250	1.0000	0.1250
2	2	2	0	1,099	1	1.0	0.5	1.0	0.0	0.6	0.3	0.6	0.0	0.5000	0.2500	0.5000	†
2	2	2	1	3,670	2	1.0	0.3	1.0	0.3	2.1	0.5	2.1	0.5	0.5000	0.1250	0.5000	0.2500

See notes at end of table.

Table D-11. Calculation of expected sample yield for children based on the sampling scheme for within-household sampling: CPS:1997—Continued

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 household				Total number of children coming from households with the given composition				Overall sampling rate			
Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)			Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (Age 3-6, not yet in K)	Infants (0-2 yrs.)	Middle schoolers (grades 6-8)	Elementary schoolers (grades K-5)	Preschoolers (3 – not yet in K)	Infants (0-2 years)
2	3	0	0	2,199	1	1.0	0.5	0.0	0.0	1.3	0.6	0.0	0.0	0.5000	0.1667	†	†
2	3	0	0	12,992	8	1.0	0.5	0.0	0.0	7.6	3.8	0.0	0.0	0.5000	0.1667	†	†
2	3	0	0	2,514	1	1.0	0.5	0.0	0.0	1.5	0.7	0.0	0.0	0.5000	0.1667	†	†
2	3	0	1	3,702	2	1.0	0.3	0.0	0.8	2.2	0.5	0.0	1.6	0.5000	0.0833	†	0.7500
2	3	1	0	4,360	3	1.0	0.5	1.0	0.0	2.5	1.3	2.5	0.0	0.5000	0.1667	1.0000	†
2	3	1	1	1,111	1	1.0	0.3	1.0	0.3	0.6	0.2	0.6	0.2	0.5000	0.0833	1.0000	0.2500
2	4	0	0	6,354	4	1.0	0.5	0.0	0.0	3.7	1.9	0.0	0.0	0.5000	0.1250	†	†
2	4	1	1	1,211	1	1.0	0.3	1.0	0.3	0.7	0.2	0.7	0.2	0.5000	0.0625	1.0000	0.2500
2	5	1	2	3,492	2	1.0	0.3	1.0	0.3	2.0	0.5	2.0	0.5	0.5000	0.0500	1.0000	0.1250
3	0	0	0	34,941	20	1.0	0.0	0.0	0.0	20.4	0.0	0.0	0.0	0.3333	†	†	†
3	0	0	1	4,439	3	1.0	0.0	0.0	1.0	2.6	0.0	0.0	2.6	0.3333	†	†	1.0000
3	0	0	2	3,661	2	1.0	0.0	0.0	1.0	2.1	0.0	0.0	2.1	0.3333	†	†	0.5000
3	0	1	0	2,576	2	1.0	0.0	1.0	0.0	1.5	0.0	1.5	0.0	0.3333	†	1.0000	†
3	1	0	0	11,729	7	1.0	0.5	0.0	0.0	6.8	3.4	0.0	0.0	0.3333	0.5000	†	†
3	1	0	0	767	0	1.0	0.5	0.0	0.0	0.4	0.2	0.0	0.0	0.3333	0.5000	†	†
3	2	0	0	4,612	3	1.0	0.5	0.0	0.0	2.7	1.3	0.0	0.0	0.3333	0.2500	†	†
3	3	1	0	564	0	1.0	0.5	1.0	0.0	0.3	0.2	0.3	0.0	0.3333	0.1667	1.0000	†
3	4	0	1	3,080	2	1.0	0.3	0.0	0.8	1.8	0.4	0.0	1.3	0.3333	0.0625	†	0.7500
4	1	0	0	3,861	2	1.0	0.5	0.0	0.0	2.3	1.1	0.0	0.0	0.2500	0.5000	†	†
4	3	1	0	1,026	1	1.0	0.5	1.0	0.0	0.6	0.3	0.6	0.0	0.2500	0.1667	1.0000	†
5	2	0	0	462	0	1.0	0.5	0.0	0.0	0.3	0.1	0.0	0.0	0.2000	0.2500	†	†
5	3	0	0	596	0	1.0	0.5	0.0	0.0	0.3	0.2	0.0	0.0	0.2000	0.1667	†	†
				102,796,766	60,000					6061.0	6752.0	4613.0	5525.0				

† Not applicable.

NOTE: The figures in this table are based on the original sample design for NHES:2001.

SOURCE: Tabulations of data from the October 1997 Current Population Survey (CPS), with sampling rates under the proposed sample design.

Table D-12. Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling: CPS:1997

Household composition					Total expected number of adults to be selected in households with the given composition				Overall sampling rate			
	Number of adults in household											
Eligible child in household?	Adults with less than a high school diploma	Adults with a high school diploma or higher	Total number of households in U.S.	Expected number of screened households with given composition	Adult education participant, < high school diploma	Adult education non-participant, < high school diploma	Adult education participant, high school diploma or higher	Adult education non-participant, high school diploma or higher	Adult education participant, < high school diploma	Adult education non-participant, < high school diploma	Adult education participant, high school diploma or higher	Adult education non-participant, high school diploma or higher
No	0	0	56,389	33	0	0	0	0	†	†	†	†
No	0	1	22,082,314	12,889	0	0	2,224	2,150	†	†	0.4209	0.2827
No	0	2	24,892,275	14,529	0	0	2,507	2,423	†	†	0.2104	0.1414
No	0	3	5,124,001	2,991	0	0	516	499	†	†	0.1403	0.0942
No	0	4	1,398,983	817	0	0	141	136	†	†	0.1052	0.0707
No	0	5	201,348	118	0	0	20	20	†	†	0.0842	0.0565
No	0	6	28,492	17	0	0	3	3	†	†	0.0701	0.0471
No	0	7	3,695	2	0	0	0	0	†	†	0.0601	0.0404
No	0	8	812	0	0	0	0	0	†	†	0.0526	0.0353
No	1	0	5,662,283	3,305	446	585	0	0	0.7500	0.2157	†	†
No	1	1	5,241,662	3,059	310	406	198	191	0.5625	0.1618	0.1578	0.1060
No	1	2	1,305,594	762	77	101	49	48	0.5625	0.1618	0.0789	0.0530
No	1	3	356,918	208	21	28	13	13	0.5625	0.1618	0.0526	0.0353
No	1	4	76,787	45	5	6	3	3	0.5625	0.1618	0.0395	0.0265
No	1	5	7,392	4	0	1	0	0	0.5625	0.1618	0.0316	0.0212
No	1	6	2,105	1	0	0	0	0	0.5625	0.1618	0.0263	0.0177
No	1	8	1,664	1	0	0	0	0	0.5625	0.1618	0.0197	0.0133
No	2	0	2,738,864	1,599	432	566	0	0	0.7500	0.2157	†	†
No	2	1	625,120	365	37	48	24	23	0.2813	0.0809	0.1578	0.1060
No	2	2	192,512	112	11	15	7	7	0.2813	0.0809	0.0789	0.0530
No	2	3	51,001	30	3	4	2	2	0.2813	0.0809	0.0526	0.0353
No	2	4	2,601	2	0	0	0	0	0.2813	0.0809	0.0395	0.0265
No	2	5	2,956	2	0	0	0	0	0.2813	0.0809	0.0316	0.0212
No	3	0	323,199	189	51	67	0	0	0.5000	0.1438	†	†
No	3	1	68,038	40	4	5	3	2	0.1875	0.0539	0.1578	0.1060
No	3	2	21,814	13	1	2	1	1	0.1875	0.0539	0.0789	0.0530
No	3	3	4,781	3	0	0	0	0	0.1875	0.0539	0.0526	0.0353
No	4	0	64,797	38	10	13	0	0	0.3750	0.1079	†	†

See notes at end of table.

Table D-12. Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling: CPS:1997—Continued

Household composition					Total expected number of adults to be selected in households with the given composition				Overall sampling rate			
	Number of adults in household											
Eligible child in household?	Adults with less than a high school diploma	Adults with a high school diploma or higher	Total number of households in U.S.	Expected number of screened households with given composition	Adult education participant, part, < high school diploma	Adult education non-participant, < high school diploma	Adult education participant, high school diploma or higher	Adult education non-participant, high school diploma or higher	Adult education participant, < high school diploma	Adult education non-participant, < high school diploma	Adult education participant, high school diploma or higher	Adult education non-participant, high school diploma or higher
No	4	1	20,110	12	1	2	1	1	0.1406	0.0405	0.1578	0.1060
No	5	0	13,341	8	2	3	0	0	0.3000	0.0863	†	†
No	5	1	4,150	2	0	0	0	0	0.1125	0.0324	0.1578	0.1060
No	5	3	3,990	2	0	0	0	0	0.1125	0.0324	0.0526	0.0353
No	8	0	2,923	2	0	1	0	0	0.1875	0.0539	†	†
Yes	0	0	69,000	40	0	0	0	0	†	†	†	†
Yes	0	1	4,915,026	2,869	0	0	330	319	†	†	0.2806	0.1885
Yes	0	2	17,802,415	10,391	0	0	1,195	1,155	†	†	0.1403	0.0942
Yes	0	3	1,809,435	1,056	0	0	121	117	†	†	0.0935	0.0628
Yes	0	4	429,241	251	0	0	29	28	†	†	0.0701	0.0471
Yes	0	5	93,151	54	0	0	6	6	†	†	0.0561	0.0377
Yes	0	6	12,328	7	0	0	1	1	†	†	0.0468	0.0314
Yes	1	0	1,091,649	637	57	75	0	0	0.5000	0.1438	†	†
Yes	1	1	2,501,051	1,460	99	129	63	61	0.3750	0.1079	0.1052	0.0707
Yes	1	2	628,283	367	25	32	16	15	0.3750	0.1079	0.0526	0.0353
Yes	1	3	175,620	103	7	9	4	4	0.3750	0.1079	0.0351	0.0236
Yes	1	4	59,744	35	2	3	2	1	0.3750	0.1079	0.0263	0.0177
Yes	1	5	6,889	4	0	0	0	0	0.3750	0.1079	0.0210	0.0141
Yes	2	0	1,523,312	889	80	105	0	0	0.2500	0.0719	†	†
Yes	2	1	392,704	229	15	20	10	10	0.1875	0.0539	0.1052	0.0707
Yes	2	2	160,937	94	6	8	4	4	0.1875	0.0539	0.0526	0.0353
Yes	2	3	50,425	29	2	3	1	1	0.1875	0.0539	0.0351	0.0236
Yes	2	4	6,573	4	0	0	0	0	0.1875	0.0539	0.0263	0.0177
Yes	2	6	2,583	2	0	0	0	0	0.1875	0.0539	0.0175	0.0118
Yes	3	0	219,470	128	12	15	0	0	0.1667	0.0479	†	†
Yes	3	1	83,098	49	3	4	2	2	0.1250	0.0360	0.1052	0.0707
Yes	3	2	23,532	14	1	1	1	1	0.1250	0.0360	0.0526	0.0353
Yes	3	3	7,013	4	0	0	0	0	0.1250	0.0360	0.0351	0.0236

See notes at end of table.

Table D-12. Calculation of expected sample yield for adults based on the sampling scheme for within-household sampling: CPS:1997—Continued

Household composition					Total expected number of adults to be selected in households with the given composition				Overall sampling rate			
	Number of adults in household											
Eligible child in household?	Adults with less than a high school diploma	Adults with a high school diploma or higher	Total number of households in U.S.	Expected number of screened households with given composition	Adult education participant, part, < high school diploma	Adult education non-participant, < high school diploma	Adult education participant, high school diploma or higher	Adult education non-participant, high school diploma or higher	Adult education participant, < high school diploma	Adult education non-participant, < high school diploma	Adult education participant, high school diploma or higher	Adult education non-participant, high school diploma or higher
Yes	3	4	3,874	2	0	0	0	0	0.1250	0.0360	0.0263	0.0177
Yes	4	0	80,368	47	4	6	0	0	0.1250	0.0360	†	†
Yes	4	1	21,961	13	1	1	1	1	0.0938	0.0270	0.1052	0.0707
Yes	4	2	2,609	2	0	0	0	0	0.0938	0.0270	0.0526	0.0353
Yes	4	3	1,783	1	0	0	0	0	0.0938	0.0270	0.0351	0.0236
Yes	5	0	18,606	11	1	1	0	0	0.1000	0.0288	†	†
Yes	5	1	1,213	1	0	0	0	0	0.0750	0.0216	0.1052	0.0707
Yes	5	2	3,025	2	0	0	0	0	0.0750	0.0216	0.0526	0.0353
Yes	5	3	2,656	2	0	0	0	0	0.0750	0.0216	0.0351	0.0236
Yes	6	0	7,163	4	0	0	0	0	0.0833	0.0240	†	†
Yes	7	0	4,813	3	0	0	0	0	0.0714	0.0205	†	†
Yes	7	1	2,307	1	0	0	0	0	0.0536	0.0154	0.1052	0.0707
			102,796,766	60,000	1,731	2,269	7,500	7,250				

† Not applicable.

NOTE: The figures in this table are based on the original sample design for NHES:2001.

SOURCE: Tabulations of data from the October 1997 Current Population Survey (CPS), with sampling rates under the proposed sample design.

APPENDIX E

Interviewer Training Agendas

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Attachment 1

NHES:2001 INTERVIEWER TRAINING AGENDA

NEW INTERVIEWERS

Activity	Time in Minutes	Topic
1	15	**Introduction** ▪ Background and purpose of the NHES ▪ Overview of the 2001 NHES
2	30	**Demonstration and critique: The effective interviewer** ▪ Demonstration of an ECPP interview (I path, parental care) ▪ Critique of interviewing techniques ▪ Implications for response rate
3	120	**Screener Interactives** (includes 15 min. break) ▪ Explanation of information already on the screen ▪ Eligibility requirements ▪ The matrices ▪ Enumerate ALL household members ▪ Enumerate children only ▪ Empty matrix ▪ Refused names or initials in matrix ▪ Explanation of Result Codes ▪ Explanation of Call Back Screens ▪ Selecting respondents ▪ NOCHOICE screen ▪ HHSELECT screen ▪ Review of key concepts
4	45	**Contact procedures (Part 1)** ▪ RNA (ring no answer) ▪ NW (non-working) ▪ Business ▪ Probable Business/Callback ▪ Mail out request ▪ AM (answering machine) ▪ Problem (NIRF) ▪ Teen Phone (Messages) ▪ Language Problem (NIRF)
5	30	**Exercise on Screener and contact procedures**

Activity	Time in Minutes	Topic
6	75	**Contact Procedures (Part 2)** ▪ Refusal (in matrix/NIRF) ▪ Restart at the extended ▪ Selecting the appropriate interview ▪ Deletion of household members
7	60	**Interactive 1: AELL Interview** ▪ Full household enumeration ▪ Sample adult and child ▪ Change from Screener respondent to sampled adult ▪ Eligible for Basic Skills/GED ▪ Participant in a vocational diploma program, a work-related course, and an informal learning activity
8	15	**AELL Exercise** • Recording course information
9	90	**Contact Role Plays** (includes 15 min. break) ▪ Ring no answer ▪ Non-working at the screener ▪ Problem ▪ Empty matrix ▪ Answering machine (residential) ▪ Mailout ▪ Non-working at the extended ▪ Probable business ▪ Refusal ▪ Refused names in matrix ▪ Answering machine (movie theater) ▪ Order of selection ▪ Busy ▪ Answering machine (business) ▪ Callback beyond matrix ▪ Language problem

Activity	Time in Minutes	Topic
10	60	**Interactive 2: ECPP (N Path**) ▪ Restart at HHSELECT ▪ Add household member at PA7 ▪ Center-based program ▪ Relative care
11	60	**Interactive 3: ASPA** ▪ Same HH and respondent as interactive 2 ▪ Center-based program
12	15	**Exercise on care providers** ▪ Identifying nonparental care providers
	10	Break
13	50	**Interactive 4: ECPP (I Path)** ▪ Screener: HH sampled for AELL ▪ Nonrelative care ▪ Breakoff at Parent/Guardian Characteristics ▪ Change respondents
14	45	**Interactive 5: AELL** ▪ Same HH as interactive 4; new respondent ▪ Personal development courses
15	30	**Exercise on extended interview**
16	75	**Strategies for gaining cooperation** ▪ Includes review of Q&A card
17	15	**Problem Sheet review**
	10	Break
18	45	**Interactive 6: ASPA** ▪ Restart at Before/After School Arrangements ▪ After school activities and self care
19	65	**Interactive 7: Special Items** ▪ Explanation of challenging questions and paths

Activity	Time in Minutes	Topic
20	120	**Role Plays** (includes 15 min. break) ▪ ECPP Interview ▪ Parental care (I path) ▪ Center-based care (N path) ▪ Relative care and center-based care (N path) ▪ Nonrelative care (N path) ▪ ASPA Interview ▪ Activities and parental care ▪ Center-based program ▪ Nonrelative care ▪ Activities and self care ▪ AELL Interview ▪ Credential and personal development ▪ Work related and personal development ▪ Credential

NHES:2001 INTERVIEWER TRAINING AGENDA (CONTINUED)

EXPERIENCED INTERVIEWERS

Activity	Time in Minutes	Topic
1	15	**Introduction** ▪ Background and purpose of the NHES ▪ Overview of the 2001 NHES
2	30	**Demonstration and critique: The effective interviewer** ▪ Demonstration of a Parent interview (I path, parental care) ▪ Critique of interviewing techniques ▪ Implications for response rate
3	105	**Screener Interactives** (includes 15 min. break) ▪ Explanation of information already on the screen ▪ Eligibility requirements ▪ The matrices ▪ Enumerate ALL household members ▪ Enumerate children only ▪ Empty matrix ▪ Refused names or initials in matrix ▪ Explanation of Result Codes ▪ Explanation of Call Back Screens ▪ Selecting respondents ▪ NOCHOICE screen ▪ HHSELECT screen ▪ Review of key concepts
4	15	**Contact procedures (Part 1)** ▪ RNA (ring no answer) ▪ NW (non-working) ▪ Business ▪ Probable Business/Callback ▪ Mail out request ▪ AM (answering machine) ▪ Problem (NIRF) ▪ Teen Phone (Messages) ▪ Language Problem (NIRF)
5	15	**Exercise on Screener and contact procedures**
6	60	**Contact Procedures (Part 2)** ▪ Refusal (in matrix/NIRF) ▪ Restart at the extended ▪ Selecting the appropriate interview ▪ Deletion of household members

Activity	Time in Minutes	Topic
7	50	**Interactive 1: AELL Interview** ▪ Full household enumeration ▪ Sample adult and child ▪ Change from Screener respondent to sampled adult ▪ Eligible for Basic Skills/GED ▪ Participant in a vocational diploma program, a work-related activity, and an informal learning activity
8	15	**AELL Exercise** ▪ Recording course information
9	75	**Contact Role Plays** (includes 15 min. break) ▪ Ring no answer ▪ Non-working at the screener ▪ Problem ▪ Empty matrix ▪ Answering machine (residential) ▪ Mailout ▪ Non-working at the extended ▪ Probable business ▪ Refusal ▪ Refused names in matrix ▪ Answering machine (movie theater) ▪ Order of selection ▪ Busy ▪ Answering machine (business) ▪ Callback beyond matrix ▪ Language problem ▪ Emancipated minor-no adult household members
10	50	**Interactive 2: ECPP Interview** ▪ Restart at HHSELECT ▪ Add HH member at PA7 ▪ Center-based program ▪ Relative care
11	50	**Interactive 3: ASPA Interview** ▪ Same respondent as interactive 2 ▪ Center-based program

Activity	Time in Minutes	Topic
12	40	**Interactive 4: ECPP Interview (I Path)** ▪ Screener: HH sampled for AELL ▪ Nonrelative care ▪ Breakoff at Parent/Guardian Characteristics ▪ Change respondents
13	40	**Interactive 5: AELL Interview** ▪ Same HH as interactive 4; new respondent ▪ Personal development courses
	10	Break
14	20	**Exercise on recording course names**
15	15	**Exercise on care providers**
16	30	**Strategies for gaining cooperation** ▪ Includes review of Q&A card
17	5	**Problem Sheet review**
18	30	**Interactive 6: ASPA Interview** ▪ Restart at Before/After School Arrangements ▪ After-school activities and self care
19	50	**Interactive 7: Special Items** ▪ Explanation of challenging questions and paths

Activity	Time in Minutes	Topic
20	120	**Role Plays** (includes 15 min. break) ▪ ECPP Interview ▪ Parental care (I path) ▪ Center-based care (N path) ▪ Relative care and center-based care (N path) ▪ Nonrelative care (N path) ▪ ASPA Interview ▪ Activities and parental care ▪ Center-based program ▪ Nonrelative care ▪ Activities and self care ▪ AELL Interview ▪ Credential and personal development ▪ Work related and personal development

APPENDIX F

Letters and Postcard to Potential Respondents

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Advance Information Letter

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

December 2000

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 Survey (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.

The NHES was conducted five times in the 1990s and provided valuable data for education policy makers, researchers, and educators. Your participation in our next study will help us learn about

- Preschool programs and learning activities at home for young children;
- Activities and programs that school-age children may participate in after school;
- Types of educational activities, including training at work, that adults may take part in.

Your telephone number was selected for the study as part of a scientific and random sample of all households in the nation, and another telephone number cannot be substituted for yours. You represent 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 survey results can 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 linked 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, 2001. 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 a time before we call, contact Westat toll free at 1-888-594-8692 and give your telephone number and the date and time you would like to be called.

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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,

Christopher Chapman
Project Officer
2001 National Household Education Survey

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

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

A. The information we collect will be used to better understand educational experiences and needs. 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. The NHES reports, which do not reveal individual answers but rather grouped data for large numbers of people, are widely distributed to educators, researchers, news organizations, and the general public.

Q. How did you get my (unlisted) phone number?

A. Your number was randomly selected from among all of the possible telephone numbers in the nation. It was selected using scientific sampling methods. We do not use telephone directories to select telephone numbers. If your number was unlisted, it still is.

Q. How did you get my address?

A. An independent organization matched a list of published addresses to the randomly selected list of phone numbers. This letter was sent to every address that was matched with a telephone number. Interviewers do not have the names or addresses for any telephone numbers. Address information is kept confidential 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. 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 10 to 20 minutes depending on the interview.

Q. What is the authority for conducting this survey?

A. This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0768. You may send any comments about this survey, including its length, to the Federal Government. Write to Christopher Chapman, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9020, Washington, DC 20006-5650.

Letter providing information

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear Sir or Madam,

Recently you were called and asked to participate in the 2001 National Household Education Survey (NHES). I am pleased to provide you with more information about this important study, which is sponsored by the National Center for Education Statistics of the United States Department of Education.

The purpose of the study is to learn about various educational experiences of both adults and children. We can only learn about these issues by speaking to families like yours. The NHES was conducted five times in the 1990s and has provided valuable data for educational policy makers, educators, and researchers. Your participation in the 2001 NHES will help us learn about:

- Preschool programs and learning activities at home for young children;
- Activities and programs that school-age children may participate in after school;
- Types of educational activities, including training at work, that adults may take part in.

Your telephone number was selected for the study as part of a scientific and random sample of all households in the nation, and another telephone number cannot be substituted for yours. You represent 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 survey results can accurately reflect the experiences of all children and adults across the nation. Please be assured that the information you give is completely confidential and will never be linked with your name.

Westat, a social science research firm, is conducting this study. If you have not yet completed an interview and would like to set an appointment before we call, please contact Westat at their toll-free number, 1-888-594-8692, and give your telephone number and your preferred appointment time.

More information about the NHES, including its Web site address, is provided on the back of this letter. If you have additional questions, you may contact me at 202-502-7327; however, this is not a toll-free number. We recognize that you have many demands on your time, and we thank you in advance for your cooperation in this vital research effort to better understand education in the United States.

Sincerely,

Christopher Chapman
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 shown at the bottom of this page. The NHES reports, which do not reveal individual answers but rather grouped data for large numbers of people, are widely distributed to educators, researchers, news organizations, and the general public.

Q. How did you get my (unlisted) phone number?

A. Your number was randomly selected from among all of the possible telephone numbers in the nation. It was selected using scientific sampling methods. We do not use telephone directories to select telephone numbers. If your number was unlisted, it still is.

Q. How did you get my address?

A. An independent organization matched a list of published addresses to the randomly selected list of phone numbers. This letter was sent to every address that was matched with a telephone number. Interviewers do not have the names or addresses for any telephone numbers. 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. 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 10 to 20 minutes depending on the interview.

Q. What is the authority for conducting this survey?

A. This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is 1850-0768. You may send any comments about this survey, including its length, to the Federal Government. Write to Christopher Chapman, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9020, Washington, DC 20006-5650. You may send e-mail to nhes@ed.gov.

Letter for refusal, answering machine, and maximum call cases

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

January 2001

Dear Sir or Madam:

Recently, a professional telephone interviewer from Westat, a social science research firm, called your household about a national study about educational experiences of children and adults. This study, the 2001 National Household Education Survey (NHES), is sponsored by the National Center for Education Statistics of the United States Department of Education. As of the date we mailed this letter, we had not completed an interview with your household. I am writing to give you more information about the NHES. (Additional information, including the NHES Web site address, is provided on the reverse side.) This letter has been sent by Federal Express at the special low rate available to the U.S. Government, so that it would come to your immediate attention. I hope that after reading it you will take part in this important research effort.

The purpose of the study is to learn about various educational experiences of both adults and children. We can only learn about these issues by speaking to families like yours. The NHES was conducted five times in the 1990s and has provided valuable data for educational policy makers, educators, and researchers. Your participation in the 2001 NHES will help us learn about:

- Preschool programs and learning activities at home for young children;
- Activities and programs that school-age children may participate in after school;
- Types of educational activities, including training at work, that adults may take part in.

Your telephone number was selected for the study as part of a scientific and random sample of all households in the nation, and another telephone number cannot be substituted for yours. You represent 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 survey results can accurately reflect the experiences of all children and adults across the nation. Please be assured that the information you give is completely confidential and will never be linked with your name.

In the next week or two, a Westat interviewer will call your household again. If we happen to call at an inconvenient time, please suggest a time that is better for you. If you would like to set an appointment before we call, contact Westat at their toll-free number (1-888-594-8692), give your telephone number, and your preferred appointment time.

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

Sincerely,

Christopher Chapman
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 shown at the bottom of this page. The NHES reports, which do not reveal individual answers but rather grouped data for large numbers of people, are widely distributed to educators, researchers, news organizations, and the general public.

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Letter for extended interview maximum call cases

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

NATIONAL CENTER FOR EDUCATION STATISTICS

March 2001

Dear Sir or Madam:

Recently, a professional telephone interviewer from Westat, a social science research firm, called your household for a national research study about educational experiences of children and adults. This study, the 2001 National Household Education Survey (NHES), is sponsored by the National Center for Education Statistics of the United States Department of Education. As of the date we mailed this letter, we had not completed one or more interviews we would like to do with members of your household. I am writing to give you more information about the NHES. (Additional information, including the NHES Web site address, is provided on the reverse side.) This letter has been sent by Federal Express at the special low rate available to the U.S. Government, so that it would come to your immediate attention. I hope that after reading it you will take part in this important research effort.

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In the next week or two, a Westat interviewer will call your household again. If we happen to call at an inconvenient time, please suggest a time that is better for you. If you would like to set an appointment before we call, contact Westat at their toll-free number (1-888-594-8692), give your telephone number, and your preferred appointment time.

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Sincerely,

Christopher Chapman
Project Officer
National Household Education Surveys Program

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

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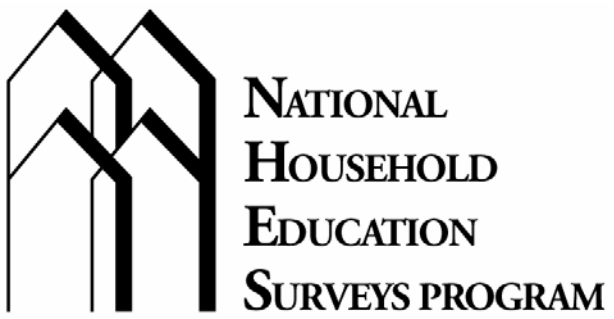
Postcard



U.S. Department of Education
National Center for Education Statistics
http://nces.ed.gov/nhes

Your help is needed for an important research study!

The U.S. Department of Education is sponsoring a **confidential** national study about the educational experiences of children and adults, and we need to interview someone in your household. We will be calling again soon. Please help us complete this important research!

For more information about the National Household Education Survey or to set a time to be called, please call toll-free 1-888-594-8692. You may also visit our web site, shown on the front of this card. Thank you in advance for your help.

Christopher Chapman
National Center for Education Statistics
U.S. Department of Education

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