
NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

September 1994

NATIONAL EDUCATION LONGITUDINAL STUDY OF 1988

SECOND FOLLOW-UP: STUDENT COMPONENT
DATA FILE USER'S MANUAL

U.S. Department of Education
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September 1994

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Foreword

This manual has been produced to familiarize data users with the procedures followed for data collection and processing of the second follow-up student component of the National Education Longitudinal Study of 1988 (NELS:88). A corollary objective is to provide the necessary documentation for use of the data file.

Use of the data set does not require the analyst to be a sophisticated statistician or computer programmer. Most social scientists and policy analysts should find the data set organized and equipped in a manner that facilitates straightforward production of statistical summaries and analyses. This manual provides extensive documentation of the content of the data file and how to use it. **Chapter VII and Appendix I, in particular, contain essential information that allows the user to immediately proceed with minimal startup cost. A careful reading of Chapter VII and Appendix I will help users to avoid common mistakes that result in costly computer job failures or incorrect results.**

The rest of the manual provides a wide range of information on the design and conduct of the National Education Longitudinal Study of 1988 (NELS:88). Chapter I begins with an overview and history of NCES's National Education Longitudinal Studies program and the various studies that it comprises. Chapter II contains a general description of the data collection instruments used in the NELS:88 second follow-up.

The sample design and weighting procedures used in the second follow-up study are documented in Chapter III, as well as standard errors and design effects, non-sampling measurement errors, and problematic variables.

Data collection procedures, schedules, and results are presented in Chapter IV. Chapter V describes data control and preparation activities such as monitoring receipt of questionnaires, editing, and data retrieval. Chapter VI describes data processing activities including machine editing and construction of the cleaned data tape. Finally, Chapter VII describes the organization and contents of the data file and provides important suggestions for using it.

The appendices contain a list of other NCES NELS:88 publications; guidelines for Statistical Analysis System (SAS) users; the second follow-up student questionnaire; the record layout for the student questionnaire; specifications for the composite variables; the content areas of the second follow-up components; a glossary of project terms; a discussion of conducting cross-cohort trend analyses of students; and a codebook for the student questionnaire data.

In addition to the study described in this manual, a number of supplemental NELS:88 components are also described in Appendix A.

Earlier NCES longitudinal studies that may be of interest to NELS:88 users are described in Appendix B including the following: the High School and Beyond (HS&B) base year files; merged HS&B first, second, third, and fourth follow-up files; related HS&B files; and assorted files related to the National Longitudinal Study of the High School Class of 1972 (NLS-72).

A Note on Data Use and Confidentiality

The NELS:88 second follow-up data files are released in accordance with the provisions of the General Education Provisions Act (GEPA) [20-USC 122e 1] and the Carl D. Perkins Vocational Education Act. The GEPA assures privacy by ensuring that respondents will never be individually identified.

The National Center for Education Statistics (NCES) is responsible under the Privacy Act and Public Law 100-297 for protecting the confidentiality of individually identifiable respondents, and is releasing this data set to be used for statistical purposes only. Record matching or deductive disclosure by any user is prohibited.

To ensure that the confidentiality provisions contained in PL 100-297 and the Privacy Act have been fully implemented, procedures commonly applied for disclosure avoidance in other Government-sponsored surveys were used in preparing the data file associated with this manual. These include suppressing, abridging, and recoding identifiable variables. Every effort has been made to provide the maximum research information that is consistent with reasonable confidentiality protection. Deleted, abridged, and/or recoded variables appear with an explanatory footnote in the codebook attached to each user's manual.

Acknowledgements

A study such as this is built first and foremost upon the students, dropouts, teachers, school administrators, and parents who have so generously provided its basic data. We are grateful for their cooperation. We also thank the considerable numbers of school personnel who have assisted in the implementation of NELS:88.

We wish to acknowledge the role of a number of other individuals in the realization of the aims of this study. Donald Rock and Judith Pollack of Educational Testing Service served as task leaders for cognitive test development. Miriam Clarke provided counsel on management issues in the main study. Leslie Scott contributed significantly to the conceptualization and development of file specifications and composite variables for the components of the study.

We are also grateful to the members of NCES staff in the Longitudinal and Household Studies Branch who worked closely with us on this project. Jeffrey Owings, chief of the Longitudinal and Household Studies Branch; Peggy Quinn, project officer for the second follow-up; as well as other branch staff--Ralph Lee, Shi-Chang Wu, and Jerry West--who contributed to various aspects of this study. Bob Burton of the Statistical Standards and Methodology Division supplied statistical advice and review.

Three individuals in other agencies have worked particularly hard and effectively to help realize and extend the potential of NELS:88. Larry Suter of the National Science Foundation, Dick Berry (formerly of the National Science Foundation), and Carmen Simich-Dudgeon (formerly of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) of the U.S. Department of Education). We are grateful for their efforts.

In addition, we would like to express our appreciation to the members of what began in the base year as our National Advisory Panel, and became in 1989 the NELS:88 Technical Review Panel. The panelists--Jerald G. Bachman, Gordon Ensign, Lyle V. Jones, Nancy Karweit, Richard J. Murnane, Patricia Shell, Marshall S. Smith, and John Stiglmeier--provided wise counsel on many difficult issues of design, instrumentation and implementation. As consultants to the second follow-up, Aaron Pallas, Joan Talbert, Leigh Burstein, Anthony Bryk, and Senta Raizen also contributed importantly to the design and ultimate success of the study.

Steven J. Ingels was overall NELS:88 second follow-up project director. Lisa Thalji was associate project director responsible for securing school cooperation and locating NELS:88 cohort members. Katy Dowd was associate project director responsible for the student component during data collection. Laura Reed and Virginia Bartot were the data processing managers, and Martin R. Frankel was the task leader for sampling and statistics.

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Appendices

Appendix A: NELS:88 Sources of Contextual Data: Parent, Teacher, School Administrator, Transcript, and Course Offerings Components

- Appendix B:** NELS:88-Related Data Files Available from the National Center for Education Statistics
- Appendix C:** National Center for Education Statistics, Longitudinal and Household Studies Branch, NELS:88 Publications
- Appendix D:** Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors: Analytical Implications of Design Differences Between the Studies
- Appendix E:** NELS:88 Second Follow-Up Item Overlap with NELS:88 Base Year and First Follow-Up; and with HS&B and NLS-72
- Appendix F:** NELS:88 Second Follow-Up Followback Study of Excluded Students: Screeners
- Appendix G:** Public Use Record Layout for NELS:88 Second Follow-Up Data Tape
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- Appendix I:** Guidelines for Using SAS with NELS:88 Second Follow-Up Student Data
- Appendix J:** NELS:88 Second Follow-Up Student Questionnaire Codebook
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- Appendix L:** Critical Items, Abbreviated Questionnaire Items, and Refusal Conversion Items from the Second Follow-Up Student and Dropout Questionnaires and New Student Supplement
- Appendix M:** NELS:88 Second Follow-Up Content Areas: Student, Dropout and School Components
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- Appendix O:** Glossary of NELS:88 Terms
- Appendix P:** Selected Measures of NELS:88 Base Year Data Quality
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Appendix E

NELS:88 Second Follow-Up Item Overlap with NELS:88 Base Year and First Follow-Up; and with HS&B and NLS-72

Note: For a discussion of the comparability of **NELS:88, HS&B** and **NLS-72 data**, see Appendix D: *Conducting Trend Analyses of NLS-72, HS&B, and NELS:88 Seniors: Analytical Implications of Design Differences Between the Studies.*

Intercohort Student Questionnaire Crosswalks

A = NELS:88 Second Follow-up
B = HS&B 1982 Seniors
C = HS&B 1980 Seniors
D = NLS-72 Seniors

<u>QUESTION NUMBER</u>				<u>QUESTION WORDING</u>
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
5a	--		--	Date questionnaire completed
5b	--	9LF	--	Social security number
6a	--	--	--	Current grade level
6b	--	--	--	Certification from current school program
7a	67i	53h	--	In school there is real school spirit
7b	--	--	--	In school there are interracial friends
7c	67c	53c	18f	In school the teaching is good
7d	67e	53e	18j	In school teachers are interested in students
7e	66g	59f	--	In school I don't feel safe
7f	--	--	--	In school disruptions impede learning
7g	--			In school interracial fights occur
7h	--	--	--	In school there are many gangs
7i	--	--	--	In school students are graded fairly
7j	--	--	--	In school there is a lot of cheating
7k	--	--	--	In school some teachers ignore cheating
7l	67h	53g	--	In school discipline is fair
8a	--	--	--	Times at school I had something stolen from me
8b	--	--		Times at school someone offered me drugs
8c		--		Times going to school someone offered drugs
8d	--	--	--	Times at school someone threatened to hurt me
8e	--		--	Times going to school someone threatened harm
8f	--	--		Times at school I got into a physical fight
8g	--	--		Times going to school I physically fought
9a	--	--		Times I was late for school
9b	66f	59e	--	Times I cut or skipped classes
9c		--	--	Times I missed a day of school
9d	66b		--	Times I got in trouble for breaking rules
9e	66d	--	--	Times I was put on an in-school suspension
9f	66e	59d	--	Times I was suspended or put on probation
9g	--	--	--	Times I was transferred for disciplinary reason
9h	--	61a	--	Times I was arrested
9i	--	--		Times I spent time in a juvenile center
10	--	--		Reason for last absence from school
11a	--	--	--	Last unexcused absence from high school
11b	16	16	--	# of days missed during last unexcused absence
12A	2	2	2	High School program description
12Ba	3a	--	3k	Was assigned to this program
12B	3b	--	3d	Chose program after talking to teacher

QUESTION NUMBER

QUESTION WORDING

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
12Bc	3c	--	3a	Chose program after talking to my parents
12Bd	3d	--	3h	Chose program after talking to my friends
12Be	3e		3i	Chose program myself
12Bf	3f		3j	Only program offered at school
13a	9a	11a	--	Ever been in remedial English
13b	9b	11b	--	Ever been in remedial mathematics
13c	9e	11e	--	Ever been in bilingual/bicultural programs
13d	--	--	--	Ever been in English as a Second Lang. program
13e	--	11cd	--	Ever been in advanced placement program
13f	9h	11h	--	Ever been in educationally handicapped program
13g	9i	11i	--	Ever been in physically handicapped program
13h	--	--	--	Ever been in dropout prevention program
13i	--	--	--	Ever been enrolled in vocational course
13j	--	--	--	Ever been in a gifted/talented program
13k	--	--	--	Ever been in a magnet program
14a	11cd	14cd	6de3	Participation in Talent Search or Upward Bound
14b	--	14cd	6de3	Years participated in TS, UB or similar
15a	4h	4g	--	Enrollment in a science class past 2 years
15Ba	--	--	--	Current science class: review work from previous day
15Bb	--	--	--	Current science class: listen to teacher lecture
15Bc	--	--	--	Current science class: copy teacher's notes
15Bd	--	--	--	Current science class: use calculators
15Be	--	--	--	Current science class: watch teacher do experiment
15Bf	--	--	--	Current science class: do experiment alone or in group
15Bg	--	--	--	Current science class: use book to do an experiment
15Bh	--	--	--	Current science class: write up reports on experiments
15Bi	--	--	--	Current science class: use computers to analyze data
15Bj	--	--	--	Current science class: make own choice of topic for study
15Bk	--	--	--	Current science class: design and conduct projects alone
15Bl	--	--	--	Current science class: discuss career opportunities in science
16	--	--	--	Science class emphasis on what objectives
17	--	--	--	Current science class participation
18a	--	--	--	Current science class enrollment
18b	--	--	--	Importance of guidance in taking science
18c	--	--	--	Reasons for taking a science class
18d	--	--	--	Reasons for not taking a science class
19a	4a	4a	--	Enrollment in a math class past 2 years
19Ba	--	--	--	Current math class: review work from previous day
19Bb	--	--	--	Current math class: listen to teacher lecture
19Bc	--	--	--	Current math class: copy teacher's notes
19Bd	--	--	--	Current math class: use books other than text
19Be	--	--	--	Current math class: do problem-solving activities
19Bf	--	--	--	Current math class: use calculators
19Bg	--	--	--	Current math class: use computers
19Bh	--	--	--	Current math class: explain work orally

<u>QUESTION NUMBER</u>				<u>QUESTION WORDING</u>
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
19Bi	--	--	--	Current math class : participate in student discussions
19Bj	--	--	--	Current math class : use hands-on materials
19Bk	--	--	--	Current math class : discuss career opportunities
19Bl	--	--	--	Current math class : write about math
20a	--	--	--	Math class : emphasis on increasing math interest
20b	--	--	--	Math class : emphasis on memorization of rules
20c	--	--	--	Math class : emphasis on preparation for more math
20d	--	--	--	Math class : emphasis on meaning/solving problems
20e	--	--	--	Math class : emphasis on math in daily life
21	--	--	--	Current math class participation
22a	--	--	--	Math class this term
22b	--	--	--	Importance of guidance in taking a math class
22c	--	8A	--	Reasons for taking a math class
22d	--	--	--	Reasons for not taking a math class
23a	4l	4k	--	Enrollment in a vocational class past 2 years
23Ba	--	--	--	Vocational class : emphasis on increased interest
23Bb	--	--	--	Vocational class : emphasis on teaching immediate skills
23Bcb	--	--	--	Vocational class : emphasis on facts , rules and steps
23Bd	--	--	--	Vocational class : emphasis on math and science in work
23Bed	--	--	--	Vocational class : emphasis on a problem and its meaning
23Bf	--	--	--	Vocational class : emphasis on use of physical equipment
23Bg	--	--	--	Vocational class : emphasis on further studies
24a	18a	--	--	How often come to class without pencil or paper
24b	18b	--	--	How often come to class without books
24c	18c	--	--	How often come to class without homework done
25a1	--	--	--	Time spent on math homework in school
25a2	--	--	--	Time spent on math homework out of school
25b1	--	--	--	Time spent on science homework in school
25b2	--	--	--	Time spent on science homework out of school
25c1	--	--	--	Time spent on english homework in school
25c2	--	--	--	Time spent on english homework out of school
25d1	--	--	--	Time spent on history/social studies homework in school
25d2	--	--	--	Time spent on history/social studies homework out of school
25e1	--	--	--	Time spent on other homework in school
25e2	--	--	--	Time spent on other homework out of school
25f1	15	15	7	Total time spent on homework in school
25f2	15	15	7	Total time spent on homework out of school
26	--	--	--	People who assist with homework
27	70	55	--	Minimum competency test for graduation taken
28	71	56	--	Results of competency test
29a	--	--	--	Recognition : elected officer of a school class
29b	--	--	--	Recognition : won academic honor
29c	--	--	--	Recognition : rec'd award in science or math fair
29d	--	--	--	Recognition : good attendance
29e	--	--	--	Recognition : good grades or honor roll

QUESTION NUMBER

QUESTION WORDING

A	B	C	D	
29f	--	--	--	Recognition: wrote essay or poem
29g	--	--	--	Recognition: M. V. P. of sports team
29h	--	--	--	Recognition: community service award
29i	--	--	--	Recognition: vocational/technical competition participant
30Aa	38a	32a	10a	Played on team interscholastic sport
30Ab	--	--	--	Played an individual sport
30Ac	38c	32c	10b	Participated in cheerleading/pompom
30Ba	38e,f	32e,f	10c	Participated in school musical group
30Bb	38d	32d	10c	Participated in school drama club or play
30Bc	38k	32k	10h	Participated in student government
30Bd	38h	32h	10e	Participated in school honor society
30Be	38i	32i	10f	Participated in school yearbook/newspaper
30Bf	38p	--	--	Participated in school service clubs
30Bg	38j	32j	log	Participated in school academic clubs
30Bh	38g	32g	10d	Participated in school hobby clubs
30Bi	38l	32l	10i	Participated in FTA, FHA, FFA clubs
30Bj	38b	32b	10a	Participated in intramural team sports
30Bk	--	32b	10a	Participated in intramural individual sports
31	--	--	--	Time spent on school-sponsored activities
32	60b	47b	--	Time spent on personal reading outside school
33a	--	--	--	Time spent using personal computers
33b	--	--	--	Time spent working on hobbies
33c	--	--	--	Time spent participating in religious activity
33d	--	--	--	Time spent in youth groups
33e	--	--	--	Time spent doing community service
33f	60d	47d	--	Time spent driving or riding around
33g	--	47a,e	--	Time spent doing things with friends
33h	60f	47g	--	Time spent doing things with parents
33i	--	--	--	Time spent doing things with other adults
33j	--	--	--	Time spent taking classes outside school
33k	--	--	--	Time spent taking sports lessons
33l	--	--	--	Time spent playing sports outside school
34	--	--	--	Time spent per day playing video/computer games
35	61	48	--	Time spent per day watching TV/videotapes
36	85	70	--	National youth service program preference
37	--	--	--	Community volunteer work in past two years
38	--	--	--	Types of unpaid volunteer work
39	--	--	--	Organizations involved with for volunteer work
40a	73a	57a	20a	Importance of being successful in line of work
40b	73b	57b	20b	Importance of finding the right person to marry
40c	73c	57c	20c	Importance of having lots of money
40d	73d	57d	20d	Importance of having strong friendships
40e	73e	57e	20e	Importance of finding steady work
40f	73f	57f	20f	Importance of helping other community members
40g	73g	57g	20g	Importance of my children having better futures

<u>QUESTION NUMBER</u>				<u>QUESTION WORDING</u>
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
40h	73h	57h	20h	Importance of living close to parents
40i	73i	57i	20i	Importance of leaving the community
40j	73j	57j	20j	Importance of correcting social inequalities
40k	73k	57k	--	Importance of having children
40l	73l	57l	--	Importance of having leisure time
40m	--	--	--	Importance of getting away from parents
40n	--	--	--	Importance of being an expert in my field
40o	--	--	--	Importance of getting a good education
41a	63a	50a	--	What father thinks I should do post high school
41b	63b	50b	--	What mother thinks I should do post high school
41c	63e	50e	--	What friends think I should do post high school
41d	63e	50e	--	What relative thinks I should do post HS
41e	63c	50c	--	What counselor thinks I should do post HS
41f	63d	50d	--	What teacher thinks I should do post HS
41g	--	--	--	What coach thinks I should do post high school
42a	81	--	91a	How far in school does dad want me to go
42b	81	66	91b	How far in school does mom want me to go
43	80	65	29	How far in school I think I will get
44a	--	--	--	Have you taken/plan to take Pre-SAT test
44b	8a	9a	--	Have you taken/plan to take the SAT
44c	8b	9b	--	Have you taken/plan to take the ACT
44d	--	--	--	Have you taken/plan to take an AP test
44e	8c	9c	--	Have you taken/plan to take the ASVAB
44f	--	--	--	Have you taken/plan to take other tests
45	--	--	--	SAT/ACT preparation plans
46	--	--	--	How will you spend the summer
47	--	--	--	Do you have skills for desired job in 5 years
48a	87c	33	30	Plans to join the Armed Forces
48b	--	34	44	Armed Forces branch
48c	--	--	46	Reason for joining the Armed Forces
49	87h	--	--	Plan on going to school right after high school
50	--	--	37,42,49	Reasons not to continue education immediately
51	87a	72a	32	Plan to work full-time after HS graduation
52	88	73	33	Do you have a full-time job arranged
53	--	--	--	People at school who helped select job
54	30	--	--	School job finding services used
55	91	--	--	Hourly wage expected at FT job, post HS grad
56	122	115	--	Plans to continue education after high school
57	--	--	--	Help received at school w/college applications
58	--	--	--	What have you done to learn about financial aid
59a	123a	116a	68a	Importance of low expenses on school choice
59b	123b	116b	68b	Importance of financial aid on school choice
59c	123c	116c	68c	Importance of curriculum on school choice
59d	123e	116e	68e	Importance of athletics on school choice
59e	123f	116f	--	Importance of social life on school choice

QUESTION NUMBER

QUESTION WORDING

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
59f	123g	116g	68k	Importance of living at home on school choice
59g	123h	--	--	Importance of not living at home on choice
59h	123i	--	--	Importance of religion on school choice
59i	123j	--	--	Importance of low-crime on school choice
59j	123k	--	--	Importance of job placement on school choice
59k	--	--	--	Importance of graduate school placement on choice
59l	123d	116d	68d	Importance of academic reputation on choice
59m	--	--	68g	Importance of easy admission on school choice
59n	--	--	--	Importance of degree for job on choice
59o	--	--	--	Importance of school's race/ethnicity on choice
59p	--	--	--	Importance of the school size on school choice
59q	--	--	--	Importance of location on school choice
59r	--	--	68h	Importance of attending parent school on choice
60a	124	117	66	To how many school have you applied
60B1	126	119	--	Name and location of first school applied to
60B1	125	118	67	Accepted at school 1
60B1	--	--	--	Applied for financial aid at school 1
60B1	--	--	--	Awarded financial aid at school 1
60B2	--	--	--	Name and location of second school applied to
60B2	--	--	--	Accepted at school 2
60B2	--	--	--	Applied for financial aid at school 2
60B2	--	--	--	Awarded financial aid at school 2
61	115	107	70	Type of school most likely to attend
62	127	120	69	Field you would most like to study in school
63	120	113	--	Field in which you are most likely to train
64a	--	--	--	Expected job/occupation after high school
64b	77a	62	25	Expected job/occupation at age 30
65	--	--	--	Expected education needed for job at 30
66a	75a	58a	21a	I feel good about myself
66b	--	--	--	I don't have enough control of my life
66c	75b	58b	21b	Good luck is more important than hard work
66d	75c	58c	21c	I feel I am a person of worth
66e	75d	58d	21d	Am able to do things as well as most others
66f	75e	58e	21e	When I try to get ahead , I am stopped
66g	75f	58f	21f	My plans hardly ever work out
66h	75h	58h	21h	On the whole, I am satisfied with myself
66i	--	--	--	I feel useless at times
66j	75j	58j	--	At times, I think I am no good at all
66k	75k	58k	--	I am certain I can make my plans work
66l	75l	58l	--	I feel I do not have much to be proud of
66m	--	--	--	Chance and luck are very important in my life
67a	--	--	--	Chances you will graduate from high school
67b	--	--	--	Chances you will go to college
67c	--	--	--	Chances you will have a job that pays well
67d	--	--	--	Chances you will own your own home

<u>QUESTION NUMBER</u>				<u>QUESTION WORDING</u>
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
67e	--	--	--	Chances you will have a job you enjoy
67f	--	--	--	Chances you will have a happy life
67g	--	--	--	Chances you will stay in good health
67h	--	--	--	Chances you will be able to live where you want
67i	--	--	--	Chances you will be respected in your community
67j	--	--	--	Chances you will have friends you can count on
67k	--	--	--	Chances your life will be better than parents
67l	--	--	--	Chances your children's life better than yours
68a	64c	--	--	Important to friends to attend class regularly
68b	--	--	--	Important to friends to study
68c	--	--	--	Important to friends to play sports
68d	64a	--	--	Important to friends to get good grades
68e	64e	--	--	Important to friends to be popular
68f	--	--	--	Important to friends to finish High School
68g	--	--	--	Important to friends to go steady
68h	64d	--	--	Important to friends to continue education
68i	--	--	--	Important to friends to participate in religion
68j	--	--	--	Important to friends to do community work
68k	--	--	--	Important to friends to have a regular job
68l	--	--	--	Important to get together with friends
68m	--	--	--	Important to friends to go to parties
68n	--	--	--	Important to friends to have sexual relations
68o	--	--	--	Important to friends to use drugs
68p	--	--	--	Important to friends to drink alcohol
68q	--	--	--	Important to friends to make money
69a	--	--	--	# of friends that dropped out of HS
69b	--	--	--	# of friends that have no plans for college
69c	--	--	--	# of friends that plan to work full-time
69d	--	--	--	# of friends to attend community/tech school
69e	--	--	--	# of friends that plan to attend college
70	--	--	--	# of friends that belong to gangs
71	--	--	--	Do you belong to a gang
72a	97a	81a	--	Age you expect to marry
72b	97b	81b	--	Age you expect to have first child
72c	97c	81c	--	Age you expect to start first FT job
72d	97d	81d	--	Age you expect to live in own home or apt.
72e	97e	81e	--	Age you expect to finish your education
73	--	--	--	Current marital status
74	--	--	--	Importance of marriage before sexual relations
75	--	--	--	Consider having a child if not married
76	--	--	--	Have any children of your own
77	--	--	--	First child's birthdate
78	--	--	--	Frequency of care given to child by individuals
79	--	--	--	Type of relationship w/ mom or dad of 1st child
80	--	--	--	Number of cigarettes smoked daily

QUESTION NUMBER

QUESTION WORDING

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
81a	--	--		Occasions drank alcoholic beverages in lifetime
81b	--	--	--	Occasions drank alcohol last 12 months
81c	--	--	--	Occasions drank alcohol last 30 days
82	--	--	--	Times had 5 drinks or more in a row last 2 wks
83a	--	--	--	Occasions used marijuana or hashish in lifetime
83b	--		--	Occasions used marijuana or hashish last year
83c	--		--	Occasions used marijuana or hashish last month
84a		--	--	Occasions used cocaine in any form in lifetime
84b		--	--	Occasions used cocaine in any form last year
84c			--	Occasions used cocaine in any form last month
85	--	--	--	Occasions on drugs at school
86a	24	--	--	Have you ever worked for pay
86b	--	21	--	Date of the last time you worked for pay
87	--	--	--	Date started current or most recent job
88	25	22	8	Hours worked per week at most recent job
89	--	--	--	Hours worked on the weekends
90	29	24	--	Type of work at current or most recent job
91	26	23	--	Pay rate per hour at current or most recent job
92a	27b	--	--	Money spent on clothes and other things
92b	--	--	--	Money spent to go out
92c	27c	--	--	Money spent to buy gas and other car items
92d		--	--	Money spent to pay for rent
92e	--	--	--	Money spent to purchase food
92f	27d	--	--	Money spent for future education
92g	--	--	--	Money spent to buy alcohol
92h	--	--	--	Money spent to buy illegal drugs
93	--	--	--	Do you babysit for own child or others
94	--	--	--	Hours per school day you babysit
95	--		--	School days missed to babysit
96a	--	--	--	Past two years, family moved to a new home
96b	--	--	--	Past two years, parents got divorced
96c	--	--	--	Past two years, parent(s) got re/married
96d	--	--	--	Past two years, parent(s) lost job
96e	--	--	--	Past two years, parent(s) started work
96f	--	--	--	Past two years, parent(s) got a better job
96g	--	--	--	Past two years, student became seriously ill
96h	--	--	--	Past two years, my parent(s) died
96i	--	--	--	Past two years, close relative died
96j	--	--	--	Past two years, unmarried sister got pregnant
96k	--	--	--	Past two years, brother or sister dropped out
96l	--	--	--	Past two years, family on welfare
96m	--	--		Past two years, family off welfare
96n	--	--	--	Past two years, family member seriously ill
96o	--	--	--	Past two years, family member did drugs
96p	--	--	--	Past two years, family member did drug rehab

<u>QUESTION NUMBER</u>				<u>QUESTION WORDING</u>
<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
96q	--	--	--	Past two years , family member a crime victim
97	--	--	--	Parents know best friend's parents
98a	--	--	--	Decision maker about staying out late
98b	--	--	--	Decision maker about car use
98c	--	--	--	Decision maker about having a job
98d	--	--	--	Decision maker about spending money
98e	--	--	--	Decision maker about drinking alcohol w/parents
98f	--	--	--	Decision maker about drinking alcohol at party
98g	--	--	--	Decision maker about revocation of privileges
98h	--	--	--	Decision maker about going to college
98i	--	--	--	Decision maker about which classes to take
99a	--	--	--	Discussed school courses with parents
99b	--	--	--	Discussed events of interest with parents
99c	--	--	--	Discussed class topics with parents
99d	--	--	--	Discussed grades with parents
99e	--	--	--	Discussed entrance exams with parents
99f	--	--	--	Discussed applying to college with parents
99g	--	--	--	Discussed post high school jobs with parents
99h	--	--	--	Discussed current events with parents
99i	--	--	--	Discussed things that trouble you with parents
100a	--	--	--	Parents trust you to do what they expect
100b	--	--	--	I often do not know why to do what I am told
100c	--	--	--	I count on parents to solve problems for me
100d	--	--	--	I will be a source of pride in the future
100e	--	--	--	My parents get along well with one another
100f	--	--	--	My own family will be similar to my current one
101	--	--	--	Past two years , did you run away from home
102	--	--	--	Number of times family moved since 01-01-88
103	--	--	--	Number of school changes since 01-01-88
104	--	--	--	Age when left alone at home for a week plus
105	--	93	--	Do you think of yourself as a religious person
106	--	92	--	Frequency of attendance at religious services
107	12	11LF	88	Is English your native language
108	--	18LF	--	Use of native language
109a	--	19ALF	--	Understanding of spoken English
109b	--	19BLF	--	Proficiency in speaking English
109c	--	19CLF	--	Proficiency in reading English
109d	--	19DLF	--	Proficiency in writing English
110a	--	--	--	Special help given in increasing English skills
110B	--	--	--	Special help given in form of individual tutor
110B	--	--	--	Special help given in form of a small group
110B	--	--	--	Special help given in form of a large group
110B	--	--	--	Special help given in form of ESL
110B	--	--	--	Special help given in form of bilingual education
110C	--	--	--	Understanding of spoken English has improved

QUESTION NUMBER

QUESTION WORDING

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
110Cb		--		Ability to speak English has improved
110Cc			--	Ability to read English has improved
110Cd	--	--	--	Ability to write English has improved
111a		--	--	Problems writing papers based on English skills
111b		--	--	Problems with essay exams based on English
111c			--	Problems with choice exams based on English
111d			--	Problems understanding teacher based on English
111e		--	--	Problems taking notes based on English skills
111f		--	--	Problems participating in class based on English
111g		--	--	Problems doing homework based on English
112a	--	--	--	Problems applying for jobs based on English
112b	--		--	Problems with teachers based on English skills
112c	--	--		Problems participating at school based on English
112d		--	--	Problems with sports based on English skills
112e				Problems making friends because of English
113a	--	--	--	Problem getting good grades based on English
113b			--	Problem getting a job based on English skills
113c	--			Problem getting higher pay based on English
113d	--	--	--	Problem applying to college based on English
113e			--	Problem applying to jr. college based on English
113f	--	--		Problem applying to trade school based on English
113g		--		Problem of acceptance to college based on English
113h	--	--		Problem of acceptance to jr. coll. from English
113i		--	--	Problem of acceptance at trade school for English
113j		--	--	Problem of good grades at coll. based on English
113k	--	--		Problem of good grades at trade sch. from English
114	G1	--	--	Date of high school graduation
115a	G2	--	--	Graduated early to apply to college early
115b	G2	--		Graduated early to start a job or join military
115c	G2	--	--	Graduated early because of boredom at HS
115d	G2		--	Graduated early to move to another city
115e	G2		--	Graduated early to start a family
115f	G2		--	Graduated early for other reasons
116a	G4a		--	School counselor help decide to graduate early
116b	G4b	--	--	Teacher help decide to graduate early
116c	G4c	--	--	Parents help decide to graduate early
116d	G4d		--	Relative help decide to graduate early
116e	G4e	--	--	Other help decide to graduate early
117Aa	G5	--	--	Went to summer school to graduate early
117Ab	G5	--	--	Took extra courses to graduate early
117Ac	G5	--	--	Got AP/tested out of courses to graduate early
117Ad	G6	--	--	Got accepted to college to graduate early
117Ae	G5	--	--	Passed a test to graduate early
117B	--	--	--	What did you do to finish high school
118a	G7a	--	--	Working for pay as of 02-01

QUESTION NUMBER

QUESTION WORDING

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	
118b	G7b		--	Taking courses at 2 or 4 year school as of 02-01
118c	G7c	--	--	Taking courses at trade school as of 02-01
118d	G7d	--	--	In a training program as of 02-01
118e	G7e	--	--	On active duty in military as of 02-01
118f	G7f	--	--	A homemaker as of 02-01
118g	G7g	--	--	On temporary layoff from job as of 02-01
188h	G7h	--		Looking for work as of 02-01
118i	G7i	--	--	Taking a break from work as of 02-01
119	G8	--	--	Between high school and now, held FT job
120	G9	--	--	Months and years when you worked at ail
121a		--	--	Description of current or most recent job
121b	G10.1	--	--	What kind of job or occupation do you have
121c	G10.2	--	--	What kind of business or industry is this in
121d	G10.3	--	--	What are your main activities or duties
122	G10.5	--	--	Date began at most recent or current job
123	G10.6	--	--	Date left most recent job
124	G11		--	Post high school class enrollment
125	G12		--	Dates of any post high school class enrollment
126	G13A1	--	--	Name of most recent or current school
126a	--	--	--	Applied for financial aid at current school
126b	--	--	--	Awarded financial aid at current school
127a	--	--	--	Attendance at any other school
127b	G13A2	--		Name and location of other school attended
127B	--	--	--	Applied for financial aid at other school
127B	--	--	--	Awarded financial aid at other school

Intracohort Student Questionnaire Crosswalks

A = NELS:88 Second Follow-up Student
B = NELS:88 Second Follow-up Dropout
C = NELS:88 First Follow-up Student
D = NELS:88 First Follow-up Dropout
E = NELS:88 Base Year Student

QUESTION NUMBER

QUESTION WORDING

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	
5a	5e	110	--		Date questionnaire completed
5b	--				Social security number
6a	--	--	--	--	Current grade level
6b	--	--	--	--	Certification from current school program
7a	18a	7b	12b	59b	In school there is real school spirit
7b	18b	7e	12e	--	In school there are interracial friends
7c	18c	7g	12g	59f	In school the teaching is good
7d	18d	7h	12h	59g	In school teachers are interested in students
7e	18f	7m	12m	59k	In school I don't feel safe
7f	18e	7n	12n	59l	In school disruptions impede learning
7g	18g	--	--	--	In school interracial fights occur
7h	18h	--	--	--	In school there are many gangs
7i	--	--	--	--	In school students are graded fairly
7j	--	--	--	--	In school there is a lot of cheating
7k	--	--	--	--	In school some teachers ignore cheating
7l		7d	12d	59d	In school discipline is fair
8a		9a		57a	Times in school I had something stolen from me
8b		9b	--	57b	Times in school someone offered me drugs
8c	--	--	--	--	Times going to school someone offered me drugs
8d		9c	--	57c	Times at school someone threatened to hurt me
8e		--	--	--	Times going to school someone threatened me
8f		9d		55f	Times at school I got into a physical fight
8g	--	--	--	--	Times going to school I physically fought
9a	19a	10a	15a	77	Times I was late for school
9b	19b	10b	15b	76	Times I cut or skipped classes
9c	19c		--	75	Times I missed a day of school
9d	19d	10c	15c		Times I got in trouble for breaking rules
9e	19e	10d	15d		Times I was put on an in-school suspension
9f	19f	10e	15e	--	Times I was suspended or put on probation
9g	19g	I of	15f	--	Times I was transferred for disciplinary reason
9h	19h	log	15g	--	Times I was arrested
9i	19i	--	15h	--	Times I spent time in a juvenile center
10	--	14	--	--	Reason for last absence from school
11a		--	--	--	Last unexcused absence from high school
11b	--	--	--	--	# of days missed during last unexcused absence
12A	20	20	16	49	High School program description
12Ba	--	--	--	--	Was assigned to this program

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
12Bb	--	--	19	51d	Chose program after talking to teacher
12Bc	--	--	19	--	Chose program after talking to my parents
12Bd	--	--	19	--	Chose program after talking to my friends
12Be	--	--		--	Chose program myself
12Bf	--	--		--	Only program offered at school
13a	--	34a	17d	--	Ever been in remedial English
13b	--	34b	17c	--	Ever been in remedial mathematics
13c	--	34c	--	--	Ever been in bilingual/bicultural programs
13d	--	34d	--	68b	Ever been in English as a 2nd Language program
13e	--	34e	--	66	Ever been in advanced placement program
13f	--	34f	--	--	Ever been in educationally handicapped program
13g	--	34g			Ever been in physically handicapped program
13h	--	34h	--		Ever been in dropout prevention program
13i	--	--	17m		Ever been enrolled in vocational course
13j	--	--	--	68a	Ever been in gifted/talented program
13k	--	--		--	Ever been in a magnet program
14a	--	--	--	--	Participation in Talent Search or Upward Bound
14b	--	--		--	Yrs. participated in TS, UB or similar
15a	--	29	4g	--	Enrollment in a science class past 2 years
15Ba	--	29a		--	Current science class : review work from previous day
15Bb	--	29l		--	Current science class : listen to teacher lecture
15Bc	--	29c		--	Current science class : copy teacher's notes
15Bd	--	29j		--	Current science class : use calculators
15Be	--	29n		--	Current science class: watch teacher do experiment
15Bf	--			--	Current science class : do experiment alone or in group
15Bg	--	29e		--	Current science class : use book to do an experiment
15Bh	--	29d	--	--	Current science class : write up reports on experiments
15Bi	--	29i		--	Current science class : use computers to analyze data
15Bj	--	29b		--	Current science class : make own choice of topic for study
15Bk	--	29g		--	Current science class : design and conduct projects alone
15Bl	--	29m		--	Current science class : discuss career opportunities
16	--	30		--	Science class emphasis on what objectives
17	--	--		--	Current science class participation
18a	--	21b		67a	Current science class enrollment
18b	--	--			Importance of guidance in taking science
18c	--	--		72c	Reasons for taking a science class
18d	--	--		--	Reasons for not taking a science class
19a	--	--	4a	--	Enrollment in a math class past 2 years
19Ba	--	32a	--	67	Current math class : review work from previous day
19Bb	--	--	--	--	Current math class : listen to teacher lecture
19Bc	--	32c	--	--	Current math class : copy teacher's notes
19Bd	--	32b			Current math class : use books other than text
19Be	--	32d	--	--	Current math class : do problem-solving activities
19Bf	--	32g	--	--	Current math class : use calculators
19Bg	--	32e	--	--	Current math class : use computers
19Bh	--	32i			Current math class : explain work orally

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
19Bi	--	32h	--	--	Current math class : participate in student discussions
19Bj	--	32f	--	--	Current math class : use hands-on materials
19Bk	--	--	--	--	Current math class : discuss career opportunities
19Bl	--	--	--	--	Current math class : write about math
20a	--	31a	--	--	Math class : emphasis on increasing math interest
20b	--	31b	--	--	Math class : emphasis on memorization of rules
20c	--	31c	--	--	Math class : emphasis on preparation for more math
20d	--	31d	--	--	Math class : emphasis on meaning/solving problems
20e	--	31e	--	--	Math class : emphasis on math in daily life
21	--	--	--	--	Current math class participation
22a	--	--	--	--	Math class this term
22b	--	--	--	--	Importance of guidance in taking a math class
22c	--	--	--	69c	Reasons for taking a math class
22d	--	--	--	--	Reasons for not taking a math class
23a	--	33	17m	--	Enrollment in a vocational class past 2 years
23Ba	--	--	--	--	Vocational class : emphasis on increased interest
23Bb	--	33a	--	--	Vocational class : emphasis on teaching immediate skills
23Bc	--	33b	--	--	Vocational class : emphasis on facts , rules and steps
23Bd	--	33c	--	--	Vocational class : emphasis on math and science in work
23Be	--	33d	--	--	Vocational class : emphasis on a problem and its meaning
23Bf	--	33f	--	--	Vocational class : emphasis on use of physical equipment
23Bg	--	--	--	--	Vocational class : emphasis on further studies
24a	--	40a	--	78a	How often come to class without pencil or paper
24b	--	40b	--	78b	How often come to class without books
24c	--	40c	--	78c	How often come to class without homework done
25a1	--	36b1	--	79a	Time spent on math homework in school
25a2	--	36b1	--	--	Time spent on math homework out of school
25b1	--	36c1	--	--	Time spent on science homework in school
25b2	--	36c2	--	--	Time spent on science homework out of school
25c1	--	36d1	--	--	Time spent on English homework in school
25c2	--	36d2	--	--	Time spent on English homework out of school
25d1	--	36e1	--	--	Time spent on history/social studies homework in school
25d2	--	36e2	--	--	Time spent on history/social studies homework out of school
25e1	--	36f1	--	--	Time spent on other homework in school
25e2	--	36f2	--	--	Time spent on other homework out of school
25f1	--	36a1	--	--	Total time spent on homework in school
25f2	--	36a2	--	--	Total time spent on homework out of school
26	--	--	--	--	People who assist with homework
27	--	--	--	--	Minimum competency test for graduation taken
28	--	--	--	--	Results of competency test
29a	--	8b	--	--	Recognition : elected officer of a school class
29b	--	8c	--	--	Recognition : won academic honor
29c	--	--	--	--	Recognition : rec'd award in science or math fair
29d	--	8e	--	--	Recognition : good attendance
29e	--	8f	--	--	Recognition : good grades or honor roll
29f	--	8g	--	--	Recognition : wrote essay or poem

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
29g		8h	--	--	Recognition: M. V. P. of sports team
29h	--	8i	--	--	Recognition: community service award
29i	--	8j	--	--	Recognition: vocational/technical competition participant
30Aa	--	41A-f	--	82b	Played on team interscholastic sport
30Ab	--	41Ag	--	82e,f	Played an individual sport
30Ac	--	41Ahi	--	82d	Participated in cheerleading/pompon
30Ba	--	41Ba	--	--	Participated in school musical group
30Bb	--	41Bb	--	82n	Participated in school drama club or play
30Bc	--	41Bc	--	82r	Participated in student government
30Bd	--	41Bd	--	82o	Participated in school honor society
30Be	--	41Be	--	82q	Participated in school yearbook/newspaper
30Bf	--	41Bf	--	--	Participated in school service clubs
30Bg	--	41Bg	--	82h,i,j	Participated in school academic clubs
30Bh	--	41Bh	--	--	Participated in school hobby clubs
30Bi	--	41Bi	--	82u	Participated in FTA, FHA, FFA clubs
30Bj	--	41 A-f	--	82c	Participated in intramural team sports
30Bk	--	41 A-f	--	--	Participated in intramural individual sports
31	--	42	--	--	Time spent on school-sponsored activities
32	--	43	--	--	Time spent on personal reading outside school
33a	--	44b	--	--	Time spent using personal computers
33b	--	44c	--	--	Time spent working on hobbies
33c	--	44o	--	--	Time spent participating in religious activity
33d		44g	--	--	Time spent in youth groups
33e	--	44h	--	--	Time spent doing community service
33f		44i	--	--	Time spent driving or riding around
33g	--	--	--	--	Time spent doing things with friends
33h	--	44k	--	--	Time spent doing things with parents
33i	--	44l	--	--	Time spent doing things with other adults
33j	--	44m	--	--	Time spent taking classes outside school
33k	--	44n	--	--	Time spent taking sports lessons
33l	--	44f	--	--	Time spent playing sports outside school
34	--	--	--	--	Time spent per day playing video/computer games
35	--	45	--	--	Time spent per day watching video/computer games
36	--	--	--	--	National youth service program preference
37	--	--	--	--	Community volunteer work in past two years
38		--	--	--	Types of unpaid volunteer work
39	--	--	--	--	Organizations involved with for volunteer work
40a	36a	46a	36a		Importance of being successful in line of work
40b	36b	46b	36b	--	Importance of finding the right person to marry
40c	36c	46c	36c	--	Importance of having lots of money
40d	36d	46c	36d	--	Importance of having strong friendships
40e	36e	46e	36e	--	Importance of finding steady work
40f	36f	46f	36f	--	Importance of helping other community members
40g	36g	46g	36g	--	Importance of my children having better futures

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
40h	36h	46h	36h	--	Importance of living close to parents
40i	36i	46i	36i	--	Importance of leaving the community
40j	36j	46j	36j	--	Importance of correcting social inequalities
40k	36k	46k	36k	--	Importance of having children
40l	36l	46l	36l	--	Importance of having leisure time
40m	36m	46m	36m	--	Importance of getting away from parents
40n	36n	--	--	--	Importance of being an expert in my field
40o	36o	--	--	--	Importance of getting a good education
41a	--	47a	--	--	What father thinks I should do post high school
41b	--	47b	--	--	What mother thinks I should do post high school
41c	--	47c	--	--	What friends think I should do post high school
41d	--	47d	--	--	What relative thinks I should do post HS
41e	--	47e	--	--	What school counselor thinks I should...
41f	--	47f	--	--	What teacher thinks I should do post HS
41g	--	47g	--	--	What coach thinks I should do post high school
42a	37a	48a	37a	48	How far in school does dad want me to go
42b	37b	48b	37b	48	How far in school does mom want me to go
43	38	49	38	45	How far in school I think I will get
44a	--	50a	--	--	Have you taken/plan to take Pre-SAT test
44b	--	50b	--	--	Have you taken/plan to take the SAT
44c	--	50c	--	--	Have you taken/plan to take the ACT
44d	--	50d	--	--	Have you taken/plan to take an AP test
44e	--	50e	--	--	Have you taken/plan to take the ASVAB
44f	--	--	--	--	Have you taken/plan to take other tests
45	--	--	--	--	SAT/ACT preparation plans
46	--	--	--	--	How will you spend the summer
47	40b	--	--	--	Do you have skills for desired job in 5 years
48A	--	--	82	--	Plans to join the Armed Forces
48B	--	--	--	--	Armed Forces branch
48C	56	--	--	--	Reason for joining the Armed Forces
49	--	--	--	--	Plan on going to school right after high school
50	--	--	--	--	Reasons not to continue education immediately
51	--	--	--	--	Plan to work full-time after HS graduation
52	--	--	--	--	Do you have a full-time job arranged
53	--	--	--	51b	People at school who helped select job
54	--	--	--	--	School job finding services used
55	--	--	--	--	Hourly wage expected at FT job , post HS grad
56	--	49,51	--	47	Plans to continue education after high school
57	--	--	--	--	Help received at schl. w/coll. applications
58	--	--	--	--	What have you done to learn about financial aid
59a	--	52a	--	--	Importance of low expenses on school choice
59b	--	52b	--	--	Importance of financial aid on school choice
59c	--	52c	--	--	Importance of curriculum on school choice
59d	--	52d	--	--	Importance of athletics on school choice
59e	--	52e	--	--	Importance of social life on school choice
59f	--	52f	--	--	Importance of living at home on school choice
59g	--	52g	--	--	Importance of not living at home on choice

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
59h	--	52h	--	--	Importance of religion on school choice
59i	--	52i	--	--	Importance of low-crime on school choice
59j	--	52j	--	--	Importance of job placement on school choice
59k	--	--	--	--	Importance of grad school placement on choice
59l	--	52k	--	--	Importance of academic reputation on choice
59m	--	52l	--	--	Importance of easy admission on school choice
59n	--	--	--	--	Importance of degree for job on choice
59o	--	--	--	--	Importance of school's race/ethnicity on choice
59p	--	--	--	--	Importance of the school size on school choice
59q	--	--	--	--	Importance of location on school choice
59r	--	--	--	--	Importance of attending parent school on choice
60A	--	--	--	--	To how many school have you applied
60B1	--	--	--	--	Name and location of first school applied to
60B1a	--	--	--	--	Accepted at school 1
60B1b	--	--	--	--	Applied for financial aid at school 1
60B1c	--	--	--	--	Awarded financial aid at school 1
60B2	--	--	--	--	Name and location of second school applied to
60B2a	--	--	--	--	Accepted at school 2
60B2b	--	--	--	--	Applied for financial aid at school 2
60B2c	--	--	--	--	Awarded financial aid at school 2
61	23	--	--	--	Type of school most likely to attend
62	--	--	--	--	Field you would most like to study in school
63	--	--	--	--	Field in which you are most likely to train
64a	46a	53a	--	--	Expected job/occupation after high school
64b	40a	53b	39	--	Expected job/occupation at age 30
65	40c	--	40	--	Expected education needed for job at 30
66a	57a	62a	46a	44a	I feel good about myself
66b	57b	62b	46b	44b	I don't have enough control of my life
66c	57c	62c	46c	44c	Good luck is more important than hard work
66d	57d	62d	46d	44d	I feel I am a person of worth
66e	57e	62e	46e	44e	Am able to do things as well as most others
66f	57f	62f	46f	44f	When I try to get ahead , I am stopped
66g	57g	62g	46g	44g	My plans hardly ever work out
66h	57h	62h	46h	44h	On the whole , I am satisfied with myself
66i	57i	62i	46i	44i	I feel useless at times
66j	57j	62j	46j	44j	At times , I think I am no good at all
66k	57k	62k	46k	44k	I am certain I can make my plans work
66l	57l	62l	46l	44l	I feel I do not have much to be proud of
66m	57m	62m	46m	44m	Chance and luck are very important in my life
67a	58a	64a	48a	46	Chances you will graduate from high school
67b	58b	64b	48b	--	Chances you will go to college
67c	58c	64c	48c	--	Chances you will have a job that pays well
67d	58d	64d	48d	--	Chances you will own your own home
67e	58e	64e	48e	--	Chances you will have a job you enjoy
67f	58f	64f	48f	--	Chances you will have a happy life
67g	58g	64g	48g	--	Chances you will stay in good health
67h	58h	64h	48h	--	Chances you will be able to live where you want

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
67i	58i	64i	48i	--	Chances you will be respected in your community
67j	58j	64j	48j	--	Chances you will have friends you can count on
67k	58k	64k	48k	--	Chances your life will be better than parents
67l	58l	64l	48l	--	Chances your children's life better than yours
68a	60a	70a	53a	--	Important to friends to attend class regularly
68b	60b	70b	53b	--	Important to friends to study
68c	60c	70c	53c		Important to friends to play sports
68d	60d	70d	53d		Important to friends to get good grades
68e	60e	70e	53e		Important to friends to be popular
68f	60f	70f	53f		Important to friends to finish High School
68g	60g	70g	53g	--	Important to friends to go steady
68h	60h	70i	53i	--	Important to friends to continue education
68i	60i	70j	53j	--	Important to friends to participate in religion
68j	60j	70k	53k	--	Important to friends to do community work
68k	60k	70k	53l		Important to friends to have a regular job
68l	60l	--	--	--	Important to get together with friends
68m	60m	70h	53h	--	Important to friends to go to parties
68n	60n	--	--	--	Important to friends to have sexual relations
68o	60o	--	--		Important to friends to use drugs
68p	60p	--	--		Important to friends to drink alcohol
68q	60q	--	--	--	Important to friends to make money
69a		--	52		# of friends that dropped out of HS
69b	--				# of friends that have no plans for college
69c	--	--	--		# of friends that plan to work full-time
69d	--	--	--	--	# of friends to attend community/tech school
69e	--	--	--	--	# of friends that plan to attend college
70	61A	--	56	--	# of friends that belong to gangs
71	61B		57	--	Do you belong to a gang
72a	62a				Age you expect to marry
72b	62b		--		Age you expect to have first child
72c	62c	--	--		Age you expect to start first FT job
72d	62d	--	--		Age you expect to live in own home or apt.
72e	62e	--			Age you expect to finish your education
73	5A	--	88		Current marital status
74	64	74	61		Importance of marriage before sexual relations
75	65	75	62		Consider having a child if not married
76	66	76	63	--	Have any children of your own
77	67		63A		First child's birthdate
78	68		65		Frequency of care given to child by individuals
79	69	--	64	--	Type of relationship w/ mom or dad of 1st child
80	70	77	66	--	Cigarettes smoked daily
81a	71a	78a	67a	--	Occasions drank alcoholic beverages in lifetime
81b	71b	78b	67b	--	Occasions drank alcohol last 12 months
81c	71c	78c	67c	--	Occasions drank alcohol last 30 days
82	72	--	68	--	Times had 5 drinks or more in a row last 2 wks
83a	73a	80Aa	69Aa	--	Occasions used marijuana or hashish in lifetime
83b	73b	80Ab	69Ab	--	Occasions used marijuana or hashish last year

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
83c	73c	80Ac	69Ac	--	Occasions used marijuana or hashish last month
84a	74a	80Ba	69Ba	--	Occasions used cocaine in any form in lifetime
84b	74b	80Bb	69Bb	--	Occasions used cocaine in any form last year
84c	74c	80Bc	69Bc	--	Occasions used cocaine in any form last month
85	75	--	--	--	Occasions on drugs at school
86A	--	84	73	53	Have you worked for pay?
86B	--	--	--	--	Date of the last time you worked for pay
87	45e	--	--	--	Date started current or most recent job
88	46h	85	74	53	Hours worked per week at most recent job
89	--	86	75	--	Hours worked on the weekends
90	45b	87	76	54	Type of work at current or most recent job
91	45k	88	77	--	Pay rate per hour at current or most recent job
92a	47a	--	79c	--	Money spent on clothes and other things
92b	47b	--	79c	--	Money spent to go out
92c	47c	--	79d	--	Money spent to buy gas and other car items
92d	47d	--	--	--	Money spent to pay for rent
92e	47e	--	--	--	Money spent to purchase food
92f	47f	--	79e	--	Money spent for future education
92g	47g	--	--	--	Money spent to buy alcohol
92h	47h	--	--	--	Money spent to buy illegal drugs
93	77	95	90	--	Do you babysit for own child or others
94	78	96	91	--	Hours per school day you babysit
95	79	97	92	--	School days missed to babysit
96a	80a	99a	94a	--	Past two years , family moved to a new home
96b	80b	99c	94b	--	Past two years , parents got divorced
96c	80c	99b	94c	--	Past two years , parent(s) got re-married
96d	80d	99d,e	94d,e	--	Past two years , parent(s) lost job
96e	80e	99f,g	94f,g	--	Past two years , parent(s) started work
96f	80f	--	--	--	Past two years , parent(s) got a better job
96g	80g	99h	94h	--	Past two years , I became seriously ill
96h	80h	99i,j	94i,j	--	Past two years , my parent(s) died
96i	80i	99k	94k	--	Past two years , close relative died
96j	80j	99l	94l	--	Past two years , unmarried sister got pregnant
96k	80k	99m	94m	--	Past two years , brother or sister dropped out
96l	80l	99n	94n	--	Past two years , family on welfare
96m	80m	99o	94o	--	Past two years , family off welfare
96n	80n	99q	94q	--	Past two years , family member seriously ill
96o	80o	--	--	--	Past two years , family member did drugs
96p	80p	--	--	--	Past two years , family member did drug rehab
96q	80q	--	--	--	Past two years , family member a crime victim
97	--	103	96	--	Parents know best friend's parents
98a	81a	104a	98a	--	Decision maker about staying out late
98b	81b	--	--	--	Decision maker about car use
98c	81a	104d	98c	--	Decision maker about having a job
98d	81d	104f	98e	--	Decision maker about spending money
98e	81e	--	--	--	Decision maker about drinking alcohol w/parents
98f	81f	--	--	--	Decision maker about drinking alcohol at party

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
98g	81g	--	--	--	Decision maker about revocation of privileges
98h	81h	104j	--	--	Decision maker about going to college
98i		104c	98g		Decision maker about which classes to take
99a	--	105a	--	36a	Discussed school courses with parents
99b	--	105b	--	36b	Discussed events of interest with parents
99c	--	105c	--	36c	Discussed class topics with parents
99d	--	105d	--	--	Discussed grades with parents
99e	--	105f	--		Discussed entrance exams with parents
99f		105g	--		Discussed applying to college with parents
99g	--	--	--	--	Discussed post high school jobs with parents
99h	--	--	--		Discussed current events with parents
99i	--		--	--	Discussed things that trouble you w/parents
100a	82a	108a	99a	39a	Parents trust you to do what they expect
100b	82b	108b	99b	39b	I often don't know why to do what I am told
100c	82c	108c	99c	39c	I count on parents to solve problems for me
100d	82d	108d	99d		I will be a source of pride in the future
100e	82e	108e	99e	--	My parent get along well with one another
100f	82f	108f	99f		My own family will be similar to my current one
101	83	109	100		Past 2 years , did you run away from home
102	85				Number of times family moved since 01-01-88
103	86	--			Number of times school changes since 01-01-88
104	84	--	101		Age when left alone at home for a week plus
105	87	83	72		Do you think of yourself as a religious person
106	88	82	71		Frequency of attendance at religious services
107	89		--	17	Is English your native language
108	90	--	--		Use of native language
109a	91a	57a	44a	27a	Understanding of spoken English
109b	91b	57b	44b	27b	Proficiency in speaking English
109c	91c	57c	44c	27c	Proficiency in reading English
109d	91d	57d	44c	27d	Proficiency in writing English
110a	92a	58	45	29	Special help given in increasing English skills
110b	92b	59	--		Form of any special help
110c	92c	--	--		English skill improvement from help given
111a	--		--		Problems writing papers based on English skills
111b	--	--	--	--	Problems with essay exams based on English
111c	--	--	--	--	Problems with choice exams based on English
111d	--	--	--	--	Problems understanding teacher based on English
111e			--		Problems taking notes based on English skills
111f	--	--		--	Problems participating in class based on Eng.
111g	--			--	Problems doing homework based on English
112a	--		--		Problems applying for jobs based on English
112b				--	Problems with teachers based on English skills
112c	--	--		--	Problems participating at school based on Eng.
112d	--	--	--	--	Problems with sports based on English skills
112e	--	--	--		Problems making friends because of English
113a	94a	--	--	--	Problems getting good grades based on English
113b	94b	--	--	--	Problems getting a job based on English skills

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
113c	94c	--	--	--	Problems getting higher pay based on English
113d	94d	--	--	--	Problems applying to college based on English
113e	94e		--	--	Problems applying to jr. college based on Eng.
113f	94f		--		Problems applying to trade school based on Eng.
113g	94g	--		--	Problems of acceptance to college based on Eng.
113h	94h	--	--		Problems of acceptance to jr. coll. from Eng.
113i	94i				Problems of acceptance at trade school for Eng.
113j	94j		--	--	Problems of good grades at coll. based on Eng.
113k	94k	--			Problems of good grades at trade schl. from Eng.
114	--	--		--	Date of high school graduation
115a	--	--			Graduated early to apply to college early
115b	--	--	--		Graduated early to start a job or join military
115c	--				Graduated early because of boredom at HS
115d	--	--			Graduated early to move to another city
115e	--	--		--	Graduated early to start a family
115f	--		--	--	Graduated early for other reasons
116a	--	--		--	School counselor help decide to graduate early
116b	--		--	--	Teacher help decide to graduate early
116c	--		--		Parents help decide to graduate early
116d	--		--		Relative help decide to graduate early
116e	--				Other help decide to graduate early
117Aa	--			--	Went to summer school to graduate early
117Ab	--	--	--		Took extra courses to graduate early
117Ac	--	--		--	Got AP/tested out of courses to graduate early
117A	--	--		--	Got accepted to college to graduate early
117Ae	--	--		--	Passed a test to graduate early
117B	--	--			What did you do to finish high school
118a	--	--	--	--	Working for pay as of 02-01-92
118b	--				Taking courses at 2 or 4 year school 02-01-92
118c	--				Taking courses at trade school 02-01-92
118d	--		--		In a training program as of 02-01-92
118e	--			--	On active duty in military as of 02-01-92
118f	--	--	--	--	A homemaker as of 02-01-92
118g	--	--	--	--	On temporary layoff from job as of 02-01-92
118h	--	--		--	Looking for work as of 02-01-92
118i	--		--	--	Taking a break from work as of 02-01-92
119	44a		73		Between high school and now, held FT job
120	44b	--	--		Months and years when you worked at all
121a	45a	--	76	--	Description of current or most recent job
121b	45b	--		--	What kind of job or occupation do you have
121c	45c	--	--	--	What kind of business or industry is this in
121d	45d			--	What are your main activities or duties
122	45e		--	--	Date began at most recent or current job
123	45g	--	--	--	Date left most recent job
124	23			--	Post high school enrollment
125	--	--	--	--	Dates of any post high schl. class enrollment
126	--	--	--	--	Name of most recent or current school

<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>QUESTION WORDING</u>
126a	--	--	--	--	Applied for financial aid
126b	--	--	--	--	Awarded financial aid
127a	--	--	--	--	Attendance at any other school
127b	--	--	--	--	Name and location of other school attended
127Ba	--	--	--	--	Applied for financial aid
127Bb	--	--	--	--	Awarded financial aid

Appendix F

NELS:88 Second Follow-Up

Followback Study of Excluded Students: Screeners

NELS:88 2FU:FOLLOWBACK STUDY OF EXCLUDED STUDENTS
STUDENT ENROLLMENT STATUS SCREENER
SCHOOL CONTACT

NORC 4521
3/92

DATE: / /92

FI NAME: _____

FI ID: || _____

STUDENT ID: || _____

STUDENT NAME: _____

SCHOOL NAME: _____

CONTACT NAME: _____

ASK TO SPEAK TO A GUIDANCE COUNSELOR

Hello, this is _____ calling from the National Opinion Research Center at the University of Chicago. I'm calling regarding the **Second Follow-Up to the National Education Longitudinal Study of 1988**. We are currently following up on students who were excluded from the student sample in 1988 or 1990 because of a language barrier or physical or mental disability. We are attempting to locate the students to determine whether they are eligible for the survey. We think that one/some of these students may be enrolled in your school, and I would like to ask you a few questions about him/her/them.

1. Is (STUDENT) currently enrolled in your school?

Yes1 SKIP TO **QUESTION 4**

No, he/she dropped out (has had 20 or more consecutive unexcused absences).....2 SKIP TO **QUESTION 3A**

No, he/she transferred to another school3 GO TO **QUESTION 2**

No -- OTHER (home-study, early graduate, institutionalized, etc.) SPECIFY BELOW4 SKIP TO **QUESTION 3A**

2. What is the name and location of the school to which the student transferred?

NAME OF SCHOOL: _____ CITY _____ STATE _____

GO TO **QUESTION 3A**

3A. In what grade was (STUDENT) when he/she left your school?

GRADE: |__|__|

Not assigned a grade-level ... 1

3B. When did he/she last attend your school?

|__|__| - 19 |__|__| --> IF PRIOR TO MARCH 1, 1991, STOP. SKIP TO BOX AT BOTTOM OF NEXT PAGE. (IF DROPOUT, THIS DATE IS MOST RECENT DROPOUT DATE.)
MONTH YEAR
IF AFTER MARCH 1, CONTINUE WITH **QUESTION 4.**

4. Did (STUDENT) have 20 or more consecutive unexcused absences between March 1, 1991 and December 15, 1991?

Yes 1 GO TO QUESTION 5A

No 2 SKIP TO BOX AT BOTTOM OF PAGE

Not enrolled during that time period 3 SKIP TO BOX AT BOTTOM OF PAGE

5A. During which month and year did he/she first stop attending school?

|__|__| - 19 |__|__| (DROPOUT DATE)
MONTH YEAR

5B. In what grade was (STUDENT) at that time?

GRADE: |__|__|

Not assigned a grade-level 1

6. Did he/she return to school, and if so, during which month and year?

Yes 1 DROP-IN DATE: |__|__| - 19 |__|__| -> GO TO QUESTION 7A
MONTH YEAR

No 2 SKIP TO BOX AT BOTTOM OF PAGE

7A. Did he/she stop attending school again at some later point, and if so when?

Yes 1 DROPOUT DATE: |__|__| - 19 |__|__| -> GO TO QUESTION 7B
MONTH YEAR

No 2 SKIP TO BOX BELOW

7B. In what grade was (STUDENT) at that time?

GRADE: |__|__|

Not assigned a grade-level 1

COLLECTING REMAINING DROPOUT/INDATES, IF NECESSARY. THEN GO TO BOX BELOW

SCREEN FOR ENROLLMENT FOR EACH EXCLUDED STUDENT REPORTED TO ATTEND THE SCHOOL. THEN ADMINISTER THE ELIGIBILITY SCREENER FOR EACH STUDENT WHO IS REPORTED TO BE A DROPOUT, AN ENROLLED STUDENT, OR AN 'OTHER' IN QUESTION 1.

DO NOT ADMINISTER THE ELIGIBILITY SCREENER FOR STUDENTS WHO HAVE TRANSFERRED TO ANOTHER SCHOOL YOU WILL INSTEAD CONTACT THE NEW SCHOOL AND ADMINISTER THE ENROLLMENT AND ELIGIBILITY SCREENERS FOR THAT STUDENT.

DATE: / /92

FI NAME: _____

FI ID: |__|__|__|__|__|__|

STUDENT ID:|__|__|__|__|__|__|

STUDENT NAME: _____

SCHOOL NAME: _____

CONTACT NAME: _____

Now I would like to ask a few questions that will help us determine whether (STUDENT) is eligible for the Second Follow-Up of NELS:88. **NOTE: IF THE STUDENT IS NOT CURRENTLY ENROLLED IN THE SCHOOL, YOU WILL NEED TO MAKE THE APPROPRIATE CHANGES IN VERB TENSE IN THE SCREENER QUESTIONS, AND MAY NEED TO SUBSTITUTE "MOST RECENT" FOR "1991-92" IN QUESTIONS 1 AND 5.**

1. Was (STUDENT'S) 1991-92 (most recent) reading score in ENGLISH below the eighth grade level?

- Yes 1 **GO TO QUESTION 2**
- No 2 **GO TO QUESTION 2**
- Unable to assign
a grade level to score 3 **GO TO QUESTION 2**
- No reading score
available from 91-92 4 **SKIP TO QUESTION 3**

ALSO RECORD ANSWER, VERBATIM _____

2. What was that reading score? (WRITE IN BELOW)

**IF BELOW EIGHTH GRADE, SKIP TO Q4. IF EQUAL TO OR HIGHER THAN EIGHTH GRADE, SKIP TO Q9.
IF UNABLE TO ASSIGN A GRADE LEVEL, GO TO Q3.**

3. Do you feel that (STUDENT) is capable of completing a questionnaire designed for students who read English at the eighth grade level?

- Yes 1
- No 2

ALSO RECORD ANSWER, VERBATIM _____

4. Is (STUDENT) a native speaker of Spanish?

- Yes 1 **GO TO QUESTION 5**
- No 2 **SKIP TO QUESTION 8**

5. Was his/her 1991-92 (most recent) reading score in Spanish below the eighth grade level?

Yes 1 GO TO QUESTION 6

No2 GO TO QUESTION 6

Unable to assign a grade level to score3 GO TO QUESTION 6

No reading score available from 91-92..... 4 SKIP TO QUESTION 7

ALSO RECORD ANSWER, VERBATIM _____

6. What was that score? (WRITE IN BELOW)

IF BELOW EIGHTH GRADE, SKIP TO Q9. IF EQUAL TO OR HIGHER THAN EIGHTH GRADE, SKIP TO Q9.
IF UNABLE TO ASSIGN A GRADE LEVEL TO THE SCORE, GO TO Q7.

7. Do you feel that (STUDENT) is capable of completing a questionnaire designed for students who read Spanish at the eighth grade level?

Yes 1

No2

ALSO RECORD ANSWER, VERBATIM _____

NOW SKIP TO QUESTION 9

8. Is (STUDENT) a native speaker of any language other than English or Spanish?

Yes 1 ---> What language? _____

No2

9. Does (STUDENT) suffer from any behavior disorder, severe cognitive deficit, or severe physical impairment that would make it necessary for one to use extraordinary measures to administer the questionnaire, such as oral administration versus self-administration, a large print or Braille version of the questionnaire, or other extraordinary special assistance?

Yes 1 GO TO QUESTION 10

No2 SKIP TO QUESTION 12

10. Please specify the behavior disorder, severe cognitive deficit, or physical impairment:

RECORD ANSWER, VERBATIM _____

11. Please specify the extraordinary measures that would be needed to administer the questionnaire:

RECORD ANSWER, VERBATIM _____

12. In what grade is (STUDENT)?

GRADE: 1

Not assigned a grade-level . . 1

13. What is (STUDENT'S) sex?

Male 1

Female 2

14. Of the following choices, which best describes (STUDENT)? (CIRCLE ONE)

- Asian or Pacific Islander 1
- Hispanic, regardless of race 2
- Black, not of Hispanic origin 3
- White, not of Hispanic origin 4
- American Indian or Alaskan Native 5

15. What are his/her home phone number, address, and parents' names, according to your most recent records?

ADDRESS _____
CITY _____ STATE _____ ZIP CODE 1 1 1 1 1
MOTHER/FEMALE GUARDIAN'S NAME _____
FATHER/MALE GUARDIAN'S NAME _____
PHONE NUMBER (_____

16. Finally, I would like to make sure that I have the correct address for your school.

ADDRESS _____
CITY _____ STATE _____ ZIP CODE | | | | |
PHONE NUMBER (_____

ADMINISTER ELIGIBILITY SCREENER FOR NEXT STUDENT, OR, IF NO MORE STUDENTS, THANK CONTACT

NELS:882FU:FOLLOWBACK STUDY OF EXCLUDED STUDENTS
STUDENT ENROLLMENT STATUS SCREENER
HOME CONTACT

NORC 4521
3/92

Use this screener to:

1. verify the enrollment status and confirm the dropout/dropin dates of sample members reported to be Phase One-Two dropouts. START AT QUESTION 1.
2. verify the enrollment status and confirm the dropout/dropin dates of sample members reported to be Phase Three dropouts. START AT QUESTION 7. (IF A PHASE ONE-TWO AND PHASE THREE DROPOUT, START AT QUESTION 1.)
3. determine the current enrollment status of and the school most recently attended by BYI's who were not enrolled in school as of the First Follow-Up. START AT QUESTION 7.

DATE: / /92

FI NAME: _____ FI ID: _____

STUDENT ID: | | | | | | | |

STUDENT NAME: _____

CONTACT NAME: _____

IF NOT SAMPLE MEMBER, RELATION TO SAMPLE MEMBER: _____

ASK TO SPEAK TO THE STUDENT (OR PARENT/GUARDIAN—MODIFY QUESTIONS AS NECESSARY)

A. Hello, this is _____ calling from the National Opinion Research Center at the University of Chicago. I'm calling regarding the Second Follow-Up to the National Education Longitudinal Study of 1988. We are currently following up on some of our sample members, and I'd like to ask you a few questions about your enrollment in school.

1. Were you out of school for a month or more for a reason other than illness or vacation between March 1, 1991 and December 15, 1991?

Yes 1 SKIP TO QUESTION 4 (SAMPLE MEMBER ISA PHASE ONE-TWO DROPOUT)

No 2 GO TO QUESTION 2

2. Your school records from (SCHOOL) indicate that you first left that school in (DROPOUT DATE REPORTED BY SCHOOL). Did you transfer to another school, and if so, when?

Yes 1 --> TRANSFER DATE: | | | -19 | | --> GO TO QUESTION 3

No 2 RECORD BELOW WHAT THE STUDENT WAS DOING, THEN SKIP TO Q7

3. What is the name and location of the school to which you transferred?

NAME OF SCHOOL _____ PIN: || _____
CITY: _____ STATE: _____

SAMPLE MEMBER IS A PHASE ONE-TWO STUDENT. SKIP TO QUESTION 7.

4. During which month and year did you first leave school for a month or more for reason other than illness or vacation?

|__|__| - 19__ (EARLIEST DROPOUT DATE)
MONTH YEAR

5. Did you return to school, and if so, during which month and year?

Yes. 1 DROP-IN DATE: |__|__| - 19 |__|__| -> GO TO QUESTION 6A
MONTH YEAR

No 2 SKIP TO QUESTION 8 (SAMPLE MEMBER ISA PHASE THREE DROPOUT)

6A. Did you leave school again for a month or more at some later point, and if so, when?

Yes. 1 DROPOUT DATE: |__|__| - 19 ||| -> GO TO QUESTION 6B
MONTH YEAR

No 2 SKIP TO QUESTION 8 (SAMPLE MEMBER IS A PHASE THREE STUDENT)

6B. Did you return to school, and if so, during which month and year?

Yes 1 DROP-IN DATE: |__|__| - 19 |__|__| -> COLLECT REMAINING DROPOUT/IN
MONTH YEAR DATES, THEN SKIP TO QUESTION 8.

No 2 SKIP TO QUESTION 8 (SAMPLE MEMBER IS A PHASE THREE DROPOUT)

7. Are you currently attending school?

Yes 1 GO TO QUESTION 8

No 2 GO BACK TO QUESTION 4 (SAMPLE MEMBER IS A PHASE THREE DROPOUT)

8. What is the name and location of the school you are currently attending/most recently attended?

NAME OF SCHOOL _____ PIN: |__|__|__|__|__|__|__|__|__|
CITY: _____ STATE: _____

NOW GO TO PARAGRAPH B

B. Thank you very much for your assistance. Another representative from the National Opinion Research Center may be contacting you shortly about NELS:88.