

Appendix A

Technical Review Panel Summary

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Meeting 1

Third Follow-up of the Education Longitudinal Study: 2002 (ELS:2002/12)

September 30, 2010 – October 1, 2010

Omni Shoreham Hotel

Washington, DC

Dan Pratt (RTI), Project Director of ELS:2002: Third Follow-up, welcomed the attendees and reminded them that the Third Follow-up represents the last opportunity to interview members of the ELS:2002 project and that the information gained in this follow-up survey will be crucial to the project's overall value. He asked the group to engage in a high-level discussion about the content of this follow-up survey, deciding what to keep and what to eliminate. He informed them that the OMB clearance package that will clear the way for the survey is in preparation, and that he needs the group's email and written comments, within a week if possible, in order to prepare this package.

John Wirt (U.S. Department of Education, National Center for Education Statistics), ELS:2002 Project Officer, joined in welcoming the group, and asked attendees to focus on the students' life course. He asked them to comment on the draft survey questionnaire with an eye for what questions would yield information about the subjects the students are studying and about their levels of engagement in education at various stages of life into young adulthood.

He noted that three panelists had prepared materials for the meeting: Robert Lent (University of Maryland) on social-cognitive measures of career and educational progress (Attachment 1); Randall Olsen (Ohio State University) on how the group should examine employment for this particular set of students (Attachment 2); and Michael Shanahan (UNC Chapel Hill) on the life course (Attachment 3).

ELS:2002 Overview

ELS:2002 History, Objectives, Constraints

Steven Ingels (RTI) presented a series of slides showing the history of earlier NCES surveys of secondary school cohorts (1972 – 2010). He then described the information obtained in the base year of ELS:2002, and in the first (2004) and second (2006) follow-up surveys. In 2004, the sample was freshened to represent 2004 seniors as well as 2002 sophomores; the math test was repeated in order to measure achievement gain; and student and school administrator questionnaires were administered. High school transcripts were collected and found very valuable.

By the second follow-up in 2006, most of the sample members were 2 years out of high school. A student questionnaire was administered and various other sources of information were

drawn from: SAT, ACT, CPS/FAFSA, and NSLDS. Linkage of administrative data sources is appealing because it is not burdensome to the students.

Objectives of the Third Follow-up

The survey that is being planned will gather final outcomes for the cohort, including their current activities, employment experience, experience in the labor force, high school completion, and postsecondary education (PSE) experience.

The constraints of the survey include (1) length (30 minute average and not longer than 45 minutes), (2) the fact that a long (6 to 8 year) time span will be surveyed, (3) the heterogeneity of the sample, including low literacy, (4) and the need to accommodate multiple life trajectories, including no PSE. A chart illustrating the time spent in the second follow-up on the different areas of the survey showed a wide range for each area and for the total and an average total length of 27 minutes. The third follow-up will use a single Web-based instrument to minimize mode effects or biases due to the survey method. The modes include self-administered Web-based interviews, computer-assisted telephone interviewing (CATI), and computer-assisted personal interviewing (CAPI).

ELS:2002 Design and Implementation

Questions About Survey Design

A question was raised about information collected in prior rounds of ELS:2002 about family characteristics. The answer: information was collected about family income; family education levels, including grandparents' education; about relationships between the students and their parents. Parent characteristics were provided by the parents themselves or filled in by the students when it was missing. Information was not collected about family wealth or home ownership.

An attendee suggested that the mother is the chief determinant of a child's development; therefore, future surveys may want to consider testing the mother's capabilities.

Another attendee suggested that, because there is not enough life variation by age 26, the survey timeframe should be extended to age 30.

An extended discussion followed about the optimum length of the survey. The consensus seemed to be that the participants' level of engagement in the survey goals is more important than the exact amount of time asked of them. One participant suggested doing an experiment to see whether interview length affects willingness to continue participating.

One participant suggested that it is especially important that the letter inviting participation be framed positively, to get people to want to tell their stories.

One participant noted that the U.S. Census Bureau has studied the issue of interview participation, but found weak correlations with various factors that might affect willingness to participate.

ELS:2002/12 Overall Design

Mr. Pratt presented slides detailing the planned survey methods, self-administration (Web), CATI or CAPI. All eligible members of the second follow-up sample will be invited to complete the questionnaire.

In the second follow-up, respondent data were linked to administrative data, including SAT or ACT scores, GED Test Service test results, Advance Placement (AP) scores, financial aid information, Barron's Competitive Index of college selectivity, and Census Bureau Tract and Block codes. For the third follow-up, GED Test Service test results, Census Bureau Tract and Block codes, PSE transcripts (if option is exercised), and financial aid information (if option is exercised) will be sought. It will be important to inform participants up front that these data will be obtained (but signed consent forms are not required given the exemption in the Family Educational Rights and Privacy Act). It will also be important to minimize the burden on institutions. In the interview, the names of postsecondary institutions attended will be collected, and these institutions will be contacted afterward for transcripts.

One participant suggested that it would be good to find information not only on the institutions the students report, but also on other institutions they attended but did not mention in the interview. Another participant suggested collecting information in phases, including revisiting institutions as we learn that additional sample members attended the institution.

Another participant asked whether data could be extracted from restricted-use postsecondary transcripts, and then linked across years and surveys to the Integrated Postsecondary Education Data System (IPEDS). The answer was affirmative.

RTI will pilot test the PSE transcript data collection with a subset of cases. NCES and RTI have developed a process of collecting transcripts through data-secure processes. They will refine their procedures through this pilot test.

Collecting PSE financial aid information is especially challenging, given the 8-year retrospective gap. One participant suggested that a feasibility study would be well worth doing. Another asked about the scope of the information to be collected. The answer: federal, state, institutional, and other financial aid including private sources. One participant suggested coordinating this effort with the transcript collection effort; however, it was pointed out that it will probably need to be a 2-step process, given the need for a feasibility investigation for financial aid data, to avoid delaying the transcript collection effort.

One participant asked about collecting information from less-than-4-year institutions. It is thought that the 4-year institutions are much more likely to offer the richest yield; however, the

pilot test will attempt to learn which institutions [especially private institutions] are unwilling to give out information.

Sample Members and Plans for Locating

Tiffany Mattox of RTI presented the composition of the field test and full scale samples and plans for locating the sample members. The full-scale third follow-up sample will have 16,176 members. They are about 23 or 24 years of age currently. Most will have begun to establish credit histories which will help with locating them. Due to the age of cohort (more likely to be cell-phone only households, transience), parents will be traced as well.

A question was raised about how the military population would be treated. Except for out-of-scope situations (e.g., long-term submarine duty), military personnel can be reached with a Web-based survey. [Incarcerated sample members are out of scope for the round, however.]

In the fall of 2010, sample maintenance for the field test and full scale samples will occur through batch tracing and a mailing to both the sample member and a parent asking them to confirm or update contact information. An experiment with a \$10 incentive associated with the panel maintenance mailing will be included on the field test sample. Another round of these procedures will be conducted for each of the samples about 3 months prior to their respective data collections. The full scale will also undergo sample maintenance activities in the fall of 2011. (They receive an extra round because their data collection is occurring later.)

There will also be intensive, interactive tracing conducted by RTI tracing staff just prior to and during telephone data collection for cases where we do not have confirmed/updated contact information. The full scale will also have CAPI interviewing and tracing.

Field Test Data Collection Plans

Donna Jewell of RTI described field test data collection plans: announcements to students and parents; Web-based data collection; a Propensity Modeling Experiment (PME); CATI interviewing; additional prompting by mail and email; and finally, intensive tracing for sample members who cannot be located. (CAPI is not included in the field test but will be a mode of data collection in the full-scale study.) Field test data collection will begin in July 2011.

The proposed PME will be conducted by dividing the sample into high- and low-propensity response groups based on analysis of their data and paradata (e.g., number of phone calls needed to reach the sample member) from past rounds of data collection. The low-propensity group will be subdivided further into a treatment group and a control group. All groups will be offered an incentive. About 1 week into the data collection period, the experimental group will receive telephone prompting. Beginning at 4 weeks in, the experimental group will be offered an increased incentive. Beginning at 9 weeks in, all groups will be offered an increased incentive, with the experimental group being offered a larger amount.

A question was raised as to whether the PME is an OMB requirement. It was not, but was vetted with OMB.

Research Area Priorities

The discussion of research area priorities was based on a memorandum developed by Dr. Steven Ingels (RTI). Dr. Ingels raised an overarching pair of questions: Do we have the right constructs? Have we missed an important domain?

The following sections explore these questions for the major research areas: employment and career outcomes, education outcomes, and other outcomes reflective of attaining adult status.

Employment and Career Outcomes: Work (I-A)

Employment is a major priority. About 76 percent of the third follow-up sample are now employed; therefore the proportion of time (perhaps 15 minutes) and space to be given to this area is likely to increase substantially compared to the 2006 survey. The 2006 survey was crafted to allow the number of questions to be guided by the status of the interviewee, so that more school-related questions were asked of current students and more work-related questions were asked of those in the workforce. This strategy can be continued.

Three constructs to frame employment status were identified: (1) most recent job; (2) job history (problematic because the investigators cannot go back repetitively to get more information); and (3) career status (a key area where cognitive theory may be useful).

A panelist pointed out that today's students are working more and more. It may no longer be appropriate to dichotomize the sample into "primarily" students and "primarily" workers.

Another panelist suggested focusing on how a student's education relates to an employment-related outcome. How is education playing out in an individual's interaction with the labor market? Did an individual's education help him survive in a difficult labor market? A panelist suggested starting in 2008 and asking how many jobs respondents held since that point in time. Also, asking about what was happening in periods of unemployment would be beneficial. Measuring the relationship between education and periods of work versus unemployment for each sample member is very important.

A panelist noted that there are questions regarding reasons for remaining at the current job but practically nothing about why people left jobs.

Another panelist suggested asking people about their job-specific training. "To what extent did the academic program prepare you for your job?" "How much on-the-job training did you need?" Also, ask about the skills they use in their jobs and the degree of autonomy they have.

Another suggested question: Was there a link between the student's course work and job requirements? For example, how much writing is required on the job? How much reading of technical materials?

Another panelist cautioned that we're asking people to name the cause of what is happening to them. It was suggested that the survey concentrate on acquiring the data an analyst can work with to determine these factors. For example, questions could be asked to discover turbulence in a person's life; for example, "Did you have an unexpected child? or "Did you have to take a job that was less than what you wanted?"

Another panelist pointed out that the survey sample includes great variation: non-mobile rural residents, highly mobile individuals, etc.; and suggested developing different questions for different types of people.

Research Priorities: Dependent Variables

At the conclusion of the section on employment, a panelist urged the group, rather than going forward to the next priority research area, to stop and think about major dependent variables that should be included in the research design; in other words, what outcomes are of interest in measuring a life course. It was noted that the simplest outcomes are measures of educational attainment. These attainments, in turn, may lead to particular careers or a sense of career. The degree of effort expended in getting an education may itself be a significant outcome and a determinant of future success.

Another panelist noted that at the broadest level we're trying to capture success as an adult but admitted difficulty in framing these factors in a questionnaire.

Another panelist suggested that "Employment and Career Outcomes" may be too narrow a frame, given how many people obtain income in ways other than a traditional job. A broader framework might allow one to see how components of education help someone in life, beyond getting a job and career.

Employment and Career Outcomes, continued

Military Employment and Careers (I-B)

Dr. Ingels asked if the military sector is sufficiently different to merit a separate module. Three individuals voiced support of keeping the items: one participant supported the idea of making a special effort to capture military data. Another panelist pointed out that the military sector is a major provider of technical education and we should find out more about the technical skills learned in the military. Another attendee mentioned that a military educational module has been in use for many years and it could be provided. Another suggested comparing people who are in the military with similar people who are not.

It is important to find out how military service affects the trajectories of careers. NLSY has a military module.

Job-Related Training; Certification and Licensure (I-C)

Dr. Ingels pointed out that there is a trade-off in asking for this information. When you ask only for the past year's job experience, you lose earlier information but avoid recall bias. There are many similar "breadth versus depth" issues in the gathering of job information.

Two panelists urged keeping the licensure questions. A possible question: "Do you need a license to work in your current job?" Questions should also be framed to allow vendor certifications to be distinguished from institutional certifications. Another panelist indicated having focus group/cognitive lab information on this topic, which could be shared with the group.

Another panelist suggested finding out about the degrees or licenses people have that they are not using.

The big issue is whether earning a credential actually improves career paths.

Another panelist suggested not looking at on-the-job training, because it looks to the future [from the present situation]; consequently, the outcomes can't be discerned.

Education Outcomes (II)

High School Completion (II-A)

Dr. Ingels pointed out that one of the strengths of ELS:2002 is its study of high school dropouts. The third follow-up should seek information about the employment status of this group.

Dr. Ingels added that comparatively few of the sample members are enrolled in secondary education at this point in time. Their high school records can be studied through postsecondary education transcripts. He suggested using the interview to obtain the names of postsecondary institutions attended, to get to the transcripts.

Postsecondary Education: Enrollment History (II-B) and Credentials Earned (II-C). He added that, thus far, the ELS:2002 data base has little postsecondary education data. Some questions about college experience have been included in the draft questionnaire.

Another panelist suggested that the Beginning Postsecondary Students (BPS) Longitudinal Study is a better source of this information. Another panelist agreed and added that data on classes, withdrawals, and incompletes are better markers than a retrospective survey.

One panelist suggested adding (although it is elsewhere) an item on taking courses online.

Retrospective on the College Experience (II-D). Difficulty of recall of college experiences is a problem for retrospective surveys, particularly when 6 to 8 years has elapsed. Large and “impactful” experiences like study abroad and internships are the most likely to be recalled, and should be collected because they may not be recorded on transcripts.

Another panelist suggested that the ELS:2002 study PSE experiences and opinions are important because BPS does not have data on sample members prior to college, while ELS does. The panelist suggested including in the ELS:2002 survey statements like “When I was in college, I found difficulty affording it” or “I was frequently unhappy.”

Another panelist suggested adding statements that would elicit reactions indicative of social capital, such as “I connected with faculty who helped me network or get a job.” Another panelist suggested: “My professor helped me connect with industry.”

Another panelist suggested looking at a student’s number of Facebook friends. Others weren’t sure about the value of social networking data. Another panelist suggested talking with an expert on social networks like James Moody at Duke.

Another panelist suggested asking about financial literacy, given our current climate. Also, other sources of income: are young people gathering information toward investments and did their education help with that.

Educational Expectations and Aspirations (II-E)

One panelist noted that “expectations” is a conditional concept. There are too many “givens.” “Desires” is another word that might not be quite right, as someone may not really desire to get a degree but knows it is necessary.

Other Adult Education (II-F)

A panelist pointed out that NELS (National Education Longitudinal Survey) provides evidence of the effects of such programs.

An NCES staff person said they have been developing items on adult education and will provide them.

A panelist recommended that one focus should be on non-traditional forms of training such as online.

Social-Cognitive Measures of the Educational Domain (II-G)

These measures include self-efficacy, outcome expectations, interests, supports, domain satisfaction, and persistence intentions. This list complements the list of social-cognitive career measures. Questions were raised about the value of the measures of the educational domain for ELS. It was asked if people who are both working and going to school should be asked to respond to both sets of items. Other panelists suggested asking them both sets; however, it was pointed out the measures might be less salient for workers who are only in a job as a route to

something they would rather do. A caution was expressed against asking people to choose which they are.

Educational Debt and Financial Aid (II-H)

Dr. Ingels suggested that the questionnaire can pick up where the institutional data stops. For example, it can offer information about how educational debts are being paid. Another panelist cautioned that this is a sensitive area.

Another panelist suggested asking about spousal debt; other debts a student has; and difficulty paying the debt.

Another panelist suggested asking questions like “Who is helping you? And “Who are you helping?”

Another panelist would like to see questions about the benefits of education not directly related to its content; for example, what the students are learning that will help them build their net worth.

A comment concerned the difficulty of gathering and interpreting family financial data. Inevitably these data may include large errors, double reporting, etc. The panelist urged the group to beware of taking on a task that could not be done well.

Another panelist suggested not collecting actual financial data, but instead focusing on what individuals consider, in cost terms, when deciding whether to go to college.

Another panelist asked about perceived returns, and suggested asking “If you get another degree, what do you expect to earn? Or “How much do you expect to earn if you get a Bachelor’s degree versus if you don’t?”

Another panelist asked if social capital (i.e., learning information during college that affects your future financial outcomes as opposed to actual earnings) is separate?” Another panelist stated they are separate but related. The college experience makes people more knowledgeable in financial and other areas.

Another panelist suggested that a student’s income to debt ratio is a very important indicator of success.

Other Outcomes Reflective of Attaining to Adult Status (III)

Address/Geographic Location/Living Arrangements (III-A)

This area of the survey is used to link to Census data.

Family Formation (III-B)

One panelist warned about the need to take care wording the questions about dependence. For example, if a person is not paying child support, this question could deter participation.

Income and Assets (III-C)

Discussions blended in with previous topics.

Health (III-D)

Dr. Ingels warned that if a health-related question was not asked in the past, there would be no longitudinal dimension to the answer. He asked about the suggestion that a measure of depression be added. A panelist advocated setting the bar pretty high before including health items because this kind of information isn't at the core of the survey's purpose; however, depression may be one medical condition that meets the high standard, since about half of lifelong mental illness presents by age 18.

Another participant cautioned that if such a question were included it would be necessary to train the interviewers to handle emotional responses and also expressed uncertainty about the utility of the information. In that person's opinion, information about major medical costs would be more useful.

The panelist countered that it was indeed possible to score people on "depressivity" using CES-D measures and added that while half of what this scale measures is transitory, the other half is long-persisting depression. Another panelist asked how a question on depression would be related to the social-cognitive measures of engagement— and whether the measures would overlap. The response was that psychometric scales, including the CES-D, take into account whether the questions are uni-dimensional.

Another panelist cautioned that measures of health, including measures of depression, are hard to do. It is necessary to distinguish among depressive systems, depressive mood, and depression. This panelist added that health-related behaviors like smoking would be worth collecting, but that they had not been asked in the past, so longitudinal data would not be available.

Another panelist suggested using a scale to measure subclinical anxiety. Another panelist asked about the utility of this measure. A third panelist suggested that it could be used, for example, to explain why someone with a certain level of training did not achieve what they had wanted.

Another panelist asked about health literacy. Health literacy has more bearing on access to care by this age group than does the availability of health care itself. Another panelist asked if this factor could be modeled, given the data already collected. Dr. Ingels suggested that this might be a vulnerable area of the survey. Another panelist said that it would be worthwhile to try

to locate experts on health literacy who could provide guidance, as it would be a shame to miss the opportunity to learn about this area.

Another panelist suggested that a person's education level may be related to the availability of a health care support network. The survey could be used to discover whether an individual is more likely to have a regular source of health care, and more likely to receive health care, if he or she has reached a certain educational level.

Perceived Adulthood (III-E)

Dr. Ingels asked if it would be useful to gather this information along with more objective measures. One panelist suggested that it would have been nice to have asked this question in 2002, to see if people are feeling younger and younger. There was sentiment that the questions should be kept.

Life and Career Values (III-F)

This area was collected in the earlier surveys, but the relevant dependent variables are not clear. One panelist suggested that it would be interesting to see how values have shifted over time. Another pointed out that the University of California surveys its students on these values every year.

Civic Engagement: Community Service and Voting (III-G)

Dr. Ingels proposed continuing to keep these measures, since they are quick to measure and are significant measures of maturity. Another panelist objected that these questions are a bad attempt to get at a noneconomic outcome of education.

Detailed Analysis of First Draft of ELS:2002 Field Test Questionnaire (Attachment 5)

Current Activities

The same information is sought twice: 1) What's happening right now; and (2) what was happening in the last week of June? The object of the repetition is to see whether something has changed in the interim.

One panelist suggested asking participants who indicate they are working part time if they would prefer to have a full-time job.

Another panelist pointed out that the item "keeping house full-time" sounds old-fashioned— as well as obscure or confounded. We may need to update the wording.

Another panelist suggested more questions on child care: how many children there are in the family, or whether an elderly person is being cared for. Also, add to the instrument (elsewhere) whether child care was used while the sample member was in school.

A question was raised about the meaning of self-employment: does the term imply full- or part-time employment?

A panelist suggested arranging the questions so that the earlier ones clear up the following ones. Another panelist suggested splitting the education and employment questions. It was suggested that this section is unwieldy, and that the information is obtainable in other ways.

Employment (including SCCT career/occupational items)

Several panelists said to drop E2, “Have you done anything to find work in the last 4 weeks?” or it could be reworded to match CPS.

Question E4. How many full-time jobs have you held for pay since high school? One panelist viewed this question as useful. Someone suggested that it would be better to ask “How many jobs have you held since [a certain date]?” since many of the sample members are high school dropouts. A discussion ensued, and several panelists agreed that a certain date may be preferable.

Questions E6 and E7: the total number of jobs. A panelist suggested an easier question, “How many jobs are you working?” (or perhaps combining the two items.)

Question E9: In what month and year did you begin...? It was pointed out that this question gets at job tenure but not experience (the amount of time in an occupation). A participant pointed out that the research, overall, is framed around time with an employer, not a specific job within an employment situation. Another panelist suggested that an additional question is needed about time in an occupation. Someone answered that once we collect and code the occupation, we can ask the participant (via computer) how long they have been in that occupation. One person objected to this suggestion, noting that people can’t necessarily distinguish occupational codes, but it was then clarified that the occupations were coded using an efficient computer-assisted on-line application that mapped to the O*NET categories.

Another participant described a survey that routes participants into subroutines like military service.

Another panelist suggested finessing the question of length of time in an occupation by asking a broader question, like “how long have you been in [this occupation]?”

Another panelist suggested that the goal was to see the big picture: the large-scale shifts in occupation.

A discussion ensued about the difficulties of coding within general occupations (health care as an example). Mr. Pratt indicated that the plan was to use the on-line coding application with the O*NET scale for coding occupations.

Length of time in an occupation was seen as a way to estimate income.

It was pointed out that “high school” was a missing category in question E15. Another panelist suggested eliminating E15 through E17, or routing around them if no PSE.

A question was raised about the utility of E18 and E19. One panelist argued that they are necessary because the relatedness of a person’s education to his or her job is a predictor of salary increases. Another panelist asked why the question was needed: the zip code and job code together should provide the answer. Someone countered: sometimes you just can’t tell; you have to ask the person. Another panelist suggested asking these questions (and other questions whose utility is unclear) only of a random sample of respondents in the field test—to see whether anything is learned.

Another panelist said that the questions about educational relatedness were asked in the BPS survey, and were found predictive of salary.

Another panelist questioned the purpose of E11: What type of organization or business [employs/employed] you? Perhaps the question is intended to elicit information about job benefits.

A panelist asked how the liberal arts fit into the survey, and noted that there appears to be a dominant view that education is training. Liberal arts students argue that education has a broader purpose.

Another panelist expressed discomfort with E19, which basically asks someone to admit that they can’t do their job. Another panelist disagreed, noting that you can’t tell whether the worker lacks knowledge or skills or whether the job has changed.

Someone asked whether a measure of job performance is important to have.

A panelist questioned the usefulness of E20, which asks about mathematical skills, but gives low-end examples of mathematical competence.

Another panelist suggested that if we are interested in complexity of work, a self-tagged occupational code should supply the needed measure of complexity. Another panelist countered that what we want to know is the quality of the job [for the worker]: the pay, the potential for growth, training and education, etc., rather than its complexity.

Someone else pointed out that job quality is a highly individual matter: in the crafts and arts, the standard is internal. Also, for some people, a good job is one without pressures to grow. Another panelist pointed out that upward mobility is not always to be expected within a company.

Other panelists asked for questions of job stability and job security. It was pointed out that sometimes you don’t like your job but would rather have it than no job.

It was explained that “primary job” is a respondent-determined category, and that the reason to ask the question is to get a sense of what benefits the respondent gets. We should add that specification to E24.

Another panelist noted that there is no question about flexible job arrangements. Sometimes workers trade off earnings for other kinds of benefits.

Another panelist suggested looking at the portfolio of employment within a household. Married people make trade-offs as a household unit. A related question: Is the survey capable of gathering that information? Are we willing to go down that road?

Someone pointed out that geographic location of residence and employment are not always the same.

A panelist suggested that question E31 about unemployment should say “since 2008” rather than “since high school.” Another panelist asked whether, if an individual is in school, he will call himself “unemployed.” The survey is trying to identify extended unemployment. This question will be asked of both students and non-students.

Question E32 lists barriers to the pursuit of work or career plans. A panelist pointed out that the events listed are not necessarily to be counted as barriers. People will have problems answering this question. Two panelists said to drop E32 and E33. One panelist concluded that E32 is “muddy” but that it should perhaps be kept despite the subjective aspect.

A panelist said we could limit it to questioning events but include transportation.

Military Service

A panelist suggested that military service be treated simply as a form of employment. Someone else said that active deployment should be captured specifically. A question was raised whether this was the place to do it, rather than in the postsecondary education survey.

Another panelist pointed out that it is desirable to capture not only military duty as a job but military service as an experience. Experience in Iraq or Afghanistan, and combat experience, were mentioned as of particular interest.

Job-Related Training

One panelist is in the process of developing questions about certification and licensure that could substitute for questions JT1 and JT2. However, JT3 would continue to be needed for “other job-related training.”

Mr. Pratt asked about less formal kinds of training. The response was that this area is of interest but very muddy. An example of the low-end of training not of interest for this survey: “How to fill out your timesheet.”

High School Completion

No concerns were raised.

The REFLEX Questionnaire

A question was raised about the origin of this questionnaire. It was created by a consortium of academic institutions under the leadership of the University of Maastrand in the Netherlands. The institutions sampled their own alumni, asking “customer satisfaction” questions. Governments are involved, and U.S. collaboration is sought. Canada and some Asian and Latin American countries already participate.

Postsecondary Education: Enrollment History and Credentials Earned

This section is intended to capture all the schools the sample members attended and all the higher degrees they received. However, it does not need to capture all the terms of enrollment, just the initial dates so that the investigators can go to the schools and get the transcripts. Mr. Pratt reminded the panelists that the interview data will be released before the transcripts are received; as a result the enrollment history will not be available initially.

A panelist asked whether student clearinghouse data would be used. At present, there are no plans to do so. Another panelist suggested using the clearinghouse data in the future when the data are more comprehensive and accurate. Data quality issues were mentioned as a potential concern/caution.

Another panelist asked to what extent transcript data such as test scores are captured. The response from NCES staff: We enter everything that is in the transcript into our system, but we’re hesitant to release certain data elements because of the spottiness of the information. A panelist urged making the information available (such as test scores) even though it is recognized as spotty.

A panelist asked whether remedial test scores should be sought. Dr. Wirt suggested that it might be unwise to ask for information that is likely to be misleading. He added that we already have indications of whether the students took remedial course work. Another panelist added that there is literature about admissions test scores and how they relate to the likelihood of a student’s being placed in a remedial program. (The College Board’s Accuplacer was mentioned.)

Another panelist pointed out that placement test score information is not comparable across students/institutions, because there is great variation in student placement practices. California, for example, uses a home-grown system. A discussion ensued about what data should be requested from the institutions and what should be made available. One panelist suggested that if the investigators found out that a large portion of some subpopulation did receive remediation, and that the bias problem would not be severe for this population, the data for this subpopulation could be valid and analyzed. Dr. Wirt and Mr. Pratt answered that they would look into the question. They answered that we need to know what’s in the transcripts and what’s kept separately. Mr. Pratt added that RTI and NCES have quite recent experience with postsecondary transcripts (on the BPS and B&B studies), and will continue to collaborate on these issues.

Another panelist acknowledged that academic credit is of key importance, but noted that we also need to know about training that doesn't qualify for academic credit. We need to ask ourselves, "What questions should we ask about people who didn't do anything formal but did get training?"

Another panelist added that we need to capture information about significant workforce training. Non-credit courses and adult education were also mentioned as was broadening the scope of the questions to include other forms of education —beyond the IPEDS universe. A panelist suggested not seeking noncredit transcripts, but instead asking the students if they had completed a noncredit program—something more than a single course. Another panelist suggested re-examining the section on job-related training, including certificates and non-credit work. It was pointed out that different people may view what they are taking in different ways.

Other panelists mentioned a need to know about students' participation in online and distance education. They are seeing big spikes in online course taking in NSSE.

Postsecondary Education (PSE): Retrospective on College Experience

A question was raised about the meaning of question R1: "... did you consider yourself primarily a student or primarily employed?" Mr. Pratt said it was used in previous surveys primarily as a routing mechanism. Someone expressed uncertainty about how many students this question would apply to; someone else suggested deleting the question.

A discussion revolved around whether R2 was useful as a way to separate students who were "major course takers" from others, presumably less serious. Someone pointed out that the investigators should seek evidence of intent (to pursue a line of study) rather than student statements about intent. Someone said R2 might be of help in assessing transfer rates. Someone countered that "intent to get a degree" is a commonly misused measure.

A panelist urged cutting R2, R10, and R11.

Someone suggested that, if R3 [a set of barriers to being enrolled in school] is retained, E32 should be reconsidered. Both sets of questions are essentially the same. Another panelist suggested rewriting the question to make it more neutral, so that the analyst could make the correlation with the outcome.

Two other panelists suggested that R3 be cut. Instead, behavioral indicators of life events [such as change of location] should be documented from the transcripts. The interviewees should not be expected to make causal attributions.

Another panelist said there is value in subjective experience. However, this experience is not gained best by asking the interviewees to say, "I dropped out of school because..." instead just ask them how they felt.

A panelist noted that there is variation in the length of time since individual sample members left school. For some, there's a 4-year gap, for others only 1 year. There's also an

apples and oranges problem, since some individuals have attained postgraduate and others undergraduate levels of education.

Another panelist said that the questions in this retrospective section are problematic because of the passage of time since the events occurred. The questions are too specific, and individuals can't remember their "microbehaviors" over a long time, adding that the NSSE (National Survey of Student Engagement) is finding the items problematic even in the absence of a lengthy time gap. Someone else pointed out that the BPS study is a better source of this information.

A panelist suggested asking interviewees to respond to the statement "I generally felt unprepared when doing college work." Someone else objected to the word "felt."

A panelist pointed out that—except perhaps for R6—the responses in this section can be linked only to the institution the student attended most recently. Mr. Pratt asked if cues could be provided to get around this problem. Another panelist answered that R5 and R6 are too retrospective. However, another panelist pointed out that the last time these individuals were surveyed was in their second year of college—and that if we don't use the third follow-up to learn what has transpired since then, the opportunity will be lost.

Dr. Ingels was asked if process questions were included in the last survey. He said there were some questions about high school, but not about college.

A panelist expressed approval of R7, and suggested adding items with lasting impact such as case study competitions (for engineering students), honors program, and leadership activities, etc. On the other hand, the panelist advised against asking about community service, volunteer work, or independent study.

Someone asked if "service learning" should be included. NSSE is moving toward including it. R6 asks about service learning as part of a regular course. It was pointed out that R7 is included in NSSE and is under revision. It was pointed out that there is value in keeping ELS:2002 parallel with NSSE.

Someone asked why R7 limits work on research projects to that conducted "outside of course or program requirements." Someone else suggested asking about mentoring programs. Someone else added that the HSLs survey avoided specifically naming programs.

Someone suggested that participants will not understand the term "postsecondary education" (in R8). A panelist advocated eliminating R8: the question is problematic in NSSE—though it will probably stay in revised form. It is a list of opinions that institutions interpret as outcomes, and that don't match up with objective questions. Someone else suggested that the items might be viewed as crude measures of self-efficacy. Someone else suggested recasting them in terms of self-efficacy. There appeared to be consensus that the list should be drastically revised and perhaps reduced.

It was suggested that ELS:2002 staff and NSSE staff should stay in close communication as NSSE is revised for 2013.

Question R10: It was suggested that quality-of-life outcomes like “ability to be a citizen” be added to the list. One panelist recommended cutting this item.

Question R11: Someone suggested that the term “liberal arts courses” is vague. Someone pointed out that “internship” is a NSSE item. Three panelists do not like R11.

Question R12: A panelist suggested that it might be too soon (in a student’s life) to ask this set of questions.

Someone pointed out that R13 and R14 are analogues to R10 and R11. If the latter are cut, the former should be cut as well.

Question R15: Someone called it innocuous but added that the B&B study is a better source of the information. Someone else suggested cutting R15.

A panelist felt that R16 and R17 do not fit well into the human capital framework. Also, the term “necessary qualification” was seen as problematic, because some jobs may prefer a certain degree but not have it as a strict requirement; similarly, some jobs require a certification and others do not. We could use “related credential” instead.

A panelist asked if every promotion should be considered a separate job. As an example, a student could get a masters degree and subsequently earn more money; it would be problematic to conclude that the masters was necessary for that job.

Another panelist conceded that the word “job” is very vague and added that interviewers are currently trained to focus on employers, not tasks for an employer.

The discussion continued about whether a masters degree is actually used as a strict job qualification or as a screening process. Someone said this fact can’t be determined by a survey: the degree probably has to be taken at face value. Someone countered that the interviewee might interpret the question on his or her own, and judge that they didn’t need the specific degree they had received [to get or do their job?].

Question R18: Someone asked why this particular question is arranged on a Likert scale. It was pointed out that R18 and R19 are really employer-based, not respondent-based. Therefore, the questions don’t fit into the survey. They are coming from a different perspective. Someone asked if the questions could be broadened. It was pointed out that a qualification relates to getting a job, not to keeping it. The question could be asked about a student’s major and about the highest-level degree obtained. Someone else said that if you really want the question to be about the hiring process, ask it that way. Someone else expressed willingness to cut R18 and R19. Someone suggested looping back to R2 and asking about whether the student decided to get a degree in order to get a [particular] job. A panelist confirmed this idea, pointing out that ELS:2002 is a study of people who get an education, not a study of employers and the question

at hand is “Why do young people do what they do?” The panelist added that, “If this is what they are thinking, it doesn’t matter so much, from the point of view of the survey, whether they are right or wrong. Let’s not apply an unrealistic standard to these questions. Instead, ask the respondent, “Do you think someone would need this degree to get this job?” Ask everyone this question, not just the people who took the degree. Someone else suggested asking, “Do you think you have the degree to get the job you want?”

Educational Aspirations/Expectations

Question EA1: A panelist suggested that the ordering of the items is problematic; it implies that they had—or should have had—plans. The panelist also questioned some of the items related to traumatic experiences, like incarceration. It was pointed out that EA1 will be asked only of interviewees with no postsecondary education. The panelist responded by suggesting that the question start out by saying “Did you have plans? If yes, then: did this or that happen?” Someone cautioned that we need to ask these questions in a way that doesn’t sound like we’re imposing our values on the students.

Another panelist recommended checking for consistency among the parts of the survey.

Mr. Pratt suggested revisiting the F2 item on traumatic experiences, and asking the question of everyone at an appropriate point in the survey. He reflected the group’s agreement with this idea. Examples of trauma could be a death in the family, the death of a parent, a job loss in the family. Someone added that these items are incredibly valuable and we want to know these things, whether or not they interfered with school or work.

Dr. Wirt suggested that these questions are also relevant to the people who did not persist in their educations: those who never got to the postsecondary education level, those who never went to college, and those who didn’t finish college.

A panelist asked about the timeframe and the temporal anchor of the survey. Perhaps a question should be: “What would you describe as your top priority over the last few years?” It was also suggested to rewrite EA1 to change its time-focus away from the present: its current framing.

Another panelist suggested stating [for the student]: “My priority is getting an education.” And then asking, “What interfered?” The panelist added that we want to find out if they took steps to enroll in a PSE institution, so that we can learn why they didn’t proceed. Another panelist saw this as too restrictive; we also need to know why they didn’t start.

Someone asked if there were questions about this topic in earlier rounds of the survey; these are modified ELS:2002 questions.

A panelist cautioned against assuming that “it’s college or nothing.” The survey should seek to find out how people are building their knowledge and skills.

It was suggested that we do want to know whether people intended to enroll in PSE, and if not, why not. A panelist answered that the goal should be more basic: to find out if people are happy where they are. Another panelist agreed, and pointed out that the students' aspirations are a very important part of these questions adding that it might be worth asking, "What did you hope to achieve?"

Someone suggested that EA4, which asks about desired level of education, might be a good place to locate this question.

Mr. Pratt pointed out that a question about the students' expected level of education has been asked in each round of the study. A panelist suggested comparing what the students said 6 years ago with what they are saying now. Mr. Pratt cautioned that it was important that the questions be "blind." A panelist replied that the students would recast their aspirations. Mr. Pratt wondered whether the students would remember the earlier question and dislike being tested in this way. The panelist did not think this would be a problem.

Mr. Pratt and the panelist discussed whether the anchor should be 2006: whether students would be asked about what they thought in 2006. Mr. Pratt cautioned against asking students to think back too far in the past. Someone else suggested field testing this item, with perhaps 500 students. Mr. Pratt concluded this discussion by asking panelists to send in items they thought were missing in the Aspirations section.

A panelist said expectations should be written in terms of what the person expects to achieve, what they hope to achieve, and what stands in the way. You could use EA4 as the lead in item.

Other Adult Education

A panelist pointed out that the O2 items on distance education and computer-based courses should be combined, since most distance education today occurs by computer.

Panelists agreed that this section should focus on career and technical training and not students' avocational interests. A panelist suggested an order in which to proceed: first, see if the students took course work, then see if they took it for credit, and then find out about other activities.

Another panelist suggested that noncredit course taking should be reported in the PSE section. Continuing education would pick up from there.

It was mentioned that B&B focused first on what the students wanted to take and then investigated whether it happened.

Another panelist pointed out that individuals both invest in and consume education. The investment is for work training; the consumption of education operates in another sphere. This panelist questioned whether ELS:2002 really cares about coursework that has only consumption value.

Another panelist said that, if the goal of the survey is to learn about where people are gaining their training for the workforce, it must include information about noncredit courses.

Another panelist suggested that this section overlaps with the job training section.

Mr. Pratt pointed out that the survey does not yet have the battery of questions about PSE for non-credit-bearing coursework. It was mentioned that if these questions [about adult education] were limited to PSE entities, the section would be cleaner, since some of the certificate programs would be eliminated. The CATI [telephone] interviews would allow the interviewer to back up [and ask the questions iteratively asked in the course of the interview].

A panelist saw this as an enhancement. Someone added: there will be quite a few students who do both credit and noncredit coursework.

Dr. Wirt asked about the adult education schools. Someone answered that the school name should be gathered even if the institution could not be coded during the interview.

Social-Cognitive Measures of the Educational Domain

Dr. Ingels reported that cognitive testing of the cognitive measures was underway. A field test would follow; then additional cognitive interviews. Mr. Pratt added that the field test would begin in July 2011 and the full scale in July 2012. The need for OMB clearance makes this schedule a challenge. A panel meeting is planned for early 2012; the panelists can expect to hear from RTI about the meeting in mid-2011.

One panelist suggested that the measures in this section would be more useful for the BPS study. Also, they would have been useful for the second follow-up, but not for the third.

Another panelist thought the statement in SC2 about “getting respect from people close to me” is an important one, and that the question should be asked of everyone.

Mr. Pratt asked about the temporal framework of SC2. A panelist answered that its theoretical focus is the future. Another panelist said that because the measures are motivators, they can be framed in the present tense. The panelist referenced the literature about “possible selves” and suggested framing the statements with an introduction like “At age 30, I hope to be...”

Another panelist suggested making the framework general; for example: “Completing an educational program would allow/help one to...”

It was suggested that this approach may be too nebulous, and that the student will not know what you are talking about. Framing the question prospectively would help the participants look outward as they responded to the survey.

Someone else suggested asking the question in a retrospective frame: “Looking back on your experience since high school, do you believe that your educational program has helped you...get a good job, etc.?” There appeared to be agreement on this approach.

Educational Debt

A panelist suggested asking “what do you pay each month toward debt” instead of asking them the total owed or the total paid vs. owed. Another panelist said that from a policy perspective, it is important to be able to estimate monthly payments as a proportion of income.

A panelist suggested that ED3 is lacking an option: defaulting, or not intending to pay back the loan. This information would be matched to NSLDS. However, someone else said there is no way to verify the information.

Another suggested question: Who is helping you [pay off your loans]? Another panelist urged asking about private loans. While help from parents is difficult to pin down, a broader question about financial help from parents would be useful. Another panelist suggested a question on income, and on how much money students get from their families. It would be good to have the information on a monthly basis.

Other suggested questions concern credit card debt, participation in a loan forgiveness program, amount of the loan repaid so far, amount borrowed from parents since high school. Another panelist suggested asking about amount paid including interest. Also, how long the student will be paying a given monthly amount.

A participant cautioned against asking participants to calculate or compartmentalize the information. Others expressed concern about the difficulty of getting accurate information and the concern about being too intrusive.

However, it was agreed that much information is already available in NSLDS. It was suggested that therefore ED3 could be eliminated. However, concerns persisted about the magnitude and difficulty of the task. A focus group was suggested to elicit how people think about these issues and the extent to which they can talk about them.

Living Arrangements

Discussion of this topic opened with questions about how to verify a participant’s current address. It is feasible to do so. Mr. Pratt pointed out that LA1(Where do you live now?) overlaps with LA7 (How many...live with you?). There was no consensus as to whether type of residence is important. The group agreed with the elimination of L1, LA2, and LA4 through LA6.

One panelist expressed concern about singling out adopted children, related to LA7. The advent of children, biological or adopted, was seen as a major life event, and the goal was seen as learning about the life events that could affect an individual’s educational progress. We should lump adoptive children in with bio children.

A discussion ensued about the wording of LA8. Instead of spouse, the question could read: “husband, wife, or companion/partner” or, “spouse or partner.” Mr. Pratt cautioned against possible mode effects (telephone vs. Web survey) if these categories are broken out. Another panelist suggested putting the most intensive relationships first, such as “spouse” before/above

“boyfriend/girlfriend.” The category “children who don’t meet their expenses” has been dropped. Someone suggested keeping LA8 without qualifiers.

Family Formation

A panelist pointed out that, in a discussion of family composition, issues of legality and cohabitation become muddy. It is better to treat legal marital status as a bounded event. However, the question was raised: if the interview reveals that the participant is not now married, whether the interviewer can pursue the issue further.

A panelist asked for a definition of the “family” of interest for the survey. Another panelist pointed out that information on cohabitation is already collected elsewhere; however, marital status is an important life event and should be documented.

Another panelist suggested focusing on issues that impact time commitments and can change life pathways. Someone suggested collecting information about current family status and number of children, and leaving it at that. However, it would be helpful to have an anchor in time for events like the death of a spouse, divorce, and marriage.

A panelist suggested that single parenthood should be documented specifically and alluded to a paper authored by that panelist and suggested asking something to the effect of: “At the time of the child’s birth, were you partnered?” This would be for biological children. Another question, “Is there someone else available to take care of the child?” A panelist pointed out that the survey won’t be able to determine the duration of single parent status.

A panelist suggested that level of the spouse’s education is also of interest. Another suggested checking with the National Center for Health Statistics for items in this area.

One panelist asked for an item on childcare used during PSE (and put elsewhere).

Income and Assets

A panelist asked whether information should be sought about public assistance [perhaps HS&B items]. Another panelist called this a policy question, and added that, if the survey could link to the agencies that maintain public assistance information, it would not be necessary to ask the question.

Another panelist liked the format of the items and cautioned against going the balance sheet route. At this stage of life (approximately age 26), participants’ assets will be primarily in home equity and in retirement accounts. The panelist added that assets have a wide degree of measurement error, so more than one measure is necessary. Just totaling the assets will produce too much error; a goal of gathering this information is to find situations or facts that foreshadow future events.

Another panelist added that emerging literature looks at the correlation between the net worth of parents and a student's educational attainment and suggested that a new line of research is opening up on future investment in education.

Another panelist suggested foregoing A12 (Did your parents give you money?) Another suggested that A10 will not provide any useful, reliable information. Another panelist conceded that there is error in all these variables, but suggested that an instrumental variable might balance out the picture. This panelist added that if we are not willing to ask A10, we might not be willing to measure assets at all.

A panelist suggested asking about their savings. Another panelist suggested adding an item on child care expenses.

Health

Nothing additional was noted for this section.

Perceived Adulthood

One panelist called this section "speculative." Panelists suggested cutting PA1, PA2, and PA4. A concern was also raised that PA3 appears to be conveying a message that individuals who are without income or assets, and who are in school, are not behaving responsibly. One panelist suggested reworking this particular question. There appeared to be general concern about the relevance or importance of this section.

Life/Career Values

A question was raised about items missing from the REFLEX questionnaire that might be available elsewhere.

A panelist observed that V2 and V3 are a good set of expectancy valence measures, but expressed uncertainty about whether they are standard measures. It was asked whether V2 and V3 might be contextualized in the section on work, and asked in ethereal form in this section. A panelist recommended eliminating overlapping items between V1, V2 and V3. Another recommended adding opportunities for promotion/advancement to V3.

Civic Participation

A panelist suggested adding an open-ended question at the end of the survey: "What parts of your [civic or volunteer] experience were most important in advancing your career?" Mr. Pratt replied that historically, in telephone or personal interviews, such open-ended questions have not been asked in the main study. He added that it would be a significant undertaking [to refine the data into usable form]. Another panelist thought it was a good idea. NSSE does it. It helps validate the rest of the information. Another concern: the open-ended question might not be acceptable to OMB.

Another panelist suggested adding financial contributions to item wording on CP8.

Conclusion of the Meeting

Mr. Pratt thanked the participants for their contributions, and asked for their written and email refinements to their suggestions within a week if possible. He indicated that the clearance package for the survey should be ready in about a month. Dr. Wirt also thanked participants and expressed his gratitude for the excellent contributions of all of the participants.

Meeting 2

Summary of the Second Technical Review Panel Meeting Education Longitudinal Study: 2002/12 (Wednesday, November 2, 2011 – Thursday, November 3, 2011)

Day 1 began with a welcome and introductions by Dan Pratt (RTI) and Elise Christopher (NCES), and continued with a brief overview of the third follow-up of the Educational Longitudinal Study: 2002/12 (ELS:2002/12), including a listing of field test goals as well as preparations for the main study. During this brief overview it was also noted that (1) in all likelihood there will not be a fourth follow-up; (2) in all likelihood there will not be a student financial aid component as originally planned/hoped for, but rather a financial aid feasibility study that may benefit future studies (e.g., BPS and HSLS); and (3) the overall average length of the third follow-up field test instrument was slightly longer than the intended length of 35 minutes (at this point a panelist suggested that the 35-minute limit on the average interview length be increased to allow for a longer interview).

The meeting continued with four PowerPoint presentations by RTI on: (1) field test methodology and results; (2) the upcoming student financial aid feasibility study; (3) plans for postsecondary transcript collection and course coding; and (4) the additional item pool from cognitive interviews.

Slide Presentation #1: Field Test Methodology and Results

This slide presentation included:

- A characterization of both the field test and main study samples (e.g., the size of the respective samples; the percentage in each sample who had completed high school and/or attended postsecondary school as of the second follow-up)
- A summary of sample maintenance efforts (their timing, modes used, and incentives offered)
- A description of the field test data collection methods, as well as the 3 field test data collection phases (i.e., web-only phase, web plus CATI phase, increased incentive phase)
- A summary of participation rates by mode, by sample member characteristics, and by data collection phase
- A description of the final disposition of field test non-respondents
- A summary of the response propensity approach used in the ELS:2002/12 field test, including:
 - Which variables were investigated, and which were actually used in assigning sample members to “high” or “low” response propensity groups

- Evidence that the response model successfully predicted response outcome, i.e. the high propensity group had a higher (statistically significant) response rate than did the low propensity control group
- The response propensity experiment: half of the “low” response propensity group (treatment group) was offered a higher incentive than the other half of the “low” response propensity group (control group)
- Evidence that the low propensity treatment group had a higher response rate than did the low propensity control group (though that difference did not quite meet statistical significance)
- Results of a unit-level bias analysis indicated that inclusion of low-propensity cases showed an apparent reduction in unit-level biases, suggesting that final estimates may be improved by including more low-propensity cases
- Results of an additional analysis comparing the third follow-up survey responses of responding low propensity sample members to those of responding high propensity sample members; statistically significant differences were found in terms of whether the sample member had earned a regular high school diploma, whether the sample member had attended a postsecondary institution, the highest level of postsecondary institution attended, postsecondary attainment, educational expectations, current marital status, and voting behaviors. Since low propensity cases appear different than high propensity cases in terms of their survey responses, including additional low propensity cases may also improve final estimates.
- Recommendations for the main study
 - Classify all “ever-dropouts” as a special group to target due to their analytical importance and comparatively lower response rate
 - Use propensity modeling to identify other low-propensity cases to target
 - Implement targeted strategies (e.g., immediate outbound phone interviewing, intensive tracing, field tracing/interviewing, increased incentives, and partial pre-payment of incentives) for particularly important cases (e.g., ever-dropout cases)

Panelist/invitee comments/questions during this presentation included:

- Several panelists expressed disappointment with the fact that there would be no financial aid component, and wondered why financial aid records could not be collected given that postsecondary institutions would already be contacted to provide transcripts; NCES notes that institutions have transcripts more readily available than they do financial aid records.
- One panelist expressed concerns with NSLDS data for NELS that he/she thought delayed analyses, but NCES staff reassured that there have been no recent problems related to NSLDS in NCES studies.
- Response Propensity: NCES requested to see the distribution graphs of responses. One panelist said in the face of limited budget, he/she recommended targeting the worst of the worst cases.
- Another panelist suggested trimming the tails of the response propensity distribution; an additional suggestion was to investigate thresholds – other than the median

response propensity score – for dividing the sample into high and low response propensity groups.

- Incarcerated sample members: granting that there may be insuperable obstacles to interviewing them, can this information on their status at least be added to the restricted data file? Two panelists would like to have that. (However, without a questionnaire, they would have no analysis weight.)
- One panelist suggested investigating smartphone usage and how RTI could better accommodate smartphones as a vehicle for survey participation.
- Support was also voiced for the pre-payment (or, partial pre-payment) of survey incentives.

Slide Presentation #2: Student Financial Aid Feasibility Study

This slide presentation included:

- Background information on the costs of postsecondary education, and the importance of financial aid in meeting those costs
- A reiteration of the fact that funding for the ELS:2002/12 student financial aid component will not be available; however, a smaller scale financial aid feasibility study will be conducted to help answer questions such as:
 - Is it possible to collect financial aid data up to 8 years old from postsecondary records?
 - What lessons can be learned and generalized to other longitudinal studies?
- A review of the sources for administrative records matching
 - National Student Loan Data System (NSLDS)
 - Central Processing System (CPS)
 - Institution record abstraction (e.g., sources of aid, cost of attendance, enrollment information)
- A summary of the financial aid feasibility study schedule

Discussions prompted by panelist/invitee comments/questions during this presentation included:

- A recognition of the nuances associated with conducting this pilot as part of a secondary education study (as opposed to a postsecondary education study), e.g., cold-calling of institutions; potential for low numbers of sample members (“onesies/twosies”) associated with any given institution
- The open question as to whether data collected from schools should be compared to student reports to gauge the latter’s accuracy
- The intent to have a “purposive sample design” to optimize institutional coverage, thus allowing for comparison and error measurement

Slide Presentation #3: Plans for Postsecondary Transcript Collection and Course Coding

This slide presentation included:

- An overview of the transcript collection and coding process (i.e., collect course catalogs, collect target transcripts, key & code collected transcripts)
- Methods for requesting, collecting, and transmitting transcripts
- Methods for requesting and collecting catalogs
- A description of the transcript monitoring/processing system used in recent postsecondary transcript studies (e.g., 2008/09 Baccalaureate and Beyond, 2004/09 Beginning Postsecondary Students Longitudinal Study) intended for use in ELS:2002/12
- The course coding system to be used in ELS:2002/12, and the quality control of transcript keying and coding
- An overview of the ELS:2002/12 postsecondary transcript study schedule

Panelist/invitee made several suggestions during this presentation, including:

- Keying and coding of course catalogs, as such data may provide insight into the academic rigor of a given institution (though this can be tricky since transcripts will cover multiple years of coursetaking, and any given catalog may only be applicable to a particular year/term)
- Using National Student Clearinghouse data to obtain coursetaking data from un-reported schools
- Using course-level markers to identify developmental courses (though this can be tricky since credits may not be awarded and may thus be even less likely to appear on transcripts)
- Investigating the possibility of linking ELS:2002/12 data to comprehensive state level data systems on education and/or employment

Slide Presentation #4: Additional Item Pool from Cognitive Interviews

This slide presentation included:

- A definition of the cognitive interviewing (i.e., a set of techniques used to identify the processes by which respondents answer draft survey questions and to pinpoint potential sources of error in their responses)
- A breakdown of the 3 cognitive interview forms:
 - Form A: Undergraduate loans & financial literacy (11 items)
 - Form B: Undergraduate grants & scholarships (8 items)
 - Form C: Financial burden & civic engagement/volunteerism (9 items)
- Cognitive interviewing results: generally speaking, cognitive interview items are clear and work well. However, there were difficulties detected; most notably, respondents'

difficulty in identifying types, sources, and/or amounts of financial aid after a many-year interval

- Instructions for panelists: to evaluate cognitive interview items alongside those items which were actually included in the field test questionnaire, and to identify those basic constructs that should have highest priority

Break-Out Group Discussions

The meeting continued with break-out group discussions on the set of items included in the third follow-up field test questionnaire and recent cognitive testing forms (these discussions were facilitated by an itemized list of recommendations/talking points which was distributed to each TRP panelist/invitee prior to the TRP meeting). Each of the three break-out groups focused on a particular set of questions as follows: group 1 focused on employment-related questions (Sections 2 and 3 of the field test instrument); group 2 focused on current activities and education-related questions (Section 1 of the field test instrument); and group 3 focused on all remaining questions, including those on family formation, income and assets, voting and volunteering activities, life events, and values (Section 4 of the field test instrument). After completion of the break-out group discussions, all panelists and invitees reconvened for a larger-group discussion of the recommendations reached by each of those smaller groups. What follows is a bulleted list of issues raised – and recommendations made – in the course of those 3 larger-group discussions (which began during the latter part of meeting day 1, and were continued during meeting day 2).

Employment-Related Questionnaire Items

- In terms of military-related items:
 - It was suggested that the question asking whether military service was in or outside the U.S., as well as the question asking those who have enlisted in multiple branches for their current branch, be cut.
 - It was suggested that instead of asking for time served on active duty and/or in a combat zone, that simply asking whether or not the respondent had served on active duty and/or in a combat zone would be sufficient.
 - One panelist suggested that military status be preloaded from the second follow-up.
 - There was some disagreement among panelists as to whether those currently serving in the military should receive the same set of employment questions as those currently engaged in non-military work.
- It was suggested that instead of asking “do you currently want a job at this time?”, respondents be asked something along the lines of “are you currently looking for work?”; alternatively, it was suggested that one (or more) question(s) from CPS be borrowed which distinguish between unemployed and out-of-the-labor-force status.
- Unless doing so would create an inconsistency with a prior round of ELS:2002 and/or with any of the predecessor studies, it was recommended that respondents be asked

for the number of employers they have had (as opposed to the number of jobs they have held).

- It was agreed that it was unnecessary to ask “do you have more than one job?” given that respondents will also be asked for the current number of jobs held.
- In terms of the occupation coder:
 - It was suggested that usability be improved, e.g., the sort-order of the results pick-list should be predicated more on strength of match as opposed to defaulting to alphabetical order.
 - It was suggested that collecting 6-digit occupation codes was overkill, and that collecting codes at a lesser level of detail (e.g., 4-digit codes) may improve coder usability as well as save time.
- It was suggested that respondents who report being self-employed be asked one or more confirmatory-type follow-up question(s) (e.g., Do you pay your own payroll tax? Do you set pay for others?), and that such question(s) could be found in the NLSY questionnaire.
- It was suggested that all employed respondents be asked whether they supervise the work of others.
- The notion was put forth that it is worth asking whether the respondent’s job offers health insurance, but it is of lesser importance to ask whether the respondent’s job offers life insurance or retirement benefits. There was lack of consensus as to whether or not respondents should be asked if their job offers paid time off.
- Bob Lent offered to factor-analyze data collected from new Social Cognitive Career Theory (SCCT) items which he had created for use in the field test instrument. After checking for correlations between the 6 SCCT scales, he would be able to provide specific recommendations for these items.
- It was agreed that the question asking whether the respondent’s job is related to their college field of study be revised from a yes/no question, to one which captures a bit more detail (e.g., closely related/somewhat related/not related). It was also discussed whether such a question should be asked relative to the respondent’s first post-college job, and/or asked relative to any job the respondent has ever held. In the end, there seemed to be broad support for asking relative to the current job, and, if the current job was not related to the college field of study, follow up with a question asking if they had ever held a job related to their college field of study.
- It was recommended that the “what credential(s) were required for your current job” question be shifted such that they precede the questions on how related the current job is to the respondent’s college field of study.
- There was lack of consensus as to whether the main study questionnaire should include questions on employer-provided training; there was also lack of consensus as to what the reference period for such questions should be assuming they were to be included. There was greater consensus in support of cutting questions asking for the length of any employer-provided training in which the respondent participated.

- One panelist suggested cutting the series of “unemployment” questions, since the ELS:2002/12 questionnaire is unable to squeeze in the necessary line of questioning to determine whether respondents meet the technical threshold for “unemployment”; other panelists suggested cutting a subset of the “unemployment” questions and keeping the remainder. Regardless of whether those questions are ultimately included or cut, there was greater support for adding a question along the lines of “have you ever received or been eligible for unemployment compensation?”.
- Two panelists suggested cutting all the “employment barriers” items; other panelists suggested cutting only a subset of those items, i.e., “taking time off to be a homemaker or raise children” and “caring for a sick relative”. It was agreed that “lack of ability to get a training degree” and “lack of money to complete education” could be combined into something along the lines of “did not have the required credential”. There was also support for adding a “lack of social capital” item.
- It was at least mentioned that it may no longer be necessary to include the “occupation at age 30” question since there will be no more follow-ups. However, others thought that information about yet-unfulfilled aspirations at age 26 would be important to know.

Current Activities and Education-Related Questionnaire Items

- In terms of “current activities” questions:
 - “Keeping house full-time” is ill-defined, especially for those who are also working full-time.
 - These questions do not distinguish in/out of the labor force. [Note, however, that the employment break-out group did in fact discuss such questions.]
 - These questions may also be improved in terms of distinguishing working full-time v. working part-time.
 - It was agreed that the question “were your work and school activities during the last week in 2011” be revised such that it better lines up with the actual activities which are being asked about (i.e. this question includes associated items for activities other than “work and school activities”).
 - One panelist wondered whether it would be worth asking whether those who are both currently working and currently in school consider themselves primarily working or primarily a student; another panelist replied that, per a NPSAS analysis, that this is not necessary, given that it can be inferred with reasonable confidence from other questions.
- “GED or equivalent” wording was considered OK to use.
- It was suggested that the response options for “type of credential received” questions be tweaked to match those used in NPSAS:12, since they better distinguish between sub-baccalaureate certificates v. post-baccalaureate certificates v. post-masters certificates; it was also agreed that the same set of options be used throughout the questionnaire (i.e., they should also be used for questions on educational expectations and/or spouse’s educational status).

- Question wording for major/field-of-study should be made conditional to better accommodate those who are currently in school.
- Question on participation in high impact educational activities: it was agreed that the “case studies” and “senior experience” items be cut; there was not consensus as to whether or not the “mentoring” item should be kept.
- Question on how well undergraduate education has prepared the respondent for different aspects of their life: it was agreed that the “overall quality of life” item be cut.
- It was agreed that the “how satisfied are you with these different aspects of your undergraduate education” question be cut in its entirety.
- In terms of the “reasons you didn’t receive a postsecondary credential” question:
 - It was suggested that “financial reasons” be split into more specific items, e.g. tuition too high, had to work too many hours, and/or did not receive enough aid.
 - It was also suggested that an item addressing remedial/developmental course be added.
 - It was also agreed that the last 4 of this set of 13 items be cut (as suggested in the pre-TRP meeting “recommendations” spreadsheet).
- Questions on postsecondary loans:
 - It was agreed that questions should include: total amount borrowed, whether currently making payments, and if so, the amount currently being paid.
 - It was agreed that the question re: proportion of loans paid by respondent, the respondent’s family, or a loan forgiveness program be cut.
 - Some sentiment was expressed in favor of including the cognitive interview item on sources of loan information, but the counterpoint was made that this question would be better suited for a postsecondary study.
- It was suggested that “grant” items be limited to the first attended institution, as opposed to being looped through for all attended institutions.
- The “certification and license” questions should include a question on who awarded the certification or license, but that many/most of the other questions on this topic could be cut from the main study questionnaire. It was suggested that RTI check with Isaiah O’Rear of NCES after the TRP meeting to finalize these items.
- Group discussions gravitated towards dispensing with all items from cognitive interview form A (items regarding postsecondary loans and financial literacy), and only use the existing postsecondary loan items mentioned earlier.
- Panelists generally doubted respondents’ ability to accurately recall information (regarding grants and scholarships) as asked in some of the form B cognitive interview items.

Other Questionnaire Items

- It was recommended that instead of asking for the respondent’s marital status with a “living with a significant other” response option included (followed by a “have you

- ever been legally married?” question for those who indicate their current marital status is “living with a significant other”), that “living with a significant other” be removed as a response option for the marital status question, and that “are you living with a significant other?” be asked as a separate question.
- It was agreed that the “level of education” options for “spouse’s/partner’s education level” be changed in the same way as “education level” questions from Section A (Current Activities and Education) of the questionnaire.
 - One panelist recommended that “or partnered with” be dropped from the following question wording: “At the time of your [first/second/third/etc.] biological child’s birth, were you married to or partnered with your child’s [father/mother/other parent]?”, since existing research indicates not being married (as opposed to not being married or partnered) is the primary distinction in determining whether having a child might interfere with other education/employment-related activities.
 - It was recommended that the “how did your marriage end” question be cut.
 - It was recommended that checks be put in place for the household roster question to address the possibility of entering multiple moms, dads, or spouses.
 - It was agreed that a question addressing “Whether R pays rent to parents or otherwise contributes to their HH expenses” (for those respondents living with their parents) should in fact be added for the main study questionnaire. It was also agreed that all respondents (regardless of whether or not they live with their parents) be asked whether or not they receive significant financial assistance from their parents.
 - It was agreed that the “number of dependents” question be preceded by a “do you have any dependents” question. It was also recommended that the “number of dependent children” and “number of dependent adults” item-wording be revised to “number of dependents under the age of 18” and “number of dependents age 18 or older”.
 - It was agreed that the income category ranges be revised; it was also suggested that it would be nice if one of the category cut-points be the poverty line, but this may not be feasible since the “poverty line” varies according to household size.
 - It was agreed that the “sources of income” question could be cut; it was also recommended that a “did you receive public assistance” question be added in its place (one panelist noted that such a question could be drawn from the NPSAS:12 questionnaire).
 - It was recommended that the list of examples used in the “do you have a retirement/savings plan?” question be updated/revised. It was also recommended that, for respondents who are currently married/partnered, this question be essentially split into three questions, i.e. “Do you and your [spouse/partner] have any of these plans jointly? (yes/no); Do you have any of these plans on your own separate from your [spouse/partner]? (yes/no); Does your [spouse/partner] have any of these plans separate from you? (yes/no)”

- One panelist suggested validating responses to the “what is the value of your home” question via an external records source such as Zillow.
- It was recommended that “medical and legal bills” be stricken from the list of examples used in the “how much debt do you have?” question. It was also suggested that question(s) could be added (possibly from NPSAS) asking whether the respondent carries credit card debt.
- There was significant discussion surrounding the question “Did you vote in the 2008 presidential election?”, given that the 2012 presidential election will occur in the middle of main study data collection. Ideas discussed were to (1) leave as is; (2) ask all respondents about the 2008 election, and ask about the 2012 election where applicable; (3) conditionally fill “2008” or “2012” based on the date of the interview; and (4) ask about “the most recent presidential election”.
- One panelist suggested that “state” and “local” elections be asked separately instead of asking “In the last 2 years, have you voted in any state, local, or national election?”; another panelist suggested asking “Did you vote in any local, state, or national election during 2009, 2010, or 2011?”, given that the national presidential election (2012) would be occurring in the midst of the data collection period.
- It was recommended that the question on community service explicitly exclude court-ordered community service.
- There was less-than-uniform support for the “frequency of donations” question used in the field test; at least one panelist suggested that one or two items from the cognitive interview Form C be used instead. Others noted that responses to those cognitive interview items may be skewed by social desirability biases.
- There was less-than-uniform support for the life-event questions, especially given that the precise dates associated with those events are not matched by precise dates associated with employment and/or enrollment spells.
- There was less-than-uniform support for the items on “values”, though others noted their potential longitudinal value given the fact they were included in the ELS:2002 base-year questionnaire, and given their cross-cohort value via NELS:88/2000 comparisons.
- There was some support voiced for including the cognitive interview item on financial stress, and/or re-casting that question to be asked relative to any stress. One panelist wanted to also include two related cognitive interview items, i.e., one on difficulty paying bills on time, and another on burden felt from debt. Other panelists suggested changing the response scales from 7-point scales to 5-point scales.

Dan Pratt then thanked invitees/panelists for their attendance and their input, and the meeting was adjourned.

Appendix B
Data Collection Materials
(Brochure, Lead Letters)

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Initial Contact Letter—Sample Member

<date>

< name>

<address>

<city> <state> <zip>

Dear <name>:

Thank you for your ongoing participation in the Education Longitudinal Study of 2002 (ELS:2002). As you may recall, ELS:2002 is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education (OMB control # 1850-0652). Your voluntary participation, and the participation of other young adults like you, has helped to make ELS:2002 a great success and has provided valuable data about young adults' experiences in and out of school.

ELS:2002 follows the same set of over 15,000 young adults as they move from high school to the work force or further schooling. In July 2011, we will be asking you and all other young adults who participated in prior rounds of the study to help us with the next phase of this research. We will ask ELS:2002 participants to complete another interview about further schooling, work experiences, and other activities since we last talked with them. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183].

We are contacting you now for two reasons. First, we want to emphasize how important your continuing contribution is to ELS:2002. Second, we want to make sure we have accurate information to contact you in July 2011. Please take a moment to complete the enclosed contact information sheet and return it in the envelope provided. We would like you to confirm or update the listed contact information for both you and your parent(s). If you prefer, you can update this information through the ELS:2002 website:

1. Go to <https://surveys.nces.ed.gov/els>.
2. On the left side of the page, click on "Update Your Contact Information."
3. At the "Study ID:" prompt enter your study ID from the box in the lower right corner of this letter.
4. Enter updated contact information in the spaces provided.

The update should take less than five minutes. You can also provide your updated contact information to RTI by calling toll-free 1-800-334-8571 ext. 27791 and leaving this information in a voice-mail message.

We look forward to your participation in the next round of ELS:2002 in 2011. If you have any questions about ELS:2002, please call Tiffany Mattox at RTI, toll-free, at 1-800-334-8571 ext. 27791. You can also e-mail Ms. Mattox at tmattox@rti.org. RTI is a nonprofit research organization in North Carolina that is conducting ELS:2002 for the NCES.

We greatly appreciate your continued participation in this important research!

Sincerely,



Jeffrey Owings, Ph.D.

Associate Commissioner, Elementary/Secondary & Libraries Studies Division
National Center for Education Statistics

Go to <https://surveys.nces.ed.gov/els>
Select "Update Your Contact Information"
Enter your study ID: <ID fill>

Initial Contact Letter—Parent

<date>

<name>

<address>

<city> <state> <zip>

Dear <name>:

Thank you for your ongoing support of the Education Longitudinal Study of 2002 (ELS:2002). As you may recall, ELS:2002 is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education (OMB control # 1850-0652). The voluntary participation of your young adult has helped to make ELS:2002 a great success and has provided valuable data about young adults' experiences in and out of school.

ELS:2002 follows the same set of over 15,000 young adults as they move from high school to the work force or further schooling. In July 2011, we will be asking all young adults who participated in prior rounds of the study to help us with the next phase of this research. We will ask ELS:2002 participants to complete another interview about further schooling, work experiences, and other activities since we last talked with them. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183].

We are contacting you now for two reasons. First, we want to emphasize the importance of your young adult's continued contribution to ELS:2002. Second, we want to make sure we have accurate information to contact your young adult in July 2011. Please take a moment to complete the enclosed contact information sheet and return it in the envelope provided. We would like you to confirm or update the listed contact information for both you and your young adult who has participated in ELS:2002. If you prefer, you can update this information through the ELS:2002 website:

1. Go to <https://surveys.nces.ed.gov/els>.
2. On the left side of the page, click on "Update Your Contact Information."
3. At the "Study ID:" prompt enter the study ID from the box in the lower right corner of this letter.
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We look forward to your young adult's participation in the next round of ELS:2002 in 2011. If you have any questions about ELS:2002, please call Tiffany Mattox at RTI, toll-free, at 1-800-334-8571 ext. 27791. You can also e-mail Ms. Mattox at tmattox@rti.org. RTI is a non-profit research organization in North Carolina that is conducting ELS:2002 for the NCES.

We greatly appreciate your continued support of this important research!

Sincerely,



Jeffrey Owings, Ph.D.

Associate Commissioner, Elementary/Secondary & Libraries Studies Division
National Center for Education Statistics

Go to <https://surveys.nces.ed.gov/els>

Select "Update Your Contact Information"

Enter your study ID: <ID fill>

Contact Information Update Form—Sample Member**Education Longitudinal Study of 2002
Your Contact Information Update****Instructions:**

Please update your contact information printed below, as well as your *parents'* contact information on the **other side** (page 2) of this form.

1. If all of your contact information printed below is correct and complete, please check the box to indicate all of this information is correct and complete.
2. If any of the printed contact information is not correct or complete:
 - Cross out any incorrect information printed below.
 - Write in the correct information in the spaces to the right of the incorrect information.
 - Use the spaces to the right to add any missing or incomplete information.
3. Would you like us to send a text message on the cell phone listed below when data collection is about to begin? (Please note: standard text messaging rates apply.) Yes ☐ No ☐

If yes, please give us the name of your cell phone service provider (e.g., AT&T, Verizon, Sprint, etc.) to ensure the message is sent to the correct carrier.

Cell phone service provider: _____

Please return this sheet in the envelope provided. If you prefer, you can update your contact information via the ELS:2002 website at <https://surveys.nces.ed.gov/els> or call toll-free 1-800-334-8571 ext. 27791 and leave this information in a voice-mail message.

Your Current Contact Information:	Corrections and Additions:
Name: <Fill_name>	
Address: <Fill_addr1>	
<Fill_addr2>	
City/Town: <Fill_city>	
State: <Fill_state>	
Zip: <Fill_zip>	
Home phone: <Fill_phoneh>	
Work phone: <Fill_phonew>	
Cell phone: <Fill_phonec>	
E-mail: <Fill_e-mail1>	
Alt. E-mail: <Fill_e-mail2>	
<input type="checkbox"/> All of the printed contact information above is correct and complete.	

Please see other side for parent contact information.

Education Longitudinal Study of 2002

Parent Contact Information Update

Instructions:

Please update the contact information for one or both of your parent(s) printed below.

1. If all of the parent contact information printed below is correct and complete, please check the box at the end of each section to indicate all of the information is correct and complete.
2. If the address, telephone, and e-mail information is the same for both parents, please check the box in the middle of the second section to indicate the information is the same as first parent.
3. If any of the printed contact information is not correct or complete:
 - Cross out any incorrect information printed below.
 - Write in the correct information in the spaces to the right of the incorrect information.
 - Use the spaces to the right to add any missing or incomplete information.

Please return this sheet in the envelope provided. If you prefer, you can update your contact information via the ELS:2002 website at <https://surveys.nces.ed.gov/els> or call toll-free 1-800-334-8571 ext. 27791 and leave this information in a voice-mail message.

First Parent's Contact Information:	Corrections and Additions:
Name: <Fill_name>	
Relationship: <Fill_relation>	
Address: <Fill_addr1>	
<Fill_addr2>	
City/Town: <Fill_city>	
State: <Fill_state>	
Zip: <Fill_zip>	
Telephone: <Fill_phone>	
E-mail: <Fill_e-mail>	
<input type="checkbox"/> All of the printed contact information above is correct and complete.	

Second Parent's Contact Information:	Corrections and Additions:
Name: <Fill_name>	
Relationship: <Fill_relation>	
<input type="checkbox"/> All of the contact information below is the same as the first parent.	
Address: <Fill_addr1>	
<Fill_addr2>	
City/Town: <Fill_city>	
State: <Fill_state>	
Zip: <Fill_zip>	
Telephone: <Fill_phone>	
E-mail: <Fill_e-mail>	
<input type="checkbox"/> All of the printed contact information above is correct and complete.	

Thank you for updating this information!

Contact Information Update Form—Parent**Education Longitudinal Study of 2002
Participant Contact Information Update****Instructions:**

Please update the contact information printed below for your ELS:2002 participant, as well as the parent contact information on the ***other side*** (page 2) of this form.

1. If all of the contact information printed below is correct and complete, please check the box to indicate all of this information is correct and complete.
2. If any of the contact information printed below is not correct or complete:
 - Cross out any incorrect information printed below.
 - Write in the correct information in the spaces to the right of the incorrect information.
 - Use the spaces to the right to add any missing or incomplete information.

Please return this sheet in the envelope provided. If you prefer, you can update your contact information via the ELS:2002 website at <https://surveys.nces.ed.gov/els> or call toll-free 1-800-334-8571 ext. 27791 and leave this information in a voice-mail message.

Participant Contact Information:	Corrections and Additions:
Name: <Fill_name>	
Address: <Fill_addr1>	
<Fill_addr2>	
City/Town: <Fill_city>	
State: <Fill_state>	
Zip: <Fill_zip>	
Home phone: <Fill_phoneh>	
Work phone: <Fill_phonew>	
Cell phone: <Fill_phonec>	
E-mail: <Fill_e-mail1>	
Alt. E-mail: <Fill_e-mail2>	
<input type="checkbox"/> All of the printed contact information above is correct and complete.	

Please see other side for parent contact information.

Education Longitudinal Study of 2002

Parent Contact Information Update

Instructions:

Please update the contact information for you and the other parent printed below.

1. If all of the contact information printed below is correct and complete, please check the box at the end of each section to indicate all information is correct and complete.
2. If the address, telephone, and e-mail information is the same for both parents, please check the box in the middle of the second section to indicate the information is the same as the first parent.
3. If any of the printed contact information below is not correct or complete:
 - Cross out any incorrect information printed below.
 - Write in the correct information in the space to the right of the incorrect information.
 - Use the spaces to the right to add any missing or incomplete information.

Please return this sheet in the envelope provided. If you prefer, you can update your contact information via the ELS:2002 website at <https://surveys.nces.ed.gov/els> or call toll-free 1-800-334-8571 ext. 27791 and leave this information in a voice-mail message.

First Parent's Contact Information:	Corrections and Additions:
Name: <Fill_name>	
Relationship: <Fill_relation>	
Address: <Fill_addr1>	
<Fill_addr2>	
City/Town: <Fill_city>	
Telephone: <Fill_phone>	
State: <Fill_state>	
Zip: <Fill_zip>	
E-mail: <Fill_e-mail>	
<input type="checkbox"/> All of the printed contact information above is correct and complete.	

Second Parent's Contact Information:	Corrections and Additions:
Name: <Fill_name>	
Relationship: <Fill_relation>	
<input type="checkbox"/> All of the contact information below is the same as the first parent.	
Address: <Fill_addr1>	
<Fill_addr2>	
City/Town: <Fill_city>	
State: <Fill_state>	
Zip: <Fill_zip>	
Telephone: <Fill_phone>	
E-mail: <Fill_e-mail>	
<input type="checkbox"/> All of the printed contact information above is correct and complete.	

Thank you for updating this information!

Contact Information Update—Website Content

Entry web page (<https://surveys.nces.ed.gov/els/>):

Home

OMB Clearance No.: 1850-0652

Expiration Date: <date>

[Burden Statement](#)

Welcome to the Education Longitudinal Study of 2002 (ELS:2002) website! We greatly appreciate your continued participation in this important United States Department of Education study. As you may recall, we contacted you for the third round of data collection for the study about this time four years ago.

If your contact information has changed, please take a moment to update it by clicking on the option "Update Your Contact Information" on the left side of this page or by calling <tollfreenum> (toll-free) and leaving this information in a voice-mail message.

If you need assistance, send an e-mail to els@rti.org or call the Help Desk number at <tollfreenum> (toll free).

If you would like to learn more about the ELS:2002 study, we invite you to visit the other pages of this website.

Content under the Burden Statement link:

Burden Statement

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0652. The time required to complete this information collection is estimated to average under 5 minutes per response. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the collection, please write: U.S. Department of Education, Washington D.C. 20202-4537. If you have comments or concerns regarding the status of your individual interview, write directly to: Education Longitudinal Study (ELS), National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Washington, D.C. 20006-5652.

National Center for Education Statistics, Institute of Education Sciences
U.S. Department of Education
1990 K Street, NW, Washington, DC 20006 USA

Data Elements for Contact Information Update

Your Current Contact Information:
Name:
Address:
City/Town:
State:
Zip:
Home phone:
Work phone:
Cell phone:
E-mail:
Alt. E-mail:

Would you like us to send a text message on the cell phone you provide when data collection is about to begin? (Please note: standard text messaging rates apply.) Yes ☐ No ☐

If yes, please give us the name of your cell phone service provider (e.g., AT&T, Verizon, Sprint, etc.) to ensure the message is sent to the correct carrier. Cell phone service provider: _____

<u>First</u> Parent's Contact Information:
Name:
Relationship:
Address:
City/Town:
State:
Zip:
Telephone:
E-mail:

<u>Second</u> Parent's Contact Information:
Name:
Relationship:
Address:
City/Town:
State:
Zip:
Telephone:
E-mail:

Text for the Brochure

QUESTIONS AND ANSWERS

EDUCATION LONGITUDINAL STUDY OF 2002
THIRD FOLLOW-UP

The U.S. Department of Education's National Center for Education Statistics (NCES) is conducting this national longitudinal research study of young adults who were enrolled in the 10th grade in the spring of 2001 or in the 12th grade in the spring of 2003. The Education Longitudinal Study of 2002 (ELS:2002) looks at young adults' plans and activities beyond high school, including work experiences and further schooling.

The third follow-up phase field test of the study is taking place in 2011, 10 years after the original survey in spring of 2001. This phase of ELS:2002 offers participants either a Web or a telephone interview. The Web survey will be available to participants starting in July 2011 at: <https://surveys.nces.ed.gov/els/>. Plans for the study also include collecting student transcripts, financial aid history, and associated information from institutions attended after high school and sources such as student loan databases and testing service agencies.

Q. Why is the study being conducted?

- A.** The goal of ELS:2002 is to better understand young adults' experiences going from high school to further schooling or into the workforce as well as experiences over time in academic or employment pursuits. Because ELS:2002 follows the same individuals over time, it will provide a data base that will help researchers and educators examine a number of important issues such as:
- What types of postsecondary degrees, certificates, and/or licenses are attained by which young adults?
 - What types of jobs do young adults hold? Do these jobs allow them to achieve economic stability and self-sufficiency?
 - Are young people getting the skills and capacities needed to make a smooth transition to adulthood?
 - What are their earnings, and assets and/or debts?
 - Which young adults enter into marriage and start families?
 - In what ways are young adults involved in community service and volunteer activities?

Researchers and educators can also use new data collected in conjunction with past data to examine questions such as:

- What are the monetary and non-monetary gains to young adults from their investment in further education?
- For those young adults who drop out of high school at some point, what factors are related to whether they return to complete high school or obtain an equivalency certificate?

Q. How was I selected for the study?

- A.** You and other young adults in the study were selected from an enrollment list at the school where they attended 10th grade in 2001 or 12th grade in 2003.

Q. I did not participate in the last round of ELS:2002 in 2005. Why am I being contacted again now?

- A.** We realize that some individuals who were selected for the study were not able to participate in prior rounds. Even though you did not participate in 2005, we would still like to have you take part in this round to give us a complete picture of the nation's young adults as they enter or continue in the work force, go on to further schooling, and participate in the community.

Q. How long will the interview take?

- A.** About 35 minutes, depending on your recent experiences and how much you have to say about them.

Q. How do I complete the interview on the Web?

- A.** Once the interview is available starting in July 2011, you can access it by logging on to the ELS:2002 website at <https://surveys.nces.ed.gov/els/>, where you will see an option on the left side of the screen "Login to the Interview." Click on this option and enter your Study ID and password that are provided on the letter you received. Please be sure to enter your password exactly as it appears on the letter.

Q. How will the information I provide on the Web remain private?

- A. All information entered through the ELS:2002 website requires users to log in with the matching study ID and unique password assigned to each person. The information you provide will be secured behind firewalls and will be encrypted during Internet transmission using Secure Sockets Layer (SSL) protocol to ensure the privacy of your answers.

Q. Do I have to complete the interview on the Web?

- A. No. The Web survey is offered to make participation easier for those individuals who have Internet access and would prefer to complete the interview on their own. If you would like to complete the interview by phone, you can call *toll-free* <tollfreenumber>.

Q. Do I have to participate?

- A. Participation in ELS:2002 is entirely voluntary, but the participation of every person in the sample is important to ensure the completeness and accuracy of results. Obtaining valid results depends upon a high response rate.

Q. Will my responses be kept confidential?

- A. Yes. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183].

Q. Who is collecting the data?

- A. Research Triangle Institute (RTI), a university-affiliated non-profit research organization in North Carolina, is conducting the study for NCES.

Q. When will the data for the study be collected?

- A. We will collect interview data from July 2011 through December 2011.

Q. Whom may I contact for further information about ELS?

- A. For more information, you may contact Tiffany Mattox at Research Triangle Institute toll-free at <tollfreenumber> or send an e-mail message to els@rti.org.

You can also simply visit the ELS website at: <https://surveys.nces.ed.gov/els/> for additional information or to complete an interview once data collection begins.

Sample Member Lead Letter

<date>

<stu_name >

<stu_addr1>

<stu_addr2>

<stu_city> <stu_state> <stu_zip>

Dear <stu_name>:

Thank you for your ongoing participation in the Education Longitudinal Study of 2002 (ELS:2002). Your participation, and the participation of other young adults like you, has made ELS:2002 a great success so far and has provided valuable data about young peoples' experiences in and out of school. As you may recall, ELS:2002 follows the same set of over 15,000 young adults as they go from high school onto further schooling or into the workforce.

We are now asking you and all other young adults who participated in prior rounds of the study to complete another interview about work experiences, further schooling, and other activities since we last talked to you. The interview will take about 35 minutes to complete. Starting in July, 2011 you will be able to complete the interview through the ELS:2002 website. **We will provide <Incentive> to you as a token of our appreciation if you complete the interview by <Date>.**

To complete the interview through the ELS:2002 website:

1. Go to <https://surveys.nces.ed.gov/els>
2. On the left side of the page, click on "Login to the Interview"
3. At the login and password prompts, enter your study ID and password from the lower right corner of this letter
4. Click "Login" or press "Enter" to begin the interview

The enclosed brochure answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of your responses. ELS:2002 is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). NCES is required to follow strict procedures to protect the confidentiality of persons in the collection, reporting, and publication of data. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183]. Data will be combined to produce statistical reports for Congress and nationwide distribution.

Research Triangle Institute (RTI) of North Carolina is conducting this study for the U.S. Department of Education. If you have any questions about ELS:2002 or your participation in the study, please call Tiffany Mattox at RTI using the toll-free number <toll-free number>. You can also send an e-mail message to els@rti.org. If you have any questions about your rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

Your participation in ELS:2002 is voluntary. There is no penalty if you decide not to participate. However, your participation is very important because you represent many other young adults who were not selected to take part. You may skip any question you do not want to answer. There are no risks to you from taking part in the study. Results of this study may help all young adults in the future.

Appendix B. Data Collection Materials (Brochure, Lead Letters)

We greatly appreciate your continued participation in this important research!

Sincerely,

A handwritten signature in black ink that reads "Jeffrey Owings". The signature is fluid and cursive, with the first name "Jeffrey" and last name "Owings" clearly distinguishable.

Jeffrey Owings, Ph.D.

Associate Commissioner, Elementary/Secondary & Libraries Studies
National Center for Education Statistics

Go to <https://surveys.nces.ed.gov/els>

Your study ID: <caseid>

Your password: <password>

How to Complete the ELS:2002 Interview

To complete the Web self-interview:

1. Go to: <https://surveys.nces.ed.gov/els>
2. Click on “Login to the Interview” on the left side of the page
3. At the Study ID and Password prompts, enter your information from the box in the lower right corner of the enclosed letter
4. Click “Login” or press “Enter” to begin the interview

To avoid problems logging in to the interview, please make sure you enter your password exactly as it appears on the enclosed letter. If you are using a pop-up blocker you will need to temporarily disable it to access the survey. Also, make sure that the “CAPS lock” key on your computer is not pressed. If you need assistance in completing the Web interview or if you would like to complete the interview over the phone, please call our Help Desk toll-free at <tollfreenumber> for assistance.

You may complete the ELS:2002 interview on the website at any time during the current data collection period. Soon, we will also begin calling study participants to see if they would like to complete the interview over the phone.

For more information about ELS:2002 visit our website at:

<https://surveys.nces.ed.gov/els>

NOTE: The study has been approved by the Office of Management and Budget (OMB). According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number of this information collection is 1850-0652 and it is completely voluntary. The time required to complete this information collection is estimated to average around 35 minutes per response. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the interview, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual interview, write directly to: Education Longitudinal Study (ELS), National Center for Education Statistics, 1990 K Street NW, Washington, DC 20006.

Appendix B. Data Collection Materials (Brochure, Lead Letters)

Parent Lead Letter

<date>

<par_panel>

<par1_name>

<par1_addr1>

<par1_addr2>

<par1_city> <par1_state> <par1_zip>

Dear ELS:2002 Parent:

Thank you for your ongoing support of the Education Longitudinal Study of 2002 (ELS:2002). As you may recall, ELS:2002 is sponsored by the National Center for Education Statistics (NCES) of the U.S. Department of Education. The participation of your young adult has helped to make ELS:2002 a great success so far and has provided valuable data about young adults' experiences in and out of school.

We are now asking your young adult and all other young adults who have participated in prior rounds of ELS:2002 to complete another interview about work experiences, further schooling, and other activities since we last talked with them. The interview will take about 35 minutes to complete. Starting in July, 2011, your young adult will be able to complete the interview through the ELS:2002 website. He or she has been sent a letter with instructions on how to login to the interview. **We will provide him/her <Incentive> as a token of our appreciation if he/she completes the interview by <Date>.** If he/she has not received the letter, we ask that you please pass the study website <https://surveys.nces.ed.gov/els> and toll-free number <tollfreenumber> on to him/her.

The enclosed brochure answers many common questions about the study and contains additional information on laws and procedures that protect the confidentiality of participants' responses. ELS:2002 is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). NCES is required to follow strict procedures to protect the confidentiality of persons in the collection, reporting, and publication of data. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183]. Data will be combined to produce statistical reports for Congress and nationwide distribution.

Research Triangle Institute (RTI) of North Carolina is conducting ELS:2002 for the U.S. Department of Education. If you have any questions about the study or your young adult's participation in the study, please call Tiffany Mattox at RTI using the toll-free number <tollfreenumber>. You can also send an e-mail message to els@rti.org. If you or your young adult has any questions about their rights as a study participant, you can call RTI's Office of Research Protection toll-free at 1-866-214-2043.

Your young adult's participation in ELS:2002 is voluntary. There is no penalty if your young adult decides not to participate. However, your young adult's participation is very important because they represent many other young adults who were not selected to take part. Your young adult may skip any question they do not want to answer. There are no risks or direct benefits to your young adult from taking part in the study. Results of ELS:2002 may help all young adults in the future.

We greatly appreciate your continued support of this important research!

Sincerely,



Jeffrey Owings, Ph.D.

Associate Commissioner, Elementary/Secondary & Libraries Studies
National Center for Education Statistics

Reminder Letter

<date>

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

I am writing to ask that you take a few moments to complete your interview for the Third Follow-up of the Education Longitudinal Study of 2002 (ELS:2002), sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). It takes, on average, only 35 minutes, and with your participation, you will be helping researchers and policymakers better understand the experiences of young adults during and after high school including plans for the future, work experiences, and further schooling. **You will receive a \$«IncAmt» check as a token of our appreciation** for the time you take to complete the interview.

You can complete the interview on our secure website, <https://surveys.nces.ed.gov/els/>, using your unique Study ID number and password provided below:

Study ID number = [CASEID]
Password = [PASSWORD]x

The password is case sensitive, so be sure to enter it exactly as it appears above. If you are using a pop-up blocker, you will need to temporarily disable it to access the interview before logging in to complete the interview.

Alternatively, you may complete the interview with one of our professional telephone interviewers by calling us at <tollfreenumber> (toll-free).

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183]. You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. If you have any questions or concerns about the study or your interview, please do not hesitate to contact me toll-free at <tollfreenumber> (e-mail: djp@rti.org), or the NCES Project Officer, Elise Christopher, at 1-202-502-7899 (e-mail: Elise.Christopher@ed.gov).

Thank you for helping to make ELS:2002 a success!

Sincerely,

Dan Pratt
Project Director
RTI International

Appendix B. Data Collection Materials (Brochure, Lead Letters)

Refusal/Hard to Reach Letter

<date>

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

On behalf of the U.S. Department of Education, I am writing to ask for your participation in the Third Follow-up of the Education Longitudinal Study of 2002 (ELS:2002). It is vitally important we obtain updated information on all sample members each time that data are collected for the data to be accurate and remain nationally representative of all high school sophomores and seniors in the original study sample. Also, your response to our survey is extremely valuable because you will be acting on behalf of all those young adults like you who were not chosen to participate. The interview itself covers topics such as your experience in the workforce, earnings and expenses, and family life.

On average, the interview takes about 35 minutes to complete. **You will receive a \$«IncAmt» check as a token of our appreciation** for the time you take to complete the interview.

Please call us toll-free at <tollfreenumber> to complete a telephone interview. If you wish to complete the interview yourself over our secure website, log on to <https://surveys.nces.ed.gov/els/>.

You will need the Study ID and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

Study ID = «caseid»

Password = «password»

Be assured that all of your answers will be kept confidential and will be protected to the fullest extent allowable under law.

You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. If you have any questions or concerns about the study or your interview, please do not hesitate to contact me toll-free at <tollfreenumber> (e-mail: djp@rti.org), or the NCES Project Officer, Elise Christopher, at 1-202-502-7899 (e-mail: Elise.Christopher@ed.gov).

Thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,

Dan Pratt
Project Director
RTI International

Elise Christopher
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosure

Final Contact Letter

<date>

«fname» «mname» «lname» «suffix»
«addr1»
«addr2»
«city», «state» «zip» «zip4»

Study ID: «caseid»
«panelinfo»

Dear «fname» «lname»:

You may be wondering why we have been trying to contact you in recent weeks. We would like you to complete a follow-up interview for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. The Education Longitudinal Study (ELS:2002) collects information the experiences of young adults during and after high school including work experiences, college experiences, and family life. It is vitally important we obtain updated information on all sample members each time that data are collected for the data to be accurate and remain nationally representative of all high school sophomores and seniors in the original study sample. Also, your response to our survey is extremely valuable because you will be acting on behalf of all those young adults like you who were not chosen to participate.

Our final date of data collection is «date». If you complete the interview by then, **you will receive a \$«IncAmt» as a token of our appreciation.** The interview takes approximately 35 minutes to complete.

To complete the interview by telephone with a professional interviewer, call the **Help Desk toll-free at <tollfreenum>**. If you wish to complete the interview yourself on the Web, simply log on to our secure website at <https://surveys.nces.ed.gov/els/> using the Study ID and password provided below. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

Study ID = «caseid»

Password = «password»

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183]. You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. If you have any questions or concerns about the study itself, please contact the Project Director, Dan Pratt, toll-free, at <phonenumber> (e-mail: djp@rti.org) or contact me at 202-502-7899 (e-mail: Elise.Christopher@ed.gov).

Thank you in advance for your participation in this important study. Your cooperation is greatly appreciated and needed to make this study a success.

Sincerely,

Elise Christopher
NCES Project Officer
National Center for Education Statistics
U.S. Department of Education

Enclosure

Appendix B. Data Collection Materials (Brochure, Lead Letters)

Letter Was Requested by Sample Member

<date>

«fname» «mname» «lname» «suffix»

«caseid» (Study ID number)

«addr1»

«panelinfo» (Address ID)

«addr2»

«city», «state» «zip» «zip4»

Dear «fname» «lname»:

Per your request, we are providing you with more information on the Third Follow-up of the Education Longitudinal Study of 2002 that is now being conducted. Data from this important study will help researchers better understand the experiences of young adults during and after high school including plans for the future, work experiences, and further schooling. Enclosed you will find a brochure with a brief description of ELS:2002.

To make the interview process as easy as possible for you, you may either complete the interview on the Web or over the telephone with one of our professionally trained interviewers. The interview takes about 35 minutes. [If early response period: If you complete the interview by <date>, otherwise: Once you complete the interview], you will **receive a \$«IncAmt» check as a token of our appreciation.**

Please call us toll-free at <tollfreenum> to complete a telephone interview, or if you wish to complete the interview yourself on our secure website, log on to <https://surveys.nces.ed.gov/els/>. You will need the study ID number and password provided below to access the web interview. *The password is case sensitive; you will need to enter it exactly as it appears here.*

Study ID number = «caseid»

Password = «password»n

Please be assured that your answers will be kept confidential and protected to the fullest extent allowable under law.

You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. Do not hesitate to contact me directly at <phone number> (toll-free), or by e-mail at djp@rti.org, so I can provide any additional information about the study or your interview.

Thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,

Dan Pratt
Project Director
RTI International

Enclosures

Incentive/Thank You Letter

<Date>

Dear ELS:2002 Study Participant:

As a token of our appreciation of your assistance with the Education Longitudinal Study of 2002 (ELS:2002), enclosed is a check for you. Your participation, and the participation of other young adults like you, has made ELS:2002 a great success and has provided valuable data about young peoples' experiences in and out of school.

Thank you for your assistance!

Sincerely,

Dan Pratt
Project Director
RTI International


Thank You/Reminder Postcard (Folded and Sealed)

<p style="text-align: center;">National Center for Education Statistics</p> <p><NCES logo> PO Box 12194 Research Triangle Park, NC 27709-2194 RTI Project #<project number></p> <p>ADDRESS SERVICE REQUESTED</p> <p style="text-align: center;">«fname» «mname» «lname» «suffix» «addr1» «addr2» «city», «state» «zip» «zip4»</p> <p>12345678/</p>
--

<p style="text-align: center;"><i><ELS logo></i></p> <p style="text-align: center;"><i>Education Longitudinal Study of 2002</i></p> <p>Recently, we sent you information on how to complete the interview for the Third Follow-up of the Education Longitudinal Study of 2002 (ELS:2002). RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. If you have already completed the interview, we would like to thank you. Your assistance is very much appreciated.</p> <p>If you have not yet completed your interview, we would like to remind you that if you complete the interview by «date», you will receive \$«IncAmt» as a token of our appreciation. To complete a web interview over our secure website, log on to https://surveys.nces.ed.gov/els/.</p> <p>If you have any questions or problems completing your web interview or would like to complete the interview over the telephone with a professionally trained interviewer, please contact the Help Desk at <tollfreenum>.</p> <p style="text-align: center;"><i>Thank you.</i></p>
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Last Contact Postcard (Folded and Sealed)

Education Longitudinal Study of 2002 Third Follow-up



**«fname»
the ELS survey is coming to
an end.
Please help us make this
study a success.**

**Please visit our website at <https://surveys.nces.ed.gov/els/> to
learn more about the study and its importance.**

The survey only takes about «int_time» to complete.

**When you complete the survey, we will give you \$«inc_amt» to thank you for
your participation.**


Please log on to our secure website at <https://surveys.nces.ed.gov/els/>

Study ID: «caseid»


Password: «password»4

**Or you can call <tollfreenumber> to complete
the survey by telephone.**

THANK YOU.



The Education Longitudinal Study of 2002 (ELS) is a survey about the education and employment experiences of young adults during and after high school. RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. For questions regarding the survey, please call the Help Desk at <tollfreenumber>, or you can e-mail us at els@rti.org.



National Center for Education Statistics

<NCES logo>

PO Box 12194

Research Triangle Park, NC 27709-2194

RTI Project #<project number>

ADDRESS SERVICE REQUESTED

«fname» «mname» «lname» «suffix»

«addr1»

«addr2»

«city», «state» «zip» «zip4»

12345678/

What have you been doing since high school?

An important study wants to know.



www.ed.gov

ies.ed.gov

E-mail 1: Your Interview

Dear [FIRSTNAME],

I would like to encourage you to complete your interview for the Third Follow-up of the Education Longitudinal Study (ELS:2002). ELS:2002 is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. Its main purpose is to help researchers better understand the experiences of young adults during and after high school including plans for the future, work experiences, and further schooling.

If you complete your ELS:2002 interview by [WEB_INC_DATE], you will receive a \$[INCAMT] check as a token of our appreciation.

To access the interview online or to obtain more information, please visit our secure website at <https://surveys.nces.ed.gov/els/>. To log in to the interview, use the Study ID and password listed below. The password is case sensitive; please enter it exactly as it appears here.

Study ID = [CASEID]
Password = [PASSWORD]a

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183].

If you encounter problems completing your interview online, simply call the Help Desk at <tollfreenum>. If you have any questions or concerns about the study, please contact me toll-free at <phonenumber> (e-mail: djp@rti.org), or the NCES Project Officer, Elise Christopher, at 1-202-502-7899 (e-mail: Elise.Christopher@ed.gov).

Thank you in advance for helping to make ELS:2002 a success.

Sincerely,

Dan Pratt
ELS:2002 Project Director

Appendix B. Data Collection Materials (Brochure, Lead Letters)

E-mail 2: Don't Forget Interview

Dear [FIRSTNAME],

We would like to remind you that the early response period for the Third Follow-up of the Education Longitudinal Study of 2002 (ELS:2002) is drawing to a close. I hope that you will participate in the study soon.

If you complete your interview by [WEB_INC_DATE], you will receive a **\$[INCAMT]** check as a token of our appreciation.

To access the online interview, go to <https://surveys.nces.ed.gov/els/>, and log in using the Study ID and password listed below. The password is case sensitive; please enter it exactly as it appears here.

Study ID = [CASEID]
Password = [PASSWORD]b

If you need help accessing the online interview, or if you prefer to complete the interview by telephone, please call our Help Desk toll-free at <tollfreenumber>.

RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. If you have any questions or concerns about the study, please contact me toll-free at <phonenumber> (e-mail: djp@rti.org), or the NCES Project Officer, Elise Christopher, at 1-202-502-7899 (e-mail: Elise.Christopher@ed.gov).

Thank you in advance for your participation in this very important study.

Sincerely,

Dan Pratt
ELS:2002 Project Director

E-mail 3: We Need Your Participation

Dear [FIRSTNAME] [LASTNAME],

I am writing to ask that you take a few moments to complete your interview for the Third Follow-up of the Education Longitudinal Study (ELS:2002), sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES). It takes, on average, only 35 minutes, and with your participation, you will be helping researchers and policymakers better understand the experiences of young adults during and after high school including plans for the future, work experiences, and further schooling.

You can complete the interview on our secure website, <https://surveys.nces.ed.gov/els/>, using your unique Study ID number and password provided below:

Study ID number = [CASEID]

Password = [PASSWORD]k

The password is case sensitive, so be sure to enter it exactly as it appears above. If you are using a pop-up blocker, you will need to temporarily disable it to access the interview before logging in to complete the interview.

Alternatively, you may complete the interview with one of our professional telephone interviewers by calling us at <tollfreenumber> (toll-free).

Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183]. You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. If you have questions or problems completing your interview, simply call the Help Desk at <tollfreenumber> or reply to this e-mail.

Thank you for helping to make ELS:2002 a success!

Sincerely,

Dan Pratt
ELS:2002 Project Director

Appendix B. Data Collection Materials (Brochure, Lead Letters)

E-mail 4: Data Collection Continues

Dear [FIRSTNAME] [LASTNAME],

This summer, you may have received information about the U.S. Department of Education's Third Follow-up of the Education Longitudinal Study (ELS:2002). We would like to inform you that data collection is continuing for ELS:2002, and your participation is critical to the study's success.

To access the online interview or to learn more about the study, please visit our secure website at <https://surveys.nces.ed.gov/els/>. To log in to the online interview, use the study ID and password provided below.

The password is case sensitive; please enter it exactly as it appears here.

Study ID = [CASEID]

Password = [PASSWORD]

If you have questions or problems completing your interview online, or if you prefer to complete the interview over the telephone, please call the Help Desk at <tollfreenumbers>.

Your participation is voluntary. To ensure confidentiality, your responses will be secured behind firewalls and will be encrypted during internet transmission. Federal law requires that we protect your privacy. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183].

RTI International is conducting this study for the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute of Education Sciences. If you have any questions or concerns about the study, please contact me toll-free at <phonenumber> (e-mail: djp@rti.org), or the NCES Project Officer, Elise Christopher, at 1-202-502-7899 (e-mail: Elise.Christopher@ed.gov).

Thank you in advance for your participation in this very important study.

Sincerely,

Dan Pratt
ELS:2002 Project Director

E-mail 5: Don't Delay

Dear [FIRSTNAME],

Young adults face many challenging decisions about further education, beginning a career, and starting a family. The main purpose of the Education Longitudinal Study of 2002 (ELS:2002) is to help researchers better understand the experiences of young adults during and after high school including plans for the future, work experiences, and further schooling. It is vitally important we obtain updated information on all sample members each time that data are collected for the data to be accurate and remain nationally representative of all high school sophomores and seniors in the original study sample. Also, your response to our survey is extremely valuable because you will be acting on behalf of all those young adults like you who were not chosen to participate.

After you complete the ELS:2002 Third Follow-up interview, we will send a \$[INCAMT] check as a token of our appreciation. The interview will take, on average, approximately 35 minutes to complete. You can access the interview by logging on to our secure website at <https://surveys.nces.ed.gov/els/> using the study ID number and password provided below. The password is case sensitive; you will need to enter it exactly as it appears here.

Study ID = [CASEID]

Password = [PASSWORD]2

We are required by federal law to protect your privacy. All information you provide, including your interview responses and contact information, is completely confidential and can be used only for research purposes (Public Law 107-279).

You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. If you have questions, problems completing your interview online, or would prefer to complete the interview over the telephone, simply call the help desk toll-free at <tollfreenumber>.

Thank you in advance for participating in the ELS:2002 Third Follow-up.

Dan Pratt
ELS:2002 Project Director

E-mail 6: Your Participation is Important

Dear [FIRSTNAME],

You may be wondering why we keep contacting you about the Third Follow-up of the Education Longitudinal Study (ELS:2002) and why your participation is so important. It is vitally important we obtain updated information on all sample members each time that data are collected for the data to be accurate and remain nationally representative of all high school sophomores and seniors in the original study sample. Also, your response to our survey is extremely valuable because you will be acting on behalf of all those young adults like you who were not chosen to participate.

The interview will take, on average, only 35 minutes of your time, and when completed, **we will send you a \$[INCAMT] check as a token of our appreciation.**

Please access the interview by logging on to our secure website at <https://surveys.nces.ed.gov/els/> using the Study ID number and password provided below. The password is case sensitive; you will need to enter it exactly as it appears here.

Study ID = [CASEID]

Password = [PASSWORD]q

All information that you provide, including your interview responses and all contact information, is completely confidential and can be used only for research purposes. Federal laws require that we protect your privacy.

You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. If you have questions, problems completing your interview online, or prefer to complete the interview over the telephone, simply call the Help Desk toll-free at <tollfreenum>.

Thank you in advance for making the ELS:2002 Third Follow-up a success.

Dan Pratt
ELS:2002 Project Director

E-mail Was Requested by Sample Member

Dear <FNAME>,

Per your request, we are providing you with more information on the Third Follow-up of the Education Longitudinal Study of 2002 that is now being conducted. Data from this important study will help researchers better understand the experiences of young adults during and after high school including plans for the future, work experiences, and further schooling.

To make the interview process as easy as possible for you, you may either complete the interview on the Web or over the telephone with one of our professionally trained interviewers. [If early response period: If you complete the interview by <date>, otherwise: Once you complete the interview], you will **receive a \$<INCAMT> check as a token of our appreciation.**

Please call us toll-free at <tollfreenumber> to complete a telephone interview, or if you wish to complete the interview yourself on our secure website, log on to <https://surveys.nces.ed.gov/els/>. You will need the study ID number and password provided below to access the web interview. ***The password is case sensitive; you will need to enter it exactly as it appears here.***

Study ID number = <CASEID>

Password = <PASSWORD>c

Please be assured that your answers will be kept confidential and protected to the fullest extent allowable under law.

You can learn more about the study by visiting our website at <https://surveys.nces.ed.gov/els/>. Also, do not hesitate to contact me directly at <phonenumber> (toll-free), or by e-mail at djp@rti.org, so I can provide any additional information about the study or your interview.

Thank you in advance for your participation in this important study. Your cooperation is greatly appreciated.

Sincerely,

Dan Pratt
ELS:2002 Project Director

Appendix B. Data Collection Materials (Brochure, Lead Letters)

E-mail from Elise Christopher



Dear [FIRSTNAME],

By now I'm sure that you've heard from us many times, but I am writing you as a last effort requesting your participation in the U.S. Department of Education's Education Longitudinal Study of 2002 Third Follow-up. It is vitally important we obtain updated information on all sample members each time that data are collected for the data to be accurate and remain nationally representative of all high school sophomores and seniors in the original study sample. Also, your response to our survey is extremely valuable because you will be acting on behalf of all those young adults like you who were not chosen to participate.

The important details are as follows:

- 35 min. (approx.) survey on topics such as work experiences, college experiences, and starting a family.
- Deadline to complete is 11:59 PM on <date>.
- **\$(INCAMT)** check in the mail if you complete the survey.
- Survey website: <https://surveys.nces.ed.gov/els/> (secure).
- Your Study ID is [CASEID]
- Your password is [PASSWORD] (case-specific).
- Alternatively, you can complete the survey over the phone: <tollfreenumber>.

For more information on the study, please visit our information site at <https://surveys.nces.ed.gov/els/about.aspx>; the study website at <https://surveys.nces.ed.gov/els/>; or contact me directly (details below).

Thank you for your assistance. I look forward to receiving your completed survey.

Sincerely,

Elise Christopher
Project Officer
National Center for Education Statistics (NCES)
Tel: (202) 502-7899
E-mail: Elise.Christopher@ed.gov
Address: 1990 K Street NW
Washington, DC 20006

Informed Consent Text for All Survey Modes

Recently, we sent you material about a study that you have participated in for the U.S. Department of Education about experiences of students during and after high school. The material explains that your participation in the current interview is critical to the study's success and as a token of our appreciation you will receive a <incentive amount> check once you complete the survey. Have you had a chance to read the material?

If sample member received the cover letter and brochure:

“As mentioned in the letter, you previously participated in ELS:2002 with other students across the country who were selected from 10th-grade classes in 2001 or 12th-grade classes in 2003. This survey is part of an education research study sponsored by the U.S. Department of Education. The purpose of ELS:2002 is to provide information that will be used to improve the quality of education in America. The interview will ask questions about your further schooling and work experiences. On average, it takes about 35 minutes to complete, depending on your responses.

Participation is voluntary. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183]. You may withdraw from the study at any point. However, your answers are very important because they represent many others who were not selected to take part. You may skip any question that you don't want to answer. {IF CATI: May we begin the interview now?}”

(If you have any questions about ELS or your participation in the survey, please call Tiffany Mattox at RTI, toll-free, at <toll free number>. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection, toll-free, at 1-866-214-2043).”

If sample member did not receive the cover letter and brochure:

“We are pleased to inform you that you have been selected to participate in the next phase of the Education Longitudinal Study of 2002 (ELS:2002), a research study sponsored by the U.S. Department of Education. The purpose of ELS:2002 is to provide information that will be used to improve the quality of education in America. About 16,000 young adults across the nation are part of this study. We thank you for taking part in a prior round of ELS:2002.

Appendix B. Data Collection Materials (Brochure, Lead Letters)

On average, the interview takes 35 about minutes to complete, depending on your responses {IF CATI: and may be monitored or recorded for quality assurance purposes}. You will be asked questions about work experiences, further schooling, and other activities since we last talked to you. In addition to your survey responses, we plan to collect student transcripts, financial aid history, and associated information from institutions attended after high school and sources such as student loan databases and testing service agencies. Participation is voluntary. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183]. You may withdraw from the study at any point. However, your answers are very important because they represent many others who were not selected to take part. You may skip any question that you don't want to answer. {IF CATI: May we begin the interview now?}"

(If you have any questions about ELS or your participation in the survey, please call Tiffany Mattox at RTI, toll-free, at <toll free number>. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection, toll-free, at 1-866-214-2043)."

{IF WEB: To review the information that we sent on line, or to request that the materials be resent to you, click on the appropriate button below.

- ☐ Review information online
- ☐ Request that materials be resent

Please indicate your agreement to participate by clicking the appropriate button below.

- ☐ I agree to participate
- ☐ I decline to participate}

Appendix C

Draft Field Test Questionnaire

Screen: F3AINTRO

Wording: First we would like to ask you about your current activities and educational background.

Routing: go to F3ACTCURR.

~~~~~  
Screen: F3ACTCURR

Wording: Are you currently...

+++++

Item: F3ACTCURR1

Item wording: working for pay at one or more full-time jobs (35 hours/week or more)?

1=Yes

0=No

Item: F3ACTCURR2

Item wording: working for pay at one or more part-time jobs (less than 35 hours/week)?

1=Yes

0=No

Item: F3ACTCURR3

Item wording: serving in another work experience, such as an apprenticeship, training program, or internship?

1=Yes

0=No

Item: F3ACTCURR4

Item wording: taking courses at a two- or four-year college, including graduate or professional schools?

1=Yes

0=No

Item: F3ACTCURR5

Item wording: taking courses at a vocational, technical, or trade school?

1=Yes

0=No

Item: F3ACTCURR6

Item wording: keeping house full-time (homemaker)?

1=Yes

0=No

Item: F3ACTCURR7

Item wording: caring for dependent children or adults?

1=Yes

0=No

Item: F3ACTCURR8

Item wording: serving in the armed forces or military, whether active duty, reserves, or National Guard?

1=Yes

0=No

Routing: if respondent provides no answer for any item on this form then go to F3ACTJUNE; else go to F3ACTSAME.

~~~~~  
Screen: F3ACTSAME

Wording: Were your work and school activities during the last week in June 2011 the same as they are now?

+++++

Item: F3ACTSAME

1=Yes

0=No

Routing: if F3ACTSAME=yes and respondent is already known to have a high school credential, then go to F3EVERATT; else if F3ACTSAME=yes then go to F3HSCOMP; else go to F3ACTJUNE.

~~~~~  
Screen: F3ACTJUNE

Wording: During the last week in June 2011, were you...

+++++

Item: F3ACTJUNE1

Item wording: working for pay at one or more full-time jobs (35 hours/week or more)?

1=Yes

0=No

Item: F3ACTJUNE2

Item wording: working for pay at one or more part-time jobs (less than 35 hours/week)?

1=Yes

0=No

Item: F3ACTJUNE3

Item wording: serving in another work experience, such as an apprenticeship, training program, or internship?

1=Yes

0=No

Item: F3ACTJUNE4

Item wording: taking courses at a two- or four-year college, including graduate or professional schools?

1=Yes

0=No

Item: F3ACTJUNE5

Item wording: taking courses at a vocational, technical, or trade school?

1=Yes

0=No

Item: F3ACTJUNE6

Item wording: keeping house full-time (homemaker)?

1=Yes

0=No

Item: F3ACTJUNE7

Item wording: caring for dependent children or adults?

1=Yes

0=No

Item: F3ACTJUNE8

Item wording: serving in the armed forces or military, whether active duty, reserves, or National Guard?

1=Yes

0=No

Routing: if already known that respondent has a high school credential, then go to F3EVERATT; else go to F3HSCOMP.

---

Screen: F3HSCOMP

Wording: Have you received a high school diploma, certificate of attendance, or a GED or other equivalency certificate?

+++++

Item: F3HSCOMP

1=Yes

0=No

Routing: If F3HSCOMP=yes then go to F3HSCRED; else go to F2CURGED.

---

Screen: F3CURGED

Wording: Are you currently working towards a GED or equivalent?

+++++

Item: F3CURGED

1=Yes

0=No

Routing: Go to F3EVERATT.

~~~~~  
Screen: F3HSCRED

Wording: What type of high school diploma or certificate did you complete? Did you receive a...

+++++

Item: F3HSCRED

Item wording: diploma

1=diploma

2=certificate of attendance, or

3=GED or other equivalency certificate?

Routing: Go to F3HSDATE.

~~~~~  
Screen: F3HSDATE

Wording: In what month and year did you receive your [diploma/certificate of attendance/GED or other equivalency/high school credential]?

+++++

Item: S2HSDATEM

Item wording: Month:

Item: S2HSDATEY

Item wording: Year:

Routing: If high school credential type is GED then go to F3GEDPROG;  
else go to F3EVERATT.

~~~~~  
Screen: F3GEDPROG

Wording: How did you earn your GED or equivalency, or in other words, what program or school were you enrolled in, if any?

+++++

Item: F3GEDPROG

Item wording: No program, you just took the exam

1=No program, you just took the exam

2=Part of a job training program

3=Enrolled through adult education

4=Part of a child care program or early childhood program

5=Some other program

Routing: Go to F3GEDST.

~~~~~  
Screen: F3GEDST

Wording: From what state did you receive your GED or equivalency?

+++++

Item: F3GEDST

Routing: Go to F3GEDWHY.

Screen: F3GEDWHY

Wording: Why did you decide to complete your GED or equivalency? Was it...

+++++

Item: F3GEDWHY1

Item wording: to improve, advance, or keep up to date on your current job?

1=Yes

0=No

Item: F3GEDWHY2

Item wording: to train for a new job/career?

1=Yes

0=No

Item: F3GEDWHY3

Item wording: to improve basic reading, writing or math skills?

1=Yes

0=No

Item: F3GEDWHY4

Item wording: to meet requirements for additional study?

1=Yes

0=No

Item: F3GEDWHY5

Item wording: required or encouraged by your employer?

1=Yes

0=No

Item: F3GEDWHY6

Item wording: for personal, family or social reasons?

1=Yes

0=No

Routing: Go to F3EVERATT.

Screen: F3EVERATT

Wording: [Since leaving high school, have you attended any college, university, or vocational, technical or trade school for academic credit?]

-or-

[When we spoke with you in 2005, you indicated that after high school you had attended: PS school #1, PS school #2, etc.

Since that time, have you attended any other college, university, or vocational, technical or trade school for college credit?]

+++++

Item: F3EVERATT

1=Yes

0=No

Routing: If F3EVERATT=yes then go to F3PSNAME;  
else if there is more than one school pre-loaded from F2, then go to F3PSLAST;  
else if there is exactly one school pre-loaded from F2, then go to F3PSENDDATE;  
else if there are no schools pre-loaded from F2, then go to F3EDEXP.

~~~~~  
Screen: F3PSNAME

Wording: [Schools we know about so far are: PS school #1, PS school #2, etc.]

What [other] college, university, or vocational, technical or trade school have you attended since leaving high school?

+++++

Item: F3PSNAME

Item: F3PSIPED

Item: F3PSCITY

Item: F3PSSTATE

Item: F3PSLEVEL

Item wording: School level:

-9=Select one

1=Four-year school

2=Two-year school

3=Less-than two-year school

Item: F3PSCONTROL

1=Public

2=Private, not-for-profit

3=Private, for-profit

Routing: go to F3PSSTDATE.

~~~~~  
Screen: F3PSSTDATE

Wording: In what month and year did you first attend [F3PSNAMEx/this school]?

+++++

Item: F3PSSTDATTEM

Item wording: Month:

Item: F3PSSTDATTEY

Item wording: Year:

Routing: go to F3PSOTHER.

Screen: F3PSOTHER

Wording: Schools we know about so far are: PS school #1, PS school #2, etc.

Have you attended any other college, university, or vocational, technical or trade school for college credit?

+++++

Item: F3PSOTHER

1=Yes

0=No

Routing: If F3PSOTHER=yes then go back to F3PSNAME;  
else if respondent has attended more than one PS school then go to F3PSLAST;  
else go to F3PSENDDATE.

Screen: F3PSLAST

Wording: Which institution did you last attend?

+++++

Item: F3PSLAST

Routing: go to F3PSENDDATE

Screen: F3PSENDDATE

Pre-Logic: if F3ACTCURR4=1 or F3ACTCURR5=1 then skip to F3PSCRED;  
else go ahead and administer F3PSENDDATE.

Wording: In what month and year did you last attend [T\_PSLAST/college or technical school]?

+++++

Item: F3PSENDDATEM

Item wording: Month:

Item: F3PSENDDATEY

Item wording: Year:

Routing: go to F3PSCRED.

Screen: F3PSCRED

Wording: Have you earned a degree or certificate from [school name/the last institution you attended]?

+++++

Item: F3PSCRED

1=Yes

0=No

Routing: If F3PSCRED=yes then go to F3PSCREDTYPE;  
else go to F3OTHERCRED.

~~~~~  
Screen: F3PSCREDDTYPE

Wording: What type of degree or certificate did you receive from [school name/the last institution you attended]?

(Please select one option below; if you received more than one degree or certificate, we will ask you later about the other credentials you may have received.)

+++++

Item: F3PSCREDDTYPE

1=Certificate

2=Associate's Degree

3=Bachelor's Degree

4=Master's Degree

5=Ph.D. or equivalent (for example, ED.D. or D.P.H.)

6=Professional doctorate (for example, M.D., J.D., L.L.B., or D.D.S.)

Routing: Go to F3PSCREDDATE.

~~~~~  
Screen: F3PSCREDDATE

Wording: In what month and year did you receive your [F3PSCREDDTYPE/credential] from [school name/the last institution you attended]?

+++++

Item: F3PSCREDDATEM

Item wording: Month:

Item: F3PSCREDDATEY

Item wording: Year:

Routing: go to F3PSMAJOR.

~~~~~  
Screen: F3PSMAJOR

Wording: What was your primary major or program of study for your [F3PSCREDDTYPE/credential] from [school name/the last institution you attended]?

+++++

Item: F3PSMAST01

Item: F3PSMAJ01

Item: F3PSMSPE01

Item: F3PSMGEN01

Routing: If credential type is an Associate's degree or higher, then go to F3PS2NDMAJ; else go to F3OTHERCRED.

Screen: F3PS2NDMAJ

Wording: Did you have a secondary major or program of study for your
[F3PSCREDTYPE/credential] from [school name/the last institution you attended]?

+++++

Item: F3PS2NDMAJ

1=Yes

0=No

Routing: If F3PS2NDMAJ=yes then go to F3PSSECMAJ;
else go to F3OTHERCRED.

Screen: F3PSSECMAJ

Wording: What was your secondary major or program of study for your
[F3PSCREDTYPE/credential] from [school name/the last institution you attended]?

+++++

Item: F3PSSECMASST01

Item: F3PSSECMAJ01

Item: F3PSSECMSPE01

Item: F3PSSECMGEN01

Routing: go to F3OTHERCRED.

Screen: F3OTHERCRED

Wording: [Have you received any degrees or certificates from any other college, university, or
vocational, technical or trade school?]

-or-

[You have already told us about:

Your [F3PSCREDTYPE/credential] from [school name]

Have you received any other degrees or certificates from a college, university, or vocational,
technical or trade school?]

+++++

Item: F3OTHERCRED

1=Yes

0=No

Routing: if F3OTHERCRED=yes then go to F3OTHCREDTYPE;
else go to F3PSIMPACT.

~~~~~  
Screen: F3OTHCREDTYPE

Wording: [You have already told us about:  
Your [credential] from [PS school]]

What other degrees or certificates do you have?

(Please select one option below; if you have multiple degrees/certificates, we will ask you later about the other credentials you may have received.)

+++++

Item: F3OTHCREDTYPE

1=Certificate

2=Associate's Degree

3=Bachelor's Degree

4=Master's Degree

5=Ph.D. or equivalent (for example, E.D.D. or D.P.H.)

6=Professional doctorate (for example, M.D., J.D., L.L.B., or D.D.S.)

Routing: Go to F3OTHCREDSCH

~~~~~  
Screen: F3OTHCREDSCH

Wording: From what institution did you earn this [F3OTHCREDTYPEx/credential]?

+++++

Item: F3OTHCREDSCH

1=F2 provided school name #1

2=F2 provided school name #2

etc.

etc.

7=F3 provided school name #1

8=F3 provided school name #2

etc.

13=Another institution

Routing: If F3OTHCREDSCH = "another institution", or respondent provides no response, then go to F3OTHALTSCH;
else go to F3OTHCREDDATE.

Screen: F3OTHALTSCH

Wording: From what institution did you earn this [F3OTHCREDTYPEx/credential]?

+++++

Item: F3OTHALTNAME

Item wording: School name:

Item: F3OTHALTIPED

Item: F3OTHALTCITY

Item: F3OTHALTST

Item: F3OTHALTLEVEL

Item wording: School level:

-9=Select one

1=Four-year school

2=Two-year school

3=Less-than two-year school

Item: F3OTHALTCTRL

1=Public

2=Private, not-for-profit

3=Private, for-profit

Routing: go to F3OTHCREDDATE.

Screen: F3OTHCREDDATE

Wording: In what month and year did you receive your [F3OTHCREDTYPEx/credential] from [school name]?

+++++

Item: F3OTCREDDATEM

Item wording: Month:

Item: F3OTCREDDATEY

Item wording: Year:

Routing: Go to F3OTHMAJOR.

Screen: F3OTHMAJOR

Wording: What was your primary major or program of study for your [credential]?

+++++

Item: F3OTHMAJMAST01

Item: F3OTHMAJMAJ01

Item: F3OTHMAJMSPE01

Item: F3OTHMAJMGEN01

Routing: if credential type is Associate's degree or higher then go to F3OTH2NDMAJ; else go to F3MORECRED.

~~~~~  
Screen: F3OTH2NDMAJ

Wording: Did you have a secondary major or program of study for your [credential]?

+++++

Item: F3OTH2NDMAJ

1=Yes

0=No

Routing: if F3OTH2NDMAJ=yes then go to F3OTHSECMAJ;  
else go to F3MORECRED.

~~~~~  
Screen: F3OTHSECMAJ

Wording: What was your secondary major or program of study for your [credential]?

+++++

Item: F3OTHSECMAST01

Item: F3OTHSECMAJ01

Item: F3OTHSECMSPE01

Item: F3OTHSECMGEN01

Routing: go to F3MORECRED.

~~~~~  
Screen: F3MORECRED

Wording: You have already told us about:

Your [credential] from [PS school]

Have you received any other degrees or certificates from a college, university, or vocational,  
technical or trade school?

+++++

Item: F3MORECRED

1=Yes

0=No

Routing: if F3MORECRED=yes then go to F3OTHCREDTYPE;  
else go to F3PSIMPACT.

~~~~~  
Screen: F3PSIMPACT

Wording: [Have you participated/Did you participate] in any of the following as a part of your
[college/undergraduate] education?

+++++

Item: F3PSIMPACT1

Item wording: Practicum, internship, field experience, co-op experience, or clinical
assignment

1=Yes

0=No

Item: F3PSIMPACT2

Item wording: Research project with a faculty member outside of course or program requirements

1=Yes

0=No

Item: F3PSIMPACT3

Item wording: Study abroad

1=Yes

0=No

Item: F3PSIMPACT4

Item wording: Community-based project (e.g., service learning) as part of a regular course

1=Yes

0=No

Item: F3PSIMPACT5

Item wording: Culminating senior experience, such as a capstone course, senior project or thesis, or comprehensive exam

1=Yes

0=No

Item: F3PSIMPACT6

Item wording: Honors program

1=Yes

0=No

Item: F3PSIMPACT7

Item wording: Case-Studies competition(s)

1=Yes

0=No

Item: F3PSIMPACT8

Item wording: Program in which you were mentored

1=Yes

0=No

Routing: go to F3PSPREPLIFE.

~~~~~  
Screen: F3PSPREPLIFE

Wording: How important would you say your [undergraduate education was in/college education was in/college attendance has been in] preparing you for the following aspects of your life?

+++++

Item: F3PSPREPLIFE1

Item wording: Work and career

1=Very important

2=Somewhat important

3=Not at all important

Item: F3PSPREPLIFE2

Item wording: Further education

1=Very important

2=Somewhat important

3=Not at all important

Item: F3PSPREPLIFE3

Item wording: Establishing your financial security

1=Very important

2=Somewhat important

3=Not at all important

Item: F3PSPREPLIFE4

Item wording: Civic participation (for example, your involvement in the community, or voting)

1=Very important

2=Somewhat important

3=Not at all important

Item: F3PSPREPLIFE5

Item wording: Your overall quality of life

1=Very important

2=Somewhat important

3=Not at all important

Routing: go to F3CREDSAT.

---

Screen: F3CREDSAT

Wording: How satisfied are you with the following aspects of your [undergraduate education/college education/college attendance]?

+++++

Item: F3CREDSAT1

Item wording: Faculty and quality of teaching

1=Very satisfied

2=Somewhat satisfied

3=Somewhat dissatisfied

4=Very dissatisfied

Item: F3CREDSAT2

Item wording: Range of course offerings

1=Very satisfied

2=Somewhat satisfied

3=Somewhat dissatisfied

4=Very dissatisfied

Item: F3CREDSAT3

Item wording: Availability of courses that were offered

1=Very satisfied

2=Somewhat satisfied

3=Somewhat dissatisfied

4=Very dissatisfied

Item: F3CREDSAT4

Item wording: Career preparation

1=Very satisfied

2=Somewhat satisfied

3=Somewhat dissatisfied

4=Very dissatisfied

Routing: if respondent has a PhD or professional doctorate then go to F3LOANEVER;  
else if respondent is not currently enrolled and has not received a postsecondary credential then  
go to F3WHYNOCRED;

else if respondent has previous attendance at a 4-year school, is no longer attending a 4-year  
school, and has no 4-year degree, then go to F3WHYNOCRED;  
else go to F3EDEXP.

Screen: F3WHYNOCRED

Wording: [Earlier you indicated that you are no longer enrolled in any school and that you did  
not obtain a degree or certificate. Which of the following are reasons you left school?]

-or-

[Earlier you indicated that you had once attended a 4-year school, are no longer enrolled in a 4-  
year school, and that you did not obtain a 4-year degree. Which of the following are reasons you  
left school without completing a 4-year degree?]

+++++

Item: F3WHYNOCRED1

Item wording: Done taking your desired classes

1=Yes

0=No

Item: F3WHYNOCRED2

Item wording: Financial reasons

1=Yes

0=No

Item: F3WHYNOCRED3

Item wording: Change in family status (for example, marriage, baby, or death in your family)

1=Yes

0=No

Item: F3WHYNOCRED4

Item wording: Personal problems, injury, or illness

1=Yes

0=No

Item: F3WHYNOCRED5

Item wording: Conflicts with demands at home

1=Yes

0=No

Item: F3WHYNOCRED6

Item wording: Academic problems

1=Yes

0=No

Item: F3WHYNOCRED7

Item wording: Not satisfied with the program, school, campus, or faculty

1=Yes

0=No

Item: F3WHYNOCRED8

Item wording: Classes were not available, or class scheduling wasn't convenient

1=Yes

0=No

Item: F3WHYNOCRED9

Item wording: Job or military considerations

1=Yes

0=No

Item: F3WHYNOCRED10

Item wording: Moved from the area

1=Yes

0=No

Item: F3WHYNOCRED11

Item wording: Decided to take time off from studies

1=Yes

0=No

Item: F3WHYNOCRED12

Item wording: Enrollment did not suit your lifestyle, or you were bored with school

1=Yes

0=No

Item: F3WHYNOCRED13

Item wording: The school or program closed, or lost accreditation

1=Yes

0=No

Routing: go to F3EDEXP.

~~~~~  
Screen: F3EDEXP

Wording: What is the highest level of education you ever expect to complete?

+++++

Item: F3EDEXP

1=Less than high school graduation

2=GED or other high school equivalency only

3=High school diploma only

4=Completion of a 1- or 2-year program in a community college or vocational school

5=Bachelor's degree

6=Master's degree or equivalent

7=Ph.D., professional doctorate, or equivalent

8=Don't know

Routing: if respondent has any postsecondary attendance then go to F3LOANEVER;
else go to F3LICENSE.

Screen: F3LOANEVER

Wording: Other than money you may have borrowed from family or friends, did you take out any type of education loans to help pay for your education since high school?

+++++

Item: F3LOANEVER

1=Yes

0=No

Routing: if F3LOANEVER=yes then go to F3LOANOWE;
else go to F3GRANT.

Screen: F3LOANOWE

Wording: How much of this amount that you borrowed do you still owe? Please do not include money borrowed from family or friends.

(If you are unsure of the amount, provide your best estimate. If you have already repaid these loans in full, please enter '0'. Please do not enter commas or decimals.)

+++++

Item: F3LOANOWE

Item wording: \$|amount still owed for all outstanding education loan(s)

Routing: If F3LOANOWE=0 then go to F3LOANPAID;
else go to F3LOANPAY.

Screen: F3LOANPAY

Wording: How much do you pay each month for these loans?

(Please do not enter commas or decimals. If none, please enter 0.)

+++++

Item: F3LOANPAY

Item wording: \$|per month

Routing: if respondent still owes on student loans then go to F3LOANPAIDALT;
else go to F3LOANPAID.

Screen: F3LOANPAID

Wording: Has any of your student loan debt been...

+++++

Item: F3LOANPAID1

Item wording: paid off by you?

1=No, none of the debt

2=Yes, some of the debt

3=Yes, all of the debt

Item: F3LOANPAID2

Item wording: paid off by your family?

1=No, none of the debt

2=Yes, some of the debt

3=Yes, all of the debt

Item: F3LOANPAID3

Item wording: forgiven by a loan forgiveness program?

1=No, none of the debt

2=Yes, some of the debt

3=Yes, all of the debt

Item: F3LOANPAID_A

Item wording: Before we continue to the next question, we would like to know if you had any difficulty understanding or answering this question so that we may improve it for future surveys. Did you have any difficulty such as not understanding question wording, being uncertain of the meaning of certain terms or response choices, or not having the information needed to answer the question?

1=Yes

0=No

Item: F3LOANPAID_B

Item wording: If yes, please describe any difficulty you had. Please be as specific as possible.

Routing: go to F3LOANPAID_AFFECT.

Screen: F3LOANPAIDALT

Wording: Has any of your student loan debt been...

+++++

Item: F3LOANPAIDALT1

Item wording: paid off by you?

1=No, none of the debt

2=Yes, some of the debt

Item: F3LOANPAIDALT2

Item wording: paid off by your family?

1=No, none of the debt

2=Yes, some of the debt

Item: F3LOANPAIDALT3

Item wording: forgiven by a loan forgiveness program?

1=No, none of the debt

2=Yes, some of the debt

Item: F3LOANPAIDALT_A

Item wording: Before we continue to the next question, we would like to know if you had any difficulty understanding or answering this question so that we may improve it for future surveys. Did you have any difficulty such as not understanding question wording, being uncertain of the meaning of certain terms or response choices, or not having the information needed to answer the question?

1=Yes

0=No

Item: F3LOANPAIDALT_B

Item wording: If yes, please describe any difficulty you had. Please be as specific as possible.
Routing: go to F3LOANAFFFECT.

~~~~~  
Screen: F3LOANAFFFECT

Wording: Did your student loan debt influence your employment plans and decisions in any of the following ways?

+++++

Item: F3LOANAFFFECT1

Item wording: You took a job outside your field of study or training

1=Yes

0=No

Item: F3LOANAFFFECT2

Item wording: You took a less desirable job

1=Yes

0=No

Item: F3LOANAFFFECT3

Item wording: You had to work more hours than desired

1=Yes

0=No

Item: F3LOANAFFFECT4

Item wording: You had to work more than one job at the same time

1=Yes

0=No

Item: F3LOANAFFFECT5

Item wording: Your student loan debt influenced your employment plans or decisions in some other way (Please specify:)

1=Yes

0=No

Item: F3LOANAFFFECT5\_other

Item wording: (Please specify:)

Routing: go to F3GRANT.

~~~~~  
Screen: F3GRANT

Wording: While attending [school name], did you receive any grants or scholarships?

+++++

Item: F3GRANT

1=Yes

0=No

Routing: if F3GRANT=1 then go to F3GRANTAMT;
else if F3GRANT has not yet been administered for all attended PS schools, then repeat
F3GRANT for next attended PS school;
else go to F3LICENSE.

~~~~~  
Screen: F3GRANTAMT

Wording: Approximately how much did you receive in grants and/or scholarships while  
attending [school name]?

(Please round to the nearest \$1000.)

+++++

Item: F3GRANTAMT

Item wording: \$

Item: F3GRANTAMT\_A

Item wording: Before we continue to the next question, we would like to know if you had any  
difficulty understanding or answering this question so that we may improve it for future surveys.  
Did you have any difficulty such as not understanding question wording, being uncertain of the  
meaning of certain terms, or not having the information needed to answer the question?

1=Yes

0=No

Item: F3GRANTAMT\_B

Item wording: If yes, please describe any difficulty you had. Please be as specific as possible.

Routing: if F3GRANT has not yet been administered for all attended schools, then go to  
F3GRANT;  
else go to F3LICENSE.

Screen: F3LICENSE

Wording: Now we would like to ask you about professional certification and licensure. Do you have a current professional certification or a state or industry license?

(A professional certification or license verifies that you are qualified to perform a specific job. It includes things like licensed realtor, certified medical assistant, certified construction manager, or Cisco Certified Network Associate.)

+++++

Item: F3LICENSE

1=Yes

0=No

Item: F3LICENSE\_A

Item wording: Before we continue to the next question, we would like to know if you had any difficulty understanding or answering this question so that we may improve it for future surveys. Did you have any difficulty such as not understanding question wording, being uncertain of the meaning of certain terms, or not having the information needed to answer the question?

1=Yes

0=No

Item: F3LICENSE\_B

Item wording: If yes, please describe any difficulty you had. Please be as specific as possible.

Routing: if F3LICENSE=yes then go to F3MULTLICENSE;  
else go to F3BINTRO.

Screen: F3MULTLICENSE

Wording: Do you have more than one certification or license?

+++++

Item: F3MULTLICENSE

1=Yes

0=No

Routing: if F3MULTLICENSE=yes then go to F3NUMLICENSE;  
else go to F3CERTLICENSE.

Screen: F3NUMLICENSE

Wording: How many do you have?

+++++

Item: F3NUMLICENSE

Item wording: professional certifications or licenses

Routing: go to F3CERTLICENSE.

~~~~~  
Screen: F3CERTLICENSE

Wording: [The next questions will be about your most recent certification or license.]Is it a certification, license, or both?

("Both" typically occurs when someone gets a license upon completion of a certification program.)

+++++

Item: F3CERTLICENSE

1=Certification

2=License

3=Both

Routing: go to F3REQLICENSE.

~~~~~  
Screen: F3REQLICENSE

Wording: Did you have to do any of the following to get this [license/certification]?

+++++

Item: F3REQLICENSE1

Item wording: Demonstrate skills while on the job

1=Yes

0=No

Item: F3REQLICENSE2

Item wording: Pass a test or exam

1=Yes

0=No

Item: F3REQLICENSE3

Item wording: Submit a portfolio of your work

1=Yes

0=No

Routing: go to F3MNTNLICENSE.

~~~~~  
Screen: F3MNTNLICENSE

Wording: To maintain this [license/certification], do you have to...

+++++

Item: F3MNTNLICENSE1

Item wording: take continuing education classes or earn continuing education units (CEUs)?

1=Yes

0=No

Item: F3MNTNLICENSE2

Item wording: take periodic tests?

1=Yes

0=No

Routing: go to F3USELICENSE.

Screen: F3USELICENSE

Wording: Can this [license/certification] be...

+++++

Item: F3USELICENSE1

Item wording: revoked or suspended for any reason?

1=Yes

2=No

3=Don't know

Item: F3USELICENSE2

Item wording: used if you wanted to get a job with any employer in that field? (Answer "yes" for credentials that are recognized state-wide or regionally)

1=Yes

2=No

3=Don't know

Routing: go to F3BENLICENSE.

Screen: F3BENLICENSE

Wording: Which of the following benefits did you receive or do you plan to receive from earning this [license/certification]?

For each of the following items, please indicate whether you have already received that benefit, haven't yet received that benefit but expect to receive it, or haven't yet received that benefit and don't expect to receive it.

+++++

Item: F3BENLICENSE1

Item wording: Higher pay or bonus

1=Already received

2=Haven't yet received but expect to receive

3=Haven't yet received and don't expect to receive

Item: F3BENLICENSE2

Item wording: Promotion upon completion of the training

1=Already received

2=Haven't yet received but expect to receive

3=Haven't yet received and don't expect to receive

Item: F3BENLICENSE3

Item wording: Job advancement

1=Already received

2=Haven't yet received but expect to receive

3=Haven't yet received and don't expect to receive

Item: F3BENLICENSE4

Item wording: Improved job performance

1=Already received

2=Haven't yet received but expect to receive

3=Haven't yet received and don't expect to receive

Item: F3BENLICENSE5

Item wording: Remain current with new regulations, laws, or technologies

1=Already received

2=Haven't yet received but expect to receive

3=Haven't yet received and don't expect to receive

Item: F3BENLICENSE6

Item wording: Change job or career field, enter the workforce, or start own business

1=Already received

2=Haven't yet received but expect to receive

3=Haven't yet received and don't expect to receive

Routing: go to F3BINTRO.

Screen: F3BINTRO

Wording: Next we'd like to ask you about your current or most recent employment, including any military experience.

Routing: if respondent previously indicated their current or June 2011 activities included military service, then go to F3MLTLOC;
else go to F3EVRMILITARY.

Screen: F3EVRMILITARY

Wording: Have you ever been in the military?

+++++

Item: F3EVRMILITARY

1=Yes

0=No

Routing: If F3EVRMILITARY=yes then go to F3MLTLOC;
else if respondent did not indicate (in Section A) having a job either currently or in June 2011 then go to F3JOB;
else if respondent is not currently working full-time then go to F3WANTJOB;
else go to F3NUMJOB.

Screen: F3MLTLOC

Wording: [Has your military service been/Was your military service]...

+++++

Item: F3MLTLOC

1=in the U.S.

2=outside the U.S., or

3=both?

Routing: go to F3MLTBRCH.

Screen: F3MLTBRCH

Wording: In which branches of the military have you served?

+++++

Item: F3ARMY

Item wording: Army

1=Yes

0=No

Item: F3AIRFORCE

Item wording: Air Force

1=Yes

0=No

Item: F3MARINES

Item wording: Marine Corps

1=Yes

0=No

Item: F3NAVY

Item wording: Navy

1=Yes

0=No

Item: F3COASTGRD

Item wording: Coast Guard

1=Yes

0=No

Routing: if currently serving in the military, but has served in more than one military branch, go to F3MLTCURBRCH;

else if currently serving in the military then go to F3MLTACTIVE;

else go to F3MLTSTART.

Screen: F3MLTCURBRCH

Wording: In which branch are you currently serving?

+++++

Item: F3MLTCURBRCH

1=Army

2=Air Force

3=Marine Corps

4=Navy

5=Coast Guard

Routing: go to F3MLTACTIVE.

~~~~~  
Screen: F3MLTACTIVE

Wording: In which component are you currently serving?

+++++

Item: F3MLTACTIVE

1=Active duty

2=Reserves

3=National Guard

Routing: go to F3MLTSTART.

~~~~~  
Screen: F3MLTSTART

Wording: In what month and year did your first military service begin?

+++++

Item: F3MLTSTARTM

Item wording: Month:

Item: F3MLTSTARTY

Item wording: Year:

Routing: If not currently serving then go to F3MLTEND;
else go to F3MLTGRADE.

~~~~~  
Screen: F3MLTEND

Wording: In what month and year did your most recent military service end?

+++++

Item: F3MLTENDM

Item wording: Month:

Item: F3MLTENDY

Item wording: Year:

Routing: go to F3MLTGRADE.

~~~~~  
Screen: F3MLTGRADE

Wording: What is the highest military pay grade you have achieved?

+++++

Item: F3MLTGRADE

Item wording: Pay grade:

Routing: Go to F3MLTSRVTIME.

Screen: F3MLTSRVTIME

Wording: What is the total amount of time (in years and months) that you have ever served on active duty?

(If none, please enter '0' for years and '0' for months.)

+++++

Item: F3MLTSERVTIMEY

Item wording: Year(s):

Item: F3MLTSERVTIMEM

Item wording: Month(s): (please enter a number 0-11 for months)

Routing: If respondent has ever been on active duty then go to F3MLTCMBT;
else if respondent is not currently working FT or is not currently serving in the armed forces then go to F3WANTJOB;
else go to F3NUMJOB.

Screen: F3MLTCMBT

Wording: What is the total amount of time (in years and months) that you have ever served in a combat zone?

(If none, please enter '0' for years and '0' for months.)

+++++

Item: F3MLTCMBTY

Item wording: Year(s):

Item: F3MLTCMBTM

Item wording: Month(s): (please enter a number 0-11 for months)

Routing: if respondent not currently working FT and is not currently serving in the armed forces, then go to F3WANTJOB;
else go to F3NUMJOB.

Screen: F3JOB

Wording: Since January 2005, have you ever held a job for pay?

+++++

Item: F3JOB

1=Yes

0=No

Routing: if respondent provides a response then go to F3WANTJOB;
else if respondent does not provide a response then go to F3CINTRO.

~~~~~  
Screen: F3WANTJOB

Wording: if F3JOB=0 then display:

Do you want a job for pay at this time?

else if F3ACTCURR1=0 and F3ACTCURR2=0 then display:

You mentioned earlier that you are not currently working for pay. Do you want a job for pay at this time?

else if F3ACTCURR1=0 then display:

You mentioned earlier that you are not currently working for pay at a full-time job. Do you want a full-time job for pay at this time?

else display:

Do you want a job for pay at this time?

+++++

Item: F3WANTJOB

1=Yes

0=No

Routing: if respondent has never had a job for pay since high school, then go to F3UNEMPEVR;  
else go to F3NUMJOB.

~~~~~  
Screen: F3NUMJOB

Wording: [Including your military service, how/How] many full-time jobs for pay and how many part-time jobs for pay have you held since January 2005?

(Please provide your best estimate. Enter '0' for any item below where appropriate.)

+++++

Item: F3NUMJOBFT

Item wording: |full-time jobs (35 hours/week or more) since January 2005

Item: F3NUMJOBPT

Item wording: |part-time jobs (less than 35 hours/week) since January 2005

Routing: if already known that respondent currently has more than one job (respondent is currently working both FT and PT) then go to F3CNUMJOB;

else if respondent is not currently working (FT nor PT) and is not in currently in the armed forces, then go to F3LASTWORK;

else if unknown if respondent is currently working or in the armed forces, then go to F3LASTWORK;

else if respondent has only had one job for pay since high school then go to F3JOBTITLE;

else go to F3TWOJOBS.

Screen: F3LASTWORK

Wording: [Including service in the armed forces, in/In] what month and year were you last working for pay?

+++++

Item: F3LASTWORKM

Item wording: Month:

Item: F3LASTWORKY

Item wording: Year:

Routing: go to F3JOBTITLE.

Screen: F3TWOJOBS

Wording: Do you currently have more than one [full-time job/part-time job/military job/job]?

+++++

Item: F3TWOJOBS

1=Yes

0=No

Routing: if F3TWOJOBS=yes then go to F3CNUMJOB;
else go to F3JOBTITLE.

Screen: F3CNUMJOB

Wording: Altogether, how many [full-time jobs/part-time jobs/full-time jobs and how many part-time jobs] do you currently have?

+++++

Item: F3CNUMFTJOB

Item wording: |current full-time jobs (35 hours/week or more)

Item: F3CNUMPTJOB

Item wording: |current part-time jobs (less than 35/hours week)

Routing: go to F3JOBTITLE.

Screen: F3JOBTITLE

Wording: 1) If F3TWOJOBS=1 or (F3ACTCURR1=1 and F3ACTCURR2=1) then display:

These next questions are about the job at which you work the most hours. For your primary job, what is your job title, and what are your job duties?

2) Else if (F3ACTCURR1=1 or F3ACTCURR2=1) then display:

These next questions are about your current job. For your current job, what is your job title, and what are your job duties?

3) Else if F3ACTCURR8=1 and F3ACTCURR1<>1 and F3ACTCURR2<>1 then display:

These next questions are about your military job. For your military job, what is your job title, and what are your job duties?

4) Else display:

These next questions are about your most recent job. For your most recent job, what was your job title, and what were your job duties?

+++++

Item: F3JOBTITLE

Item wording: Job Title |

Item: F3JOBOCC2

Item: F3JOBOCC3

Item: F3JOBOCC6

Item: F3JOBAST

Item: F3JOB DUTIES

Item wording: Job Duties |

Routing: Go to F3STARTJOB

Screen: F3STARTJOB

Wording: In what month and year did you begin your [job name]?

+++++

Item: F3STARTJOB M

Item wording: Month:

Item: F3STARTJOBY

Item wording: Year:

Routing: Go to F3SELFEMP

Screen: F3SELFEMP

Wording: For your [job name] [are/were] you...

+++++

Item: F3SELFEMP

1=working for yourself, or

2=working for someone else?

Routing: if respondent is working for themselves then go to F3JOBHRS1;
else go to F3JOBTYPE;

Screen: F3JOBTYPE

Wording: What type of organization or business employs you? [Is/Was] it...

+++++

Item: F3JOBTYPE

1=a private, for-profit business or company

2=a non-profit or not-for-profit organization or company

3=local government

4=state government

5=federal government, including civilian employees of the military, or

6=the military, including the National Guard?

Routing: Go to F3JOBHRS1

Screen: F3JOBHRS1

Wording: Typically, how many hours per week [do/did] you work for pay in your [job name]?

+++++

Item: F3JOBHRS1

Item wording: |hours per week

Routing: If respondent works more than one job, go to F3JOBHRS2;

Else go to F3JOBDESC .

Screen: F3JOBHRS2

Wording: Now we would like you to consider all of your current jobs for pay. How many hours per week do you work for pay in a typical week at these jobs?

+++++

Item: F3JOBHRS2

Item wording: |hours per week

Routing: Go to F3JOBDESC

Screen: F3JOBDESC

Wording: Which one of the following four statements best describes your [job name]?

+++++

Item: F3JOBDESC

1=[Someone else decides what you do and how you do it/Someone else decided what you did and how you did it]

2=[Someone else decides what you do, but you decide how to do it/Someone else decided what you did, but you decided how to do it]

3=[You have some freedom in deciding what you do and how you do it/You had some freedom in deciding what you did and how you did it]

4=[You are basically your own boss/You were basically your own boss]

Routing: if respondent is self-employed then go to F3JOBCHAR;

else go to F3JOBHEN.

~~~~~  
Screen: F3JOB BEN

Wording: [Does your employer for your [job name] / Does your current employer / Did your most recent employer] offer any of the following benefits?

+++++

Item: F3JOB BENMI

Item wording: Medical insurance or other health insurance such as dental or vision

1=Yes

0=No

Item: F3JOB BENLI

Item wording: Life insurance

1=Yes

0=No

Item: F3JOB BENRT

Item wording: Retirement or other financial benefits, such as a 401(k) or 403(b)

1=Yes

0=No

Routing: Go to F3JOB CHAR

~~~~~  
Screen: F3JOB CHAR

Wording: On a scale of 1 to 5, where 1 means "Not at all an aspect of the job" and 5 means "Very much an aspect of the job", please indicate to what extent the following job characteristics [apply/applied] to your [job name].

+++++

Item: F3JSECURE

Item wording: Job security

1=1 = Not at all an aspect of the job

2=2

3=3

4=4

5=5 = Very much an aspect of the job

Item: F3JLEARN

Item wording: Opportunity to learn new things

1=1 = Not at all an aspect of the job

2=2

3=3

4=4

5=5 = Very much an aspect of the job

Item: F3JEARN

Item wording: High earnings

1=1 = Not at all an aspect of the job

2=2

3=3

4=4

5=5 = Very much an aspect of the job

Item: F3JCHAL

Item wording: New challenges

1=1 = Not at all an aspect of the job

2=2

3=3

4=4

5=5 = Very much an aspect of the job

Item: F3JLEISURE

Item wording: Enough time for leisure activities

1=1 = Not at all an aspect of the job

2=2

3=3

4=4

5=5 = Very much an aspect of the job

Item: F3JUSEFUL

Item wording: Chance of doing something useful for society

1=1 = Not at all an aspect of the job

2=2

3=3

4=4

5=5 = Very much an aspect of the job

Item: F3JFAMILY

Item wording: Good chance to combine work with family tasks

1=1 = Not at all an aspect of the job

2=2

3=3

4=4

5=5 = Very much an aspect of the job

Routing: go to F3PAYPERIOD.

~~~~~  
Screen: F3PAYPERIOD

Wording: Now we would like to ask you a few questions concerning your earnings at your [job name]. For your [job name], what is the easiest way for you to report your total earnings before taxes or other deductions?

(We use this information to compare the amount that people earn in different types of jobs.)

+++++

Item: F3PAYPERIOD

1=per hour

2=per day

3=per week

4=every 2 weeks

5=twice per month

6=per month

7=per year

Routing: if respondent does not answer "per hour" go to F3HOURATE;  
else go to F3EARN.

~~~~~  
Screen: F3HOURATE

Wording: Even though you told me it is easier to report your earnings [F3PAYPERIOD], [are/were] you paid at an hourly rate on your [job name]?

+++++

Item: F3HOURATE

1=Yes

0=No

Routing: Go to F3EARN

~~~~~  
Screen: F3EARN

Wording: For your [job name], about how much [do/did] you earn [F3PAYPERIOD/per hour] before taxes and other deductions?

+++++

Item: F3EARN

Item wording: \$ |[per day/bi-weekly (every two weeks)/bi-monthly (twice a month)/per month/per year/per hour]

Routing: if respondent has any postsecondary attendance then go to F3JOBFIELD;  
else if currently working or currently serving in the military then go to F3JOBDETL;  
else go to F3JTRAIN;

Screen: F3JOBFIELD

Wording: Would you say your [job name] [is/was] related to the major or field of study you had when you were last enrolled in college?

+++++

Item: F3JOBFIELD

1=Yes

0=No

Routing: Go to F3JOBDF

Screen: F3JOBDF

Wording: [Would it be/Was it] difficult for you to do your [job name] without the courses you took in college?

+++++

Item: F3JOBDF

1=Yes

0=No

Routing: Go to F3JOBREQ

Screen: F3JOBREQ

Wording: [Are/Were] any of the following required for your [job name]?

+++++

Item: F3JREQ4YR

Item wording: A 4-year college degree

1=Yes

0=No

Item: F3JREQ2YR

Item wording: A 2-year college degree

1=Yes

0=No

Item: F3JREQVOC

Item wording: A post-high school certificate or diploma from a vocational, technical, or trade school

1=Yes

0=No

Item: F3JREQCERT

Item wording: An industry certification or occupational license

1=Yes

0=No

Routing: if respondent is currently working and/or serving in the military then go to F3JOBDETL;  
else go to F3JTRAIN;

~~~~~  
Screen: F3JOBDETL

Wording: Please indicate the extent to which you agree or disagree with each of the following statements with respect to your [job name]:

+++++

Item: F3JOBDETL1

Item wording: You are confident that you can perform your job exceptionally well (in other words, much better than average)

1=Strongly agree

2=Agree

3=Neither agree nor disagree

4=Disagree

5=Strongly disagree

Item: F3JOBDETL2

Item wording: You are certain that you can solve big problems that occur at work

1=Strongly agree

2=Agree

3=Neither agree nor disagree

4=Disagree

5=Strongly disagree

Item: F3JOBDETL3

Item wording: You are confident that you can reach the larger goals you set for yourself at work

1=Strongly agree

2=Agree

3=Neither agree nor disagree

4=Disagree

5=Strongly disagree

Item: F3JOBDETL4

Item wording: You are certain that you can do your work well despite time pressures

1=Strongly agree

2=Agree

3=Neither agree nor disagree

4=Disagree

5=Strongly disagree

Item: F3JOBDETL5

Item wording: You are confident that you can do your work well even when you need to juggle work with non-work responsibilities (for example, in your family or community)

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Routing: Go to F3JOBREMAIN

Screen: F3JOBREMAIN

Wording: Your [job name] allows you to...

+++++

Item: F3JOBREMAIN1

Item wording: get respect from your friends and family.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBREMAIN2

Item wording: do work that you find satisfying.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBREMAIN3

Item wording: earn enough money to meet your needs.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBREMAIN4

Item wording: work with other people who share your values.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Routing: Go to F3JOBSTATE

Screen: F3JOBSTATE

Wording: Please indicate the extent to which you agree or disagree with each of the following statements about your [job name]:

+++++

Item: F3JOBST1

Item wording: You are really interested in your work.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST2

Item wording: You often get totally absorbed or deeply focused in your job tasks.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST3

Item wording: You like the major tasks that make up your job.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST4

Item wording: Most people at work are pretty supportive of you.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST5

Item wording: There are people you can learn from at work.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST6

Item wording: There are people you can turn to for help in solving a work problem.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST7

Item wording: You feel fairly well satisfied with your present job.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST8

Item wording: Most days you are enthusiastic about your work.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST9

Item wording: You find real enjoyment in your work.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST10

Item wording: You plan to remain in your current job over the next year.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST11

Item wording: You don't usually think about leaving this job.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Item: F3JOBST12

Item wording: You feel pretty strongly committed to keeping your current job.

- 1=Strongly agree
- 2=Agree
- 3=Neither agree nor disagree
- 4=Disagree
- 5=Strongly disagree

Routing: Go to F3JOBDESCRB

Screen: F3JOBDESCRB

Wording: Which of the following best describes your [job name]?

+++++

Item: F3JOBDESCRB

- 1=It fulfills your long-term career goals
- 2=It is a step on the path to your long-term career goals
- 3=It is not related to your long-term career goals
- 4=You do not have long-term career goals

Routing: Go to F3JTRAIN

Screen: F3JTRAIN

Wording: Now we would like to ask you about any formal job training you have received from an employer. Think about the skills that are needed for doing your [job name].

In the last 12 months, have you participated in a formal training program offered by an employer or a union that helped you learn or improve the skills needed to do your job?

(Include training from past as well as current employers if received in the last 12 months.)

+++++

Item: F3JTRAIN

- 1=Yes
- 0=No

Item: F3JTRAIN_A

Item wording: Before we continue to the next question, we would like to know if you had any difficulty understanding or answering this question so that we may improve it for future surveys. Did you have any difficulty such as not understanding question wording, being uncertain of the meaning of certain terms, or not having the information needed to answer the question?

- 1=Yes
- 0=No

Item: F3JTRAIN_B

Item wording: If yes, please describe any difficulty you had. Please be as specific as possible.

Routing: If F3JTRAIN=yes then go to F3TRAINLEN;
else go to F3CINTRO.

Screen: F3TRAINLEN

Wording: About how long did that training program last?

(If you have participated in more than one training program in the last 12 months, please answer for your most recent training.)

+++++

Item: F3TRAINLEN1

Item wording: |(Enter a number here, and then select the unit of time below.)

Item: F3TRAINLEN2

1=day(s)

2=week(s)

3=month(s)

Routing: Go to F3TRAINHRS

Screen: F3TRAINHRS

Wording: On average, about how many hours per [day/week/month] were spent on this training?

+++++

Item: F3TRAINHRS

Item wording: |hour(s) per [day/week/month]

Routing: Go to F3CINTRO.

Screen: F3CINTRO

Wording: In this next section, we'd like to collect a short employment history, and ask about your future employment plans.

Routing: if last employment/military service was prior to 2008 (or, if respondent has no employment/military service), then go to F3UNEMPEVR;

else if last employment/military service was during 2008, then go to F3MONTH08;

else if last employment/military service was during 2009, then go to F3MONTH09;

else go to F3WK2010.

Screen: F3WK2010

Wording: Across all your jobs during the 2010 calendar year,[including any military or civilian employment,] how many weeks did you work for pay? Please include all paid time off such as vacations, sick leave, and family leave in your weeks spent working.

(Do not include time spent out of work, between jobs, or without pay.)

+++++

Item: F3WK2010

Item wording: |weeks

Routing: if respondent reports working for pay for 0 weeks during 2010, then skip to F3MONTH09;

else go to F3HR2010.

Screen: F3HR2010

Wording: How many hours did you work for pay at all jobs during a typical working week in 2010?

+++++

Item: F3HR2010

Item wording: |hours per week

Routing: go to F3MONTH09.

Screen: F3MONTH09

Wording: [Now, I would like you to think back to the year before last.][Including any military or civilian employment during/During] the 2009 calendar year, were you...

+++++

Item: F3MONTH09

1=employed for six months or more

2=employed, but for less than six months, or

3=not employed at all?

Routing: if respondent reports being employed at all during 2009, then go to F3FTPT09; else go to F3MONTH08.

Screen: F3FTPT09

Wording: For your employment in 2009, were you primarily working...

+++++

Item: F3FTPT09

1=35 hours or more per week, or

2=less than 35 hours per week?

Routing: go to F3MONTH08.

Screen: F3MONTH08

Wording: [Now, I would like you to go back a year further to 2008.][Including any military or civilian employment during/During] the 2008 calendar year, were you...

+++++

Item: F3MONTH08

1=employed for 6 months or more

2=employed, but for less than 6 months, or

3=not employed at all?

Routing: if respondent reports being employed at all during 2008, then go to F3FTPT08; else go to F3UNEMPEVR.

Screen: F3FTPT08

Wording: For your employment in 2008, were you primarily working...

+++++

Item: F3FTPT08

1=35 hours or more per week, or

2=less than 35 hours per week?

Routing: Go to F3UNEMPEVR.

Screen: F3UNEMPEVR

Wording: Since January 2008, have you ever been unemployed, that is, not employed but seeking employment?

+++++

Item: F3UNEMPEVR

1=Yes

0=No

Routing: if F3UNEMPEVR=yes then go to F3UNEMPREQ;
else go to F3EMPBAR.

Screen: F3UNEMPREQ

Wording: Since January 2008, approximately how many times have you been unemployed (not employed but seeking employment)?

+++++

Item: F3UNEMPREQT

Item wording: |total number of times

Routing: go to F3UNEMPTOT.

Screen: F3UNEMPTOT

Wording: Since January 2008, approximately how many months in total have you been unemployed (not employed but seeking employment)?

+++++

Item: F3UNEMPTOT

Item wording: |total number of months

Routing: if respondent reports multiple unemployment spells since 1/2008 then go to F3UNEMPDUR;
else go to F3EMPBAR.

~~~~~  
Screen: F3UNEMPDUR

Wording: [Of the [F3UNEMPFREQT] times you mentioned being unemployed since January 2008 / Since January 2008], what was the longest period of time you were unemployed (not employed but seeking employment)?

(Please indicate your longest period of unemployment in terms of number of months.)

+++++

Item: F3UNEMPDUR

Item wording: |number of months

Routing: go to F3EMPBAR.

~~~~~

Screen: F3EMPBAR

Wording: Since January 2005, have any of the following interfered with your career plans?

+++++

Item: F3EMPBAR01

Item wording: Grades not high enough

1=Yes

0=No

Item: F3EMPBAR02

Item wording: Lack of ability to get training degree

1=Yes

0=No

Item: F3EMPBAR03

Item wording: Lack of money to complete education or get started on your chosen career field

1=Yes

0=No

Item: F3EMPBAR04

Item wording: You were considered “overqualified”

1=Yes

0=No

Item: F3EMPBAR05

Item wording: Illness, accident, or disability

1=Yes

0=No

Item: F3EMPBAR06

Item wording: Lack of openings in your field

1=Yes

0=No

Item: F3EMPBAR07

Item wording: Inability to relocate

1=Yes

0=No

Item: F3EMPBAR08

Item wording: Taking time off to be a homemaker or raise children

1=Yes

0=No

Item: F3EMPBAR09

Item wording: Lack of affordable child care

1=Yes

0=No

Item: F3EMPBAR10

Item wording: Caring for a sick relative

1=Yes

0=No

Item: F3EMPBAR11

Item wording: Discrimination against persons of your race or ethnic background

1=Yes

0=No

Item: F3EMPBAR12

Item wording: Discrimination against persons of your gender

1=Yes

0=No

Item: F3EMPBAR13

Item wording: Difficulty getting to or from work; for example, an inability to afford transportation

1=Yes

0=No

Routing: go to F3OCC30.

Screen: F3OCC30

Wording: What job or occupation do you plan to have when you are age 30?

+++++

Item: F3OCC30TI

Item wording: Job title:

Item: F3OCC30DU

Item: F3OCC302

Item: F3OCC303

Item: F3OCC306

Item: F3OCC30AC

Item: F3OCC30DK

Item wording: (Check here if you don't know what job you plan to have at age 30.)

1=Yes

0=No

Item: F3OCC30NOT

Item wording: (Check here if you don't plan on working for pay at age 30.)

1=Yes

0=No

Routing: If respondent indicates they don't know what job they plan to have at age 30, or indicates they don't plan on working at age 30, then go to F3DINTRO; else go to F3OCC30ED.

~~~~~  
Screen: F3OCC30ED

Wording: How much education do you think you need to get the job you expect or plan to have when you are 30 years old?

+++++

Item: F3OCC30ED

1=Less than high school graduation

2=GED or other high school equivalency only

3=High school graduation only

4=Attend or complete a 1- or 2-year program in a community college or vocational school

5=Attend college, but not complete a Bachelor's degree

6=Bachelor's degree

7=Master's degree or equivalent

8=Ph.D., M.D., or other advanced degree

9=Don't know

Routing: go to F3DINTRO.

~~~~~  
Screen: F3DINTRO

Wording: Now we'd like to ask you some questions about your family life, your income and assets, and your community.

Routing: go to F3MARSTAT.

~~~~~  
Screen: F3MARSTAT

Wording: What is your current marital status?

+++++

Item: F3MARSTAT

1=Single, never married

2=Married

3=Divorced

4=Separated

5=Widowed

6=Not married, but living with a significant other in a marriage-like relationship

Routing: if respondent is married or in a marriage-like relationship then go to F3SPOUSEED; else if respondent is divorced, separated, or widowed, then go to F3MARFREQ; else go to F3BIOCHILD.

Screen: F3SPOUSEED

Wording: What is the highest level of education your [spouse/partner] has completed?

+++++

Item: F3SPOUSEED

1=Less than high school completion

2=GED or other high school equivalency

3=High school diploma

4=Associate's degree

5=Bachelor's degree

6=Master's degree

7=PhD, MD, law degree, or other high level professional degree

Routing: if respondent is married then go to F3MARFREQ;  
else if respondent has a partner then go to F3MARPARTNER.

Screen: F3MARPARTNER

Wording: Have you ever been legally married?

+++++

Item: F3MARPARTNER

1=Yes

0=No

Routing: if respondent has ever been married then go to F3MARFREQ;  
else go to F3BIOCHILD.

Screen: F3MARFREQ

Wording: [Including your current marriage, how/How] many times have you been married?

+++++

Item: F3MARFREQ

Routing: go to F3MARDATE.

Screen: F3MARDATE

Wording: [In what month and year were you married? / In what month and year did your  
[first/second/third/fourth/etc.] marriage begin?]

+++++

Item: F3MARDATEM

Item wording: Month:

Item: F3MARDATEY

Item wording: Year:

Routing: If "how marriage ended" is known for all marriages based on F3MARSTAT and/or  
previous iterations of F3MAREND, then go to F3BIOCHILD;  
else go to F3MAREND.

~~~~~  
Screen: F3MAREND

Wording: [How did your marriage end? / How did your [first/second/third/fourth/etc.] marriage end?]

+++++

Item: F3MAREND

1=divorce or annulment

2=permanent or legal separation

3=your spouse died

Routing: if respondent has been asked for all marriage dates then go to F3BIOCHILD;
else go to F3MARDATE.

~~~~~  
Screen: F3BIOCHILD

Wording: Have you had any biological children, that is, children [for whom you are the natural father/for whom you are the natural mother/born to you]?

+++++

Item: F3BIOCHILD

1=Yes

0=No

Routing: if respondent has had a biological child then go to F3BIOCHNUM;  
else go to F3EVERADOPT.

~~~~~  
Screen: F3BIOCHNUM

Wording: How many biological children have you had?

+++++

Item: F3BIOCHNUM

Item wording: |biological children

Routing: Go to F3BIOCHDATE.

~~~~~  
Screen: F3BIOCHDATE

Wording: In what month and year was your [first/second/third/fourth/etc.] biological child born?

+++++

Item: F3BIOCHDATEM

Item wording: Month:

Item: F3BIOCHDATEY

Item wording: Year:

Routing: Go to F3BIOCHPART.

Screen: F3BIOCHPART

Wording: At the time of your [first/second/third/etc.] biological child's birth, were you married to or partnered with your child's [father/mother/other parent]?

+++++

Item: F3BIOCHPART

1=Yes

0=No

Item: F3BIOCHPART\_A

Item wording: Before we continue to the next question, we would like to know if you had any difficulty understanding or answering this question so that we may improve it for future surveys. Did you have any difficulty such as not understanding question wording, being uncertain of the meaning of certain terms, or not having the information needed to answer the question?

1=Yes

0=No

Item: F3BIOCHPART\_B

Item wording: If yes, please describe any difficulty you had. Please be as specific as possible.

Routing: if birthdates have not yet been asked about for all of respondent's children then go to F3BIOCHDATE;  
else go to F3EVERADOPT.

Screen: F3EVERADOPT

Wording: Have you ever adopted a child?

+++++

Item: F3EVERADOPT

1=Yes

0=No

Routing: If F3EVERADOPT=yes then go to F3ADOPTNUM;  
else go to F3HHOTHERS.

Screen: F3ADOPTNUM

Wording: How many children have you adopted?

+++++

Item: F3ADOPTNUM

Item wording: |adopted children

Routing: go to F3ADOPTDATE.

~~~~~  
Screen: F3ADOPTDATE

Wording: In what month and year did you [first/next] adopt a child?

+++++

Item: F3ADOPTDATEM

Item wording: Month:

Item: F3ADOPTDATEY

Item wording: Year:

Routing: if adoption dates have not yet been asked about for all adopted children, then repeat F3ADOPTDATE;

else go to F3HHROSTER.

~~~~~  
Screen: F3HHOTHERS

Wording: Do you live...

+++++

Item: F3HHOTHERS

1=with others, or

2=by yourself?

Routing: if respondent lives with others then go to F3HHROSTER;

else go to F3DEPENDENT.

~~~~~  
Screen: F3HHROSTER

Wording: How many of each of the following people live with you?

(Please enter '0' where appropriate.)

+++++

Item: F3HHROSTER2

Item wording: |Your spouse

Item: F3HHROSTER3

Item wording: |Your partner in a marriage-like relationship

Item: F3HHROSTER4

Item wording: |Your mother or female guardian

Item: F3HHROSTER5

Item wording: |Your father or male guardian

Item: F3HHROSTER6

Item wording: |Friends or roommates

Item: F3HHROSTER7

Item wording: |Brothers or sisters (including adoptive, step, and foster siblings)

Item: F3HHROSTER8

Item wording: |Children (yours or otherwise)

Item: F3HHROSTER9

Item wording: |Any others not already named

Routing: if respondents father/male guardian and/or mother/female guardian lives in household then go to F3PARHOME;
else go to F3DEPENDENT.

Screen: F3PARHOME

Wording: Do you...

+++++

Item: F3PARHOME

1=live in your parent or guardian's home, or

2=[does she/does he/do they] live in your home?

Item: F3PARHOME_A

Item wording: Before we continue to the next question, we would like to know if you had any difficulty understanding or answering this question so that we may improve it for future surveys. Did you have any difficulty such as not understanding question wording, being uncertain of the meaning of certain terms or response choices, or not having the information needed to answer the question?

1=Yes

0=No

Item: F3PARHOME_B

Item wording: If yes, please describe any difficulty you had. Please be as specific as possible.

Routing: go to F3DEPENDENT.

Screen: F3DEPENDENT

Wording: Now we would like to get some information about your current dependents. Excluding [yourself/you and your spouse/you and your partner], how many of each of the following types of dependents do you currently support?

(Enter '0' where appropriate. A dependent is a person for whom you pay at least half their expenses, such as food, shelter, clothing, health care, and schooling. This may include your children, parents, or others. Note that a dependent does not have to live with you.)

+++++

Item: F3DEPENDENT1

Item wording: [Number of dependent children (less than age 18)]

Item: F3DEPENDENT2

Item wording: [Number of dependent adults (age 18 and older)]

Routing: if respondent is married (or in a marriage-like relationship) and had no employment or military service during 2010 then skip to F3INCOMMAR;

else if respondent had no employment or military service during 2010 then skip to

F3INCOMSIN;

else go to F3EARN2010.

~~~~~  
Screen: F3EARN2010

Wording: About how much did you earn from employment in 2010 before taxes and all other deductions? Please include all wages, salaries, income from a business or farm, commissions, and tips you earned in 2010.[ Please include your earnings only; we will ask about your spouse's earnings in a separate question.][ Please include your earnings only; we will ask about your partner's earnings in a separate question.]

(Please do not enter decimals or commas.)

+++++

Item: F3EARN2010

Item wording: \$

Routing: if no response is provided, then go to F3EARN2010CAT;  
else if respondent is married or in a marriage-like relationship then go to F3INCOMMAR;  
else if respondent is single, divorced, separated, or widowed, then go to F3INCOMSIN.

~~~~~  
Screen: F3EARN2010CAT

Wording: We understand that you may not be able to provide an exact number for your job earnings. However, it would be extremely helpful if you would indicate which of the following ranges best estimates how much you earned from employment prior to taxes and deductions in calendar year 2010. Please include all wages, salaries, net income from a business or farm, commissions, and tips you earned in 2010.

+++++

Item: F3EARN2010CAT

1=Less than \$1,000

2=\$1,000-\$2,499

3=\$2,500-\$4,999

4=\$5,000-\$9,999

5=\$10,000-\$14,999

6=\$15,000-\$19,999

7=\$20,000-\$29,999

8=\$30,000-\$49,999

9=\$50,000 and above

Routing: if respondent is married or in a marriage-like relationship then go to F3INCOMMAR;
else if respondent is single, divorced, separated, or widowed, then go to F3INCOMSIN.

Screen: F3SPEARN

Wording: Next, about how much did your [spouse/partner] earn from employment before taxes and all other deductions in 2010? Please include all wages, salaries, net income from a business or farm, commissions, and tips your [spouse/partner] earned in 2010.

(Please do not enter decimals or commas.)

+++++

Item: F3SPEARN

Item wording: \$

Item: F3SPEARNNONE

Item wording: (Check here if they had no earnings from employment in 2010.)

1=Yes

0=No

Routing: if no response is provided then go to F3SPEARNCAT;
else go to F3INCOMMAR.

Screen: F3SPEARNCAT

Wording: We understand that you may not be able to provide an exact number for your [spouse's/partner's] job earnings. However, it would be extremely helpful if you would indicate which of the following ranges best estimates how much your [spouse/partner] earned from employment prior to taxes and deductions in calendar year 2010. Please include all wages, salaries, net income from a business or farm, commissions, and tips they earned in 2010.

+++++

Item: F3SPEARNCAT

1=Less than \$1,000

2=\$1,000-\$2,499

3=\$2,500-\$4,999

4=\$5,000-\$9,999

5=\$10,000-\$14,999

6=\$15,000-\$19,999

7=\$20,000-\$29,999

8=\$30,000-\$49,999

9=\$50,000 and above

Routing: go to F3INCOMMAR.

Screen: F3INCOMSIN

Wording: Did you receive income from any of the following sources during 2010?

+++++

Item: F3INCOMSIN1

Item wording: Wages, salaries, commissions, or tips

1=Yes

0=No

Item: F3INCOMSIN2

Item wording: Net income from a business or farm

1=Yes

0=No

Item: F3INCOMSIN3

Item wording: Dividends, interest, rental income, or investment income

1=Yes

0=No

Item: F3INCOMSIN4

Item wording: Social Security benefits

1=Yes

0=No

Item: F3INCOMSIN5

Item wording: Child support

1=Yes

0=No

Item: F3INCOMSIN6

Item wording: Veterans benefits

1=Yes

0=No

Item: F3INCOMSIN7

Item wording: Unemployment compensation

1=Yes

0=No

Item: F3INCOMSIN8

Item wording: Public assistance, welfare, AFDC, etc.

1=Yes

0=No

Item: F3INCOMSIN9

Item wording: Income in the form of gifts from relatives or friends

1=Yes

0=No

Item: F3INCOMSIN10

Item wording: Scholarships, fellowships, grants, loans, etc.

1=Yes

0=No

Item: F3INCOMSIN11

Item wording: Any other nontaxable income source

1=Yes

0=No

Routing: if respondent says 'yes' to any F3INCOMSIN item 3-11 then go to F3OTHRSRC;
else go to F3RFUND.

Screen: F3INCOMMAR

Wording: Did you or your [spouse/partner] receive income from any of the following sources during 2010?

(Please check one or more boxes for each row below.)

+++++

Item: F3INCOMMAR_R_1_1

Item wording: Wages, salaries commissions or tips

1=Yes

0=No

Item: F3INCOMMAR_R_2_1

Item wording: Net income from a business or farm

1=Yes

0=No

Item: F3INCOMMAR_R_3_1

Item wording: Dividends, interest, rental income, or investment income

1=Yes

0=No

Item: F3INCOMMAR_R_4_1

Item wording: Social Security benefits

1=Yes

0=No

Item: F3INCOMMAR_R_5_1

Item wording: Child support

1=Yes

0=No

Item: F3INCOMMAR_R_6_1

Item wording: Veterans benefits

1=Yes

0=No

Item: F3INCOMMAR_R_7_1

Item wording: Unemployment compensation

1=Yes

0=No

Item: F3INCOMMAR_R_8_1

Item wording: Public assistance, welfare, AFDC, etc.

1=Yes

0=No

Item: F3INCOMMAR_R_9_1

Item wording: Income in the form of a gift from relatives or friends

1=Yes

0=No

Item: F3INCOMMAR_R_10_1

Item wording: Scholarships, fellowships, grants, loans, etc.

1=Yes

0=No

Item: F3INCOMMAR_R_11_1

Item wording: Any other nontaxable income source

1=Yes

0=No

Routing: if respondent and/or their spouse/partner has received income from some other source then go to F3OTHRSRC;

else go to F3RFUND.

Screen: F3OTHRSRC

Wording: Without considering any 2010 earnings from employment, approximately how much did [you / you and your spouse / you and your partner] receive from other sources of income in 2010? (These sources might include investments, unemployment compensation, alimony or child support, family members, or disability payments.)

+++++

Item: F3OTHRSRC

Item wording: \$

Routing: Go to F3RFUND

Screen: F3RFUND

Pre-Logic: If F3MARSTAT not in (2,6) then hide options #2, #3, and #4.

Wording: Now we would like to ask you some questions about any pension or retirement savings. Many employers and unions have pensions or retirement plans, some provide tax-deferred plans such as thrift, savings, 401 K's, profit sharing, or stock ownership plans.

Additionally, individuals can provide for their own retirement with IRA or Keogh plans. Do [you/you or your spouse/you or your partner] have any savings in these types of plans?

+++++

Item: F3RFUND

1=[Yes, you have your own plans/Yes]

2=Yes, you have your own plans, and also have plans jointly with your [spouse/partner]

3=Yes, you have plans jointly with your [spouse/partner]

4=Yes, your [spouse/partner] has plans separate from you

5=No

Routing: If the respondent chooses one of first three options, go to F3SAVINGS;
else if respondent lives in their parent/guardian's home then go to F3ALLDEBT;
else go to F3DOMICILE.

Screen: F3SAVINGS

Wording: What is the total value of all the savings [you have/you have in your own and you have jointly with your spouse/you have in your own and you have jointly with your partner/you have jointly with your spouse/you have jointly with your partner] in these types of plans?

+++++

Item: F3SAVINGS

Item wording: \$

Routing: if respondent lives in parent's/guardian's home then go to F3ALLDEBT;
else go to F3DOMICILE.

Screen: F3DOMICILE

Wording: Do you...

+++++

Item: F3DOMICILE

1=pay mortgage towards or own your home

2=rent your home, or

3=have some other arrangement?

Routing: If the respondent pays mortgage or owns their home then go to F3RESVALUE;
Else go to F3ALLDEBT.

Screen: F3RESVALUE

Wording: What is the present value of your home? That is, about how much would it bring if it were sold today?

+++++

Item: F3RESVALUE

Item wording: \$

Routing: go to F3MORTOWE.

Screen: F3MORTOWE

Wording: About how much do [you/you and your spouse/you and your partner] owe on the mortgage for your residence?

(If none, please enter '0'.)

+++++

Item: F3MORTOWE

Item wording: \$

Routing: Go to F3ALLDEBT

~~~~~  
Screen: F3ALLDEBT

Wording: Now, think about your debts[, besides any mortgage on your home]. How much do you [and others in your household ]owe altogether? [Do not include mortgage loans, but include all other debts / Include all debts,] such as all other loans, credit card debt, medical or legal bills, etc.

(Please enter '0' if you [and others in your household ]have no debt.)

+++++

Item: F3DEBTK

Item wording: \$

1=Less than \$1000

2=\$1000 to \$4999

3=\$5000 to \$9999

4=\$10,000 to \$24,999

5=\$25,000 to \$49,999

6=\$50,000 to \$99,999

7=\$100,000 to \$249,999

8=\$250,000 or more

Routing: Go to F3DEBT.

~~~~~  
Screen: F3DEBT

Wording: Suppose you [and others in your household]were to sell all of your major possessions[including your home], turn all of your investments and other assets into cash, and pay off all your debts[including your mortgage]. Would you have something left over, break even, or be in debt?

+++++

Item: F3DEBTA

1=Have something left over

2=Break even

3=Be in debt

Routing: If the respondent answered they'd be in debt or have something left over go to F3DEBT2;

Else go to F3VOTE.

~~~~~  
Screen: F3DEBT2

Wording: How much would you [have left over / be in debt]?

+++++

Item: F3DEBT2

Item wording: \$

Routing: Go to F3VOTE

Screen: F3VOTE

Wording: Are you currently registered to vote?

+++++

Item: F3VOTE

1=Yes

2=No

3=You are not eligible to vote

Routing: go to F3VOTEPRES.

Screen: F3VOTEPRES

Wording: [Even though you are not currently registered to vote, did/Even though you are not currently eligible to vote, did/Did] you vote in the 2008 presidential election?

+++++

Item: F3VOTEPRES

1=Yes

0=No

Routing: go to F3VOTELOCAL.

Screen: F3VOTELOCAL

Wording: In the last 2 years, have you voted in any local, state, or national election?

+++++

Item: F3VOTELOCAL

1=Yes

0=No

Routing: go to F3VOLUNTEER.

Screen: F3VOLUNTEER

Wording: During the past 2 years, have you performed any unpaid volunteer or community service work through such organizations as youth groups, service clubs, church clubs, school groups, or social action groups?

+++++

Item: F3VOLUNTEER

1=Yes

0=No

Routing: if respondent has volunteered in the last 2 years then go to F3VOLORG;  
else go to F3DONATE.

Screen: F3VOLORG

Wording: Which of the following types of organizations have you been involved with in your unpaid volunteer or community service work during the past two years?

+++++

Item: F3VOLORG1

Item wording: Youth organization

1=Yes

0=No

Item: F3VOLORG2

Item wording: School or community organization

1=Yes

0=No

Item: F3VOLORG3

Item wording: Political organization

1=Yes

0=No

Item: F3VOLORG4

Item wording: Church-related group

1=Yes

0=No

Item: F3VOLORG5

Item wording: Neighborhood or social action association

1=Yes

0=No

Item: F3VOLORG6

Item wording: Hospital or nursing home

1=Yes

0=No

Item: F3VOLORG7

Item wording: Education organization

1=Yes

0=No

Item: F3VOLORG8

Item wording: Conservation or environmental group

1=Yes

0=No

Item: F3VOLORG9

Item wording: Other community or service work (please specify:)

1=Yes

0=No

Item: F3VOLORG9\_other

Routing: go to F3VOLFREQ.

Screen: F3VOLFREQ

Wording: During the past two years, how often did you spend time volunteering or performing community service?

+++++

Item: F3VOLFREQ

1=Less than once a month

2=At least once a month, but not weekly

3=At least once a week

Routing: go to F3DONATE.

Screen: F3DONATE

Wording: On a scale of 1 to 5, where 1 means 'never' and 5 means 'always', please indicate how often you contribute financially to causes you believe in; for example, making financial donations to charities, organizations, and causes.

+++++

Item: F3DONATE

1=1=Never

2=2

3=3

4=4

5=5=Always

Routing: go to F3LIFEEVENT.

Screen: F3LIFEEVENT

Wording: Since January 2005, have any of the following happened to you?

+++++

Item: F3LIFEEVENT1

Item wording: Your parents or guardians got divorced or separated

1=No, has not happened since January 2005

2=Yes, has happened once since January 2005

3=Yes, has happened more than once since January 2005

Item: F3LIFEEVENT2

Item wording: One of your parents or guardians lost his or her job

1=No, has not happened since January 2005

2=Yes, has happened once since January 2005

3=Yes, has happened more than once since January 2005

Item: F3LIFEEVENT3

Item wording: You lost your job

1=No, has not happened since January 2005

2=Yes, has happened once since January 2005

3=Yes, has happened more than once since January 2005

Item: F3LIFEEVENT4

Item wording: One of your parents or guardians died

1=No, has not happened since January 2005

2=Yes, has happened once since January 2005

3=Yes, has happened more than once since January 2005

Item: F3LIFEEVENT5

Item wording: A close relative or friend died

1=No, has not happened since January 2005

2=Yes, has happened once since January 2005

3=Yes, has happened more than once since January 2005

Item: F3LIFEEVENT6

Item wording: You became seriously ill or disabled

1=No, has not happened since January 2005

2=Yes, has happened once since January 2005

3=Yes, has happened more than once since January 2005

Item: F3LIFEEVENT7

Item wording: A family member became seriously ill or disabled

1=No, has not happened since January 2005

2=Yes, has happened once since January 2005

3=Yes, has happened more than once since January 2005

Item: F3LIFEEVENT8

Item wording: You were the victim of a violent crime

1=No, has not happened since January 2005

2=Yes, has happened once since January 2005

3=Yes, has happened more than once since January 2005

Routing: if respondent's parents/guardians have gotten divorced or separated then go to F3PARDIVORCE;

else if respondent's parent/guardian has lost a job then go to F3PARJOB;

else if respondent has lost his/her job then go to F3LOSTJOB;

else if respondent's parent/guardian has died then go to F3PARDIED;

else if respondent's close friend or other relative has died then go to F3OTHERDIED;

else if respondent has become seriously ill then go to F3ILL;

else if respondent's family member has become seriously ill then go to F3FAMILL;

else if respondent has been victim of a violent crime then go to F3VICTIM;

else go to F3VALUES.

Screen: F3PARDIVORCE

Wording: [When did your parents or guardians get divorced or separated? / When was the first time that your parents or guardians got divorced or separated?]

(Please only include divorces/separations that have occurred since January 2005.)

+++++

Item: F3PARDIVORCE1M

Item wording: Month:

Item: F3PARDIVORCE1Y

Item wording: Year:

Wording: When was the last time your parents or guardians got divorced or separated?

Item: F3PARDIVORCE2M

Item wording: Month:

Item: F3PARDIVORCE2Y

Item wording: Year:

Routing: if respondent's parent/guardian has lost a job then go to F3PARJOB;  
else if respondent has lost his/her job then go to F3LOSTJOB;  
else if respondent's parent/guardian has died then go to F3PARDIED;  
else if respondent's close friend or other relative has died then go to F3OTHERDIED;  
else if respondent has become seriously ill then go to F3ILL;  
else if respondent's family member has become seriously ill then go to F3FAMILL;  
else if respondent has been victim of a violent crime then go to F3VICTIM;  
else go to F3VALUES.

Screen: F3PARJOB

Wording: [When did one of your parents or guardians lose his or her job? / When was the first time that one of your parents or guardians lost his or her job?]

(Please only include times they have lost a job since January 2005.)

+++++

Item: F3PARJOB1M

Item wording: Month:

Item: F3PARJOB1Y

Item wording: Year:

Wording: When was the last time one of your parents or guardians lost his or her job?

Item: F3PARJOB2M

Item wording: Month:

Item: F3PARJOB2Y

Item wording: Year:

Routing: if respondent has lost his/her job then go to F3LOSTJOB;  
else if respondent's parent/guardian has died then go to F3PARDIED;  
else if respondent's close friend or other relative has died then go to F3OTHERDIED;  
else if respondent has become seriously ill then go to F3ILL;  
else if respondent's family member has become seriously ill then go to F3FAMILL;  
else if respondent has been victim of a violent crime then go to F3VICTIM;  
else go to F3VALUES.

~~~~~  
Screen: F3LOSTJOB

Wording: [When did you lose your job? / When was the first time that you lost your job?]
(Please only include times you lost a job since January 2005.)

+++++

Item: F3LOSTJOB1M

Item wording: Month:

Item: F3LOSTJOB1Y

Item wording: Year:

Wording: When was the last time you lost your job?

Item: F3LOSTJOB2M

Item wording: Month:

Item: F3LOSTJOB2Y

Item wording: Year:

Routing: if respondent's parent/guardian has died then go to F3PARDIED;
else if respondent's close friend or other relative has died then go to F3OTHERDIED;
else if respondent has become seriously ill then go to F3ILL;
else if respondent's family member has become seriously ill then go to F3FAMILL;
else if respondent has been victim of a violent crime then go to F3VICTIM;
else go to F3VALUES.

~~~~~  
Screen: F3PARDIED

Wording: [When did one of your parents or guardians die? / When was the first time that one of  
your parents or guardians died?]  
(Please only include events that have occurred since January 2005.)

+++++

Item: F3PARDIED1M

Item wording: Month:

Item: F3PARDIED1Y

Item wording: Year:

Wording: When was the last time one of your parents or guardians died?

Item: F3PARDIED2M

Item wording: Month:

Item: F3PARDIED2Y

Item wording: Year:

Routing: if respondent's close friend or other relative has died then go to F3OTHERDIED;  
else if respondent has become seriously ill then go to F3ILL;  
else if respondent's family member has become seriously ill then go to F3FAMILL;  
else if respondent has been victim of a violent crime then go to F3VICTIM;  
else go to F3VALUES.

~~~~~  
Screen: F3OTHERDIED

Wording: [When did your close friend or relative die? / When was the first time that one of your close friends or relatives died?]

(Please only include events that have occurred since January 2005.)

+++++

Item: F3OTHERDIED1M

Item wording: Month:

Item: F3OTHERDIED1Y

Item wording: Year:

Wording: When was the last time your close friend or relative died?

Item: F3OTHERDIED2M

Item wording: Month:

Item: F3OTHERDIED2Y

Item wording: Year:

Routing: if respondent has become seriously ill then go to F3ILL;
else if respondent's family member has become seriously ill then go to F3FAMILL;
else if respondent has been victim of a violent crime then go to F3VICTIM;
else go to F3VALUES.

~~~~~  
Screen: F3ILL

Wording: [When did you become seriously ill or disabled? / When was the first time that you became seriously ill or disabled?]

(Please only include events that have occurred since January 2005.)

+++++

Item: F3ILL1M

Item wording: Month:

Item: F3ILL1Y

Item wording: Year:

Wording: When was the last time you became seriously ill or disabled?

Item: F3ILL2M

Item wording: Month:

Item: F3ILL2Y

Item wording: Year:

Routing: if respondent's family member has become seriously ill then go to F3FAMILL;  
else if respondent has been victim of a violent crime then go to F3VICTIM;  
else go to F3VALUES.

---

Screen: F3FAMILL

Wording: [When did your family member become seriously ill or disabled? / When was the first time that your family member became seriously ill or disabled?]

(Please only include events that have occurred since January 2005.)

+++++

Item: F3FAMILL1M

Item wording: Month:

Item: F3FAMILL1Y

Item wording: Year:

Wording: When was the last time your family member became seriously ill or disabled?

Item: F3FAMILL2M

Item wording: Month:

Item: F3FAMILL2Y

Item wording: Year:

Routing: if respondent has been victim of a violent crime then go to F3VICTIM;  
else go to F3VALUES.

---

Screen: F3VICTIM

Wording: [When were you the victim of a violent crime? / When was the first time you were the victim of a violent crime?]

(Please only include events that have occurred since January 2005.)

+++++

Item: F3VICTIM1M

Item wording: Month:

Item: F3VICTIM1Y

Item wording: Year:

Wording: When was the last time you were the victim of a violent crime?

Item: F3VICTIM2M

Item wording: Month:

Item: F3VICTIM2Y

Item wording: Year:

Routing: go to F3VALUES.

Screen: F3VALUES

Wording: How important is each of the following to you in your life?

+++++

Item: F3VALUES1

Item wording: Being successful in your line of work

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES2

Item wording: Finding the right person to marry or partner with and having a happy family life

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES3

Item wording: Having lots of money

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES4

Item wording: Having strong friendships

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES5

Item wording: Being able to find steady work

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES6

Item wording: Helping other people in your community

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES7

Item wording: Being able to give your children better opportunities than you've had

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES8

Item wording: Living close to parents and relatives

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES9

Item wording: Getting away from this area of the country

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES10

Item wording: Working to correct social and economic inequalities

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES11

Item wording: Having children

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES12

Item wording: Having leisure time to enjoy your own interests

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES13

Item wording: Becoming an expert in your field of work

1=Not important

2=Somewhat important

3=Very important

Item: F3VALUES14

Item wording: Getting a good education

1=Not important

2=Somewhat important

3=Very important

Routing: go to F3CHECK.

Screen: F3CHECK

Wording: Before completing the interview, we would like to collect some information to help in processing your \$[XX] check.

(Please update/verify your name below; please also provide a phone number and an address to which you would like your check mailed.)

+++++

Item: F3FNAME

Item wording: First name:

Item: F3LNAME

Item wording: Last name:

Item: F3CHECKADD1

Item wording: Address 1:

Item: F3CHECKADD2

Item wording: Address 2:

Item: F3CHECKZIP

Item wording: Zip:

Item: F3CHECKCITY

Item wording: City:

Item: F3CHECKSTATE

Item wording: State:

Item: F3PHONE

Item wording: Phone:|(please enter in XXX-XXX-XXXX format)

Item: F3CHECKNONE

Item wording: (Check here if you prefer not to be paid for your participation.)

1=Yes

0=No

Routing: Go to F3REINTSEL.

~~~~~  
Screen: F3REINTSEL

Wording: [if web respondent:]

You have been randomly selected for participation in a quality control interview. We would like you to return to this web site in about three weeks to repeat a small number of questions. The purpose of this second 10-minute interview is to determine how well our questions collect reliable information.

Please enter your e-mail address and telephone number below. We will contact you when it is time to return for the short reinterview.

[else:]

You have been randomly selected for participation in a quality control interview. We would like to contact you in about three weeks to repeat a small number of questions. The purpose of this second 10-minute interview is to determine how well our questions collect reliable information. What is the best email address and phone number at which to reach you?

+++++

Item: F3REINTEMAIL

Item wording: Email address:

Item: F3REINTTTL

Item wording: Telephone number:|(please enter in XXX-XXX-XXXX format)

Item: F3REINTSAMEPH

Item wording: (Check here for same phone number: [F3PHONE])

1=Yes

0=No

Item: F3REINTDAY

Item wording: Best day to call:

Item: F3REINTTIM

Item wording: Best time to call:

Item: F3REINTREF

Item wording: (Check here if you decline to participate in the reinterview.)

1=Yes

0=No

Appendix D
Cognitive Testing Reports, 2010 and 2011

Contents

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Cognitive Testing Report, 2010

This report summarizes findings of the cognitive testing conducted by Research Support Services for the ELS:2002/12 study. The cognitive interviews were conducted in Evanston, Illinois, between August 18 and September 21, 2010. Eleven interviews were conducted with Form A, 9 with Form B, and 5 each with the two versions of Form C.

Table D-1 displays respondent characteristics.

Table D-1. Respondent Characteristics

R#	Age	Gender	Race-Ethnicity	Form Tested
1	26	Female	Asian/White	Form C – v1
2	28	Male	White	Form A
3	24	Female	Black or Afr Amer	Form C – v2
4	27	Female	White/Other	Form A
5	26	Female	Black or Afr Amer	Form B
6	25	Male	Hispanic White	Form B
7	27	Male	White	Form B
8	25	Male	White	Form C – v1
9	26	Female	Hispanic White	Form A
10	28	Female	White	Form B
11	27	Female	Hispanic White	Form B
12	25	Female	Black/White	Form B
13	27	Male	Black or Afr Amer	Form C – v2
14	25	Female	White	Form A
15	27	Male	Hispanic (wrote in Latino)	Form B
16	25	Female	White	Form B
17	25	Male	Black or Afr Amer	Form A
18	26	Female	White	Form A
19	25	Male	White	Form C – v1
20	27	Male	White	Form A
21	26	Male	Black or Afr Amer	Form C – v2
22	24	Male	White	Form A
23	26	Male	White	Form C – v1
24	27	Male	Hispanic (wrote in for race)	Form B
25	25	Female	White	Form A
26	28	Male	White	Form C – v2
27	27	Female	White	Form A
28	24	Female	White	Form A
29	25	Female	Hispanic (wrote in for race)	Form C – v2
30	27	Male	Hispanic White	Form C – v1

An advertisement asking for interested candidates for the interviews was posted on Craigslist on the Internet. Callers were screened using the screener in Appendix 1. The respondents interviewed had the following age distribution: age 24 (3 respondents), age 25 (9 respondents), age 26 (6 respondents), age 27 (9 respondents), and age 28 (3). Fifteen were women and 15 were men. As for race/ethnicity, one respondent self-identified as Asian, six as African-American, seven as Hispanic, and 16 as White.

Findings from Testing Form A¹

Please answer the following questions thinking about your most recent job in the past 12 months. Circle one answer for each question, indicating how strongly you agree or disagree with each statement.

Respondents had some difficulty with the verb tense of the questions. These are in present tense, but the respondents answering this form were all currently not working. They had all had a job within the past 12 months, and were answering about that most recent job. Several recommended changing the verb tense for the questions.

The jobs they were thinking of were:

#2: Roofer – had shorter jobs later but decided not to report on them. However, kept them in mind for some questions

#4: (did not report on most recent: outside sales for security company) previous job: substitute school teacher – Flip flopped between both jobs in responses and sometimes averaged answers.

#9: HR generalist

#14: telephone operator at incoming call center answering questions of filling out FAFSA forms

#17: nursing assistant

#18: Graphic designer at printing company

#20: Accountant on location at a national park

#22: Car salesman

#25: executive administrator of operations

#27: Clinical assistant at Planned Parenthood

#28: Staffing agency administrative assistant

¹ Analysis of Form A interviews was conducted using the interview transcripts that appear in Appendix 2

Questions about Your Most Recent Job

1. I'm confident that I can perform my job at a very high level of skill

All Rs were able to answer this question. They circled Agree or Strongly Agree. Respondents had different interpretations for 'very high level of skill' during probing. However, when first answering, they were answering about doing their job well, successfully, competently.

#2: High level of skill I would refer to as efficiency. Cause certain jobs require a little bit more know-how, a little bit more knowledge, as to what you're doing.

#4: a high level of proficiency, the ability to do the job.

#9: that you're excelling at your work, as opposed to just being average or good.

#14: It means that I'm very good at my job.

#17: Do a bit more than just like just getting by, just like average. So actually being a little bit more doing more, without being asked.

#18: For R this meant the ability to do more than one task at a time. To do multiple tasks efficiently and creatively.

#20: I think just being able to do every aspect of the job by yourself.

#22: Well, I was thinking mainly about my ability to serve the customer and sell a car for my dealership, which is a pretty independent process, but if you use your, you know, your management the right way, and the tools that you have, it's pretty—it can be a simple task.

#25: I am confident that I can perform my job at a very high level of skill, that you could perform your job successfully, and could apply your knowledge to that job, and be successful in that career.

#27: Well I guess high level of skill to me would be like higher education, like having a graduate degree or a Masters.

#28: When I think of high level, I think experience. I think the amount of work you're capable of doing. I mean it all depends on what the job is. ...I thought about knowledge more, like certain computer programs, like how well do you know Excel, that you know how to use every function, like that kind of thing, you know, have the skills.

2. I'm certain that I can solve big problems that occur at work

Generally the question worked well. Respondents varied in their answers. Half answered Strongly Agree, four Agree, and two Neither Agree nor Disagree.

In their narratives, Rs varied in what they considered 'a big problem', and that was very much tied to the specifics of the job. A common theme was that of the level of independence they had at work to solve the problems themselves or to have to get someone who could solve them. Some felt less confident because they had to ask help, but others answered Strongly Agree, because they knew what steps to take for someone else to solve the problem.

Some focused on more common, every day problems (students fight in school, problems with someone's paycheck not being correct), whereas others thought of really BIG problems (a fire at work; a patient having cardiac arrest).

3. I'm confident that I can reach the goals I set for myself at work

Two answered Agree, nine answered Strongly Agree

Most Rs claimed to actually set goals for themselves at work, some more short term, like daily goals, and others more long term. Some Rs in jobs where goals were set by others for them, focused on that, and did not 'hear' the part about 'goals I set for myself at work'. (car sales, outside sales, shift plan for nurse). Other's goals were more about attitude: one R's goal in her very boring job was "to stay in a good mood, despite being yelled at most of the time" (#14), another's goal was to be accurate and responsive (#20). Those who spoke of daily goals were really mostly describing a to-do list. Most everyone felt they spoke from experience: they had set goals for themselves and reached them.

4. I'm certain that I can do my work well despite time pressures

Respondents did not give as high responses as in the prior questions. 4 Strongly Agreed, 3 Agreed, 2 Neither Agreed nor Disagreed, and one Disagreed. They did not all feel they do equally well under time pressures. The question worked well: Rs spoke of coping with deadlines, and gave examples of what time pressures they had at their jobs. Some felt a little uneasy about answering without knowing particulars, as there could be unreasonable requests that made it impossible to do a job well if the time was too short. In some cases, Rs felt the job was designed to follow extreme time pressures that did not allow them to do the job well (call center)

5. I'm confident that I can do my work well even when I need to juggle work with non-work responsibilities (e.g., in my family or community)

Question worked very well. Rs focused on the idea of not letting outside things interfere with the performance of the job. Those Rs who do not have family near them, tended to answer about work vs. non-work things, such as doing laundry, seeing friends, or taking care of the place where they live.

Occupation Interests

1. I am really interested in my work.

2 Strongly Agreed, 6 Agreed, 1 between Agreed and Neither, 1 Neither, and 1 Disagreed

For those Rs who seem to have found their field of interest, this question had positive responses, despite the fact that they are not able at the time to find a job in that line of work. Others had no investment in their most recent job, so they were not as enthusiastic.

For those who have had multiple jobs, this question made them compare in their minds how interesting they found this job as opposed to other jobs they had before. Asking this question retrospectively elicits their perception now, looking back in perspective. The question may differ from how they would have answered while they were working.

#2: *"it always depends on what I'm doing. The roofing job I wasn't necessarily interested in it, but the crew that I was working with kind of made up for it, so to speak."*

#22: Answered Agree, but not Strongly Agree, because although at the time he was working he was very interested in the car sales job, he now does not want to do that type of work.

#28: R who answered between Agreed and Neither: *"I mean it got a little rough and tedious at times at a time when I just felt like I wanted more responsibility. And you know, I learned a lot about recruiting, and how the industry works, and I found it very interesting. And that's something I look at wanting to maybe do as a career is be a recruiter, so in that sense, I was interested in the whole staffing concept. It was just the work I was doing. I wanted to feel like I existed more, or had, like I said, more roles"*

2. I often get totally absorbed in my job tasks.

Question worked generally well. Probed on meaning of 'totally absorbed'. A few thought question asked if work consumed their lives (#20)

3 Strongly Agreed, 6 Agreed, and 2 Disagreed (call center operator and national park accountant)

#2: *I guess just your mind is in the job. You have forgotten about other problems because everyone wants to solve problems but when you get to a job you have to forget about all of your other problems and focus on the problems at hand.*

#4: *Enveloped, you know, in that same level of concentration where if you were a horse, you would have blinders on.*

#9: *Maybe like consumed whereas all you're doing or thinking about, so that there's little room for other things.*

#14: *This has never happened to me at a job, and I just graduated college last year. I assume they're talking about like when you're in a class and you find the subject really interesting, and you're really focused on it, and you're even thinking about it when you're not working on it because it's so fascinating to you, and you just want to know more about it.*

#17: I would guess you're really involved in what you're doing. You really care about what you're doing. When you're at work, everything else outside that's going on is on the back burner till you leave your job for the day.

#18: I feel like the job I've had, the days go by pretty quickly. And even if somebody comes up to me and starts talking to me, I get startled, because I'm too into what I'm doing. #20: I was thinking people that talk about their work outside of work, and think about their work, or I was thinking when you're at work, you're all about your job and you can't focus.

#22: I mean I don't have a perfect attention span, but I'm pretty focused. I like to do my job right. I like to do it 100-percent.

#25: When I'm doing my job, I am like a chainsaw. You don't let anything distract you, and you get the job done. You stay focused.

#27: it's like you really like what you're doing and you were stuck with it, or not stuck with it but you are stuck on it; whereas, for me, it was just really busy.

#28: Nothing else around you matters. But sometimes, that's not always a good thing, because when because when you have to multitask you have some...

3. I rarely get bored when I am doing my job.

The phrasing of this item as 'rarely' threw off at least some respondents. To disagree that something rarely happens is cognitively difficult, like a double negative.

Choice of response 3 was not for lack of opinion but rather trying to average the boring and the non-boring aspects of the job.

1 Strongly agreed, 4 Agreed, 3 neither agreed or disagreed, 2 disagreed, and 1 strongly disagreed

#2: Answered agree even though he was thinking of a job he found very boring. He said he would not have agreed if he'd been thinking about the roofing job he found interesting. For this R, an Agree response meant he often got bored.

#9: R said she had to "switch everything around" because it was phrased as "a negative".

Work Support

The three questions in this series were more closely related than earlier questions, based on how the responses clustered. Six of the respondents answered all three questions the same (all 1s or all 2s).

In the sequence, if not ALL people at work were supportive, people one could learn from or people one could turn to for help, then several Rs did not answer Strongly Agree. They dampened their agreement if there were some people or department who did not meet these characteristics.

1. People at work are pretty supportive of me

Generally the idea of supportive people at work was well understood. Rs tended to talk about co-workers or direct supervisor caring about how they were doing, whether they were struggling with their job, giving encouragement and positive feedback.

#2: *"I think the big thing about being supportive is helping someone when they are in need. We will go back to the roofing job. I will be doing something and someone could see that I was maybe struggling a little bit maybe trying to pull up a piece of plywood and its stuck. I am trying to do it myself because I want to get the job done and people are standing around and eventually somebody looks and notices and says hey you know I'll give him a hand. That is being supportive adding that extra hand, or it goes as far as to say nice job to somebody. I always try to confirm to people that they are doing a good job and then it comes back in my favor 90-percent of the time."*

#25: *"You can't really rely on positive feedback all the time from the employer. So that's why I said I neither agree, nor disagree, because sometimes you'll get credit, sometimes you won't."*
(R was not thinking of peers, just of boss)

#28: *"They ask if you need anything if you're real busy, you know, tells you're doing a good job, like gives some feedback when you need it."*

2. There are people I can learn from at work

Some Rs were thinking about learning about the job or how to do job tasks, while others were thinking in wider terms and saying things like "everyone has something you can learn from".

Otherwise, the question worked fine, with the caveat expressed above for this whole sequence.

3. There are people I can turn to for help in solving a work problem

Several respondents stressed that some people were not approachable or willing to help, or just would not be able to help, but others were.

#2: *"Yeah, there is always somebody that knows what they're doing. I always try to figure out the problem myself. If a question comes up or I don't know to do it, you go and ask someone else."*

#25: *"I feel that there are people that you work with that you would be able to go to for advice, or to help resolve an issue, and there are some people who will either escalate the issue, or make it work. So there's appropriate people that you go to for problems or issues."*

Findings from Testing Form B²

Questions about Your Current Job

Please answer the following questions thinking about your current job. Circle one answer for each question, indicating how strongly you agree or disagree with each statement.

Respondents focused on their current job (or their main current job) without difficulties. They reported being comfortable with the response scale provided, which they have dealt with before. They commented on the fact that job or school applications sometimes include questions in this format.

The jobs they had in mind while answering were:

#5: Artist representation and public relations work

#6: Construction work, building and repairing homes

#7: Financial consultant. *"I work with companies, anywhere from small, to mid to large size companies as far as doing their employee benefits, profit sharing plans, things such as that. I'm really just kind of assigned to current accounts, and I maintain relationships, and help build more sales, really, within the companies that I work with"*

#10: Makeup artist. *"My main gig is seasonal, so it's sort of October until April. And then I do freelance work in films, and commercial TV, that sort of thing kind of over the summer, and wherever I can squeeze it in."*

#11: Retail sales associate

#12: Manager in a spa

#15: Graphic designer in government agency

#16: Server at a restaurant

#24: Driver and dispatcher at towing company (family business)

Questions about Your Current Job

The intent of this set of questions showed to be ambiguous in administration. The questions could be aimed at finding out what respondents feel that staying over a longer time will let them acquire other people's respect, eventually get to do satisfying work, eventually make enough money..., or eventually work with other people who share their interests and values. Or, they could be about continuing to get all those things (which, it would be implied, they are already getting at this job). R #7 answered thinking of gaining more respect in the future, while R#16 mixed time frames in her responses: *"Getting respect, I answered about current. The others, I interpreted as "Will allow me in the future." I was thinking like if I stay there forever, how would I feel?"* The other respondents answered about their present situation at work, not about the future.

² Analysis of Form B interviews was conducted using the interview transcripts that appear in Appendix 3

1. Remaining at my current job will allow me to ... get respect from other people

Interpretation of ‘getting respect’ ranged from getting promotions, being hired sooner at a new job, “Respect in the sense that I just think of the way in which I am talked to, the way in which I’m interacted with”, “being professional with your co-workers”, prestige for the position in society at large,

Who are ‘other people’? Some respondents interpreted the question as referring to other people at work, while others answered about people in general.

#12: This is the only one that I actually had a pause, and I wasn’t sure if it was other people in my job, other people in the community. I kind of answered it from the perspective of other people in general in the community, my friend circle, my family and things like that

#15: This R was not sure how to answer so he answered 3. He said the question was ‘too vague’ but could not explain why. This R is a project hire. His term of employment will end in December. He knows he won’t be allowed to remain on the job beyond that time, which is bothering him a great deal. Therefore, he answered most of this series as Disagree, because the clause ‘remaining at my current job’ did not make sense in his case.

#24 Answered between agree and neither/nor because it depends on the people, some do and some don’t respect his job.

2. Remaining at my current job will allow me to ... do work that I find satisfying

Other than the general note about this series of questions above, this question did not pose any particular problems. It was interpreted across the board as intended.

3. Remaining at my current job will allow me to ... earn enough money for the lifestyle I want to have

A few respondents associated ‘lifestyle’ with high lifestyle: nice cars, travel, dining in expensive restaurants. Others more neutrally, as the style of life they want to live. Of interest:

#5: This R answered about the lifestyle, unrelated to the money. She does not make the money but because she is around artists, she lives some of their lifestyle.

#7: This R marked strongly agree when he meant strongly **disagree** – he thought his mistake was probably due to thinking about the fact that at present he makes more than he needs, but that is not the lifestyle he wants for himself in the long run.

4. Remaining at my current job will allow me to ... work with other people who share my interests and values

For one of the respondents (#7) this question was double barreled: he explained that he strongly agrees as far as values are concerned, but that his interests are very different from other people at work.

No other issues identified.

Job Satisfaction

1. I feel fairly well satisfied with my present job.

Only one R, #12, answered Strongly Agree. Three disagreed, and the remaining answered in between. There were no interpretation issues. Level of satisfaction had to do with R expectations, whether the job was in the type of work they want to be doing whether they felt they were successful in their jobs, etc.

2. Most days I am enthusiastic about my work.

Several Rs defined this as getting up in the morning and going to work happily, and being happy to be there once they arrive. *"It's that get-out-of-bed-in-the-morning feel."* Those who spoke about lack of enthusiasm, generally focused on the low pay.

No interpretation issues.

3. I find real enjoyment in my work.

Sources of real enjoyment in their work varied substantially across respondents. While some focused on the kind of work they like to do, others focused on work relations, others on the pleasure of knowing you are doing your job well, and even on just on the fact of having a job in this economy.

No interpretation issues.

Job Persistence Intentions

1. I plan to remain in my current job over the next year

Respondents were able to answer this question without much hesitation. Responses were generally independent of the answer to the subsequent question. That is, even though some Rs think about changing jobs, that did not necessarily go hand in hand with actual plans.

No interpretation issues identified.

2. I don't usually think about leaving this job

This question appears to have low reliability. As they explained their answer, several respondents expressed conflicting feelings and were unsure of what to answer. It may be worth testing quantitatively for reliability.

No problems identified in interpretation.

3. I feel pretty strongly committed to my current job

The notion of commitment to a job varied substantially across respondents. If this is a wider range of interpretations than intended, it may be advisable to make the wording more specific.

#6: *"Commitment as showing up every day and doing my job to the best of my ability."*

#10: R interpreted commitment as passion for the kind of work she does.

#11: *"Always following through on the work, showing up on time, following through with procedures, putting on a happy face, even when you're not, trying to get along with all the people that you work with, just doing what you're supposed to be doing and doing a good job of it".*

#12: *"I feel a sense of ownership in the work that I do, and want to honor the relationship I have with my job."*

#15: R answered disagree, because his position is ending.. However, upon probing he said: *"I know speaking for myself, like right now, no one really knows that as soon as the project ends, I'm basically making preparations to find something else. But also, at the same time, since I'm so committed to the job, and responsible with everything, and going to each project 110 percent, I don't think that anyone can assume that I have other goals, or that I plan to leave."*

#16 *"Committed meaning you plan on staying. You are committed to working there; committed meaning that's what you're already decided to stay."*

#24: *"To be at least 85-90% focused on your job"*

Overall Respondents' Comments About the Questions

Generally respondents said the questions were easy to understand and answer. One R commented: 'I think maybe if there was a sentence that will reiterate it to like kind of stay focused on this job, and don't bring in past jobs.' It may be harder for those with multiple jobs or short term jobs to keep thinking about the same job across questions.

Findings from Testing Form C³

Two versions of form C were tested. The questions in both versions were identical; however, the order in which each topic was presented varied. Five interviews (#s 1, 8, 19, 23 and 30) were

³Analysis of Form C interviews was conducted using the interview transcripts that appear in Appendix 4.

conducted with version 1 in which the order of sections was: Education Self-Efficacy, Education Interests, Education Supports, and Education Persistence Intentions. Version 2 was tested in five interviews as well (#s 3, 13, 21, 26 and 29) with sections presented in the following order: Education Supports, Education Persistence Intentions, Education Interests, and Education Self-Efficacy.

Questions about Your Education Experiences

Please answer the following questions thinking about your current educational program. Circle one answer for each question, indicating how strongly you agree or disagree with each statement.

Respondents were in a variety of different programs, some pursuing degrees (Associate's, Bachelor's, and Master's) and some in certification programs.

Version 1 Cases:

#1: in a 2-year certification program for a physical therapy assistant

#8: in a community college pursuing an AA – No major yet, but perhaps in communication

#19: pursuing a BA in political science

#23: pursuing a Master's in counseling psychology

#30: pursuing an AA – no major declared but thinking about psychology

Version 2 Cases:

#3: pursuing an LPN degree

#13: studying to be a paramedic

#21: in an MBA program

#26: CPA preparation certificate program

#29: pursuing a Bachelor's in Psychology

Education Self-Efficacy

In Form C v2, where these questions are presented as the last set, there appeared to be less discrimination by respondents across the first three items on confidence and certainty, which all five answered with the same rating across items (either Agree or Strongly Agree for all 3 items). In Form C v1, there was more variation.

1. I'm confident that I can earn strong grades in my education program

Version 1 Cases

Agree = 3 / Strongly agree = 2

Respondents had no difficulty answering. There were no issues of interpretation. What they considered strong grades ranged from A's only to include up to Bs. Respondents explained their confidence either based on their motivation to do well or on their prior experience that they can get strong grades.

#1: R cited strong motivation as reason for her level of confidence – Strong grades = As

#8: Grades depend on one's effort: "If you want a good grade, then you'll get the good grade, and you'll work as hard as it takes to get the good grade." As and Bs

#19: "Basically, just looking at everything that factors into academic success, so quality of professor, availability of outside help with tutors or anything like that, factors that are more dependent on me, so like the amount of free time that I can commit to doing homework, versus study, things like that. And in my case, we do have tutors available at the school. The professor, I think, is doing a satisfactory job. And I have budgeted enough for myself that I'm able to have free time in which to work on this outside of class." B or better.

#23: "Well, just based on the grades I've received in the past year and, you know, grades I received from my life in high school and undergrad, I feel like, you know, I'm capable of getting strong grades." A, A-, B+.

#30: "I am confident, because for starters, I'll be paying for everything, so if I don't put in the time and effort, I'd be wasting my own time and money. I don't have many distractions. I have the time to focus on my studies, and I have been focusing on my studies. The study skills class I took helped me refocus and get back into getting a proper schedule and a proper routine to complete the program." Honor roll,

A minimum of 3.0 GPA.

Version 2 Cases

Strongly agree = 2 / Agree = 3

#3: R was thinking of As and Bs. "I'm very confident. I study. I try and study a lot. I do know that there are some hard courses coming up, so I'm going to work my best to always get good grades.

There are times when there are some things that you just don't understand and your grades in that class might not be the best but you try the hardest that you can. That is why I put agree instead of strongly agree."

#13: A's. If it's a B, I'm after school, whatever I can do to pull it up, because the paramedic program, that's pretty competitive. They usually want you to have A's. B's, you usually have to get on a long waiting list to get in.

#21: B average or higher

#26: B's and up

#29: A's & B's

2. I'm certain that I can understand the most difficult material presented in my courses

Respondents sometimes answered the questions thinking not about the most difficult material presented but about the most difficult courses. Others focused on the difficulty of the material, but answered about understanding it after using all available outside resources, including tutors in school or support from the instructors.

Version 1 Cases

Strongly agree = 2 / Agree = 2 / Neither-nor = 1

#1: Said agree (and not strongly) because *"Probably my neurology class was a lot about the brain and certain scientific aspects that you are not—I was a biology major in my under grad and so I do understand a lot of it but there is certain things that you just might never get completely."*

#8: R was thinking only of the courses he is taking this semester. If he were taking math as he did last semester, he knows there is a lot he would not understand.

#19: R feels that being in the first days of his first semester back in school after a number of years, he is not yet sure how difficult the material can get. Thus, he answered 3.

#23: *"I feel like the material that's presented in the past year has not been—it's been challenging, but it hasn't been, you know, incomprehensible. I guess it's just more a matter of how much time I allow myself to stay with the material, versus not being able to understand it."*
R answered Strongly Agree.

#30: R said agree despite some concerns that in a community college he will not have the support necessary and will have to make it on his own.

Version 2 Cases

Strongly agree = 2 / Agree = 3

#13: *"I strongly agree, because there's just so much technology out here. You have the Internet. You have all type of library accesses. It's always somebody that you can talk to about something you don't understand."*

#21: R agreed that would be the case if one devotes enough time and accesses available resources

#26: *"Yeah, I said I agree. There are very hard concepts in accounting, and I try my best to understand them. But if I were to reach out to maybe the instructor more in his time off, and try to understand them more thoroughly, then I would have put strongly agree. That's why I put agree right now, because I believe that I go the mile, but I don't go the extra inch."*

#29: R answered not about difficult material but about a difficult course because students were expected to argue and debate, which was hard for her to do.

3. I'm confident that I can do an excellent job on my education assignments

'Education assignments' uniformly interpreted across the board as in class or homework given by instructors. One respondent included readings after answering probes made him think of it. He said if he had included readings in his answer, he would have softened his confidence because he knows he does not do nearly all the readings assigned (#23, a grad student).

Version 1 Cases

Strongly agree = 2 / Agree = 3

#1: Based answer on strong motivation to do well.

#8: Based answer on his willpower.

#19: R's confidence is based on comparing school with a full-time job. He feels school is less work, so he should be able to do an excellent job.

#23: R answered Agree: *"I didn't put strongly agree because I do feel like if I give myself adequate time with material, or if I had better time management skills, for example, then I would strongly agree."* R discussed doing an excellent job in terms of getting high grades, rather than on the quality of the work.

#30: R answered Agree: *"It's more about the amount of effort I put into it. I know that if I can minimize my distractions, I can achieve pretty much—I feel like I can achieve whatever I want."*

Version 2 Cases

Strongly agree = 2 / Agree = 3

#13: R's confidence is based on prior experience.

4. I'm confident that I could complete my degree despite financial pressures

A few respondents understood the item asked about one's ability to focus on school work and complete the degree when financial pressures loomed large in one's mind. Others interpreted as the sheer ability to pay for school (and therefore be able to stay on the program). For some Rs, to express confidence about something that they felt could be out of their control was a difficult notion.

Version 1 Cases

Strongly agree = 3 / Neither-nor = 1 / Disagree = 1

#1: R interpreted item as referring to whether financial pressures could interfere with one's ability to focus on the program and complete the degree.

#8: R has faced such problems and was able to get loans and proceed with the program.

#19: R answered neither-nor because of concerns about difficulties to get loans.

#23: R has lots of financial support from his family and does not need to worry about financial pressures.

#30: R strongly agreed: *"I have support from family and friends that will help me, you know, so money is not really an object this time around. And I do have a little bit of money saved up, so I feel like I'm in great—it's going to be up to me if I complete school or not."*

Version 2 Cases

Strongly agree = 1 / Agree = 1 / Neither-nor = 1 / Disagree = 4

#3: R agreed. He felt that he has learned the hard way how to get financial assistance. *"That way you can earn your degree just the same and still receive more like financial aid and more grant money where you don't have to take out as many loans. I can find ways around it. There are always scholarships. I do complete different essays and different things like that so whatever it kind of takes where I don't have to take out as many loans."*

#13: *"That's one of the confusing questions, because you really never know about tomorrow. And then the financial aid is usually pretty shaky. And then I know I don't have all the funds for it, so I am dependent on the financial aid. So I'm sure that like if there was some type of law passed, or if they cut back on financial aid that would be something that's like not something that's in play for now, but you really can't say if it did ever happen. So that question was kind of like I didn't know if they was talking about right now. I didn't know how to answer that one."* R answered neither-nor.

#21: R disagreed. He had recent experience that made him think that way: *"Because I just recently failed my first college course period and that was part of the reason why. I'd be in class, sitting there hungry, and not being able to pay attention, so I wasn't going. And I wasn't completing assignments. And that was stress, because I wondered how I'm going to get money and all that kind of stuff. So just recently having an experience with that basically influenced the answer that I just gave, because I just went through that."* This R was thinking of inability to focus due to financial pressures.

#26: R disagreed: *Yeah, because my financial obligations and pressures are really weighing heavy at the moment. I mean I want to be in the mindset of being confident that I am going to complete it. You know, if something tragic happens, I'm not going to be able to complete it."*

5. I'm confident that I could complete my degree despite having competing demands for my time (e.g., from work or family)

For some Rs this question was closely related to the previous one, because work demands are closely related to availability of funds for school.

Version 1 Cases

Strongly agree = 2 / Agree = 2 / Disagree = 1

#8: R has to work to be able to afford staying in school, which makes her worry about having enough time for school. She does feel the competing demands of work.

#19: R stopped working to focus on school and feels no competing demands. Hence his confidence.

#23: R does not work and does not have family in the area or making demands from afar.

#30: *"I agree, but not strongly, because you can't really expect the unexpected. There's always something that happens. You know, I help take care for my mother, who's disabled. There is a lot of outside circumstances that might stop me, slow me down. I can't predict the future. If I could, I wouldn't be going to school."*

Version 2 Cases

Strongly agree = 1 / Agree = 2 / Neither-nor = 1 / Disagree = 1

#13: *"It's pretty closely related, because work, that's the other side of the money. So like if work becomes a little more demanding, like if they wanted me on full-time, I would have to, I mean the schedule's pretty flexible, but I really can't tell about tomorrow. So it's kind of hard to answer questions about tomorrow when you are not really certain what tomorrow's going to be like."*

#21: R disagreed: *"Pretty much it's from I'm not confident, not from the work, but from the family standpoint, because like I said, I just tend to get bugged about everything every five-minutes. And pretty much all this revolves around, once again, like I said, being able to manage your resources, being able to manage your time, and discipline, and being able to organize yourself, and focusing and concentrating. All of these are intangible qualities and characteristics that the culture of my family is not—I feel in my humble opinion does not understand. You cannot be pursuing any kind of goal with the attitude of I'll put it off, and I'll wait till the last minute. That leads to inefficient assignments, and inefficient productivity. So pretty much that's why I said I'm not confident, because the culture of my family is not conducive to the qualities that it would take to be successful in education."*

#26: R agreed, but in giving an explanation R contradicted himself: *"I guess it depends how heavy the demands are from my family or work. Well I'm out of work, so it's probably from the family. Like if my mother gets sick and really I wouldn't be able to complete my degree."*

Education Interests

I really like my education program on the whole

What respondents understand by 'education program' varies. Some talk about their interest in the career they have chosen, the occupation they are training for, or the courses they are currently taking.

Version 1 Cases

Strongly agree = 1 / Agree = 3 / Disagree = 1

#1: Strongly agreed: *"It's what I want to do now. It's part of my occupation. You have to like it otherwise you shouldn't do it. I do like it. It's very interesting. It's hands on so you can really- really see the meaning of what you are learning, and that is why I enjoy it."*

#8: R focused on the courses he's taking this semester.

#19: *"Yeah, I'm interested in the subject matter. I think that the faculty and the adjunct professors are pretty interesting, and certainly interested in the topic that they're teaching. And I think that makes all the difference. When you're actually interested in something that you're studying, and when you have somebody teaching it to you that's equally interested."*

#23: *"I don't know, just maybe like frustrations, and methods in terms of expressing criticism about professors, or classes, and just things on those lines. But I guess at Northwestern, we're on a quarter system, and I'm not a huge fan of that. I think it's just too much pressure, and you don't have enough time with the material... But then again, I chose to go to Northwestern, so I knew what I was getting myself into."*

#30: *"Well the program, you know, I don't feel like it's customized to—you know, I don't feel like there is really much, you know, they give the classes, and everything is out there, but it's pretty much you have to pick your own program. ...That's why I would neither agree, nor disagree with it, because it's pretty much me. I picked it on my own. Counselors weren't as much help."*

Version 2 Cases

Strongly agree = 1 / Agree = 3 / Between Agree and Neither-nor = 1

#3: *"Like for the medical assistant program I just felt like we have to take a pharmacology program. Within that program medical assistants are not allowed to write prescriptions. We are not even allowed to administer medicine. So, I just didn't feel there was a need for that program. As far as that, that was probably about it. Now some of the courses were a little bit, were a little hard I guess, AP, Anatomy and Physiology, you know to learn all of the terms and memorize them, and you know how to talk in a certain language, the medical language and everything it can be a little frustrating, but I made it through it pretty good."*

#13: *"I agree, because you're just really hands-on, a lot of practicals. It really gives you a good feeling, so that when you do go out into the field, oh yeah, we went over this in class, or we went over this in the study, or I remember talking to my teacher about this. I'll run into it, and then I already kind of know what those are signs."*

#21: *“The fact that I’m learning something I can use, the fact that it’s a convenient class. I only have to go one day a week. I also like the fact that the faculty are people who are working in the field, as compared to my undergrad, some of them weren’t necessarily in the field, per se. I just feel like you could relate to them more.”*

#26: *“I said agree. Some of the professors are helpful. Some of them are not helpful, though I would like them to be. The books are okay. It’s a typical institution. You know I mean I probably may lean towards the neither agree, nor disagree, because I don’t think everybody learns the same way, you know, off of just reading a book. I’m a visual, hands-on learner. I would probably have to change that to neither agree nor disagree if that is okay. What do I like? I like some of the people that I bump into in class and the networking. I like learning new concepts. I get along with most of my professors. So that’s what I like about the program.”*

2. I am enjoying the courses in my field of study

This question was problematic for those who do not have a field of study, still doing general education requirements for college. For those who already answered the prior question thinking of courses, this question seemed repetitive. No interpretation problems detected.

Version 1 Cases

Strongly agree = 1 / Agree = 3 / Neither-nor = 1

#30: R has no major declared but in answering was thinking only about courses he is interested in, and excluding other required ones.

Version 2 Cases

Strongly agree = 2 / Agree = 2 / Neither-nor = 1

#26: This R was impatient to complete his program and start working in the field. *“So I’m semi enjoying what I’m learning, and kind of not at the same time, because I want to use it in real life.”*

3. I get totally absorbed in what I am studying

There was variation in the interpretation of “Getting absorbed”. For some Rs this referred to the moment when one is in class or doing school assignments and can concentrate to the point of becoming oblivious to everything else, being very focused on the material at hand. For others, it referred to school work taking over all other aspects of life.

Version 1 Cases

Strongly agree = 1 / Agree = 3 / Neither-nor = 1

#1: *“Don’t get distracted by other things going on, really be interested in it when you are actually reading it. Not as reading it and forgetting it. It actually sticks in your mind, and you memorize it kind of something.”*

#8: *“No distractions while working on assignments”*

#19: R answered Neither-nor: *“As a blanket statement, I don’t think that that works. I think at times, I’m definitely very interested and absorbed in what I’m working on. I think there is boring parts to everything though.”*

#23: *“I guess I’m just not the type of person to get really enmeshed in his work. It’s just it hasn’t happened for me.”* R did not think of absorbed in a specific task, but more generally.

#30: R used ‘absorb’ both in the intended sense and in the sense of taking in the material: *“I feel like I’m able to focus for once, so I can get absorbed. You know, I can drown out, I turn my phone off and put it in the other room, and just focus on what I need to do. I feel like I’m absorbing it. I feel like when I’m in class, I’m a sponge, and I just soak up as much information. I’m not trying to like talk to the girl next to me or anything like that. I’m there to learn.”*

Version 2 Cases

Strongly agree = 1 / Agree = 2 / Neither-nor = 2

#3: *“that I’m 100-percent all about school. Nothing else matters but school but this program and it’s not like that for me.”*

#13: *“Absorbed, to really take it all the way in. To be absorbed means to soak it all in like a sponge, just take in every element of it and just embody it.”*

#21: *“Absorbed means like you’re just oblivious to everything else.”*

#26: *“Like you’re focused, just you and the material.”*

Education Supports

1. I feel support from important people in my life for completing my education program

Respondents spoke both of emotional support and financial support. No interpretation issues. Some Rs had difficulty answering because they had some important people in their lives who give support and others that don’t.

Version 1 Cases

Strongly agree = 5

#8: R feels his full family rooting for him; he will be the first grad in the family.

#19: *“They have been very supportive of all of my choices, but particularly to go back to school. So my parents have definitely gone out of their way to help me with this, and my sisters, as well. I mean everybody just seems to be kind of pulling for it.”*

#23: *“My parents are supporting me financially. You know, they’re always like encouraging me to do that. Maybe not at first, I don’t know if at first they were excited about me becoming a therapist, for various reasons, but in general, they are very supportive.”*

Version 2 Cases

Agree = 2 / Neither-nor = 1 / Disagree = 2

#3: R disagreed. She was thinking about her family who does not give her support. She was also thinking about financial support. She gets help and moral support from her boyfriend but was not thinking of him in answering this item. She said she thought about him in subsequent items.

#13: R marked Agree. *“For the most part, I didn’t want to mark disagree or strongly disagree, because there is at least one or two people, so I just kind of focused on the one or two people.”*

#21: R disagreed: *“Yeah, I don’t feel them to be supportive, because to me, support is working with me and understanding. And when you’re egotistical and egocentric, just calling it what you want, instead of creating a mutual understanding, then there’s no support.”*

#26: *“Because some people support, and some people don’t. And it’s just I want to go with my gut feeling to finish it and whatnot. So that’s why I put neither agree, or disagree.”*

2. My family members support my choice of education program

Some Rs indicated that their family does not know much about their education program. Rs know more clearly if their families support their furthering their education, but when it comes to the specific program, not all families are involved, and that makes it hard to answer the question.

Version 1 Cases

Strongly agree = 3 / Agree = 1 / Neither-nor = 1

#1: *“They know my interest in it. My dad and my brother are massage therapists so there is kind of a background there so it seems like everybody supports that.”*

#8: R did not answer specifically regarding choice of program. He said: *“Well I mean they only know what I tell them. I’m completely 100 percent independent, and whatever I decide to do is what I decide to do. They’re just there to back me up.”*

#19: *“I didn’t really know what to interpret the question as, whether it was referring to like a major, like a political science, or just in being a program at all, so I interpreted it as the latter. They certainly want me to be back and school, and are happy that I’m there.”*

#23: *“I think now they do, now that they see sort of that there are a lot of job opportunities. I think one of my parents, in particular, was very focused on... they wanted me to get a PhD or something. I think that was more part of it than the actual counseling. It’s better now.”*

#30: R answered neither-nor because some family members did and others did not.

Version 2 Cases

Strongly agree = 1 / Agree = 2 / Neither-nor = 2

#3: R answered neither-nor because her family is not involved.

#13: R marked Agree, even though he explained his mom and girlfriend are very supportive in every way while the rest of the family is not.

3. I have access to a good mentor or advisor who can offer me advice and encouragement

Some Rs wondered if this was asking about a mentor or advisor at school or outside of school. Some did not focus on a single person but rather on multiple people. At least in one occasion, the respondent made a distinction between advice and encouragement.

Version 1 Cases

Strongly agree = 2 / Agree = 1 / Neither-nor = 1 / Disagree = 1

#1: R wondered if at school or outside but decided to answer about the program. R would expect advice from school and encouragement from friends or family.

#8: R answered thinking only of his family. Upon probing, he said: *“now that we’re talking about it, I’m thinking I formed an outside relationship with my English professor last semester, and I know that in any type of qualm that I might have, she would be the go-to girl.”* For R: mentor is outside of school, advisor at school.

#19: *“So within the context of that mentor or advisor being like somebody in a professional capacity at school, no. They’re there, but it’s sort of the same scenario that I painted with the financial aid officer there, understaffed and overworked. I ultimately looked at quality and service efforts. The other way that I could have seen it interpreted is just in general in my life, do I have that. And I would say yes, I do, but not knowing what the question is, I chose a neutral answer.”*

#23: *“Oh, definitely, although I don’t really have like an academic advisor. ...I do have other people that have been supportive. In our first year in the program, we had this – it was just like a part of one of our classes is called our back home supervisor, which is like we’d go there and talk about sort of our experience in the counseling room, versus talking about our clients. And that helped us a lot, and we can kind of talk about almost, but like almost everything in terms of counseling is on the floor to discuss. That was very helpful. And then I also have my own therapist, so I could talk about different things about my program there. So I’ve had access to different mentors, for sure.”*

#30: R was thinking only about in-school mentor or advisor.

Version 2 Cases

Agree = 3 / Disagree = 2

#3: R sees a mentor as more involved while an advisor advises about specific things.

#21: R agreed but was not thinking of a single person, rather about his circle of friends.

#26: R was only thinking about in school.

Education Persistence Intentions

For this set of three questions, all five v1 respondents gave the same answer for each of the three items (either strongly agree or agree for all 3). In v2, all but one respondent also gave the same answer across the three items. In explaining each response, they referred to very similar notions of determination and motivation.

1. I am totally convinced that I will complete my education program

Respondents did not have problems in answering this question. No interpretation issues were apparent. Most responses focused on student motivation to complete the program.

Version 1 Cases

Strongly agree = 4 / Agree = 1

#8: *"Well, because I'm certain that I want to finish school, and so usually, if you want to do something, you do it."*

#19: *"I made a realistic timetable of how I'm going to progress through coursework. I started budgeting for this like a year-and-a-half ago, so I have that mostly figured out. You know it's a lot of the scary variables that you have to plan for. And truly, the only thing that's left is actually performing well enough in the classes to pass them. So I think as long as you can take those controllable steps and get them under control early enough, it becomes much more realistic proposal."*

#23: *"I think so. I mean I've done well in my first year. I can't see myself sort of falling apart in the second year. I think I should be okay in terms of finishing. I don't think I've ever had that happen before, so it would kind of surprise me."*

#30: *"I don't feel like failure's an option. There is no way that I'm going to go through this a second time and fail."*

Version 2 Cases

Strongly agree = 2 / Agree = 2 / Neither-nor = 3

#3: R did not pick Strongly Agree (chose Agree), because she may decide instead of completing the program to continue studying toward a higher degree (RN instead of LPN). She would then complete the requirements but apply them toward a different program.

#21: Neither-nor because 'anything could happen'

#26: R is not convinced because of financial worries.

2. I think that earning a degree or certificate in my field of study is a realistic goal for me

Some Rs felt this item overlapped a lot with the previous one. There was consistent interpretation of ‘realistic’ across interviews.

Version 1 Cases

Strongly agree = 4 / Agree = 1

#1: *So, to me it's definitely realistic because I know that I'm doing well and there are no other distractions for me.*

#8: *“a realistic goal is something that's real, and not just far-fetched. So a realistic goal would be like okay, I can complete a degree in two-and-a-half to three years. That's realistic. Okay, I would like to complete my degree by the end of this year, not realistic.”*

#19: *“I thought that it was the same as the question we just went over, just in other words.”*

#23: *“I mean it's very similar to the first question. I think it's very realistic. I mean graduate school is challenging, but I think I can get through it, and be okay.”*

#30: *“Exact same thing as above. Failure is not an option this time around.”*

Version 2 Cases

Strongly agree = 2 / Agree = 3

#3: *“Like is it something that you can achieve realistically within a certain amount of years, within a timeframe and everything. I guess like if I was going to be a heart surgeon, the question would be am I going to stick to that or am I going to take so many years, or am I going to drop out and everything. So, is it realistic? Is it something that I think I can really achieve.”*

3. I am fully committed to completing my education program

No interpretation issues. Respondents interpreted ‘full commitment’ consistently.

Version 1 Cases

Strongly agree = 4 / Agree = 1

#1: *“That means not letting distractions like work and family, or whatever get in the way. You know putting all of your strength forward and trying to do your best and not just getting by.”*

#8: *“Yes, and I am fully committed to it. Like I said, I took off last semester because I didn't really know what I wanted to do. I didn't want to be wasting my time, the government's money on just classes that I didn't know what I was doing. And plus, I just wanted to make sure that I had financial security, so I looked for a job and I found one. And now that I have that, I'm acclimated there. I feel more confident that I can start school knowing that I don't have to worry about necessarily where my next paycheck is coming from, how I'm going to be able to survive, and get to school and things like that.”*

#19: *"For me, it's realizing what the purpose of being there is in the first place. I went to college right out of high school because it just seemed like the next logical thing to do, because I didn't know what else to do, and for that reason, I'm absolutely certain that's why I didn't finish. I got to a point where I just didn't really know why I was there."*

#23: *"I mean with commitment comes sacrifices. In a sense you might sacrifice certain things, like friendships, or like not having as much free time, not making money for school. So having all those things shows signs of commitment to a program. Yeah, I mean I've already gone through a year of this, over a year of those things. So I would think I'm committed."*

Version 2 Cases

Strongly agree = 2 / Agree = 3

#3: *"Finish up the program whatever it takes to finish the program."*

#13: *"Strongly, because nothing's going to get in my way for this. When I hear committed I think about married to, like I'm just kind of joined to, or bonded to."*

#21: *"Committed means that you're dedicated. Commitment means that you're willing to do the necessary actions. You're willing to take the necessary actions, and do the things that have to be done to achieve what you want."*

#26: *"I didn't put Strongly Agree because if a job came into play, I would be more committed to that than the education."*

Cognitive Testing Report, 2011

Introduction

This report summarizes findings of the cognitive testing conducted by Research Support Services Inc. for the ELS 2002/12 study. The cognitive interviews were conducted in Illinois, in the Chicago SMSA, between September 19 and October 23, 2011. A total of thirty interviews were conducted using three different sets of questions. Form A tested for Loans and Financial Literacy, Form B tested for Grants and Scholarships, and Form C for Financial Burden, Volunteerism, Voting and Social Capital.⁴

For recruiting participants, an advertisement asking for interested candidates for the interviews was posted on Craigslist on the Internet. Callers were screened using the screener in Appendix 1. The respondents interviewed had the following age distribution: age 24 (7 respondents), age 25 (8 respondents), age 26 (6 respondents), age 27 (2 respondents), and age 28 (7). Fifteen were women and 15 were men. As for race/ethnicity, three respondents self-identified as Asian, seven as African-American, four as Hispanic, 15 as White, and one as Other ('mixed'). Respondents were screened also for level of education achieved, and having had scholarships, grants, and loans to finance their post-secondary education.

While many of the questions tested are working very well, testing identified important interpretation issues in other items.

Table D-1 displays respondent characteristics.

⁴ In three instances respondents who had screened in as having grants or scholarships ended up answering No to having grants or scholarships during their last year in school (Q. B3). Because these interviews only took about 10 minutes beyond the consent form, the interviewer administered form C as well. **Responses** to both forms are included in the discussion of findings.

Table D-1. Need Title

R#	Age	Gender	Race-Ethnicity	Form Tested	Highest schooling	Loans	Grants/ Scholarships
ASG001	25	F	White	A	Graduated college	Yes	Yes
ASG002	28	F	White	C	Graduated college	No	Yes
ASG003	28	F	Asian	C	Graduated college	No	No
ASG004	26	F	Hispanic	B	Graduated college	Yes	Yes
ASG005	24	F	Mixed	B	Some College	Yes	No
ASG006	25	F	African-American	A	Some College	Yes	Yes
ASG007	24	M	White	A	HS diploma	Yes	Yes
ASG008	26	M	White	B	Graduated college	Yes	Yes
ASG009	28	M	White	C	Graduated	Yes	Yes
ASG010	25	M	African-American	A	Technical diploma	Yes	Yes
ASG011	26	M	African-American	B	Some College	Yes	Yes
ASG012	27	M	White	C	Some College	Yes	Yes
ASG013	28	F	White	C/B	Graduated college	Yes	Yes
ASG014	26	F	African-American	A	Some College	No	Yes
KK001	25	M	White	C	Graduated college	No	Yes
KK002	25	F	White	C	HS	No	No
KK003	24	F	Asian	A	Graduated college	Yes	Yes
KK004	25	M	Asian	C	Graduated college	Yes	Yes
KK005	27	M	African-American	A	Some college	Yes	Yes
KK006	24	F	White	A	Graduated college	Yes	Yes
KK007	24	F	White	B	Graduated college	Yes	Yes
KK008	26	M	African-American	A	Some college	Yes	Yes
KK009	28	M	White	C/B	Graduated college	Yes	Yes
KK010	25	F	White	B	Graduated college	Yes	Yes
KK011	25	F	White	A	Graduated college	yes	no
KK012	28	M	White	C/B	Some college	Yes	Yes
KK013	24	M	African-American	B	Some college	No	Yes
KK014	28	M	Hispanic	B	Graduated college	No	Yes
KK015	26	M	Hispanic	B	Graduated college	Yes	Yes
KK016	24	F	Hispanic	B	Graduated college	Yes	Yes

Findings by Form

1.1 Form A: Loans

A-1. Did you take out any loans to help pay for your undergraduate education since high school? (Do not include money you borrowed from family or friends.)

- ☐ Yes → go to A-2
- ☐ No. → go to A-7

We elicited some unexpected patterns of interpretation for ‘undergraduate education’, or did not pay attention to the qualifier about the level of schooling.

- ASG001: R interpreted ‘pay for your undergraduate education’ as referring only to “going away to school, like I wouldn’t think if I had gone to community college or stayed at home it would have applied;... well I guess that is undergraduate school but to me it doesn’t seem like it.”
- ASG006: R went to a four-year college and sees ‘undergraduate’ as the first two years of college.
- ASG010: R got a certification. In her view, ‘undergraduate’ includes Associate degrees, Bachelors and certificates.
- ASG014: R sees undergraduate as the first two years of college, associate’s degree prior to ‘getting into your bachelor’s degree...’
- KK003: R noted she was unsure if question also applied to graduate school loans she currently has, since she does not have undergraduate loans but has graduate school loans.
- KK004: R was unsure at first if the question included loans for high school
- KK008: R was unsure what ‘undergraduate education’ meant
- KK011: R was unsure if she should answer Yes because her parents took out a loan and gave her the money. However, she makes all the payments on it herself, so she considered it a loan. She also borrowed money on her credit card which she also included in her response. Loans & credit card were for costs of semester abroad.

A-2. What types of education loans did you take out?

(Check all that apply.)

- ☐ **Federal** student loans, such as Stafford or Perkins loans. → go to A-5
- ☐ **Private** loans, such as Sallie Mae, CitiAssist, Chase, or Nellie Mae loans. (Federal loans usually have low interest rates, and are received after completing a Free Application for Federal Student Aid, or FAFSA. Private loans usually require a co-signer and have market interest rates based on credit history.) → go to A-3

Responses:

About two thirds had federal loans only. The others had both private and federal. KK011 also wrote in: 'PCN loans' "Credit cards"

Noteworthy Issues:

Respondents exhibited confusion or lack of understanding about loans. Not only did some not know which specific loans they had or even what type, but some were confused about the loans vs. grants, and about who gives out a federal loan.

- ASG001: noted that there are also state loans such as New York State Loan that her friends had gotten.
- ASG006: Stafford and a Sallie Mae which grandmother co:signed for \$10,000 loan for room and board, and computer
- ASG007: R has Stafford Loan. In probing, R stated he has loans, grants and a payment plan that he hasn't been paying. He is unclear on the types of loans he has other than a Stafford.
- ASG010: Stafford Loan (\$9,500)
- KK005: R has Sallie Mae, also investigated but did not take Chase, Bank of America
- KK006: R unsure of difference between Stafford and Perkins; on probing thought perhaps varying rates or varying branches of government
- KK006: R knows had a Stafford may have also had a Perkins, was unsure
- KK008: Sallie Mae loan. R had not been told of others and did not know others. R described federal loans as ones where one does not need to pay anything back. School told R about Sallie Mae and 'FAFSA loan' and he went with Sallie Mae. R described private loans as giving "money under the table but if it is not paid back they would 'mess your credit'."
- KK011: Aware of other loan types through husband. R did not apply for other loans during school because was unaware of them while in school. Describes federal loans as borrowing from the government.

A-3. How much **in total** did you take out in **private** loans for your undergraduate education since high school?

\$ _____

(If you are unsure, provide your best estimate.)

Noteworthy Issues:

There was not one specific problem but a few cases of lack of information or inconsistent amounts.

- ASG007: R stated that he wanted to answer every question and that he just saw the words 'loans' (not 'private' loans) and although he does not believe he has private loans he wanted to answer. R was unsure about amounts: "I know that at every 'verification' during FAFSA reapplication I am just taken care of."
- KK005: R stated that she got a total of \$10,000; split by semesters, \$5000 per semester for 4 semesters. Math error persisted despite probing.

- KK008: R said estimate of amount given directly to the school and believed the amount might have been more but was unsure.
- KK011: R stated amount was an estimate and stated the loan was taken out by parents for \$10,000 but paid back \$4000 right away because she didn't think she'd need it. R also took a \$4000 line of credit on her credit card which she used over the course of her study abroad.

A-4. How much do you still owe on your **private** loans? \$ _____ If owes >\$0, go to **A-5**; else go to **A-6**

(If you are unsure, provide your best estimate. If you no longer owe money on your private loans, enter 0.)

Most respondents estimated the amount, not remembering the exact amount.

Noteworthy Issues:

- ASG006: R owes more than borrowed because of accrued interest.
- ASG007: R did not follow skip, stated he wanted to answer every question.
- KK005: R stated last month's statement is \$5000 exactly
- KK008: Estimate possibly around \$2,800 or \$2,900 in probing.
- KK011: In probing R stated that the Chase [credit card] is at zero and parent's loan is at \$7,000 (an estimate). In probing asked if her loan or parents and R states definitely her loan. R did not include parent's loan in amount given as response (given prior responses, this is possibly because she was unsure if she should report a loan not taking by herself).

A-5. How much do you pay each month for your federal and/or private loans? \$ _____
(If none, enter 0.)

Responses:

Except for one respondent they were able to answer with an amount ranging from zero to \$250. The exception was KK006 who did not enter an amount but wrote in a question mark and "Various amounts depending on loans, interest and my available funds."

Noteworthy Issues:

Some Rs were not very clear about details of their loans. In some cases it seemed that parents may have taken care of the loan details. Not all were clear as to how much they have to pay for how long.

- ASG001: R noted that she would not have remembered the exact amount had she not recently checked for the date of the automatic withdrawal. She felt it was only by chance that she knew.
- ASG006 : R explained that loans are deferred because she is only working odd jobs, not employed full time.
- ASG007 – R not paying because still in school.
- ASG010 – gave exact number paid each month
- KK005: R says total is exactly \$125, she writes two checks, one for federal and one for the private loan but can't recall how much for each.

- KK006 : R has paid off all student loans she took out. R read question as how much she paid in the past. Because she had multiple loans with multiple interest rates, she paid off the highest interest rate loans first, and paid extra when she could so her monthly rate was always variable.
- KK008 – R is unemployed so is currently in default. In attempting to enroll in another school he was told that he could enroll if he made 9 consecutive payments, but is unsure of the amount of payment he would need to make.
- KK011 – R pays \$125 every two weeks, after he gets paid. Since R answered \$125 a month, this shows an inconsistency (12 months reported vs. 13 months in 26 pay periods) R will occasionally pay extra in addition to the \$125/biweekly. In probing also stated last payment was only \$75 but intends to make it up this payment to be at \$250 over two payments.

A-6. While you were still enrolled as an undergraduate, did you receive any of the following information about your student loans?

(Check all that apply.)

- ☐ Information on options for repaying your loans.
- ☐ Information about how much your monthly loan payment would be.
- ☐ Information about what to do if your loan payments became too much to handle.
- ☐ Information on what might happen if you didn't make your loan payments or defaulted on the loan.
- ☐ Other (specify)

Responses:

- ASG001: Yes to repayment; how much; other
- ASG006: Yes to repayment
- ASG007: Yes to all but other
- ASG010: Yes to all
- KK005: Yes to repayment; default
- KK006: No to all but wrote "I received notice of disbursement of funds"
- KK008: Yes to options for repayment
- KK011: Yes to information on how much payment would be

Noteworthy Issues:

Respondents reported receiving different types of information through different means.

- ASG001: 'Other' category written in: 'information about what the changes in the laws related to student loans might mean for future repayment.' R received information on how to refinance loans based on changes in the law.
- ASG006: recalls seeing emails on options for repayment, did not receive any other information.
- ASG007: R received packet with initial loan and used to receive emails.
- ASG010: financial aid office provided packets and exit counseling concerning loans and with a NELNET advisor

- KK006: R noted that because question said ‘did you receive information’ she assumed received in the mail, not information held on campus, although she was not aware of anything like that.
- KK008: R received information only after default.
- KK011: R states confusion. Information was the ‘terms and conditions’ that come with new credit cards.

A-7. Have you ever learned how to manage money in a class?

(Please indicate Yes or No for each row below.)

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | At school, in a subject or course specifically about managing money |
| <input type="checkbox"/> | <input type="checkbox"/> | At school as part of another subject or class |
| <input type="checkbox"/> | <input type="checkbox"/> | In an activity outside school |

Responses:

- ASG001: Yes to another subject
- ASG006 : No to all
- ASG007: Yes to all
- ASG010 : Yes to activity outside school
- ASG014: No to all
- KK003: Yes to activity outside school
- KK005: Yes to class, yes to another subject
- KK006 : Yes to activity outside school
- KK008: Yes to activity outside school
- KK011: Yes to class “From a business standpoint”; yes to activity outside class.

Noteworthy Issues:

If ‘school’ in this question is intended to be just high school or just college, it should be specified. Respondents assumed one or the other, but not necessarily both. Also respondents interpreted ‘activity outside school’ in varied ways.

- ASG001: Said no to a course specifically about management money because she said “that would be an accounting class.” She said yes to another subject because she took a life skills class that included a component about money and balancing checkbooks. R said no to activity because she interpreted the question to be a class outside of school, although she ‘probably went to activities where we did talk about that but I was thinking that it was a specific *class* so I answered no...” R assumed school was high school.
- ASG007 – R was referring to high school classes. For activity outside of class, R was thinking of life experience rather than a specific activity.
- ASG010 – R was ward of state, where there were money management classes called Life Skills from DCFS
- KK003 R has not taken a specific class. Was unsure if the last one, activity outside of class, was still referring still referring to school but an activity outside of a classroom setting such as a club or organization. She has not had those, but rather has taken books out of the library on her own. This R was thinking of college

- KK005 – took an Intro to Finance business class and Music Business. R assumed question was asking about college. Finance class work included paying bills on time to improve credit score, saving, ‘being smart with money,’ investing.
- KK008 – R was thinking of life experiences not specific activity. R was thinking of high school
- KK011 – R was business major in college, so took classes on running a business but thinks this might be different than an individual standpoint. For activities outside of school, R was thinking of conversations with new husband.

A-8. How often do you discuss money (e.g. talk about spending, saving, banking, investment) with these people?

(Please check one box in each row.)

	Never or hardly ever	Once or twice a month	Once or twice a week	Almost every day
Parents/guardians or other adult relations				
Spouse or partner				
Friends				

Responses:

- ASG001: parents (every day); spouse (N/A written in); friends (once week)
- ASG006 – parents (1-2 month); spouse (1-2 week); friends (1-2 month)
- ASG007 – parents (1-2 month); spouse (once week); friends (1-2 month)
- ASG010 – parents (never); spouse/partner (1-2 month), friends (never)
- KK003 – parents (1-2 month); spouse “N/A” (never); friends (1-2 month)
- KK005 – parents (every day); spouse (every day); friends (every day)
- KK008 – parents (1-2 week); spouse (1-2 week); friends (1-2 week)
- KK011 – Parents (1-2 week); spouse (every day); friends (never/hardly)

Noteworthy Issues:

In answering, several Rs were thinking about discussing their ability to do things or not given their cost. This was true, in particular, regarding talking with friends. Several added ‘earning money’ as another topic they discuss. The undefined (present tense) timeframe of the question appears to lend itself for reporting about events that happened even a year ago, and in prior relationships.

- ASG001 – R noted that she has no spouse or partner and question offered no place to mark not applicable
- ASG001 – R works for parents so in conversations about money she included day to day business/hours worked issues.
- ASG001 – conversations with friends are about ‘can I afford to go out to dinner’
- ASG006 – with parents, conversations are regarding getting a job because she borrows money from them. Earning, spending and saving were topics common to all three types of people.
- ASG007 – conversations with parents are about the economy, price of gold, intends to talk of investing when he has something to invest. With girlfriend discusses splitting rent and groceries; with friends conversations about spending.

- ASG010 – R and girlfriend talk about spending when wanting to go out and he has money set aside he is not willing to spend on that.
- KK003 – Although R marked 1-2 times a month for friends, she states she uses her friends a lot as a resource for how they manage money and loans.
- KK005 – R reported that he spoke with mom and brothers, a couple cousins and five friends.
- KK008: R reports that conversations with mother are requests to borrow money (\$50-\$60). In probing, except for requesting weekly money, the only other financial conversation R reported with mother was that he requested his mother take out a car loan in 2008 so he could get a car. When answering about spouse, R actually reported thinking of conversations he'd had with ex-girlfriend during the relationship which ended a year ago. No current spouse or partner or conversations with ex.
- KK008 – conversations with friends are about winning lottery or what they will do when they 'come up'.
- KK011 – parents include her parents and in-laws (less frequently); conversations with parents are for advice; with husband determining on a 'micro' level on spending and saving, purchasing vs. future goals. Noted change with friends, less conversations about money once they were spending their own money rather than their parents.

A-9. If you don't have enough money to buy something you really want (e.g. an item of clothing, sports equipment), what are you most likely to do?
(Please select one answer below.)

- ☐ Charge it
- ☐ Try to borrow money from a family member
- ☐ Try to borrow money from a friend
- ☐ Save up to buy it
- ☐ Not buy it

Responses:

All but one replied 'Save up to buy it'. Only one respondent answered they would not buy it.

Noteworthy Issues:

This question and the next one seem to elicit socially acceptable responses rather than be a good reflection of Rs' attitudes toward saving/borrowing. This was more noticeable in the next question. In most cases, the examples below show that in probing the responses did not validate the answer given.

- ASG001 – time frame is 'since she started working'
- ASG006 – R noted that since she doesn't have a credit card she has to save up to buy it.
- ASG007 – R, when asked for an example, noted that he had saved up to live somewhere else but stated that it is not within his means to save up to buy things at this point.
- ASG010 – R, when asked for example, mentioned buying a bike: he'd saved part of one paycheck and the next paycheck to have enough to buy it. Could not think of an example of saving for a longer time.

- ASG014 – R has items on layaway, sometimes she pays weekly, and otherwise she'll pay for the entire layaway purchase at the end of thirty days. R finds layaway easier than saving because when she's saving she feels she cannot buy anything or when something else comes up it gets spent.
- KK003 R described herself as more stingy than willing to spend. When probed she said she'll either buy on the credit card to have time to pay something off or not buy it.
- KK005: in probing also said he'd borrowed from brother, mother and friends.
- KK008 – R stated he hadn't been able to handle credit cards in the past (borrowed but did not pay them back) so now he has to save up. Reported saving up at 16 for a car. In probing R notes that he borrows from both friends and mother. Was unable to give example of recent purchase he'd saved up for. Reports that when he had caddied, he also borrowed \$20-\$30 from the guys at the country club, but that 'they know I pay them back'.
- KK011 – R was able to give examples of current savings efforts.

A-10. Which of these statements about saving money best applies to you?

(Please select one answer below.)

- ☐ I save the same amount of money each week or month
- ☐ I save some money each week or month, but the amount varies
- ☐ I save money only when I have some to spare
- ☐ I save money only when I want to buy something
- ☐ I do not save any money
- ☐ I have no money so I do not save

Responses:

- ASG001: Amount varies
- ASG006: I save money only when I have some to spare
- ASG007: I save to buy; also marked I have no money to save, [with regard to option: save when have something to spare]
- ASG010: Save same amount each week
- ASG014: Save only when wants to buy
- KK003: Save when I have some to spare
- KK005: Same amount each week
- KK008: Save same amount each week
- KK011: Save some each week "add more to continuous amount"

Noteworthy Issues:

In a couple of cases, Rs answered they save when they want to buy something. Yet when probed about the last time they did so, they could not think of any examples. Rs seemed to be giving a socially acceptable response: what they thought they should be answering.

- ASG001 – R is paid hourly so earnings vary, and thus savings vary; in three of the twelve months she estimates she didn't save at all.
- ASG006 – R says she is not a regular saver, and doesn't save on a regular basis but if she gets a lot at one time she'll try to save some.

- ASG007 – R saw questions A-9 and A-10 as repetitive. After probing R felt answer save when some to spare was best. On probing, R had not had any money to spare in the last couple of years “Not for a long period of time”.
- ASG010 – R saves \$50 week automatically which is savings for vehicle
- ASG014: R has saved in the past year
- KK003 – R is in graduate school so first pays expenses and if she has any left she puts it in savings.
- KK005 – In probing about same amount [Respondent] “my brother and my mother always taught me to make sure that I save my money. If you want something, just make sure you save it. So, of course number one, I ‘save the same amount of money each week or each month’ applies to me because I do save the same amount of money each week when I get money.”
- KK008: R states he tries to put \$30 away every time he does an odd job. States understanding was saving for ‘future reasons’ such as retirement.
- KK011 – R has an automatic savings every month into savings and ‘baby savings’ and at the end of the month if there is extra they put leftovers in savings. This began right after honeymoon. In probing, R also has 401k contributions which R had not originally included in response.

A-11. Do you have any of the following?

(Please check one box in each row.)

Yes

No

*I don't know
what it is*

Bank checking

Bank savings (including money market,
certificates of deposit, etc)

Credit card/line of credit

Debit card

Responses:

- ASG 001 – Yes to bank checking, bank savings, debit
- ASG 006 – Yes to bank checking, bank savings, debit
- ASG007 – Yes to bank checking, bank savings, debit
- ASG010 – Yes to checking, savings
- ASG014 – No to all
- KK003 – Yes to all
- KK005 – Yes to bank checking, bank savings, debit
- KK008 – Yes to bank checking, bank savings, debit
- KK011 – Yes to all

Noteworthy Issues:

Question worked very well. No interpretation issues identified. The debit card Rs referred to was the type that is both a debit and ATM card.

- ASG001 – Debit card is tied to bank checking
- ASG006 – Debit card is tied to bank checking. R reported having a credit card in high school and made credit mistakes.
- ASG010 – R had debit card with checking account but cut it up so did not mark debit.
- ASG014 – R used to have bank checking, savings and debit card but the fees were too high.
- KK003 – R noted that she almost always pays off her credit card in full each month.
- KK005 – Debit card comes with checking account also has prepaid VISA
- KK008 – R had credit in the past but defaulted. Unsure of difference between line of credit and credit card. Also noted he had a Pay Pal account.
- KK011 – R sees credit card and line of credit as same

1.2 Form B: Scholarships and Grants

B-1. Did you ever receive a grant or scholarship to help pay for your undergraduate education?

- ☐ Yes → go to B-2
- ☐ No → administer form C

Responses:

Because Rs who received form B had been prescreened for having had grants or scholarships all unanimously answered Yes here. Some respondents were confused as to what is a grant vs. a scholarship as well as to what counts as undergraduate education.

Noteworthy Issues:

- ASG005 – On initial probe R stated an undergraduate degree is an associate’s degree (what she is currently working toward). On further probing R said that if she transferred to a four year college, depending on the college, it would or would not be considered undergraduate.
- ASG013 – R received scholarship and grant while still in high school for her college education.
- KK007 – R had answered no to first three questions, then went back and erased no answers and recoded as yes. R stated she was confused because she was juggling three schools in her mind and had different financial situations at each school, including a semester abroad.
- KK010 – R sees grant as something you would apply for to achieve a future goal and a scholarship for something about you where you have already achieved/done something.
- KK010 R noted that undergraduate was 7 years ago so hard to remember. R distinguishes scholarship as from school or donor and grant from institution or government.
- KK012 – Pell grant, R referred to undergraduate as grades 13-16.
- KK013 – R initially marked no because he ‘didn’t do undergrad’ he went to a community college. In probing, R seemed to confuse undergrad with graduate school “Undergraduate means like when you complete your 4 years of school and then you go to undergrad school I guess do a higher level. My sister did undergrad school so yes, she has a Master’s now.” In probing during B-7, R stated that undergraduate comes only after first two years at community college.
- KK013 – R stated a grant has to be paid back, a scholarship does not get paid back. In Q B-8 it became clearer that R has to pay back his grant because he dropped out. It appears he may understand he doesn’t have to pay back the amount that covered classes he actually took. However despite a number of probes, it wasn’t clear if R understood the difference between loans and grants.
- KK014 – R does not know meaning of undergraduate, answered questions for his vocational school.
- KK015: R noted that since he is now finishing up graduate school it was hard to recall all his undergraduate scholarships.
- KK015 – R saw no difference between Q. 1 and 2.

B-2. While enrolled at the last college you attended, did you ever receive a grant or scholarship to help pay for your undergraduate education?

- ☐ Yes → go to B-3
- ☐ No → go to B-8

Responses:

- ASG008: R started the question but did not answer it
- ASG013: No
- All others answered Yes

Noteworthy Issues:

Probing uncovered a certain degree of confusion as to the reference period for this question. Some respondents also felt this question was the same as B-1.

- ASG004 – At first thought question was referring to graduate school since this was the last R college attended but then she re-read and realized it was for undergraduate.
- ASG005 : R thought this question repeated the same as Q1. Also, on probing, this R who had attended a four year college and now currently attends a community college, answered for her four year college, since it was the last one she attended, not the one she is currently attending. She thought the past tense used in the question could not refer to her current school.
- ASG004: Thought questions 1 and 2 were similar and asking the same thing
- ASG008 – R interpreted this question to mean did she get the scholarship while she was enrolled. Since the scholarship was granted prior to enrollment she believed the right answer would be ‘no’. However, since she could see the following questions were pertinent, she was confused why she was being skipped out. She noted “... I just didn’t think people got scholarships during the year. I thought the question was, you know, asking something else so I had to reread it just to make sure. And, you know, I couldn’t answer but I saw the “no” and it says to go to B8 but I saw the other questions, I’m like, but wait, but I can answer all of these.”
- ASG011 – R attended only one college, was able to determine question was about same one as B1.
- ASG013 – R answered No to this question because she received the grants while still attending high school, although they were for her college education. She noted that she second guessed herself because she was ‘working off the scholarship while in college’, but because the question specifically asked her when they were received, she answered no.
- KK010 – R attended two colleges, she received grant in last college attended.
- KK013 – R initially marked no but then changed to yes because although he didn’t see it as ‘undergraduate’ he now understood the questions to mean ‘school’. R did not receive scholarship at last college attended but did not see inconsistency even after probing.
- KK014 – R stated questions 1 and 2 appeared to be the same. In probing clarified B1:4 were all the same questions.
- KK016 – R saw question as same as B1 because college and undergraduate were the same to her.

B-3. During the last academic year in which you were enrolled in as an undergraduate, did you receive any grants or scholarships?

- ☐ Yes. → go to B-4
- ☐ No. → go to B-8

Responses:

All but two respondents answered Yes. ASG008 continued to answer the rest of the questions without attention to the skip instruction.

Noteworthy Issues:

- ASG005 – R answered for prior school (not current community college) so question seemed repetitive.
- ASG008 – R recalled that grants were like incentives, for example to do a study or write a paper. R stated she answered ‘no’ because she received no additional grants or scholarships other than the \$10,000 per year scholarship she was granted prior to enrollment her first year.
- KK010 – R felt three questions in a row were redundant but did note differences across the questions
- KK009 – R received scholarship only her first year.
- KK012 – R qualified first years but not last year
- KK013 – R responded for first year of Jr College prior to transferring.
- KK014 – R saw no difference between first three questions. Was in vocational program for nine months.

B-4. How much of the tuition and fees for your last year of undergraduate enrollment did those grants or scholarships pay for?

- ☐ All
- ☐ More than half, but not all
- ☐ Less than half

Responses:

Most Rs answered ‘More than half but not all’, with the following exceptions:

- ASG008: Less than half
- KK010: Less than half
- KK013: All
- KK014: All

Noteworthy Issues:

Not all Rs were clear as to what fees cover.

- ASG004 – Had a full scholarship for tuition but put more than half since it didn’t cover fees for books and labs. When asked the proportion of fees to tuition, the respondent laughed and answered ‘very small’. The question may not have been intended to be answered that way: someone with full tuition coverage having to pay fees is probably closer to ‘all’ than to more than half but not all.

- ASG005 – R considered both schools in answering this question but answer appears to refer to current school.
- ASG008 – R considered only tuition because the scholarship was ‘flat rate’ [for tuition?], however R states that had the scholarship been for living conditions as well she would have included that.
- ASG011 – In probing, respondent stated “The student loans actually takes care, I believe those tend to take care of the majority of the classes, and the grants kind of get you over that hump so you don’t have to pay out of pocket. You will probably be able to buy your books with your book voucher to get your books you need to get for class.” In next question on probing R, stated grants were \$7,000 and loans \$10,000.
- KK007 – R was unsure what ‘fees’ referred to, she wondered if it included books and supplies such as art supplies. Answer for her would have been the same. Answer estimated because she wasn’t sure what total cost was, was close to half.
- KK010 – sees fees as textbooks and extracurricular costs. Was not sure if tuition included both room and board and classes or just classes. Scholarship was small so not an issue for her.
- KK013 – Scholarship included all expenses including bus fees
- KK014: R stated that books are part of tuition;
- KK015 – R sees board as part of fees

B-5. During the last academic year in which you were enrolled in as an undergraduate, how much would you estimate you received in grants or scholarships?

Responses:

- ASG004: \$21,000
- ASG005: \$4,500
- ASG008: \$10,000
- ASG011: \$9,000
- KK007: \$5,500
- KK010: \$500-\$1000
- KK013: \$9,000
- KK014: “Don’t know”
- KK015: \$18,000
- KK016: \$27,000 [R initially wrote down \$35,000 then crossed it out]

Noteworthy Issues:

Overall, Rs were not always sure of the amounts received. However most provided answers on the questionnaire. Upon probing the uncertainties and confusions became evident.

- ASG004 – received \$21,000 a year for four years, an estimated amount
- ASG005 – R added grants received in fall, spring and summer semesters.
- ASG005 – See Q. B-7. R saw this question as an estimate of what she was supposed to receive, not what she actually received. MAP program was underfunded by govt. so R included here what she was granted even though she didn’t receive the money.

- ASG011 – estimated; in probing re-estimated to \$7,000. In probe on next question, said confusion with amount was due to his misunderstanding question as the first year, rather than the last year.
- KK007 – exact amount split into two semesters of \$2250 each.
- KK010 – R received one scholarship for \$500 and thinks she might have received another for about \$500 but couldn't remember/wasn't sure.
- KK013 – In probing, \$9,000 was grant for second college. R stated that this will have to be paid back. In QB8 clarified that it had to be paid back because he dropped out. Then stated that he wasn't sure if it was a loan or a grant.
- KK014 – R stated he had no idea, his probation officer did all the paperwork which he signed but had no involvement with. When asked what other students paid, he stated he didn't know. When probed on how much schools cost in general he guessed vocation schools cost 10000:12000
- KK015 – During probing, R determined that it was probably closer to \$22,000 as an estimate. R originally read question as just tuition and hadn't included his board grant.
- KK016 – R originally included loans but fixed to just grants and scholarships prior to completing questionnaire. Estimates.

B-6. While enrolled at the last school you attended as an undergraduate, did the amount of your grant or scholarship stay the same each year you went to school there, or did it change?

- ☐ It stayed the same
- ☐ It changed
- ☐ I was only there a year

Responses:

- ASG004 –Stayed the same
- ASG005 – Changed
- ASG008 – Stayed the same
- ASG011 – Changed
- KK007 – R wrote on questionnaire 'Only there a year'.
- KK010 – Stayed the same
- KK013 – Stayed the same
- KK014 – Only there a year
- KK015 – Changed
- KK016 : Changed

Noteworthy Issues:

Assorted problems were identified in the responses. For the respondent who only spent one year at their last undergraduate school, the question cannot be answered.

- ASG008 – R noted that B5, B6 and B7 are repetitive.
- ASG011 – Amounts changed due to financial circumstances that qualified him for MAP grant
- KK007 – R stated question 'did not supply me with the appropriate option'. She was at school for 5 ½ years but only got grant in last year (R also went to multiple schools)

- KK013 – R now referring to football scholarship in first year where the amount stayed the same during the whole year.
- KK014 – program was 9 months long
- KK016 – R noted that she filled out the FAFSA each year and the amounts fluctuated slightly as her parents' income changed.

B-7. While enrolled at the last school you attended as an undergraduate, how much did you receive each year in grants or scholarships? If you are unsure, use your best estimate.

\$ _____

Responses:

- ASG004 : \$21,000
- ASG005: \$4000
- ASG008 : \$40,000
- ASG011 :\$6,000
- KK007 : \$5,500
- KK010 : \$500 : \$1,000
- KK013 : \$12,000
- KK014 – “Don’t Know”
- KK015 : \$40,000
- KK016 – \$25,000

Noteworthy Issues:

Some respondents answered this question as though it were asking for an annual average, while others answered as a total across all years.

- ASG004 on probing, said the question asked about the whole time at college but responded with her yearly scholarship amount.
- ASG005: saw difference between B-5 and B-7 as “one is telling me how much I estimate that I received and the other is actually asking how much did I receive. I did estimate how much I received but I didn’t get my MAP grant so therefore that’s how much actually I receive”.
- ASG011 – On probing, R got \$3000 in first year, \$7,000 second year and this year about \$8,000. Stated \$6000 was ‘first time around. When I first started coming here’.
- KK010 :R stated she received her \$500 scholarship each year for two years and may have received another scholarship up to \$100.
- KK013 – R answered referring to first school. In probing R recognized error but stated he put the \$12,000 because it was the larger amount.
- KK014 – R was able to distinguish that B5 and B7 were different questions but for him it was the same.
- KK015: R intended to provide total amount for four years, but when reviewing it, noted it should be 44,000 for last two years and \$11,000 each in first two years so \$65-70K total over four years. R appeared to be confused about whether to include both grants and scholarships and if he should include the school as a source as well as the government.

- KK016 – In probing R noted that she received less her senior year, she then realized she should have switched her answers to B5 and B7 since she received on average of \$25,000 per year for four years.

B-8. Did you receive any grants from the **federal government**, like the Pell Grant, to help pay for your undergraduate education since high school?

- ☐ Yes
☐ No

Responses:

- ASG004 – No
- ASG005 : Yes
- ASG008 – No
- ASG011: Yes
- ASG013 : Yes
- KK007 – Yes
- KK008 : No
- KK010 – No
- KK012 – Yes
- KK013 – Yes
- KK014 – Yes
- KK015 – Yes
- KK016 : Yes

Noteworthy Issues:

No particular issues detected.

- ASG005 – On probing, R stated that she does not include loans when she speaks of financial aid.
- ASG011 – received Pell grant
- ASG013 – received Pell grant after accepting college but prior to attending.
- KK007 – R has only ever heard of Pell Grant.
- KK009 – R applied but did not receive a Pell Grant.
- KK010 – R said ‘not to her knowledge’. In further probing stated “the financial situation of my school was confusing to me from the beginning and I’m still working on paying off my loans and things like that so I’m not very savvy as far as grants that I could have received from the government, but to my knowledge and memory I do not have any from the government.” Her parents and the school took care of financial matters.
- KK013 – R stated he received Pell grant. In probing, he first stated that he thought he had to pay it back because he didn’t finish school. Then he wasn’t sure if he had to pay it back or pay back loans or if the Pell grant was in fact a loan. Appeared questions were confusing to R.

- KK014 R clarified that he knew it was a federal grant because there were issues with his SSN and he had to prove to ICE that he was legal before he could get the grant. R not sure what kind of grant it was.
- KK015 R received grants through DHS because of disabilities and father's age.

1.3 Form C: Financial Burden, Volunteerism, Voting, And Social Capital

C-1. Many young adults experience financial problems. How much stress have you felt in trying to meet your financial obligations during the past year?

- ☐ 1 Not at all stressed
- ☐ 2
- ☐ 3
- ☐ 4 Moderately stressful
- ☐ 5
- ☐ 6
- ☐ 7 Extremely stressful

Responses:

There was a good distribution of responses across the scale. The number in parentheses represents how many Rs endorsed that number on the scale.

- 1 (3)
- 2 (0)
- 3 (1)
- 4 (2)
- 5 (1)
- 6 (1)
- 7(2)

Noteworthy Issues:

Assorted small issues came up in administration and probing:

- Rs (KK001, KK009) mentioned student loans, car payments, mortgages as financial obligations.
- KK002: R mentioned children's expenses, household supplies; cable bill.
- KK012 – R finds ways to defeat stress when he feels it.
- ASG002: R defined young adults as ages 22-30.
- ASG003 : R For her what was stressful was her own need to find a job that would pay enough to make her parents investment in her education worthwhile.
- ASG012 :R included utility bills as 'financial obligations'.
- ASG013: R used as timeframe a longer period than asked, since July 2010, when R felt the current stage in life began (graduated from school).

C-2. How difficult is it for you to pay your bills on time? These bills might include insurance, rent, mortgages, car payments, credit cards, etc.

- ☐ 1 Not at all difficult
- ☐ 2
- ☐ 3
- ☐ 4 Moderately difficult
- ☐ 5
- ☐ 6
- ☐ 7 Extremely difficult

Responses:

There was a good distribution of responses across the scale. The number in parentheses represents how many Rs endorsed that number on the scale.

- 1 (4)
- 2 (1)
- 3 (1)
- 4 (2)
- 5 (0)
- 6 (1)
- 7 (1)

Noteworthy Issues:

No issues of interpretation identified. Rs mentioned types of issues that could create stress such as credit card debt, car payments.

Respondents had suggestions for other examples that might be included, relevant to them.

- KK001 :Rs noted that student loans should be included among examples.
- KK009 :R noted that cell phone and internet service are needed for their jobs ‘even at home’
- KK002 :R mentioned cable & phone bill; also noted that paying to ‘clear your debt’
- KK012: R suggested medical bills should be included
- ASG002 : R noted student loans should be included on the
- ASG009 : R noted necessities such as food and electric bills, also noted student loans, gym membership
- ASG012 : R noted that he often pays his bills late and his debt is increasing. Felt list should include student loans, utilities mentioned but thought it might be included in rent, groceries because ‘they are a necessity’.
- ASG013 : R would include utilities
- KK004 :R stated time frame as past six years; included food, gas, car and medical insurance

C-3. How much burden do you feel from debt (from credit cards, mortgages, personal loans, etc.)?

- ☐ 1 No burden at all
- ☐ 2
- ☐ 3
- ☐ 4 A moderate burden
- ☐ 5
- ☐ 6
- ☐ 7 Extremely high burden

Responses:

Most respondents either answered 1 (no burden at all) or 5 (more than a moderate burden). There was a strong tendency. Responses were 1 (4), 3 (1), 4 (1), 5(3).

Noteworthy Issues:

No interpretation issues were identified.

- KK001: Burden was described as ‘weighing you down, something you have to carry around with you and bothers you.’ This R also noted that a lack of student loan debt was part of the reason he felt no burden.
- KK009: R noted that his significant personal debt (debt to family members) was an emotional burden which included guilt because he’s borrowed from family.
- KK009: R also noted that burden ‘was very similar to stress in the previous questions’
- KK002: Burden was described as ‘never having that extra money because you always owe something or someone’.
- ASG002: R noted student loans should be included among examples.
- ASG009: R noted friend’s burdens related to student loan debt.
- ASG004: R described burden as stress

C-4. In the last 12 months, have [you or your spouse or partner] donated money or goods with a combined value of at least \$25 to religious or non-profit organizations, such as schools, hospitals, museums, charities, or the United Way?

- ☐ Yes → go to C-5
- ☐ No → go to C-6

Responses:

Seven respondents answered Yes, and three No.

Noteworthy Issues:

There were some interpretation issues with ‘goods’. Apparently two respondents interpreted ‘goods’ as doing something good.

- KK002: R had not thought to include goods (described as clothes and shoes) until probed, then noted that she had donated more than \$25 worth. In probing she also indicated she had included goods provided to a private individual who was in need ‘the girl that just had babies, I gave her a car seat...swing...’

- KK009: R included time “That was kind of taking into account the time if my partner and I had been getting paid for volunteer time, even minimum wage.”
- ASG009: R had donated money and had not considered the clothes he’d donated to Goodwill in original answer
- KK004: R on probing said that ‘goods’ was working, doing work for organizations that help the poor or people in need.

C-5. What is the total value of the money or goods that you or your spouse or partner have donated to these causes in the last 12 months?

- ☐ \$25 - \$100
- ☐ \$101- \$500
- ☐ \$501 - \$1000
- ☐ More than \$1000

Responses:

- KK001: \$25-100
- KK009: \$100-500
- ASG002: \$25 – 100
- ASG003: \$25 – 100
- ASG009: \$200
- ASG012: \$100-500
- ASG013: \$25-100

Noteworthy Issues:

- KK009: R had included value of time donated, without time would have been \$25-100 in goods.
- ASG003: R had to convert donations from foreign currency where she had been living to dollars to respond to question.
- ASG012: R donated goods/furniture. On probing R noted she figured prices at local Goodwill source to estimate value.

C-6. Which of the following types of organizations are/were you involved with in your volunteer or community service work? Were you involved with...

(Please indicate Yes or No for each item below.)

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Youth organizations, such as coaching Little League or helping with the scouts? |
| <input type="checkbox"/> | <input type="checkbox"/> | Service organizations, such as Big Brother/Big Sister or the Red Cross? |
| <input type="checkbox"/> | <input type="checkbox"/> | Political clubs or organizations? |
| <input type="checkbox"/> | <input type="checkbox"/> | Religious or spiritual organizations, including churches, synagogues, and mosques (but not including attending worship services)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Community centers, neighborhood improvement, or civic associations or groups? |
| <input type="checkbox"/> | <input type="checkbox"/> | Volunteering in a hospital, nursing home, or retirement community or in a program making home visits to people in need? |
| <input type="checkbox"/> | <input type="checkbox"/> | Educational organizations, including schools and libraries? |

- ☐ ☐ A conservation, recycling, or environmental group such as the Sierra Club or the Nature Conservancy?
- ☐ ☐ A group providing international aid or promoting world peace?
- ☐ ☐ A group that helps people in need of food, shelter, or other basic necessities?
- ☐ ☐ Activities related to arts or culture?
- ☐ ☐ Any other kind of group or organization?

Responses:

- KK001: Yes to religious/spiritual; educational; any other organization
- KK002: Yes to religious/spiritual; volunteering hospital
- KK004: Yes to political; community centers; hospital
- KK009: Yes to religious/spiritual, food/shelter and arts culture.
- KK012: No to all
- ASG002: Yes to community centers, food and shelter
- ASG003: Yes to religious/spiritual
- ASG009: Yes to youth, political
- ASG012: Yes to youth, religious, community centers, hospital, food
- ASG013: Yes to other

Noteworthy Issues:

This question does not provide a time frame. Additionally, the verb tense is ‘are/were’, which suggests to the R that the question is about the present and some vague past period. Rs were inconsistent in their use of time frame; while some were letting the timeframe carry over from the past two questions (‘In the last 12 months’), others were thinking of the present.

- KK001: R marked no on “Youth groups”. R helped at old grade school with coaching 4-5 years ago several times a year. Noted he probably would have marked yes if he had done it within the last year. However, he marked yes for a church youth organization he was involved in 8-10 years ago and yes for a school service organization he was involved with in high school, seven years ago and yes for a college organization.
- KK004 : R for political organizations, included college clubs attended 2 years ago, also included volunteer work last done five years ago.

There were inconsistencies in including an activity depending on how often it is done.

- KK001: R stated that to be included he would have to do something ‘consistently’ but unclear on how often that meant.
- KK009: R noted that he included his partner because the previous questions had included spouse/partners.
- KK009: R noted that he checked activities related to arts and culture because he doesn’t always get paid for the shows he plays.
- KK002: R included her regular church attendance and a ‘woman’s group I only attended once or twice’ three years ago in her response to spiritual/religious
- KK002: R marked volunteering in a hospital, for volunteering she did 9 years earlier for a couple of months and taking care of her grandmother this past year: “Well, I don’t know if it counts as volunteering but when my grandma was in the hospital, I took care of her. When she came home I was the one that took care of her.”

- KK012 R: stated that he would have included any involvement, even one time, had he been involved.

Some organizations were double reported under different categories:

- ASG002: R included Salvation Army under both community organizations and group that helps people in need.
- KK004: R revealed on probing that she had listed the same organizations (Red Cross, Helping Hands) for multiple categories: service organizations and organizations that help people in need
- ASG002: R noted on probing that she did work for Cystic Fibrosis Foundation but did not include it. On probing said it could fit in 'other' because it was office work, not in a health setting.
- ASG009: R included all groups he belongs to (or pays dues to such as a college political science fraternity, alumni association, sports club). When probed he stated he had overlooked the language 'volunteer or community service work' when originally read the question.
- ASG012: R Asked if the question referred to a lifetime or the last 12 months. He said that in his response he thought of the time since he was 15-16 years old. He included coaching while in college at a YMCA and made that count for both youth team and community organizations. He included religious services but in probing stated it should have been a No, as he attended services but not events.
- ASG013: R, when probed, thought the question asked only about the last year. [Interviewer] "What time period did you consider?" [Respondent] "When it says in the last year..."
- ASG013: R marked 'Any other group..' for activity with ASPCA and pet shelters and suggested adding a category for non-profit organizations.

C-7. Were you registered to vote in the November 2, 2010 election?

- ☐ Yes
- ☐ No

Responses:

Two Rs answered No, all others answered Yes.

Noteworthy Issues:

- KK009 and ASG012: are registered out of area where they reside so have not voted recently. Is the intent of the item to know that they are willing to vote or eligible to vote? If so, perhaps being registered out of the area where they live should not be counted.
- ASG013 and KK004 thought that the 2010 election was the last presidential election.

C-8. Which of the following things have you done during the last 12 months? Indicate all that apply.

- ☐ contributed money to a political party or candidate
- ☐ contacted a government official regarding political or community issues
- ☐ run for a public office
- ☐ run for a non-public office

- ☐ attended a political rally or march
- ☐ filed a tax return

The question does not offer a way to answer for someone who did nothing listed. There would be no way to tell if someone skipped the question by mistake.

Responses:

Most Rs answered only 'Filed a tax return'. The exceptions were:

- KK009: Contacted government official; attended rally; filed tax return
- ASG003: Marked no responses. R was living out of the country until very recently.
- ASG012: Contacted government official; tax return

Noteworthy Issues:

The concept of a 'non-public office' was not clear to Rs. Respondents were asked for examples.

- KK001: Examples included School board; country club, union
- KK009: When probed for non-public office "I'm not sure, I actually wasn't positive"
- KK009: Was not 'entirely sure' what a non-public office was, chose not to mark it because he'd never run for anything.
- KK012: "A private office...I got to say, I really don't know."
- ASG003: no answers applied because R was not in the country for most of the last 12 months and there was no 'none apply' box.

C-9. People sometimes belong to different kinds of groups or associations. The next few questions contain different types of groups. For each type of group, please select a response to say whether you have participated in the activities of this group in the past 12 months. (For each item below, please answer with one of the following response options:

- ☐ A political party, club or association
- ☐ A trade union or professional association
- ☐ A church or other religious organization
- ☐ A sports group, hobby or leisure club
- ☐ A charitable organization or group
- ☐ A neighborhood group or association
- ☐ Another voluntary organization (please specify)

Responses:

- KK002 : Church
- KK004 : Another volunteer organization
- KK009 : Political party (belong not participate); Church (Participate 1-2); Charitable (Participate 1-2)
- ASG002 : Charitable group (Participate 1-2)
- ASG003 : Church (1-2), sports group (belong), hobby (belong) leisure (belong)
- ASG009 : Sports
- ASG012 : Church (>2), charitable (1-2), neighborhood (1-2)
- ASG013 : Hobby/leisure (>2), other (1-2) Animal Shelter

Noteworthy Issues:

Although the reference period is mentioned, Rs did not always see it. The length or complexity of the item may be the cause. There was perceived overlap with question C6. The concept of ‘trade union’ was not clear to all. The distinction between membership and participation was not always clear to Rs.

- KK001 : R noted that he thought he’d already answered this question (perceived overlap with C6). R did not notice the 12-month reference period. He answered yes for church youth group he was active in 8:10 years ago (also mentioned in C-6). R included gym membership where he played racquetball (last six months) as well as his wrestling club from college (as in C-6)
- KK009: R included political party because he is a ‘member of the Democratic party’ although he does not consider himself a democrat. On trade union/professional association R forgot until probing about a professional association he belongs to and wasn’t sure if it ‘counted’. His focus was on trade union and he chose ‘do not belong to such a group’ without noticing second part. R noted that he should have marked more than twice rather than 1-2
- ASG003: R recently signed up for a hobby group but the group has just started so R has not had a chance to participate.
- ASG012: R noted that for religious services, taking part in communion is considered taking part in services (participated). R counted YMCA work as both charitable and neighborhood group since it could count as either one.
- ASG013: R was unsure when she marked leisure club because “it’s a group of ladies that meet every month to do arts and crafts. But there is no... I mean it is not incorporated”
- KK004: For Other, R wrote in health clinic where he volunteers once a week. On probing to what a trade union or professional organization is: “Trade union would be something that means that they are doing some sort of trade, like they are buying poultry or they are buying some other food. Or they are like a company like Western Union, those traders, people are going in with their different money and they want to exchange it.”

Appendix E:
Scale Reliability Analyses for ELS:2002
Third Follow-up Field Test Questionnaire

In order to make informed decisions about the items to be discarded or retained for the full-scale third follow-up questionnaire, we performed a series of reliability analyses on sets of items that were intended to serve as scales. The summary of our reliability analyses is presented in the main text. In this appendix, we provide additional detail about the reliability of scales considered for the third follow-up. We list the frequency distribution for each individual item, Cronbach's coefficient alpha (α), Cronbach's coefficient alpha if each item were deleted, and the correlation matrix for all the items. Alpha measures how well a set of variables or items measures a single, unidimensional latent construct. If the inter-item correlations are high, α is high, providing evidence that the items are measuring the same underlying construct. α can take values between negative infinity and 1. As a rule of thumb, scales are only used when α is 0.65 or higher. Of the seven scales analyzed here, all are new to ELS:2002.

Support at Work

Three items comprise the proposed support at work scale, which measures perceptions of support or help from others on the job:

Please indicate the extent to which you agree or disagree with each of the following statements with respect to your job:

- Most people at work are pretty supportive of you.
- There are people you can learn from at work.
- There are people you can turn to for help in solving a work problem.
(Strongly agree, Agree, Neither agree nor disagree, Disagree, Strongly disagree)

The relevant statistics are reported under "support at work," below. The measure of reliability, α , for these three items is 0.860, meeting the criteria for a reliable scale (i.e., $\alpha > 0.65$). This scale yields high reliability because the items are highly correlated with one another, as evidenced in the correlation matrix. All of the correlations are positive and significantly different from 0. These statistics indicate that the items work together to form a scale measuring a respondent's perceptions of support at work. However, given the need to shorten the questionnaire, some items may not be needed to form a reliable scale. Here, the correlation between the item (a) and the other two items is lower than the correlation between the other two items. In addition, item (a) does not contribute to a higher reliability, as indicated by the α for overall scale when each of the items is deleted. Reliability α improves to 0.871 without item (a), but drops if item (b) or item (c) are removed. Conceptually, item (a) also appears to be slightly distinct—it is asking about "being supportive," while the other items ask about direct assistance from others at work. Therefore, item (a) could be removed from the questionnaire and a reliable and conceptually coherent scale maintained.

Support at work measures perceptions of personal or professional support from co-workers. This scale is based on three items in response to the question: "Please indicate the extent to which you agree or disagree with each of the following statements with respect to your

job:” Response options were strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.858267
Standardized	0.859580

Cronbach Coefficient Alpha with Deleted Variable

Deleted variable	Raw variables		Standardized variables		Label
	Correlation with total	Alpha	Correlation with total	Alpha	
F3JOBST4	0.658218	0.867994	0.659640	0.871102	Most people at work are pretty supportive of R
F3JOBST5	0.754751	0.781977	0.756420	0.782261	There are people R can learn from at work
F3JOBST6	0.793307	0.748023	0.790641	0.749446	There are people R can turn to for help in solving a work problem

Pearson Correlation Coefficients, N = 462

Prob > |r| under H0: Rho=0

	F3JOBST4	F3JOBST5	F3JOBST6
F3JOBST4 Most people at work are pretty supportive of R	1.00000	0.59929 <.0001	0.64239 <.0001
F3JOBST5 There are people R can learn from at work	0.59929 <.0001	1.00000	0.77164 <.0001
F3JOBST6 There are people R can turn to for help in solving a work problem	0.64239 <.0001	0.77164 <.0001	1.00000

Occupational Self-efficacy

Occupational self-efficacy refers to a self-evaluation of ability or skills at work. This scale is based on five items in response to the question: “Please indicate the extent to which you agree or disagree with each of the following statements with respect to your job:” Response options were strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.900834
Standardized	0.902774

Cronbach Coefficient Alpha with Deleted Variable

Deleted variable	Raw variables		Standardized variables		Label
	Correlation with total	Alpha	Correlation with total	Alpha	
F3JOBDETL1	0.778920	0.874767	0.780199	0.876299	R is confident they can perform their job exceptionally well
F3JOBDETL2	0.780379	0.873401	0.782945	0.875700	R is certain they can solve big problems that occur at work
F3JOBDETL3	0.740090	0.883190	0.740168	0.884943	R is confident they can reach the larger goals they set for themselves at work
F3JOBDETL4	0.754061	0.878974	0.754799	0.881801	R is certain they can do their work well despite time pressures
F3JOBDETL5	0.727258	0.885280	0.726927	0.887770	R is confident they can work well when needing to juggle work/non-wrk respblties

Pearson Correlation Coefficients, N = 457

Prob > |r| under H0: Rho=0

	F3JOBDETL1	F3JOBDETL2	F3JOBDETL3	F3JOBDETL4	F3JOBDETL5
F3JOBDETL1 R is confident they can perform their job exceptionally well	1.00000	0.72856 <.0001	0.65306 <.0001	0.65635 <.0001	0.62725 <.0001
F3JOBDETL2 R is certain they can solve big problems that occur at work	0.72856 <.0001	1.00000	0.66033 <.0001	0.67269 <.0001	0.61126 <.0001
F3JOBDETL3 R is confident they can reach the larger goals they set for themselves at work	0.65306 <.0001	0.66033 <.0001	1.00000	0.61396 <.0001	0.62537 <.0001
F3JOBDETL4 R is certain they can do their work well despite time pressures	0.65635 <.0001	0.67269 <.0001	0.61396 <.0001	1.00000	0.65111 <.0001
F3JOBDETL5 R is confident they can work well when needing to juggle work/non-wrk respblties	0.62725 <.0001	0.61126 <.0001	0.62537 <.0001	0.65111 <.0001	1.00000

Occupational Interest

Occupational interest refers to interest or engagement in job tasks. This scale is based on three items in response to the question: "Please indicate the extent to which you agree or

disagree with each of the following statements with respect to your job.” Response options were strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.898688
Standardized	0.898706

Cronbach Coefficient Alpha with Deleted Variable

Deleted variable	Raw variables		Standardized variables		Label
	Correlation with total	Alpha	Correlation with total	Alpha	
F3JOBST1	0.817946	0.839452	0.817987	0.839453	R is really interested in their work
F3JOBST2	0.757444	0.890643	0.757527	0.890925	R often gets totally absorbed or deeply focused in their job tasks
F3JOBST3	0.824905	0.833774	0.824230	0.834024	R likes the major tasks that make up their job

Pearson Correlation Coefficients, N = 465

Prob > |r| under H0: Rho=0

	F3JOBST1	F3JOBST2	F3JOBST3
F3JOBST1 R is really interested in their work	1.00000	0.71530 <.0001	0.80330 <.0001
F3JOBST2 R often gets totally absorbed or deeply focused in their job tasks	0.71530 <.0001	1.00000	0.72332 <.0001
F3JOBST3 R likes the major tasks that make up their job	0.80330 <.0001	0.72332 <.0001	1.00000

Job Benefits

Job benefits refers to expectations of outcomes and advantages stemming from one's occupation. This scale is based on four items in response to the prompt: “Your job allows you to...” Response options were strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.792779
Standardized	0.799440

Cronbach Coefficient Alpha with Deleted Variable

Deleted variable	Raw variables		Standardized variables		Label
	Correlation with total	Alpha	Correlation with total	Alpha	
F3JOBREMAIN1	0.623393	0.736267	0.627929	0.741278	Current/most recent job allows R to get respect from friends and family
F3JOBREMAIN2	0.687548	0.696601	0.693655	0.708088	Current/most recent job allows R to do work that they find satisfying
F3JOBREMAIN3	0.506423	0.798537	0.504407	0.800283	Current/most recent job allows R to earn enough money to meet needs
F3JOBREMAIN4	0.621593	0.732863	0.627069	0.741704	Current/most recent job allows R to work with people who share their values

Pearson Correlation Coefficients, N = 461
 Prob > |r| under H0: Rho=0

	F3JOBREMAIN1	F3JOBREMAIN2	F3JOBREMAIN3	F3JOBREMAIN4
F3JOBREMAIN1 Current/most recent job allows R to get respect from friends and family	1.00000	0.59475 <.0001	0.39727 <.0001	0.53722 <.0001
F3JOBREMAIN2 Current/most recent job allows R to do work that they find satisfying	0.59475 <.0001	1.00000	0.47516 <.0001	0.58362 <.0001
F3JOBREMAIN3 Current/most recent job allows R to earn enough money to meet needs	0.39727 <.0001	0.47516 <.0001	1.00000	0.40673 <.0001
F3JOBREMAIN4 Current/most recent job allows R to work with people who share their values	0.53722 <.0001	0.58362 <.0001	0.40673 <.0001	1.00000

Job Satisfaction

Job satisfaction measures satisfaction or enjoyment derived from one's job. The scale is based on four items in response to the following question: "Please indicate the extent to which you agree or disagree with each of the following statements with respect to your job." Response options were strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

Pearson Correlation Coef

Variables	Alpha
Raw	0.929583
Standardized	0.930628

Cronbach Coefficient Alpha with Deleted Variable

Deleted variable	Raw variables		Standardized variables		Label
	Correlation with total	Alpha	Correlation with total	Alpha	
F3JOBST7	0.826424	0.923239	0.826730	0.923589	R feels fairly well satisfied with your present job
F3JOBST8	0.884142	0.876978	0.884707	0.877459	Most days R is enthusiastic about work
F3JOBST9	0.859613	0.894610	0.861326	0.896260	R finds real enjoyment in their work

Pearson Correlation Coefficients, N = 463

Prob > |r| under H0: Rho=0

	F3JOBST7	F3JOBST8	F3JOBST9
F3JOBST7	1.00000	0.81202	0.78167
R feels fairly well satisfied with your present job		<.0001	<.0001
F3JOBST8	0.81202	1.00000	0.85803
Most days R is enthusiastic about work	<.0001		<.0001
F3JOBST9	0.78167	0.85803	1.00000
R finds real enjoyment in their work	<.0001	<.0001	

Job Commitment

Job commitment indicates the extent to which the respondent plans to remain at their current job. The scale is based on three items in response to the following question: "Please indicate the extent to which you agree or disagree with each of the following statements with respect to your job:" Response options were strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree.

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.920277
Standardized	0.920501

Cronbach Coefficient Alpha with Deleted Variable

Deleted variable	Raw variables		Standardized variables		Label
	Correlation with total	Alpha	Correlation with total	Alpha	
F3JOBST10	0.808399	0.908831	0.808979	0.909198	R plans to remain in current job over the next year
F3JOBST11	0.832086	0.890603	0.832027	0.890605	R doesn't usually think about leaving job
F3JOBST12	0.875857	0.854355	0.875546	0.854766	R feels pretty strongly committed to keeping current job

Pearson Correlation Coefficients, N = 465

Prob > |r| under H0: Rho=0

	F3JOBST10	F3JOBST11	F3JOBST12
F3JOBST10	1.00000	0.74637	0.80278
R plans to remain in current job over the next year		<.0001	<.0001
F3JOBST11	0.74637	1.00000	0.83351
R doesn't usually think about leaving job	<.0001		<.0001
F3JOBST12	0.80278	0.83351	1.00000
R feels pretty strongly committed to keeping current job	<.0001	<.0001	

College Satisfaction

College satisfaction measures the extent to which the respondent was satisfied with their undergraduate education experience. The scale is based on four items in response to the following question: "How satisfied are you with the following aspects of your [undergraduate education/college education/college attendance]?" (wording in brackets depends on answers to prior questions). Response options were very satisfied, somewhat satisfied, somewhat dissatisfied, and very dissatisfied.

Cronbach Coefficient Alpha

Variables	Alpha
Raw	0.830561
Standardized	0.835153

Cronbach Coefficient Alpha with Deleted Variable

Deleted variable	Raw variables		Standardized variables		Label
	Correlation with total	Alpha	Correlation with total	Alpha	
F3CREDSAT1	0.607462	0.808268	0.608460	0.816450	Satisfaction with faculty and quality of teaching (undergraduate education)
F3CREDSAT2	0.753291	0.747342	0.756200	0.750098	Satisfaction with range of course offerings (undergraduate education)
F3CREDSAT3	0.683429	0.774467	0.688038	0.781393	Satisfaction with availability of courses that were offered (undergraduate educ)
F3CREDSAT4	0.612330	0.813681	0.612849	0.814557	Satisfaction with career preparation (undergraduate education)

Pearson Correlation Coefficients, N = 543
 Prob > |r| under H0: Rho=0

	F3CREDSAT1	F3CREDSAT2	F3CREDSAT3	F3CREDSAT4
F3CREDSAT1				
Satisfaction with faculty and quality of teaching (undergraduate education)	1.00000	0.57817 <.0001	0.47412 <.0001	0.50888 <.0001
F3CREDSAT2				
Satisfaction with range of course offerings (undergraduate education)	0.57817 <.0001	1.00000	0.73025 <.0001	0.54400 <.0001
F3CREDSAT3				
Satisfaction with availability of courses that were offered (undergraduate educ)	0.47412 <.0001	0.73025 <.0001	1.00000	0.51739 <.0001
F3CREDSAT4				
Satisfaction with career preparation (undergraduate education)	0.50888 <.0001	0.54400 <.0001	0.51739 <.0001	1.00000