Appendix M.
Field Test Report Appendixes

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First Follow-up Field Test Questionnaires

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Student

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Section A: Locating

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Screen: S2AINTRO
Wording: First we would like some information that will help us contact you in the future so you can take part in the next phase of this study. This information will be kept separately from the rest of your answers.
Routing: Go to S2NAME.

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Screen: S2NAME
Wording: What is your first name, middle name, and last name?
Item: S2NAME1
Item Wording: First name:
Item: S2NAME2
Item Wording: Middle name:
Item: S2NAME3
Item Wording: Last name:
Routing: Go to S2SADD

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Screen: S2SADD
Wording: What is your complete address? Be sure to include any apartment number or P.O. Box number.
Item: S2SSTRT1
Item Wording: Address 1:
Item: S2SSTRT2
Item Wording: Address 2:
Item: S2SZIP
Item Wording: ZIP code:
Item: S2SCITY
Item Wording: City:
Item: S2SST
Item Wording: State:

-9=Select one
1=Alabama
2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida

11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan
24=Minnesota
25=Mississippi
26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
32=New Mexico
33=New York
34=North Carolina
35=North Dakota
36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania
40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
99=FOREIGN COUNTRY

Routing: Go to S2PHONE.

~~~~~~

Screen: S2PHONE
Wording: What are your home and cell phone numbers starting with the 3-digit area code?
Item: S2SHOMPH
Item Wording: Home phone number (XXX-XXX-XXXX):
Item: S2SNOHPH
Item Wording: (Check here if you do not have a home telephone)
0=No
1=Yes
Item: S2SCLLPH
Item Wording: Cell phone number (XXX-XXX-XXXX):
Item: S2SNOCLL
Item Wording: (Check here if you do not have a cell phone)
0=No
1=Yes
Routing: Go to S2EMAIL

~~~~~~

Screen: S2EMAIL
Wording: What is the email address that you will most likely be using during the next two years?
Item: S2EMAIL1
Item Wording: Email address:
Item: S2NOEMAIL
Item Wording: (Check here if you do not have an email address)
0=No
1=Yes
Routing: Go to S2MOM

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Screen: S2MOM
Wording: What is your mother's full name? If you have both a mother and a stepmother or other female guardian, what is the name of the one you live with most of the time?
Item: S2MOM1
Item Wording: First name:
Item: S2MOM2
Item Wording: Middle name:
Item: S2MOM3
Item Wording: Last name:
Item: S2NOMOM
Item Wording: (Check here if you do not have a living mother or female guardian)
0=No
1=Yes
Routing: If S2NOMOM=1 then go to S2DAD;
Else if ((S2SSTRT1 and S2SSTRT2) or S2SZIP or S2SCITY or S2SST) is missing then go to S2MADD;
Else go to S2MHOME.
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Screen: S2MHOME
Wording: Is her address the same as yours?
Item: S2MHOME
1=Yes
0=No
Routing: If S2MHOME=1 then go to S2MOMPH;
Else go to S2MADD

~~~~~~

Screen: S2MADD
Wording: What is her complete address? Be sure to include any apartment number or P.O. Box number.
Item: S2MSTRT1
Item Wording: Address 1:
Item: S2MSTRT2
Item Wording: Address 2:
Item: S2MCITY
Item Wording: City:
Item: S2MST
Item Wording: State:
-9=Select one
1=Alabama
2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida
11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan
24=Minnesota
25=Mississippi

26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
32=New Mexico
33=New York
34=North Carolina
35=North Dakota
36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania
40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
99=FOREIGN COUNTRY

Item: S2MZIP
Item Wording: ZIP code:

Item: S2MDKADD
Item Wording: (Check here if you don't know any of her address)
0=No
1=Yes

Routing: go to S2MOMPH

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Item: S2MHMDK
Item Wording: (Check here if you don't know or she does not have a home phone number)
0=No
1=Yes
Item: S2MCLPH
Item Wording: Cell phone number (XXX-XXX-XXXX):
Item: S2MCLDK
Item Wording: (Check here if you don't know or she does not have a cell phone number)
0=No
1=Yes
Item: S2MWKPH
Item Wording: Work phone number (XXX-XXX-XXXX):
Item: S2MWKDK
Item Wording: (Check here if you don't know or she does not have a work phone number)
0=No
1=Yes
Routing: Go to S2MEMAIL.

~~~~~~

Screen: S2MEMAIL
Wording: What is the email address that she will most likely be using during the next two years?
Item: S2MEMAIL1
Item Wording: Email address
Item: S2MEMAILDK
Item Wording: (Check here if you do not know or she does not have an email address)
0=No
1=Yes
Routing: go to S2DAD.

~~~~~~

Screen: S2DAD
Wording: What is your father's full name? If you have both a father and a stepfather or other male guardian, what is the name of the one you live with most of the time?
Item: S2DAD1
Item Wording: First name:
Item: S2DAD2
Item Wording: Middle name:
Item: S2DAD3
Item Wording: Last name:
Item: S2NODAD
Item Wording: (Check here if you do not have a living father or male guardian)
0=No
1=Yes
Routing: If S2NODAD=1 then go to S2BINTRO;
Else if ((S2SSTRT1 and S2SSTRT2) or S2SZIP or S2SCITY or S2SST) is missing then go to S2DADD;
Else go to S2DHOME.

~~~~~~

Screen: S2DHOME
Wording: Is his address the same as yours?
Item: S2DHOME
1=Yes
0=No
Routing: If S2DHOME=1 then go to S2DADPH;
Else go to S2DADD.

~~~~~~

Screen: S2DADD
Wording: What is his complete address? Be sure to include any apartment number or P.O. Box number.
Item: S2DSTRT1
Item Wording: Address 1:
Item: S2DSTRT2
Item Wording: Address 2:
Item: S2DZIP
Item Wording: ZIP code
Item: S2DCITY
Item Wording: City
Item: S2DST
Item Wording: State
-9=Select one
1=Alabama
2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida
11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan

24=Minnesota
25=Mississippi
26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
32=New Mexico
33=New York
34=North Carolina
35=North Dakota
36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania
40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
99=FOREIGN COUNTRY

Item: S2DDKADD
Item Wording: (Check here if you don't know any of his address)
0=No
1=Yes

Routing: go to S2DADPH.

~~~~~~

Screen: S2DADPH
Wording: What are his home, cell, and work phone numbers?
Item: S2DHMPH
Item Wording: Home phone number (XXX-XXX-XXXX):
Item: S2DHMSM
Item Wording: (Check here if his phone number is the same as yours)
0=No
1=Yes
~~~~~~

Item: S2DHMDK
Item Wording: (Check here if you don't know, or he doesn't have a home phone number)
0=No
1=Yes
Item: S2DCLPH
Item Wording: Cell phone number (XXX-XXX-XXXX):
Item: S2DCLDK
Item Wording: (Check here if you don't know or he doesn't have a cell phone number)
0=No
1=Yes
Item: S2DWKPH
Item Wording: Work phone number (XXX-XXX-XXXX):
Item: S2DWKDK
Item Wording: (Check here if you don't know or he doesn't have a work phone number)
0=No
1=Yes
Routing: go to S2DEMAIL.

~~~~~~

Screen: S2DEMAIL
Wording: What is the email address that he will most likely be using during the next two years?
Item: S2DEMAIL1
Item Wording: Email address
Item: S2DEMAILDK
Item Wording: (Check here if you do not know or he does not have an email address)
0=No
1=Yes
Routing: Go to S2BINTRO

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Section B: Screening and Background

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Screen: S2BINTRO
Wording: Next, we'd like to ask some questions about your current school enrollment status and your background.
Routing: if respondent is participating in-school (in their BY school), then define respondent as "regular student" and go to S2CURGRADE;
Else go to S2HSCRED.

~~~~~~

Screen: S2HSCRED
Wording: Have you earned a regular high school diploma, GED, or alternative high school credential?
Item: S2HSCRED
1=Yes, a regular diploma
2=Yes, a GED or alternative high school credential
3=No

Routing: If respondent has received a regular diploma or GED/alternative credential, then define respondent as an "early graduate" and go to S2LASTATTEND;
Else go to S2SAMESCH.

~~~~~~

Screen: S2SAMESCH
Wording: The last time we contacted you, you were enrolled in [school name]. Are you still enrolled in [school name]? If you are still enrolled there but are out of school because of a school break, illness, injury, or vacation, please answer "yes."
Item: S2SAMESCH

1=Yes
0=No

Routing: If S2SAMESCH = yes, then define sample member as "regular" student and go to S2CURGRADE;
Else if S2SAMESCH = no (or sample member provides no response for S2SAMESCH), then go to S2CURENR.

~~~~~~

Screen: S2CURENR
Wording: Are you currently enrolled in school? (If you are out of school because of a school break, illness, injury, or vacation, please answer "yes.")
Item: S2CURENR

0=Yes, you are enrolled at [school name]
1=Yes, you are enrolled at a school other than [school name]
2=Yes, you are home-schooled
3=No, you are not currently enrolled

Routing: If not currently enrolled in school then go to S2STOPATT;
Else if respondent indicates they are still attending base-year school then define respondent as "regular student" and go to S2CURGRADE;
Else if respondent indicates they are attending a school other than the base-year school then define respondent as "transfer student" and go to S2CURGRADE;
Else if respondent indicates they are homeschooled then define respondent as "homeschooled" and go to S2CURGRADE;
Else if respondent provides no response, then check school-provided sample member status as follows:
If school-provided status is regular student, then define respondent as "regular student" and go to S2CURGRADE;
Else if school-provided status is transferred, then define respondent as "transfer student" and go to S2CURGRADE;
Else if school-provided status is homeschooled, then define respondent as "homeschooled" and go to S2CURGRADE;
Else if school-provided status is early graduate, then define respondent as "early graduate" and go to S2LASTATT
END;
Else if school-provided status is dropout, then define respondent as "dropout" and go to S2LASTATTEND;
Else if school has not provided a sample member status, then define respondent as "regular student" and go to S2CURGRADE;

~~~~~~

Screen: S2STOPATT
Wording: When did you stop attending school?
Item: S2STOPATT

1=Less than four weeks ago
2=Four or more weeks ago

Routing: If "four or more weeks ago," then define respondent as "dropout" and go to S2LASTATTEND;
Else if "less than four weeks ago," then go to S2LASTSCHOOL;
Else if respondent provides no response, then check school-provided sample member status as follows:
If school-provided status is regular student, then define respondent as "regular student" and go to S2CURGRADE;
Else if school-provided status is transferred, then define respondent as "transfer student" and go to S2CURGRADE;
Else if school-provided status is homeschooled, then define respondent as "homeschooled" and go to S2CURGRADE;
Else if school-provided status is early graduate, then define respondent as "early graduate" and go to S2LASTATTEND;
Else if school-provided status is dropout, then define respondent as "dropout" and go to S2LASTATTEND;
Else if school has not provided a sample member status, then define respondent as "regular student" and go to S2CURGRADE.

~~~~~~

Screen: S2CURGRADE
Wording: What grade [are you currently/were you last] in?
Item: S2CURGRADE

1=9th grade
2=10th grade
3=11th grade
4=12th grade
5=You are in an ungraded program

Routing: If respondent is defined as a transfer student and has not yet provided the name of their new school then go to S2CURSCH;
Else if respondent is defined as a transfer student and has already provided the name of their new school then go to S2WHENSTART;
Else go to S2EVERDO.

~~~~~~

Screen: S2CURSCH
Wording: What high school [do you currently attend/were you last attending]?
(Do not enter abbreviations.)
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Item: S2CURSCH1
Item Wording: School name:
Item: S2CURSCH2
Item Wording: City:
Item: S2CURSCH3
Item Wording: State:
-9=Select one
1=Alabama
2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida
11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan
24=Minnesota
25=Mississippi
26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
32=New Mexico
33=New York
34=North Carolina
35=North Dakota
36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania

40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
99=FOREIGN COUNTRY

Routing: Go to S2WHENSTART.

~~~~~~

Screen: S2WHENSTART
Wording: When did you begin going to [S2CURSCH1/this school]?
Item: S2WHENSTART
1=During 9th grade
2=Beginning or during 10th grade
3=Beginning or during 11th grade
4=Beginning or during 12th grade
5=During an ungraded program or other

Routing: go to S2WHYTRANS.

~~~~~~

Screen: S2WHYTRANS
Wording: Why did you transfer to this school?
Item: S2WHYTRANS1
Item Wording: You moved to a new area
0=No
1=Yes

Item: S2WHYTRANS3
Item Wording: You were re-assigned by the school system
0=No
1=Yes

Item: S2WHYTRANS4
Item Wording: Your current school offered a better fit
0=No
1=Yes

Item: S2WHYTRANS5
Item Wording: Other

Item: S2WHYTRANS5_other
Item Wording: Please specify

Routing: go to S2EVERDO.

~~~~~~

Screen: S2EVERDO
Wording: Since starting 9th grade, have you ever stopped going to school for a period of a month or more other than for school breaks, illness, injury, or vacation?
Item: S2EVERDO
1=Yes
0=No
Routing: If S2EVERDO = yes then go to S2FREQDO;
Else if base-year non-respondent then go to S2SEX;
Else if respondent did not indicate (in the locating section of the interview) that they did not have a living mother or female guardian, then go to S2MOMEDU;
Else if respondent did not indicate (in the locating section of the interview) that they did not have a living father or male guardian, then go to S2DADEDU;
Else if respondent indicated in the locating section that they had no living mother/female guardian and no living father/male guardian, then go to S2HHGDS1;

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Screen: S2FREQDO
Wording: Since starting 9th grade, how many times have you stopped going to school for a period of a month or more other than for school breaks, illness, injury, or vacation?
Item: S2FREQDO
Item Wording: | times
Routing: If base-year non-respondent then go to S2SEX;
Else if respondent did not indicate (in the locating section of the interview) that they did not have a living mother or female guardian, then go to S2MOMEDU;
Else if respondent did not indicate (in the locating section of the interview) that they did not have a living father or male guardian, then go to S2DADEDU;
Else if respondent indicated in the locating section that they had no living mother/female guardian and no living father/male guardian, then go to S2HHGDS1;

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Screen: S2LASTATTEND
Wording: In what month and year did you last attend high school?
Item: S2LASTATTENDM
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December
~~~~~~

Item: S2LASTATTENDY
Item Wording: Year:
-9=Select one
2008=2008
2009=2009
2010=2010
2011=2011
Routing: go to S2LASTGRADE.
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Item: S2LASTSCHNM1
Item Wording: School name:
Item: S2LASTSCHNM2
Item Wording: City:
Item: S2LASTSCHNM3
Item Wording: State:

-9=Select one
1=Alabama
2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida
11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan
24=Minnesota
25=Mississippi
26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
32=New Mexico
33=New York
34=North Carolina
35=North Dakota
36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania

40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
99=FOREIGN COUNTRY

Routing: If respondent indicated (in S2STOPATT) they last attended school <4 weeks ago, then define respondent as "transfer student" and go to S2CURGRADE;
Else if respondent is defined as an "early graduate" then go to S2WHYEARLY;
Else if respondent is defined as a "dropout" and they last attended high school later during the 2009/2010 school year, then go to S2DAYSMISSED;
Else if respondent is defined as a "dropout" and they last attended high school in 2010 or later, then go to S2ATT0910;
Else go to S2BEHAVIOR.

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Item: S2WHYEARLY5_other
Routing: If respondent has earned a GED/alternative credential then go to S2HOWGED;
Else go to S2HSCREDDATE.

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Screen: S2HOWGED
Wording: How did you earn your GED or alternative credential?
Item: S2HOWGED
1=No program, just took exam
2=Part of job training program
3=Enrolled through adult education
4=Part of a child care program
5=Other
Item: S2HOWGED_other
Item Wording: Please specify:
Routing: go to S2HSCREDDATE.

~~~~~~

Screen: S2HSCREDDATE
Wording: In what month and year did you receive your diploma, GED, or alternative credential?
Item: S2HSCREDDATEM
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December
Item: S2HSCREDDATEY
Item Wording: Year:
-9=Select one
2008=2008
2009=2009
2010=2010
2011=2011
Routing: If base-year non-respondent then go to S2SEX;
Else if respondent did not indicate (in the locating section of the F1 interview) that they did not have a living mother or female guardian, then go to S2MOMEDU;
Else if respondent did not indicate (in the locating section of the F1 interview) that they did not have a living father or male guardian, then go to S2DADEDU;

Else if respondent indicated (in the locating section of the F1 interview) that they had no living mother/female guardian, and that they had no living father/male guardian, the go to S2HHGDS1.

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Item: S2BEHAVIOR4
Item Wording: You were put on an in-school suspension.
1=Never
2=1-2 times
3=3-6 times
4=7-9 times
5=10 or more times
Item: S2BEHAVIOR5
Item Wording: You were suspended or put on probation from school.
1=Never
2=1-2 times
3=3-6 times
4=7-9 times
5=10 or more times
Item: S2BEHAVIOR6
Item Wording: You were transferred to another school for discipline reasons.
1=Never
2=1-2 times
3=3-6 times
4=7-9 times
5=10 or more times
Item: S2BEHAVIOR7
Item Wording: You were arrested.
1=Never
2=1-2 times
3=3-6 times
4=7-9 times
5=10 or more times
Item: S2BEHAVIOR8
Item Wording: You spent time in a juvenile home or detention center.
1=Never
2=1-2 times
3=3-6 times
4=7-9 times
5=10 or more times
Routing: go to S2DOFRIENDS.

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Item: S2DOFRIENDS3
Item Wording: plan to attend a two-year community college or technical school
1=None of them
2=Some of them
3=Most of them
4=All of them
Item: S2DOFRIENDS4
Item Wording: plan to attend a four-year college or university
1=None of them
2=Some of them
3=Most of them
4=All of them
Item: S2DOFRIENDS2
Item Wording: plan to have a full-time job after high school but not attend college
1=None of them
2=Some of them
3=Most of them
4=All of them
Routing: go to S2WHYDROP.

~~~~~~

Screen: S2WHYDROP
Wording: Here are some reasons other people have given for leaving school. Which of these would you say applied to you?
Item: S2WHYDROP1
Item Wording: You got a job
1=Yes
0=No
Item: S2WHYDROP2
Item Wording: You did not like school
1=Yes
0=No
Item: S2WHYDROP3
Item Wording: You became pregnant or became a parent
1=Yes
0=No
Item: S2WHYDROP4
Item Wording: You were getting poor grades or failing school
1=Yes
0=No
Item: S2WHYDROP5
Item Wording: You thought you couldn't complete course requirements
1=Yes
0=No
~~~~~~

Item: S2WHYDROP6
Item Wording: You thought it would be easier to get GED or alternative credential
1=Yes
0=No
Item: S2WHYDROP7
Item Wording: You missed too many school days
1=Yes
0=No
Item: S2WHYDROP8
Item Wording: You were suspended or expelled
1=Yes
0=No
Routing: go to S2WHYRETURN.
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~~~

Item: S2WHYRETURN5
Item Wording: you felt sure you could get a good job after graduation?
1=Very unlikely
2=Somewhat unlikely
3=Somewhat likely
4=Very likely
Item: S2WHYRETURN6
Item Wording: school was more interesting to you?
1=Very unlikely
2=Somewhat unlikely
3=Somewhat likely
4=Very likely
Item: S2WHYRETURN7
Item Wording: you could take more job-related courses?
1=Very unlikely
2=Somewhat unlikely
3=Somewhat likely
4=Very likely
Item: S2WHYRETURN8
Item Wording: you could attend classes at night or on weekends?
1=Very unlikely
2=Somewhat unlikely
3=Somewhat likely
4=Very likely
Item: S2WHYRETURN9
Item Wording: you felt sure you could get tutoring or extra help to do better in school?
1=Very unlikely
2=Somewhat unlikely
3=Somewhat likely
4=Very likely
Routing: go to S2ALTPROG.

~~~~~~

Screen: S2ALTPROG
Wording: Have you ever participated in an alternative program to help you continue your education? (An alternative program provides a nontraditional education for students who are at risk of dropping out.)
Item: S2ALTPROG
1=Yes
0=No
Routing: If S2ALTPROG = 'yes' then go to S2ALTSTART;
Else go to S2HSCREDPLAN.

~~~~~~

Screen: S2ALTSTART
Wording: In what month and year did you enter the most recent alternative program in which you have participated?

Item: S2ALTSTARTM
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December
Item: S2ALTSTARTY
Item Wording: Year:
-9=Select one
2004=2004
2005=2005
2006=2006
2007=2007
2008=2008
2009=2009
2010=2010
2011=2011
Routing: go to S2ALTCURR.

~~~~~~

Screen: S2ALTCURR
Wording: Are you still enrolled in this program?
Item: S2ALTCURR
1=Yes
2=No, you left before completing the program
3=No, you completed the program
Routing: If S2ALTCURR = "yes" (or no response), then go to S2HSCREDPLAN;
Else go to S2ALTEND.

~~~~~~

Screen: S2ALTEND
Wording: In what month and year did you [leave/complete/leave or complete] the most recent alternative program?
Item: S2ALTENDM
Item Wording: Month:
-9=Select one
1=January
2=February
3=March

4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December

Item: S2ALTENDY

Item Wording: Year:

-9=Select one
1=2004
2=2005
3=2006
4=2007
5=2008
6=2009
7=2010
8=2011

Routing: Go to S2HSCREDPLAN.

~~~~~~

Screen: S2HSCREDPLAN

Wording: Do you plan to get a GED, high school diploma, or its equivalent?

Item: S2HSCREDPLAN

1=Yes
2=No
3=You aren't sure

Routing: If S2HSCREDPLAN=1 then go to S2HSCREDWHEN;
Else go to S2HSCREDLKLY.

~~~~~~

Screen: S2HSCREDWHEN

Wording: In about what month and year do you expect to receive a high school diploma, or to take the examination for the GED or other high school equivalency exam?

Item: S2HSCREDWHENM

Item Wording: Month:

-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September

10=October
11=November
12=December

Item: S2HSCREDWHENY

Item Wording: Year:

-9=Select one
2011=2011
2012=2012
2013=2013
2014=2014
2015=2015 or later

Routing: Go to F2HSCREDLKLY.

~~~~~~

Screen: S2HSCREDLKLY

Wording: How likely are you to finish high school or obtain a GED or equivalency credential? To answer this question, please provide a number from 0 to 100, where 0 percent means there is absolutely no chance you will finish and 100 percent means you are absolutely sure you will finish.

Item: S2HSCREDLKLY

Item Wording: |%

Routing: If base-year non-respondent, then go to S2SEX;
Else if respondent did not indicate (in the locating section of the F1 interview) that they had no living mother or female guardian, then go to S2MOMEDU;
Else if respondent did not indicate (in the locating section of the F1 interview) that they had no living father or male guardian, then go to S2DADEDU;
Else if respondent indicated (in the locating section of the F1 interview) that they had no living mother or female guardian, and that they had no living father or male guardian, then go to S2HHGDS1.

~~~~~~

Screen: S2SEX

Wording: The next set of questions are about your background.
Are you...

Item: S2SEX

1=Male, or
2=Female?

Routing: Go to S2HISP.

~~~~~~

Screen: S2HISP

Wording: Are you Hispanic or [Latino/Latina]?
~~~~~~

If S2SEX = 1 then fill 'Latino'
If S2SEX = 2 then fill 'Latina'
If S2SEX = nonrespondent then fill 'Latino/Latina'

Item: S2HISP
1=Yes
0=No

Routing: If S2HISP = 'yes' then go to S2HISPTY;
Else go to S2RACE.

~~~~~~

Screen: S2HISPTY
Wording: Are you...
Item: S2HISPTY
1=Mexican, Mexican-American, Chicano
2=Cuban
3=Dominican
4=Puerto Rican
5=Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran
6=South American such as Colombian, Argentine, or Peruvian, or
7=Other Hispanic or Latino or Latina?

Routing: Go to S2RACE.

~~~~~~

Screen: S2RACE
Wording: [In addition to learning about your Hispanic background, we would also like to know about your racial background.]
What is your race?
Wording: if S2HISP=1 then display bracketed text; else do not display bracketed text.
Item: S2RACE_1
Item Wording: White
0=No
1=Yes

Item: S2RACE_2
Item Wording: Black or African American
0=No
1=Yes

Item: S2RACE_3
Item Wording: Asian
0=No
1=Yes

Item: S2RACE_4
Item Wording: Native Hawaiian or other Pacific Islander
0=No
1=Yes

Item: S2RACE_5
Item Wording: American Indian or Alaska Native
0=No

1=Yes

Routing: If respondent indicates yes to Asian race, then go to S2ASIAN;
Else go to S2BORN.

~~~~~~

Screen: S2ASIAN
Wording: Are you...
Item: S2ASIAN

1=Chinese
2=Filipino
3=Southeast Asian such as Vietnamese or Thai
4=South Asian such as Indian or Sri Lankan, or
5=Other Asian such as Korean or Japanese?

Routing: Go to S2BORN

~~~~~~

Screen: S2BORN
Wording: What is your birth date?
Item: S2BORN1

Item Wording: Month:

-1=Select month
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December

Item: S2BORN2

Item Wording: Day:

-1=Select day
1=1
2=2
3=3
4=4
5=5
6=6
7=7
8=8
9=9
10=10
11=11
12=12

13=13
14=14
15=15
16=16
17=17
18=18
19=19
20=20
21=21
22=22
23=23
24=24
25=25
26=26
27=27
28=28
29=29
30=30
31=31

Item: S2BORN3

Item Wording: Year:

-1=Select year
1=1991 or earlier
2=1992
3=1993
4=1994
5=1995
6=1996 or later

Routing: Go to S2FLANG

~~~~~~

Screen: S2FLANG
Wording: What was the first language you learned to speak when you were a child? Was it...
Item: S2FLANG

1=English
2=Spanish
3=Another language
4=English and Spanish equally or
5=English and another language equally?

Routing: If S2FLANG is "Spanish" or "English and Spanish equally," and respondent did not indicate (in the locating section of the F1 interview) that they had no living mother or female guardian, then go to S2FMLANG;
Else if S2FLANG is "Spanish" or "English and Spanish equally," and respondent indicated (in the locating section of the F1 interview) that they had no living mother or female guardian, then go to S2FFLANG;
Else if S2FLANG is "another language" or "English and another language equally" then go to S2OFLANG;
~~~~~~

Else if S2FLANG is "English" (or no response) and respondent did not indicate (in the locating section of the F1 interview) that they had no living mother or female guardian, then go to S2MOMEDU;
Else if S2FLANG is "English" (or no response) and respondent did not indicate (in the locating section of the F1 interview) that they had no living father or male guardian, then go to S2DADEDU;
Else if S2FLANG is "English" (or no response) and respondent indicated (in the locating section of the F1 interview) that they had no living mother or female guardian, and that they had no living father or male guardian, then go to S2HHGDS1.

~~~~~~

Screen: S2OFLANG
Wording: What is the [other] language you first learned to speak?
Item: S2OFLANG

1=A European language, such as French, German, or Russian
2=A Chinese language
3=A Filipino language
4=A Southeast Asian language such as Vietnamese or Thai
5=A South Asian language such as Hindi or Tamil
6=Another Asian language such as Japanese or Korean
7=A Middle Eastern language such as Arabic or Farsi, or
8=Another language

Routing: If no response and respondent did not indicate (in the locating section of the F1 interview) that they had no living mother or female guardian, then go to S2MOMEDU;
Else if no response and respondent did not indicate (in the locating section of the F1 interview) that they had no living father or male guardian, then go to S2DADEDU;
Else if no response and respondent indicated (in the locating section of the F1 interview) that they had no living mother or female guardian, and that they had no living father or male guardian, then go to S2HHGDS1;
Else if S2OFLANG is non-missing and respondent did not indicate (in the locating section of the F1 interview) that they had no living mother or female guardian, then go to S2FMLANG;
Else if S2OFLANG is non-missing then go to S2FFLANG.

~~~~~~

Screen: S2FMLANG
Wording: How often do you speak [Spanish/this European language/this Chinese language/this Filipino language/this Southeast Asian language/this South Asian language/this Asian language/this Middle Eastern language/this language] with your mother or female guardian at home?
Item: S2FMLANG

1=Never
2=Sometimes
3=About half the time
4=Most of the time
5=Always
6=No mother or female guardian in your household

Routing: go to S2FFLANG

~~~~~~

Screen: S2FFLANG
Wording: How often do you speak [Spanish/a European language/a Chinese language/a Filipino language/a Southeast Asian language/a South Asian language/another Asian language/a Middle Eastern language/this language] with your friends?
Item: S2FFLANG

1=Never
2=Sometimes
3=About half the time
4=Most of the time
5=Always

Routing: If respondent did not indicate (in the locating section of the F1 interview) that they had no living mother or female guardian, then go to S2MOMEDU;
Else if respondent did not indicate (in the locating section of the F1 interview) that they had no living father or male guardian, then go to S2DADEDU;
Else if respondent indicated (in the locating section of the F1 interview) that they had no living mother or female guardian, and that they had no living father or male guardian, then go to S2HHGDS1.

~~~~~~

Screen: S2MOMEDU
Wording: What is the highest level of education your mother or female guardian has completed? If you have both a mother and a stepmother or other female guardian, answer for the one you live with most of the time.
Item: S2MOMEDU

1=Less than high school
2=High school diploma or GED
3=Associate's degree
4=Bachelor's degree
5=Master's degree
6=Ph.D., M.D., law degree, or other high level professional degree
7=Don't know

Routing: go to S2MOMOCC.

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Screen: S2MOMOCC
Wording: What is your mother's or female guardian's main job for pay? If she is currently unemployed, retired, or disabled, answer for her most recent job. If she works (or worked) more than one job, answer for the job at which she works (or worked) the most hours.
Item: S2MOMOCCT

Item Wording: Title:

Item: S2MOMOCCN

Item Wording: (Check here if your mother or female guardian has never worked for pay.)

0=No
1=Yes
~~~~~~

Item: S2MOMOCCD
Item Wording: Duties:
Routing: If respondent indicated (in the locating section of the F1 interview) that they had no living father or male guardian, then go to S2HHGDS1;
Else go to S2DADEDU.

~~~~~~

Screen: S2DADEDU
Wording: What is the highest level of education your father or male guardian has completed? If you have both a father and a stepfather or other male guardian, answer for the one you live with most of the time.
Item: S2DADEDU
1=Less than high school
2=High school diploma or GED
3=Associate's degree
4=Bachelor's degree
5=Master's degree
6=Ph.D., M.D., law degree, or other high level professional degree
7=Don't know
Routing: go to S2DADOCC.

~~~~~~

Screen: S2DADOCC
Wording: What is your father's or male guardian's main job for pay? If he is currently unemployed, retired, or disabled, answer for his most recent job. If he works (or worked) more than one job, answer for the job at which he works (or worked) the most hours.
Item: S2DADOCCT
Item Wording: Title:
Item: S2DADOCCD
Item Wording: Duties:
Item: S2DADOCCN
Item Wording: (Check here if your father or male guardian has never worked for pay.)
0=No
1=Yes
Routing: go to S2HHGDS1.

~~~~~~

Screen: S2HHGDS1
Wording: Do you have any of the following at home?
Item: S2HHGDS1A
Item Wording: Internet access
1=Yes
0=No
Item: S2HHGDS1B
Item Wording: A room of your own
1=Yes
0=No
~~~~~~

Item: S2HHGDS1C
Item Wording: A dishwasher
1=Yes
0=No
Routing: go to S2HHGDS2.
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Screen: S2PRVS
Wording: During the last school year (2009-2010), what school did you attend?
(Do not enter abbreviations.)
Item: S2PRVS1
Item Wording: School Name
Item: S2PRVS2
Item Wording: City
Item: S2PRVS3
Item Wording: State

-9=Select one
1=Alabama
2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida
11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan
24=Minnesota
25=Mississippi
26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
32=New Mexico
33=New York
34=North Carolina
35=North Dakota
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36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania
40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
99=FOREIGN COUNTRY

Routing: Go to S2ACT.

~~~~~~

Screen: S2ACT
Wording: Since the beginning of the last school year (2009-2010), which of the following activities have you participated in?
Item: S2ACT_7
Item Wording: Math club
1=Yes
0=No
Item: S2ACT_8
Item Wording: Math competition
1=Yes
0=No
Item: S2ACT_9
Item Wording: Math camp
1=Yes
0=No
Item: S2ACT_10
Item Wording: Math study groups
1=Yes
0=No
Item: S2ACT_10A
Item Wording: Program where you were tutored in math
1=Yes
0=No
Item: S2ACT_12
Item Wording: Science club
1=Yes
0=No
~~~~~~

Item: S2ACT_13
Item Wording: Science competition
1=Yes
0=No
Item: S2ACT_14
Item Wording: Science camp
1=Yes
0=No
Item: S2ACT_15
Item Wording: Science study group
1=Yes
0=No
Item: S2ACT_15A
Item Wording: Program where you were tutored in science
1=Yes
0=No
Routing: Go to S2ALG.

~~~~~~

Screen: S2ALG
Wording: Have you taken algebra I?
Item: S2ALG
1=Yes
2=No
3=You are currently taking it
Routing: If S2ALG = 'yes' then go to S2ALGWHEN;
Else go to S2CINTRO;

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Screen: S2ALGWHEN
Wording: In which grade did you take algebra I?
Item: S2ALGWHEN
1=8th grade or earlier
2=9th grade
3=10th grade
4=11th grade
5=12th grade
Routing: go to S2ALGGRADE.

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Screen: S2ALGGRADE
Wording: What was your final grade in algebra I?
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Item: S2ALGGRADE
1=A (between 90-100)
2=B (between 80-89)
3=C (between 70-79)
4=D (between 60-69)
5=Below D (anything less than 60)
6=Your class was not graded
Routing: go to S2CINTRO.

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Section C: Math and Science Experiences

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Screen: S2CINTRO
Wording: Now we are going to ask you a few questions about your experiences with math and science.
Routing: Go to S2MPRS.

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Screen: S2MPRS
Wording: How much do you agree or disagree with the following statements?
Item: S2MPRS1
Item Wording: You see yourself as a math person
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2MPRS2
Item Wording: Others see you as a math person
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Routing: Go to S2MATHUSE.

~~~~~~

Screen: S2MATHUSE
Wording: How much do you agree or disagree with the following statements about the usefulness of math? Math…
Item: S2MATHUSE1
Item Wording: is useful for everyday life.
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree
Item: S2MATHUSE2
Item Wording: will be useful for college.
1=Strongly Agree
2=Agree
3=Disagree

4=Strongly Disagree
Item: S2MATHUSE3
Item Wording: will be useful for a future career.
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree
Routing: If respondent is defined as an "early graduate" or a "dropout," then go to S2SPRS; Else go to S2MATHEFF.
~~~~~~
Screen: S2MATHEFF
Wording: How much do you agree or disagree with the following statements about math?
Item: S2MATHEFF1
Item Wording: You enjoy math a lot
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree
Item: S2MATHEFF2
Item Wording: You are certain that you can understand difficult math material
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree
Item: S2MATHEFF3
Item Wording: You think math is a waste of your time
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree
Item: S2MATHEFF4
Item Wording: You are certain that you can master math skills
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree
Item: S2MATHEFF5
Item Wording: You are confident that you can do an excellent job on math tests
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree
Item: S2MATHEFF6
Item Wording: You think math is boring
1=Strongly Agree
2=Agree
~~~~~~

3=Disagree
4=Strongly Disagree

Item: S2MATHEFF7
Item Wording: You find math coursework interesting
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Item: S2MATHEFF8
Item Wording: You are confident that you can do an excellent job on math assignments
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Routing: Go to S2MATHSPRING.

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Item: S2MCRSE_4
Item Wording: Algebra II
0=No
1=Yes
Item: S2MCRSE_T
Item Wording: Trigonometry
0=No
1=Yes
Item: S2MCRSE_A
Item Wording: Algebra III
0=No
1=Yes
Item: S2MCRSE_11
Item Wording: Analytic Geometry
0=No
1=Yes
Item: S2MCRSE_6
Item Wording: Integrated Math I
0=No
1=Yes
Item: S2MCRSE_7
Item Wording: Integrated Math II
0=No
1=Yes
Item: S2MCRSE_N
Item Wording: Integrated Math III or above
0=No
1=Yes
Item: S2MCRSE_9
Item Wording: Statistics or Probability
0=No
1=Yes
Item: S2MCRSE_8
Item Wording: Pre-calculus
0=No
1=Yes
Item: S2MCRSE_C
Item Wording: Calculus
0=No
1=Yes
Item: S2MCRSE_12
Item Wording: Other math course
Item: S2MCRSE_12_other
Item Wording: Please specify:
Routing: go to S2MREASON.

~~~~~~

Screen: S2MREASON
Wording: Why are you taking [highest math course]?
Item: S2MREASON1
Item Wording: You really enjoy math
1=Yes
0=No
Item: S2MREASON2
Item Wording: You had no choice, it is a requirement
1=Yes
0=No
Item: S2MREASON3
Item Wording: You will need it to get into college
1=Yes
0=No
Item: S2MREASON4
Item Wording: You will need it to succeed in college
1=Yes
0=No
Item: S2MREASON5
Item Wording: You will need it for your career
1=Yes
0=No
Item: S2MREASON6
Item Wording: Some other reason (Please specify)
1=Yes
0=No
Item: S2MREASON6_other
Routing: Go to S2MTCHQ.

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Screen: S2MTCHQ
Wording: How much do you agree or disagree with the following statements about your math teacher? If you have more than one math teacher, think about the one you consider your main high school math teacher. Remember, none of your teachers or your principal will see any of the answers you provide. Your math teacher...
Item: S2MTCHQ1
Item Wording: values and listens to students' ideas.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2MTCHQ2
Item Wording: treats students with respect.
1=Strongly agree
2=Agree
3=Disagree

4=Strongly disagree

Item: S2MTCHQ4

Item Wording: treats every student fairly.

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2MTCHQ5

Item Wording: thinks every student can be successful.

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2MTCHQ6

Item Wording: thinks mistakes are okay as long as all students learn.

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2MTCHQ8

Item Wording: treats some kids better than other kids.

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2MTCHQ9

Item Wording: makes math interesting.

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2MTCHQ0

Item Wording: treats males and females differently.

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2MTCHQA

Item Wording: makes math easy to understand.

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Routing: Go to S2SPRS.

~~~~~~

Screen: S2SPRS
Wording: How much do you agree or disagree with the following statements?
Item: S2SPRS1
Item Wording: You see yourself as a science person
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2SPRS2
Item Wording: Others see you as a science person
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Routing: Go to S2SCIENCEUSE.

~~~~~~

Screen: S2SCIENCEUSE
Wording: How much do you agree or disagree with the following statements about the usefulness of science? Science...
Item: S2SUSE1
Item Wording: is useful for everyday life.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2SUSE2
Item Wording: will be useful for college.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2SUSE3
Item Wording: will be useful for a future career.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Routing: If respondent is defined as an "early graduate" or as a "dropout," then go to S2DINTRO;
Else go to S2SCIENCEEFF.

~~~~~~

Screen: S2SCIENCEEFF
Wording: How much do you agree or disagree with the following statements about science?
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Item: S2SCIENCEEFF1
Item Wording: You enjoy science a lot
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Item: S2SCIENCEEFF2
Item Wording: You are certain that you can understand difficult science material
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Item: S2SCIENCEEFF3
Item Wording: You think science is a waste of your time
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Item: S2SCIENCEEFF4
Item Wording: You are certain that you can master science skills
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Item: S2SCIENCEEFF5
Item Wording: You are confident that you can do an excellent job on science tests
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Item: S2SCIENCEEFF6
Item Wording: You think science is boring
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Item: S2SCIENCEEFF7
Item Wording: You find science coursework interesting
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree

Item: S2SCIENCEEFF8
Item Wording: You are confident that you can do an excellent job on science assignments
1=Strongly Agree
2=Agree
3=Disagree
4=Strongly Disagree
Routing: Go to S2SCISPRING.
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Item: S2SCRSE_5
Item Wording: Advanced Chemistry such as Chemistry II, AP, or IB
0=No
1=Yes
Item: S2SCRSE_12
Item Wording: Physical Science
0=No
1=Yes
Item: S2SCRSE_11
Item Wording: Principles of Technology
0=No
1=Yes
Item: S2SCRSE_13
Item Wording: Physics I
0=No
1=Yes
Item: S2SCRSE_13A
Item Wording: Advanced Physics such as Physics II, AP or IB
0=No
1=Yes
Item: S2SCRSE_16
Item Wording: Other physical sciences such as astronomy or electronics
0=No
1=Yes
Item: S2SCRSE_6
Item Wording: Earth Science
0=No
1=Yes
Item: S2SCRSE_7
Item Wording: Environmental Science
0=No
1=Yes
Item: S2SCRSE_17
Item Wording: Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology
0=No
1=Yes
Item: S2SCRSE_8
Item Wording: Integrated Science I
0=No
1=Yes
Item: S2SCRSE_9
Item Wording: Integrated Science II or above
0=No
1=Yes

Item: S2SCRSE_14
Item Wording: Other science course
Item: S2SCRSE_14_Other
Item Wording: Please specify:
Routing: Go to S2SREASON.

~~~~~~

Screen: S2SREASON
Wording: Why are you taking [General Science/ Physical Science / Life science / Earth Science / Biology I / Chemistry I / Physics I / Principles of Technology / Integrated Science I/ Integrated Science II or above/ Environmental Science/ Anatomy or Physiology/ Advanced Biology/ Advanced Chemistry/ Advanced Physics/a biological sciences course/an earth or environmental science course/a physical science course/ this science course/ a science course]?
Item: S2SREASON1
Item Wording: You really enjoy science
1=Yes
0=No
Item: S2SREASON2
Item Wording: You had no choice, it is a requirement
1=Yes
0=No
Item: S2SREASON3
Item Wording: You will need it to get into college
1=Yes
0=No
Item: S2SREASON4
Item Wording: You will need it to succeed in college
1=Yes
0=No
Item: S2SREASON5
Item Wording: You will need it for your career
1=Yes
0=No
Item: S2SREASON6
Item Wording: Some other reason (Please specify)
1=Yes
0=No
Item: S2SREASON6_other
Routing: Go to S2STCHQ.

~~~~~~

Screen: S2STCHQ
Wording: How much do you agree or disagree with the following statements about your science teacher? If you have more than one science teacher, think about the one you consider your main high school science teacher. Remember, none of your teachers or your principal will see any of the answers you provide. Your science teacher...

Item: S2STCHQ1
Item Wording: values and listens to students' ideas.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2STCHQ2
Item Wording: treats students with respect.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2STCHQ4
Item Wording: treats every student fairly.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2STCHQ5
Item Wording: thinks every student can be successful.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2STCHQ6
Item Wording: thinks mistakes are okay as long as all students learn.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2STCHQ8
Item Wording: treats some kids better than other kids.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2STCHQ9
Item Wording: makes science interesting.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2STCHQ0
Item Wording: treats males and females differently.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2STCHQA
Item Wording: makes science easy to understand.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Routing: Go to S2DINTRO.

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Section D: School Attitudes and Support

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Screen: S2DINTRO
Wording: Now we are going to ask you some questions about your feelings about high school and other experiences.
Routing: If respondent is defined as an "early graduate" or "dropout" then go to S2PAYO;
Else if respondent is defined as "homeschooled" then go to S2LOOKFWD
Otherwise go to S2DSEN

~~~~~~

Screen: S2DSEN
Wording: How often do you…
Item: S2DSEN1
Item Wording: skip class?
1=Never
2=Rarely
3=Sometimes
4=Often
Item: S2DSEN2
Item Wording: go to class late?
1=Never
2=Rarely
3=Sometimes
4=Often
Routing: Go to S2LOOKFWD

~~~~~~

Screen: S2LOOKFWD
Wording: What do you look forward to in high school?
Choose the single best answer.

Item: S2LOOKFWD
1=Don't look forward to anything
2=Sports
3=Physical education or gym
4=Seeing friends
5=Art, music, or theater
6=Mathematics
7=Science
8=English or Language Arts
9=Another subject
10=Other
Item: S2LOOKFWD_OTHER
Item Wording: Please specify:
Routing: If respondent looks forward to another subject then go to S2LKFWDOTH
Otherwise go to S2PAYO
~~~
~~~

4=Strongly disagree

Item: S2PAYO5

Item Wording: Students with bad grades often get good jobs after high school

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2PAYO6

Item Wording: School often is a waste of time

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2PAYO7

Item Wording: What you do not learn in school, you can always pick up later

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Item: S2PAYO8

Item Wording: Even if you study, your family cannot afford to pay for you to attend college

1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree

Routing: Go to S2INFLU1

~~~~~~

Screen: S2INFLU1

Wording: For T_RTYPE = 4 or 5:
While you were in school, who had the most influence on your choice of high school courses?
Otherwise: Who has had the most influence in your choice of high school courses ?

Item: S2INFLU1

1=Your family
2=Your friends
3=A teacher
4=A school counselor
5=A coach
6=Someone at your work
7=People you admire in music, sports, TV
8=No one in particular
9=Other

Item: S2INFLU1_OTHER

Item Wording: Please specify:

Routing: Go to S2INFLU2
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~~~~~~

Screen: S2INFLU2
Wording: Who has had the most influence in your thinking about college?
Item: S2INFLU2
1=Your family
2=Your friends
3=A teacher
4=A school counselor
5=A coach
6=Someone at your work
7=People you admire in music, sports, TV
8=No one in particular
9=Other
Item: S2INFLU2_OTHER
Item Wording: Please specify:
Routing: Go to S2INFLU3

~~~~~~

Screen: S2INFLU3
Wording: Who has had the most influence in your thinking about careers?
Item: S2INFLU3
1=Your family
2=Your friends
3=A teacher
4=A school counselor
5=A coach
6=Someone at your work
7=People you admire in music, sports, TV
8=No one in particular
9=Other
Item: S2INFLU3_OTHER
Item Wording: Please specify:
Routing: If respondent is defined as an "early graduate" or "dropout" then go to S2BOGI
Otherwise go to S2CLF

~~~~~~

Screen: S2CLF
Wording: As far as you know, are the following statements true or false for your closest friend?
Your closest friend...
Item: S2CLF1
Item Wording: has taken the PSAT or pre-ACT.
1=True
2=False
3=Don't know
Item: S2CLF2
Item Wording: will probably go to college.
1=True
2=False
~~~~~~

3=Don't know
Item: S2CLF3
Item Wording: attends classes regularly.
1=True
2=False
3=Don't know
Item: S2CLF4
Item Wording: will probably drop out of high school.
1=True
2=False
3=Don't know
Routing: go to S2COST

~~~~~~

Screen: S2COST
Wording: How much do you agree or disagree with each of the following statements? If you spend a lot of time and effort in your math and science classes…
Item: S2COST2
Item Wording: you won't have enough time for hanging out with your friends.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2COST3
Item Wording: you won't have enough time for extracurricular activities.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2COST4
Item Wording: you won't be popular.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Item: S2COST5
Item Wording: people will make fun of you.
1=Strongly agree
2=Agree
3=Disagree
4=Strongly disagree
Routing: Go to S2BOGI

~~~~~~

Screen: S2BOGI
Wording: In general, how would you compare males and females in each of the following subjects?

Item: S2BOGI1
Item Wording: English or language arts
1=Females are much better
2=Females are somewhat better
3=Females and males are the same
4=Males are somewhat better
5=Males are much better
Item: S2BOGI2
Item Wording: Math
1=Females are much better
2=Females are somewhat better
3=Females and males are the same
4=Males are somewhat better
5=Males are much better
Item: S2BOGI4
Item Wording: Science
1=Females are much better
2=Females are somewhat better
3=Females and males are the same
4=Males are somewhat better
5=Males are much better
Routing: go to S2TIME

~~~~~~

Screen: S2TIME
Wording: If T_RTYPE= 4 or 5:
During a typical weekday how many hours do you spend...
(Please enter whole numbers only; please enter '0' for any activity below in which you don't participate during weekdays.)
Otherwise: During a typical weekday during the school year how many hours do you spend...
(Please enter whole numbers only; please enter '0' for any activity below in which you don't participate during weekdays.)
Item: S2TIME1
Item Wording: working on math homework and studying for math class?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours
Item: S2TIME2
Item Wording: working on science homework and studying for science class?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
~~~~~~

5=4 to 5 hours
6=5 or more hours

Item: S2TIME3
Item Wording: working on homework and studying for the rest of your classes?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours

Item: S2TIME4
Item Wording: participating in sports teams or sports clubs?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours

Item: S2TIME5
Item Wording: participating in other extracurricular groups such as band or student government?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours

Item: S2TIME6
Item Wording: spending time with your family?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours

Item: S2TIME7
Item Wording: hanging out or socializing with your friends?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours

Item: S2TIME8
Item Wording: watching television or movies?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours
Item: S2TIME9
Item Wording: playing video games?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours
Item: S2TIM10
Item Wording: chatting or surfing online?
1=Less than 1 hour
2=1 to 2 hours
3=2 to 3 hours
4=3 to 4 hours
5=4 to 5 hours
6=5 or more hours
Routing: Go to S2WORK

~~~~~~

Screen: S2WORK
Wording: if T_RTYPE = 4 or 5:
While in high school, did you ever work for pay, not counting work around the house?
else:
Have you ever worked for pay during the school year, not counting work around the house?
Item: S2WORK
1=Yes
0=No
Routing: If respondent works then go to S2WKHRWEEK
Otherwise go to next section.

~~~~~~

Screen: S2WKHRWEEK
Wording: if T_RTYPE = 4 or 5 then:
How many hours per week did you usually work during the week when you were last working while still in school? Do not include hours worked over the weekend.
(Please round to a whole number.)
else:
How many hours per week do you or did you usually work during the week when last working during the school year? Do not include hours worked over the weekend.
(Please round to a whole number.)

Item: S2WKHRWEEK
Item Wording: |hours per week
Routing: Go to S2HRWKEND

~~~~~~

Screen: S2HRWKEND
Wording: if T_RTYPE = 4 or 5 then:
How many hours did you usually work on the weekend when you were last working while still in school?
(Please round to a whole number.)
else:
How many hours do you or did you usually work on the weekend when last working during the school year?
(Please round to a whole number.)
Item: S2HRWKEND
Item Wording: |hours
Routing: Go to S2JOBNAME

~~~~~~

Screen: S2JOBNAME
Wording: if T_RTYPE = 4 or 5 then:
What was your last job while in high school? If you had two jobs at the same time, answer for the job you had the longest.
else:
What is your current or most recent job during the school year? If you have, or most recently had, two jobs at the same time, answer for the job you had the longest.
Item: S2JOBNAME
Item Wording: Job title:
Routing: Go to next section

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Section E: Coursetaking

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Screen: S2EINTRO
Wording: If R_TYPE= 4 or 5:
Now we are going to ask you a few questions about your high school coursetaking.
Otherwise:
Now we are going to ask you a few questions about your coursetaking and plans for the rest of high school.
Routing: if respondent is defined as an early graduate or dropout then go to S2APIB_DO;
Else go to S2APIB.

~~~~~~

Screen: S2APIB
Wording: Have you taken, or do you plan to enroll in, any of the following courses?
Item: S2MAAP
Item Wording: An Advanced Placement (AP) math course
1=Yes
2=No
~~~~~~

3=You haven't decided yet
4=You don't know what this is

Item: S2SCAP
Item Wording: An Advanced Placement (AP) science course
1=Yes
2=No
3=You haven't decided yet
4=You don't know what this is

Item: S2OTAP
Item Wording: Another Advanced Placement (AP) course
1=Yes
2=No
3=You haven't decided yet
4=You don't know what this is

Item: S2MAIB
Item Wording: An International Baccalaureate (IB) math course
1=Yes
2=No
3=You haven't decided yet
4=You don't know what this is

Item: S2SCIB
Item Wording: An International Baccalaureate (IB) science course
1=Yes
2=No
3=You haven't decided yet
4=You don't know what this is

Item: S2OTIB
Item Wording: Another International Baccalaureate (IB) course
1=Yes
2=No
3=You haven't decided yet
4=You don't know what this is

Routing: Go to S2OCCLASS

~~~~~~

Screen: S2APIB_DO
Wording: Have you taken any of the following courses?

Item: S2MAAP_DO
Item Wording: An Advanced Placement (AP) math course
1=Yes
2=No
3=You don't know what this is

Item: S2SCAP_DO
Item Wording: An Advanced Placement (AP) science course
1=Yes
2=No
3=You don't know what this is
~~~~~~

Item: S2OTAP_DO
Item Wording: Another Advanced Placement (AP) course
1=Yes
2=No
3=You don't know what this is
Item: S2MAIB_DO
Item Wording: An International Baccalaureate (IB) math course
1=Yes
2=No
3=You don't know what this is
Item: S2SCIB_DO
Item Wording: An International Baccalaureate (IB) science course
1=Yes
2=No
3=You don't know what this is
Item: S2OTIB_DO
Item Wording: Another International Baccalaureate (IB) course
1=Yes
2=No
3=You don't know what this is
Routing: go to S2OCCLASS.

~~~~~~

Screen: S2OCCLASS
Wording: Have you taken any courses to prepare you for a particular type of job or job area? These include courses in areas such as agriculture, business, computer technologies, construction, or health care.
Item: S2OCCLASS
1=Yes
2=No
3=You don't know
Routing: If respondent has taken specific occupational courses then go to S2OCCRSN
If respondent has not taken specific occupational courses then go to S2OCCRSN2
Otherwise go to S2COLCRD

~~~~~~

Screen: S2OCCRSN
Wording: What was the main reason for taking these courses?

Item: S2OCCRSN
1=To meet graduation requirements
2=Personal interest in the subject
3=To prepare for college
4=To prepare for a job you are interested in
5=To explore a career option
6=To learn things that will be useful for work in general
7=Other
Item: S2OCCRSN_OTHER
Item Wording: Please specify:
Routing: Go to S2COLCRD

~~~~~~

Screen: S2OCCRSN2
Wording: What is the main reason you haven't taken such a course?
Item: S2OCCRSN2
1=Not really related to what you [wanted/want] to do.
2=You [didn't/don't] know what occupation you [wanted/want].
3=No such courses [were/are] offered through your school.
4=Those courses [were/are] off-site and [required/require] travel.
5=Other courses [were/are] more important.
6=Other
Item: S2OCCRSN2_OTHER
Item Wording: Please specify:
Routing: Go to S2COLCRD

~~~~~~

Screen: S2COLCRD
Wording: Have you completed any dual enrollment courses? That is, course(s) for which you enrolled in both your high school and a college or university at the same time? Do not include AP (Advanced Placement) courses.
Item: S2COLCRDMA
Item Wording: Yes, in math
0=No
1=Yes
Item: S2COLCRDSC
Item Wording: Yes, in science
0=No
1=Yes
Item: S2COLCRDOT
Item Wording: Yes, in another subject
0=No
1=Yes
Item: S2COLCRDNO
Item Wording: No
0=No
1=Yes

Item: S2COLCRDDK
Item Wording: You don't know
0=No
1=Yes
Routing: Go to S2PGRM
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~~~

Item: S2RUNVOC
1=A technical, vocational, or trade school
2=A two-year junior or community college
3=A four-year college or university
4=Your employer or company working with your employer
5=State or federal government agency
6=Other organization
7=Don't know
Item: S2RUNVOC_other
Item Wording: Please specify:
Routing: Go to S2ENRCC

~~~~~~

Screen: S2ENRCC
Wording: Since leaving school, have you enrolled in an academic program at a two-year junior college or community college?
Item: S2ENRCC
1=Yes
0=No
Routing: Go to S2ENRUNIV

~~~~~~

Screen: S2ENRUNIV
Wording: Since leaving school, have you enrolled in an academic program at a four-year college or university?
Item: S2ENRUNIV
1=Yes
0=No
Routing: Go to S2JOBCERT

~~~~~~

Screen: S2JOBCERT
Wording: Have you earned...
Item: S2JOBCERT1
Item Wording: a license to do a specific job (for example, cosmetologist or hygienist)?
1=Yes
0=No
Item: S2JOBCERT2
Item Wording: an educational certificate from a school or college (for example, a nursing assistant certificate)?
1=Yes
0=No
Item: S2JOBCERT3
Item Wording: an industry certification (for example, Microsoft System Engineer)?
1=Yes
0=No
Routing: If respondent answers 'yes' to any item, then go to S2CRTYPE;
Else if respondent is in survey group 1 then go to section F;
Otherwise if respondent is in survey group 2 then go to section G.
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Screen: S2CRTYPE
Wording: What was the license or certificate for? If you have earned more than one, answer for the most recent one.
Item: S2CRTYPE
1=Personal services (for example: beautician)
2=Technical work (for example: machinery or repair work)
3=Office work (for example: computer, desk work)
4=Farm or agricultural work
5=Other
Item: S2CRTYPE_OTHER
Item Wording: Please specify:
Routing: go to S2CRDATE

~~~~~~

Screen: S2CRDATE
Wording: In what month and year did you earn your most recent license or certification?
Item: S2CRDATE1
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December
Item: S2CRDATE2
Item Wording: Year:
-9=Select one
2002=2002 or earlier
2003=2003
2004=2004
2005=2005
2006=2006
2007=2007
2008=2008
2009=2009
2010=2010
2011=2011
Routing: If respondent is in survey group 1 then go to section F
Otherwise if respondent is in survey group 2 then go to section G.

~~~~~~

Screen: S2COPLAN
Wording: An "education plan" or a "career plan" is a series of activities and courses that you will need to complete in order to get into college or be successful in your future career.
Have you put together...
Item: S2COPLAN
1=a combined education and career plan
2=an education plan only
3=a career plan only or
4=none of these?
Routing: If respondent has put together an education plan or career plan then go to S2COHELP
Otherwise go to S2CRSRSN

~~~~~~

Screen: S2COHELP
Wording: Who helped you put your [education and career/education/career] plan together?
Item: S2COHELP_1
Item Wording: A counselor
0=No
1=Yes
Item: S2COHELP_2
Item Wording: A teacher
0=No
1=Yes
Item: S2COHELP_3
Item Wording: Your parents
0=No
1=Yes
Item: S2COHELP_6
Item Wording: An employer or potential employer
0=No
1=Yes
Item: S2COHELP_4
Item Wording: Someone else
Item: S2COHELP_5
Item Wording: No one
0=No
1=Yes
Item: S2COHELP_4_other
Item Wording: Please specify:
Routing: Go to S2COUPDATE

~~~~~~

Screen: S2COUPDATE
Wording: When did you last review or update your [education and career/education/career] plan?
~~~~~~

Item: S2COUPDATE
1=You have never reviewed or updated
2=Before last school year
3=Last school year
4=This school year
Routing: Go to S2CRSRSN
~~~
~~~

2=Not very important
3=Somewhat important
4=Very important

Item: S2SUCCOL5

Item Wording: Your work experience while in high school

1=Not at all important
2=Not very important
3=Somewhat important
4=Very important

Routing: Go to S2SUCCOMM

~~~~~~

Screen: S2SUCCOMM

Wording: Suppose you were going to enroll in a community college right after high school. How important for succeeding in community college do you think each of the following would be?

Item: S2SUCCOM1

Item Wording: Which high school courses you took

1=Not at all important
2=Not very important
3=Somewhat important
4=Very important

Item: S2SUCCOM2

Item Wording: Your high school grades

1=Not at all important
2=Not very important
3=Somewhat important
4=Very important

Item: S2SUCCOM3

Item Wording: Your participation in sports, clubs, and other student activities

1=Not at all important
2=Not very important
3=Somewhat important
4=Very important

Item: S2SUCCOM4

Item Wording: Recommendations from your teachers or other school staff

1=Not at all important
2=Not very important
3=Somewhat important
4=Very important

Item: S2SUCCOM5

Item Wording: Your work experience while in high school

1=Not at all important
2=Not very important
3=Somewhat important
4=Very important

Routing: Go to S2SUCJOB
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Screen: S2SUCJOB
Wording: Suppose you were going to get a full-time job right after high school. How important for succeeding in a job do you think each of the following would be?
Item: S2SUCJOB1
Item Wording: Which high school courses you took
1=Not at all important
2=Not very important
3=Somewhat important
4=Very important
Item: S2SUCJOB2
Item Wording: Your high school grades
1=Not at all important
2=Not very important
3=Somewhat important
4=Very important
Item: S2SUCJOB3
Item Wording: Your participation in sports, clubs, and other student activities
1=Not at all important
2=Not very important
3=Somewhat important
4=Very important
Item: S2SUCJOB4
Item Wording: Recommendations from your teachers or other school staff
1=Not at all important
2=Not very important
3=Somewhat important
4=Very important
Item: S2SUCJOB5
Item Wording: Your work experience while in high school
1=Not at all important
2=Not very important
3=Somewhat important
4=Very important
Routing: If respondent is in survey group 1 then go to section F
Otherwise if respondent is in survey group 2 then go to section G.

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Section F: Education Future and College Planning

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Screen: S2FINTRO
Wording: [If Y_SGRP = 1]
Now we are going to ask you some questions about your life after high school. We understand that you may not have thought a lot about some of these questions or you may not have all of the information right now.
If you are unsure about how to answer a question, please make your best guess. Your thoughts are very important to us.
~~~~~~

[else]
Now we are going to ask some additional questions about preparing for life after high school. We understand that you may not have thought a lot about some of these questions or you may not have all of the information right now. If you are unsure about how to answer a question, please make your best guess. Your thoughts are very important to us.
Routing: Go to S2EXPECT

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Screen: S2EXPECT
Wording: As things stand now, how far in school do you think you will get?
Item: S2EXPECT

1=Less than high school completion
2=High school diploma or GED
3=Complete an Associate's degree
4=Complete a Bachelor's degree
5=Complete a Master's degree
6=Complete a Ph.D., M.D., law degree, or other high level professional degree
7=Don't know

Routing: If the student is an early graduate or drop out and in student rotation group 1 then skip to S2GINTRO;
If the student is an early graduate or drop out and in student rotation group 2 then skip to S2HINTRO;
If the student is not an early graduate or drop out and expects to complete at least a high school diploma or GED then skip to S2SRGRD;
If the student is not an early graduate or drop out and does not expect to complete at least a high school diploma or GED, does not know, or leaves the item blank, then go to S2AFTER;

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Screen: S2SRGRD
Wording: How sure are you that you will graduate from high school?
Item: S2SRGRD

1=Very sure you'll graduate
2=You'll probably graduate
3=You probably won't graduate
4=Very sure you won't graduate

Routing: Go to S2DIPGED

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Screen: S2DIPGED
Wording: Do you plan to earn a regular diploma or an alternative high school credential such as a GED?
Item: S2DIPGED

1=Regular diploma
2=GED or alternative credential

Routing: Go to S2AFTER

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Screen: S2AFTER
Wording: What is most likely to be your main activity in your first year after high school?

Item: S2AFTER
1=Enroll in a certificate or Associate's degree program in a two-year community college or trade or technical institute
2=Enroll in a Bachelor's degree program in a college or university
3=Obtain an occupational license or certification
4=Enroll in a registered apprenticeship program
5=Join the armed services
6=Get a part-time job
7=Get a full-time job
8=Start a family
9=Travel
10=Do volunteer or missionary work
11=Other
12=Not sure what you want to do
Item: S2AFTER_OTHER
Item Wording: Please specify:
Routing: If the student's likely main activity the first year after high school is postsecondary education then go to S2SRBA;
If the student's does not know what their likely main activity the first year after is (or the item is blank) then go to S2PAY;
If the answer is blank then go to S2RSNAFT;
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Item: S2RSNAFT5
Item Wording: Your friends are doing the same thing
0=No
1=Yes
Item: S2RSNAFT6
Item Wording: You are interested in a certain subject or field
0=No
1=Yes
Item: S2RSNAFT7
Item Wording: You like to travel
0=No
1=Yes
Item: S2RSNAFT8
Item Wording: You like school
0=No
1=Yes
Item: S2RSNAFT9
Item Wording: You like to volunteer
0=No
1=Yes
Item: S2RSNAFT10
Item Wording: You just want to
0=No
1=Yes
Item: S2RSNAFT11
Item Wording: You like work
0=No
1=Yes
Item: S2RSNAFT12
Item Wording: It will be good for your future
0=No
1=Yes
Item: S2RSNAFT13
Item Wording: Other
Item: S2RSNAFT13_other
Item Wording: Please specify:
Item: S2RSNAFTNO
Item Wording: None of the above
0=No
1=Yes
Routing: If respondent indicates more than one reason then go to S2MAIN;
Else if respondent indicates only one reason, and anticipates attending postsecondary school after high school, then go to S2QUALITY;
Else if respondent indicates only one reason, and anticipates working after high school, then go to S2WANT;
Else go to S2PAY.

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Screen: S2MAIN
Wording: Which of the following reasons is the strongest?
Item: S2MAIN
1=To make money
3=Your parents expect you to
4=You don't know what else you would do
5=Your friends are doing the same thing
6=You are interested in a certain subject or field
7=You like to travel
8=You like school
9=You like to volunteer
10=You just want to
11=You like to work
12=It will be good for your future
13=Other - [S2RSNAFT11_OTHER]
Routing: if respondent anticipates attending postsecondary school after high school, then go to S2QUALITY;
Else if respondent anticipates working after high school, then go to S2WANT;
Else go to S2PAY.

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Screen: S2QUALITY
Wording: Which of the following qualities are you looking for in a college?
Item: S2QUALITY1
Item Wording: Academic reputation
1=Yes
0=No
Item: S2QUALITY2
Item Wording: Campus safety
1=Yes
0=No
Item: S2QUALITY3
Item Wording: Financial aid
1=Yes
0=No
Item: S2QUALITY4
Item Wording: Cost of attendance
1=Yes
0=No
Item: S2QUALITY5
Item Wording: Campus appearance
1=Yes
0=No
Item: S2QUALITY6
Item Wording: Location
1=Yes

0=No
Item: S2QUALITY7
Item Wording: A good record of placing graduates in jobs
1=Yes
0=No
Item: S2QUALITY8
Item Wording: A good record of placing graduates in graduate or professional schools
1=Yes
0=No
Item: S2QUALITY9
Item Wording: Opportunity to play sports
1=Yes
0=No
Item: S2QUALITY10
Item Wording: Recommended by family or friends
1=Yes
0=No
Item: S2QUALITY11
Item Wording: Other (Please specify)
1=Yes
0=No
Item: S2QUALITY11_other
Routing: Go to S2FIELD

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Item: S2FIELD6
Item Wording: Mechanic or repair work, such as repair or HVAC
0=No
1=Yes
Item: S2FIELD16
Item Wording: Culinary arts
0=No
1=Yes
Item: S2FIELD17
Item Wording: Cosmetology
0=No
1=Yes
Item: S2FIELD7
Item Wording: Health professions, such as doctor, nurse, or clinical work
0=No
1=Yes
Item: S2FIELD8
Item Wording: Liberal arts or humanities
0=No
1=Yes
Item: S2FIELD9
Item Wording: Business, finance, and office support
0=No
1=Yes
Item: S2FIELD10
Item Wording: Security or protective services, such as police, firefighting, or forensics
0=No
1=Yes
Item: S2FIELD11
Item Wording: Social sciences and history
0=No
1=Yes
Item: S2FIELD12
Item Wording: Education or teaching
0=No
1=Yes
Item: S2FIELD13
Item Wording: Psychology
0=No
1=Yes

Item: S2FIELD14
Item Wording: Other
Item: S2FIELD14_OTHER
Item Wording: Please specify:
Item: S2FIELD15
Item Wording: Don't Know
0=No
1=Yes
Routing: Go to S2PUBPR

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Screen: S2PUBPR
Wording: Are you more likely to attend a public or private college, or have you not thought about this yet?
Item: S2PUBPR
1=Public
2=Private
3=Haven't thought about this
Routing: Go to S2PAY

~~~~~~

Screen: S2WANT
Wording: How certain are you that you will be able to immediately find the job that you want after high school?
Item: S2WANT
1=Very sure you'll find it right away
2=You'll probably find it right away
3=You probably won't find it right away
4=Very sure you won't find it right away
Routing: Go to S2WORKPLC

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Screen: S2WORKPLC
Wording: Do you have a specific workplace in mind for this job?
Item: S2WORKPLC
1=Yes
0=No
Routing: Go to S2EXPERN

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Screen: S2EXPERN
Wording: How much do you expect to make in your job after high school?

Item: S2EXPERN1
Item Wording: $
Item: S2EXPERN2
1=Per year
2=Per month
3=Every 2 weeks/twice monthly
4=Per week
5=Per day
6=Per hour
Routing: Go to S2PAY.

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Screen: S2PAY
Wording: How much do the following statements apply to you?
Item: S2PAY1
Item Wording: You and your family have talked about finding ways to pay for education after high school.
1=Not at all
2=A little
3=Some
4=A lot
Item: S2PAY2
Item Wording: Difficulty paying for college will keep you from attending school entirely.
1=Not at all
2=A little
3=Some
4=A lot
Routing: Go to S2CLGNAME

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Screen: S2CLGNAME
Wording: [If S2AFTER in (1 2) then display: Earlier, you told us you planned to enroll in college after you finished high school. Which career college, community college, or other college or university would you most likely attend?
If S2AFTER = "blank" then display: If you enrolled in a career college, community college, or other college or university, which school would you most likely attend?
Else display: Earlier, you told us that you did not plan to enroll in college or were unsure about continuing your education immediately after high school. If you did enroll in a career college, community college, or other college or university, which school would you most likely attend?]
(Please provide the school name, city, and state, but please do not use abbreviations. If you do not know a particular college you would most likely attend, please indicate "don't know.")
Item: S2CLGNAME
Item Wording: Name:
Item: S2CLGNAMECI
Item Wording: City:
Item: S2CLGNAMEST
Item Wording: State:
-9=Select one

1=Alabama
2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida
11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan
24=Minnesota
25=Mississippi
26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
32=New Mexico
33=New York
34=North Carolina
35=North Dakota
36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania
40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont

47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
99=FOREIGN COUNTRY

Item: S2CLGNAMEDK
Item Wording: Don't Know
0=No
1=Yes

Routing: If the student does not provide a college name (the item is blank) then skip to S2CLGCOST;
If the student provides a college name then go to S2CLGRSN;

~~~~~~

Screen: S2CLGRSN
Wording: Why do you have this specific college in mind? Please choose the most important reason.
Item: S2CLGRSN
1=Academic reputation
2=Campus safety
3=Financial aid
4=Cost of attendance
5=Campus appearance
6=Location
7=A good record of placing graduates in jobs
8=A good record of placing graduates in graduate or professional schools
9=Opportunity to play sports
10=Recommended by family or friends
11=Other

Item: S2CLGRSN_OTHER
Item Wording: Please specify
Routing: Go to S2CLGCOST

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Screen: S2CLGCOST
Wording: On average, how much do you think a year of school at [college name] costs? Please do not include living costs such as on-campus housing (room or board) or rent and utilities. (Do not enter commas or decimals.)
For "S2COLLEGE" please display the college name entered on S2COLLEGE.
For "college" please display the word college.
Item: S2CLGCOST
Item Wording: $| per year
Item: S2CLGCOSTDK
Item Wording: Don't Know
0=No
1=Yes
Routing: Go to S2CLGGRANT

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Screen: S2CLGGRANT
Wording: To help pay for their education, students sometimes receive scholarships or grants that do not have to be paid back. How much of this help do you think you would receive each year if you went to [college name]?
(Do not enter commas or decimals.)
Item: S2CLGGRANT
Item Wording: $| per year
Item: S2CLGGRANTDK
Item Wording: Don't Know
0=No
1=Yes
Routing: Go to S2CLGLOAN

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Screen: S2CLGLOAN
Wording: [If S2AFTER in (1 2)]
What is the maximum amount you or your family would be willing to borrow to help pay for a year of school at [college name]? (Do not enter commas or decimals.)
[else]
If you went to [college name], what is the maximum amount you or your family would be willing to borrow to help pay for a year of school?
(Do not enter commas or decimals.)
For "S2COLLEGE" please display the college name entered on S2COLLEGE.
For "college" please display the word college.
Item: S2CLGLOAN
Item Wording: $| per year
1=$0 - $500
2=$501-$2,500
3=$2,501-$5,000
4=$5,001-$10,000
5=$10,001-$15,000
6=More than $15,000
7=Don't know
Item: S2CLGLOANDK
Item Wording: Don't know
0=No
1=Yes
Routing: If the student is in student rotation group 1 then skip to S2GINTRO;
If the student is in student rotation group 2 then skip to S2HINTRO;

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Section G: College Preparation and Occupational Future

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Screen: S2GINTRO
Wording: [If Y_SGPR = 1]

Now we are going to ask some additional questions about preparing for life after high school. We understand that you may not have thought a lot about some of these questions or you may not have all of the information right now.
If you are unsure about how to answer a question, please make your best guess. Your thoughts are very important to us.
[else]
Now we are going to ask you some questions about your life after high school. We understand that you may not have thought a lot about some of these questions or you may not have all of the information right now.
If you are unsure about how to answer a question, please make your best guess. Your thoughts are very important to us.
Routing: If the student is a dropout then go to S2JOB30;
If the student is not a dropout then go S2PREPARE;
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Screen: S2PREPARE
Wording: Have you participated in any of the following activities to prepare for life after high school?
Item: S2PREPARE1
Item Wording: Attended career day or job fair
1=Yes
0=No
Item: S2PREPARE2
Item Wording: Attended college night
1=Yes
0=No
Item: S2PREPARE3
Item Wording: Visited college campus
1=Yes
0=No
Item: S2PREPARE4
Item Wording: Taken an internship or apprenticeship
1=Yes
0=No
Item: S2PREPARE5
Item Wording: Done job shadowing or visited a worksite
1=Yes
0=No
Item: S2PREPARE15
Item Wording: Done paid or volunteer work in a job related to career goals
1=Yes
0=No
Item: S2PREPARE6
Item Wording: Searched internet for college options
1=Yes
0=No
~~~~~~

Item: S2PREPARE7
Item Wording: Talked with a school counselor about options for life after high school
1=Yes
0=No
Item: S2PREPARE8
Item Wording: Talked with teachers about options for life after high school
1=Yes
0=No
Item: S2PREPARE9
Item Wording: Talked with friends about options for life after high school
1=Yes
0=No
Item: S2PREPARE10
Item Wording: Talked with parents about options for life after high school
1=Yes
0=No
Item: S2PREPARE11
Item Wording: Sat in on or taken a college class
1=Yes
0=No
Item: S2PREPARE12
Item Wording: Met with coach or scout for a college athletic team
1=Yes
0=No
Item: S2PREPARE14
Item Wording: Took a course to prepare for a college admission exam, such as SAT or ACT
1=Yes
0=No
Item: S2PREPARE13
Item Wording: Other (Please specify)
1=Yes
0=No
Item: S2PREPARE13_other
Routing: GO TO S2TESTTM

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1=1
2=2
3=3 or more times

Item: S2TESTTM3
Item Wording: ACT
0=None
1=1
2=2
3=3 or more times

Item: S2TESTTM4
Item Wording: Any Advanced Placement (AP) test
0=None
1=1
2=2
3=3 or more times

Item: S2TESTTM5
Item Wording: Any International Baccalaureate (IB) test
0=None
1=1
2=2
3=3 or more times

Routing: Go to S2TEST

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Item: S2TEST5
Item Wording: Any International Baccalaureate (IB) test
1=Yes
2=No
3=Don't Know
Routing: Go to S2JOB30
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Screen: S2JOB30
Wording: As things stand now, what is the job or occupation that you expect or plan to have at age 30?
Item: S2JOB301
Item Wording: Job title: |
Item: S2JOB302
Item Wording: You don't know
0=No
1=Yes
Routing: If S2JOB301 is not blank then go to S2JOBT
Else if S2JOB301 is blank and respondent is defined as an early graduate or dropout then go to S2NUMJOB;
Else if S2JOB301 is blank and respondent is defined as a "regular" student, transfer student, or homeschooled, then go to S2EDERN;
~~~~~~
Screen: S2JOBT
Wording: How much have you thought about this choice? Have you thought about it...
Item: S2JOBT
1=not at all
2=a little
3=somewhat or
4=a lot?
Routing: If respondent is defined as an early graduate or dropout, then go to S2NUMJOB;
Else if respondent is defined as a "regular" student, transfer student, or homeschooled, then go to S2EDERN.
~~~~~~
Screen: S2NUMJOB
Wording: How many jobs have you held since you last left high school?
Item: S2NUMJOB
1=None
2=1
3=2
4=3 or more
Routing: If the student has held no jobs since they last left high school then go to S2MONTHLK;
If the student did not indicate how many jobs they have held (the item is blank) since they last left high school then go to S2CURJOB;
If the student has held one or more jobs since they last left high school then go to S2NAMFSJOB;
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Screen: S2NAMFSJOB
Wording: The next questions are about the first job you held after leaving high school. This may be a job you started while you were still in high school. If you had more than one job, please answer for the job you had the longest.
What is the name of your first job since leaving high school?
Item: S2NAMJOB
Item Wording: Job title: |
Routing: Go to S2STFSTJOB

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Screen: S2STFSTJOB
Wording: In what month and year did you start working at this job?
Item: S2STFSTJOB1
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December
Item: S2STFSTJOB2
Item Wording: Year:
-9=Select one
2002=2002 or earlier
2003=2003
2004=2004
2005=2005
2006=2006
2007=2007
2008=2008
2009=2009
2010=2010
2011=2011
Routing: Go to S2HVFSTJOB

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Screen: S2HVFSTJOB
Wording: Do you still have this job?
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Item: S2HVFSTJOB
1=Yes
0=No
Routing: If the student does not still have their first job since leaving high school then go to S2LVFSTJOB;
If the student still has their first job since leaving high school or the item was left blank then go to S2HRFSTJOB;
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2007=2007
2008=2008
2009=2009
2010=2010
2011=2011

Routing: Go to S2HRFSTJOB

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Screen: S2HRFSTJOB
Wording: About how many hours per week [do/did] you usually work in this job?
(Please round to the nearest whole number.)
Item: S2HRFSTJOB
Item Wording: | hours
Routing: Go to S2ERNFSJOB

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Screen: S2ERNFSJOB
Wording: [If S2HVFSTJOB = 1]
How much do you currently earn (including tips)?
[If S2HVFSTJOB = 0]
How much did you earn (including tips) before you left this job?
[else]
How much did you earn (including tips) at this job?
Item: S2ERNFSJOB1
Item Wording: $
Item: S2ERNJFJOB2
1=Per year
2=Per month
3=Every 2 weeks/twice monthly
4=Per week
5=Per day
6=Per hour
Routing: Go to S2BENFSJOB

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Screen: S2BENFSJOB
Wording: [Does/Did] this job offer any of the following benefits?
Item: S2BENFSJOB1
Item Wording: Health care or health insurance
1=Yes
2=No
3=Don’t Know
Item: S2BENFSJOB2
Item Wording: Paid vacations
1=Yes
2=No
3=Don’t Know
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Item: S2BENFSJOB3
Item Wording: Sick leave
1=Yes
2=No
3=Don't Know
Item: S2BENFSJOB4
Item Wording: Assistance with training or education
1=Yes
2=No
3=Don't Know
Item: S2BENFSJOB5
Item Wording: Contributions to retirement savings
1=Yes
2=No
3=Don't Know
Routing: If the student still has their first job since leaving high school then go to S2CAREER;
Else if the student indicated having two or more jobs since leaving high school then go to S2CURJOB;
Else go to S2MONTH.

~~~~~~

Screen: S2CURJOB
Wording: Do you currently have a job?
Item: S2CURJOB
1=Yes
0=No
Routing: If the student currently has a job or reported having 2 or more jobs since they last left high school then go to S2CURJOBNM;
Else go to S2MONTH;

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Screen: S2CURJOBNM
Wording: What is the name of your [current/most recent] job?
If you [have/had] two jobs at the same time, answer for the job you [have/had] the longest.
Item: S2CURJOBNM
Item Wording: Job name:
Routing: Go to S2CURJOBST

~~~~~~

Screen: S2CURJOBST
Wording: When did you start working at this job?
Item: S2CURJOBST1
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April
5=May
~~~~~~

6=June
7=July
8=August
9=September
10=October
11=November
12=December

Item: S2CURJOBST2
Item Wording: Year:
-9=Select one
2002=2002 or earlier
2003=2003
2004=2004
2005=2005
2006=2006
2007=2007
2008=2008
2009=2009
2010=2010
2011=2011

Routing: If the student does not currently have a job then go to S2CURJOBLV;
If the student currently has a job or did not indicate whether they currently had a job (the item was left blank) then go to S2CURJOBHR

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Screen: S2CURJOBLV
Wording: What is the main reason you left this job?
Item: S2CURJOBLV
1=To look for another job
2=To concentrate on my education
3=To help or be with family
4=You were laid off
5=You moved
6=Other

Item: S2CURJOBLV_other
Item Wording: Please specify:
Routing: Go to S2CRJBWHLV

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Screen: S2CRJBWHLV
Wording: In what month and year did you leave this job?
Item: S2CRJBWHLV1
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April

5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December

Item: S2CRJBWHLV2
Item Wording: Year:
-9=Select one
2002=2002 or earlier
2003=2003
2004=2004
2005=2005
2006=2006
2007=2007
2008=2008
2009=2009
2010=2010
2011=2011

Routing: Go to S2CURJOBHR

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Screen: S2CURJOBHR
Wording: About how many hours per week [do/did] you usually work in this job? (Please round to the nearest whole number.)
Item: S2CURJBHR
Item Wording: | hours
Routing: Go to S2CURJBERN

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Screen: S2CURJBERN
Wording: How much [do/did] you earn (including tips) in this job?
Item: S2CURJBERN1
Item Wording: $
Item: S2CURJBERN2
1=Per year
2=Per month
3=Every 2 weeks/twice monthly
4=Per week
5=Per day
6=Per hour

Routing: Go to S2CURJBBEN

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Screen: S2CURJBBEN
Wording: [Does/Did] this job offer any of the following benefits?
~~~~~~

Item: S2CURJBBEN1
Item Wording: Health care or health insurance
1=Yes
2=No
3=Don't Know
Item: S2CURJBBEN2
Item Wording: Paid vacation
1=Yes
2=No
3=Don't Know
Item: S2CURJBBEN3
Item Wording: Sick leave
1=Yes
2=No
3=Don't Know
Item: S2CURJBBEN4
Item Wording: Assistance with training or education
1=Yes
2=No
3=Don't Know
Item: S2CURJBBEN5
Item Wording: Contributions to retirement savings
1=Yes
2=No
3=Don't Know
Routing: Go to S2CAREER

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Screen: S2CAREER
Wording: [Is your current/Was your most recent] job part of a career you are pursuing?
Item: S2CAREER
1=Yes
2=No
3=Don't Know
Routing: go to S2MONTH.

~~~~~~

Screen: S2MONTH
Wording: Which months since you left high school were you without a job ?
Item: S2MONTH0901
Item Wording: January 2009
0=No
1=Yes
Item: S2MONTH0902
Item Wording: February 2009
0=No
1=Yes

Item: S2MONTH0903
Item Wording: March 2009
0=No
1=Yes
Item: S2MONTH0904
Item Wording: April 2009
0=No
1=Yes
Item: S2MONTH0905
Item Wording: May 2009
0=No
1=Yes
Item: S2MONTH0906
Item Wording: June 2009
0=No
1=Yes
Item: S2MONTH0907
Item Wording: July 2009
0=No
1=Yes
Item: S2MONTH0908
Item Wording: August 2009
0=No
1=Yes
Item: S2MONTH0909
Item Wording: September 2009
0=No
1=Yes
Item: S2MONTH0910
Item Wording: October 2009
0=No
1=Yes
Item: S2MONTH0911
Item Wording: November 2009
0=No
1=Yes
Item: S2MONTH0912
Item Wording: December 2009
0=No
1=Yes
Item: S2MONTH1001
Item Wording: January 2010
0=No
1=Yes

Item: S2MONTH1002
Item Wording: February 2010
0=No
1=Yes
Item: S2MONTH1003
Item Wording: March 2010
0=No
1=Yes
Item: S2MONTH1004
Item Wording: April 2010
0=No
1=Yes
Item: S2MONTH1005
Item Wording: May 2010
0=No
1=Yes
Item: S2MONTH1006
Item Wording: June 2010
0=No
1=Yes
Item: S2MONTH1007
Item Wording: July 2010
0=No
1=Yes
Item: S2MONTH1008
Item Wording: August 2010
0=No
1=Yes
Item: S2MONTH1009
Item Wording: September 2010
0=No
1=Yes
Item: S2MONTH1010
Item Wording: October 2010
0=No
1=Yes
Item: S2MONTH1011
Item Wording: November 2010
0=No
1=Yes
Item: S2MONTH1012
Item Wording: December 2010
0=No
1=Yes

Item: S2MONTH1101
Item Wording: January 2011
0=No
1=Yes
Item: S2MONTH1102
Item Wording: February 2011
0=No
1=Yes
Item: S2MONTH1103
Item Wording: March 2011
0=No
1=Yes
Item: S2MONTH1104
Item Wording: April 2011
0=No
1=Yes
Item: S2MONTH1105
Item Wording: May 2011
0=No
1=Yes
Item: S2MONTH1106
Item Wording: June 2011
0=No
1=Yes
Item: S2MONTH1107
Item Wording: July 2011
0=No
1=Yes
Item: S2MONTH1108
Item Wording: August 2011
0=No
1=Yes
Item: S2MONTH1109
Item Wording: September 2011
0=No
1=Yes
Item: S2MONTHNONE
Item Wording: (Check here if you had a job every month since you left high school.)
0=No
1=Yes
Routing: If respondent selects any month on S2MONTH then go to S2MONTHLK;
Else if the respondent has not had any jobs since high school then go to S2LIVE;
Else if the respondent reported being laid off in their first job since leaving high school or their most recent job then go to S2PAYCUT;
Else if the respondent has not reported being laid off then go to S2LAIDOFF;

~~~~~~

Screen: S2MONTHLK
Wording: Which of these months were you looking for work?
Item: S2MONTHLK0901
Item Wording: January 2009
0=No
1=Yes
Item: S2MONTHLK0902
Item Wording: February 2009
0=No
1=Yes
Item: S2MONTHLK0903
Item Wording: March 2009
0=No
1=Yes
Item: S2MONTHLK0904
Item Wording: April 2009
0=No
1=Yes
Item: S2MONTHLK0905
Item Wording: May 2009
0=No
1=Yes
Item: S2MONTHLK0906
Item Wording: June 2009
0=No
1=Yes
Item: S2MONTHLK0907
Item Wording: July 2009
0=No
1=Yes
Item: S2MONTHLK0908
Item Wording: August 2009
0=No
1=Yes
Item: S2MONTHLK0909
Item Wording: September 2009
0=No
1=Yes
Item: S2MONTHLK0910
Item Wording: October 2009
0=No
1=Yes
Item: S2MONTHLK0911
Item Wording: November 2009
0=No
~~~~~~

1=Yes
Item: S2MONTHLK0912
Item Wording: December 2009
0=No
1=Yes
Item: S2MONTHLK1001
Item Wording: January 2010
0=No
1=Yes
Item: S2MONTHLK1002
Item Wording: February 2010
0=No
1=Yes
Item: S2MONTHLK1003
Item Wording: March 2010
0=No
1=Yes
Item: S2MONTHLK1004
Item Wording: April 2010
0=No
1=Yes
Item: S2MONTHLK1005
Item Wording: May 2010
0=No
1=Yes
Item: S2MONTHLK1006
Item Wording: June 2010
0=No
1=Yes
Item: S2MONTHLK1007
Item Wording: July 2010
0=No
1=Yes
Item: S2MONTHLK1008
Item Wording: August 2010
0=No
1=Yes
Item: S2MONTHLK1009
Item Wording: September 2010
0=No
1=Yes
Item: S2MONTHLK1010
Item Wording: October 2010
0=No
1=Yes

Item: S2MONTHLK1011
Item Wording: November 2010
0=No
1=Yes
Item: S2MONTHLK1012
Item Wording: December 2010
0=No
1=Yes
Item: S2MONTHLK1101
Item Wording: January 2011
0=No
1=Yes
Item: S2MONTHLK1102
Item Wording: February 2011
0=No
1=Yes
Item: S2MONTHLK1103
Item Wording: March 2011
0=No
1=Yes
Item: S2MONTHLK1104
Item Wording: April 2011
0=No
1=Yes
Item: S2MONTHLK1105
Item Wording: May 2011
0=No
1=Yes
Item: S2MONTHLK1106
Item Wording: June 2011
0=No
1=Yes
Item: S2MONTHLK1107
Item Wording: July 2011
0=No
1=Yes
Item: S2MONTHLK1108
Item Wording: August 2011
0=No
1=Yes
Item: S2MONTHLK1109
Item Wording: September 2011
0=No
1=Yes

Item: S2MONTHLKNONE
Item Wording: (Check here if you weren't looking for work any of these months.)
0=No
1=Yes
Routing: If the respondent has not had any jobs since high school then go to S2LIVE;
Else if the respondent reported being laid off in their first job since leaving high school or their most recent job then go to S2PAYCUT;
Else if the respondent has not reported being laid off then go to S2LAIDOFF;

~~~~~~

Screen: S2LAIDOFF
Wording: For any of your jobs since high school, have you ever been laid off?
Item: S2LAIDOFF
1=Yes
0=No
Routing: Go to S2PAYCUT

~~~~~~

Screen: S2PAYCUT
Wording: For any of your jobs since high school, have you ever had a cut in pay or a cut in work hours?
Item: S2PAYCUT
1=Yes
0=No
Routing: Go to S2LIVE

~~~~~~

Screen: S2LIVE
Wording: Do you currently live on your own, with your parents, or with other relatives?
Item: S2LIVE
1=On your own (including with spouse or own children)
2=With parents
3=With other relatives
Routing: Go to S2CHILD

~~~~~~

Screen: S2CHILD
Wording: Do you have any children of your own?
Item: S2CHILD
1=Yes, you have one child of your own
2=Yes, you have more than one child of your own
3=No, you don't
4=No, but you are expecting
Routing: If the student reports having children then go to S2S2CLDBORN;
If the student does not report having any children currently, or leaves the item blank, then go to S2MARITAL;

~~~~~~

Screen: S2CLDBORN
Wording: In what month and year was your first child born?
~~~~~~

Item: S2CLDBORN1
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December

Item: S2CLDBORN2
Item Wording: Year:
-9=Select one
2002=2002 or earlier
2003=2003
2004=2004
2005=2005
2006=2006
2007=2007
2008=2008
2009=2009
2010=2010
2011=2011

Routing: Go to S2CLDLIVE

~~~~~~

Screen: S2CLDLIVE
Wording: [Does your child/Do any of your children] live with you?
Item: S2CLDLIVE
1=Yes
0=No

Routing: Go to S2MARITAL

~~~~~~

Screen: S2MARITAL
Wording: What is your marital status?

Item: S2MARITAL
1=Single, never married
2=Married
3=Divorced or separated
4=Widowed
5=Live-in relationship
6=Other
Item: S2MARITAL_OTHER
Item Wording: Please specify:
Routing: If the student is married then go to S2MARRY;
If the student is not married or the item is left blank then go to S2ASSIST;
~~~~~~
Screen: S2MARRY
Wording: In what month and year did you marry your current spouse?
Item: S2MARRYM
Item Wording: Month:
-9=Select one
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December
Item: S2MARRYY
Item Wording: Year:
-9=Select one
2002=2002 or earlier
2003=2003
2004=2004
2005=2005
2006=2006
2007=2007
2008=2008
2009=2009
2010=2010
2011=2011
Routing: Go to S2ASSIST
~~~~~~

~~~~~~

Screen: S2ASSIST
Wording: Are you [or your spouse] currently receiving public assistance such as unemployment insurance, food assistance, or other help?
Item: S2ASSIST
1=Yes
0=No
Routing: go to S2EDERN.

~~~~~~

Screen: S2EDERN
Wording: How much money do you think you would earn in a year of working if you had the following levels of education?
(Please provide your best guess; please do not enter dollar signs, commas, or decimals.)
Item: S2EDERN1
Item Wording: If you left high school without finishing, you'd make $| in a year.
Item: S2EDERN2
Item Wording: If you finish high school with a GED or alternative high school credential, you'd make $| in a year.
Item: S2EDERN3
Item Wording: If you finish high school with a regular diploma, you'd make $| in a year.
Item: S2EDERN4
Item Wording: If you finish college, you'd make $| in a year.
Routing: If the student is in student rotation group 1 then skip to S2HINTRO;
If the student is in student rotation group 2 then skip to S2FINTRO;

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Section H: Additional Locating Information

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Screen: S2HINTRO
Wording: In this last section, we would like some additional information that will help us contact you in the future so you can take part in the next phase of this study. This information will be kept separately from the rest of your answers.
Routing: Go to S2OTHER

~~~~~~

Screen: S2OTHER
Wording: What is the name of an adult relative or close friend who does not live with you but will always know how to contact you?
Item: S2OTHER1
Item Wording: First name
Item: S2OTHER2
Item Wording: Middle name
Item: S2OTHER3
Item Wording: Last name
Routing: Routing logic: If (S2OTHER1 and S2OTHER2 and S2OTHER3) are all missing go to END.
~~~~~~

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Screen: S2OADD
Wording: What is [T_S2OTHER]'s complete address? Be sure to include any apartment number or P.O. Box number.
Item: S2OSTRT1
Item Wording: Address 1:
Item: S2OSTRT2
Item Wording: Address 2:
Item: S2OZIP
Item Wording: ZIP code:
Item: S2OCITY
Item Wording: City:
Item: S2OST
Item Wording: State:

-9=Select one
1=Alabama
2=Alaska
3=Arizona
4=Arkansas
5=California
6=Colorado
7=Connecticut
8=Delaware
9=District of Columbia
10=Florida
11=Georgia
12=Hawaii
13=Idaho
14=Illinois
15=Indiana
16=Iowa
17=Kansas
18=Kentucky
19=Louisiana
20=Maine
21=Maryland
22=Massachusetts
23=Michigan
24=Minnesota
25=Mississippi
26=Missouri
27=Montana
28=Nebraska
29=Nevada
30=New Hampshire
31=New Jersey
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32=New Mexico
33=New York
34=North Carolina
35=North Dakota
36=Ohio
37=Oklahoma
38=Oregon
39=Pennsylvania
40=Rhode Island
41=South Carolina
42=South Dakota
43=Tennessee
44=Texas
45=Utah
46=Vermont
47=Virginia
48=Washington
49=West Virginia
50=Wisconsin
51=Wyoming
99=FOREIGN COUNTRY

Item: S2ODKADD
Item Wording: (Check here if you don't know any of their address.)
0=No
1=Yes

Routing: go to S2OTHPH.

~~~~~~

Screen: S2OTHPH
Wording: What are [T_S2OTHER]'s home, cell, and work phone numbers?
Item: S2OHMPH
Item Wording: Home phone number (XXX-XXX-XXXX):
Item: S2OHMDK
Item Wording: (Check here if you don't know, or they don't have, a home phone number.)
0=No
1=Yes
Item: S2OCLPH
Item Wording: Cell phone number (XXX-XXX-XXXX):
Item: S2OCLDK
Item Wording: (Check here if you don't know, or they don't have, a cell phone number.)
0=No
1=Yes
Item: S2OWKPH
Item Wording: Work phone number (XXX-XXX-XXXX):
Item: S2OWKDK
Item Wording: (Check here if you don't know, or they don't have, a work phone number.)
0=No
~~~~~~

1=Yes

Routing: go to BTOTHREL.

~~~~~~

Screen: S2OTHREL

Wording: What is [T_S2OTHER]'s relationship to you? Is [T_S2OTHER]...

Item: S2OTHREL

1=a parent
2=a grandparent
3=an aunt or uncle
4=a brother or sister
5=a friend or
6=someone else?

Routing: Go to END.

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Parent

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Section A: Family Background

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Screen: P2AINTRO
Wording: We will begin with some questions about [teenager]'s family.
Routing: Go to P2HHTIME.

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Screen: P2HHTIME
Wording: How much of the time does [teenager] live with you?
Item: P2HHTIME
1=All of the time
2=More than half of the time
3=Half of the time
4=Less than half of the time or
5=None of the time
Routing: Go to P2RELSHP.

~~~~~~

Screen: P2RELSHP
Wording: What is your relationship to [teenager]? Are you [T_HIS_HER_NAMES_9THGRADERS] biological parent, adoptive parent, stepparent or someone else?
Item: P2RELSHP
1=Biological mother
2=Biological father
3=Adoptive mother
4=Adoptive father
5=Stepmother
6=Stepfather
7=Foster mother
8=Foster father
9=Female partner of [teenager]'s parent or guardian
10=Male partner of [teenager]'s parent or guardian
11=Grandmother
12=Grandfather
13=Other female relative
14=Other male relative
15=Other female guardian
16=Other male guardian
Routing: If parent or parent's partner, go to P2SPOUSE.
If grandparent, relative, guardian, or no response, go to P2HHPRNT.

~~~~~~

Screen: P2HHPRNT
Wording: Does [teenager] have biological, adoptive, step- or foster parents who live in your household?
Item: P2HHPRNT
1=Yes, one parent in household
2=Yes, two parents in household
3=No parents in household
Routing: If 1 or 2 parents in home, go to P2HHPAR.
If no biological, adoptive, step, or foster parents in home, or no response, go to P2SPOUSE.

~~~~~~

Screen: P2HHPAR
Pre-Logic: If one parent in household, show only P2HHPAR1.
Wording: What [is this parent's relationship/are these parents' relationships] to [teenager]?
Item: P2HHPAR1
Item Wording: First Parent
1=Biological mother
2=Biological father
3=Adoptive mother
4=Adoptive father
5=Stepmother
6=Stepfather
7=Foster mother
8=Foster father
Item: P2HHPAR2
Item Wording: Second Parent
1=Biological mother
2=Biological father
3=Adoptive mother
4=Adoptive father
5=Stepmother
6=Stepfather
7=Foster mother
8=Foster father
Routing: Go to P2MAR.

~~~~~~

Screen: P2SPOUSE
Wording: Do you have a spouse or partner who lives in the same household as you and [teenager]?
Item: P2SPOUSE
1=Yes, a spouse
2=Yes, a partner
3=No
Routing: If spouse or partner, go to P2SPSREL.
If no spouse or partner or no response and respondent is a grandparent, other relative or guardian skip to P2MAR.
~~~~~~

If no spouse or partner or no response and respondent is a parent, partner of a parent, or unknown, skip to P2OTHADULT.

~~~~~~

Screen: P2SPSREL
Pre-Logic: Hide biological mother if respondent is biological mother.
Hide biological father if respondent is biological father.
Hide response options 11-14 if respondent is a parent or partner of parent (P2RELSHP=1-10)
Hide response options 1-10 if respondent is a grandparent, relative or guardian (P2RELSHP = 11-16) and there are no parents in the household (P2HHPRNT=3 or no response).
Wording: What is your [spouse/partner]'s relationship to [teenager]?
Item: P2SPSREL

1=Biological mother
2=Biological father
3=Adoptive mother
4=Adoptive father
5=Stepmother
6=Stepfather
7=Foster mother
8=Foster father
9=Female partner of [teenager]'s parent or guardian
10=Male partner of [teenager]'s parent or guardian
11=Grandmother
12=Grandfather
13=Other female relative
14=Other male relative
15=Other female guardian
16=Other male guardian

Routing: Go to P2MAR.

~~~~~~

Screen: P2OTHADULT
Wording: Besides yourself is there another adult in the household who has parental responsibility for [teenager] such as a grandparent or another relative?
Item: P2OTHADULT

1=Yes
0=No

Routing: If another adult with parental responsibility, go to P2OTHREL.
Otherwise, if no adult or no response skip to P2MAR.

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Screen: P2OTHREL
Wording: What is that adult's relationship to [teenager]? If there is more than one other adult with parental responsibility for [teenager], please answer for the one who is most involved in raising [him/her].
~~~~~~

Item: P2OTHREL
11=Grandmother
12=Grandfather
13=Other female relative
14=Other male relative
15=Other female guardian
16=Other male guardian
Routing: Go to P2MAR.
~~~~~~

Screen: P2MAR
Wording: [What is [your/this parent's] current marital status?/What is the marital relationship of these parents?]
Item: P2MAR
1=Married
2=Divorced
3=Separated
4=Single, never married
5=Widowed
Routing: Go to P2HHNUM.
~~~~~~

Screen: P2HHNUM
Wording: We would like to know how many people live in your household including yourself[, your spouse,/, your partner,/, [teenager]'s parent/, [teenager's] parents/[teenager]'s grandmother/[teenager]'s grandfather/[teenager]'s adult female relative/[teenager]'s adult male relative/[teenager]'s male guardian/[teenager]'s female guardian] and [teenager].
How many people living in your household are…
Item: P2HHLT18
Item Wording: under the age of 18?
Item: P2HH18PL
Item Wording: 18 years of age or older?
Routing: Go to P2SIBS.
~~~~~~

Screen: P2SIBS
Wording: How many brothers and sisters does [teenager] have? Include adoptive, half-, and step-siblings, regardless of whether they live in the same household.
Item: P2SIBS1
Routing: If teenager has siblings (P2SIBS > 0) go to P2SIBED. Otherwise, skip to P2STRESS.
~~~~~~

Screen: P2SIBED
Wording: [Has this sibling/Have any of these siblings]...
Item: P2SIBED1
Item Wording: ever stopped going to high school for a period of a month or more other than for school breaks, illness, injury, or vacation?
1=Yes
0=No

Item: P2SIBED2
Item Wording: earned a high school diploma?
1=Yes
0=No
Item: P2SIBED3
Item Wording: earned a GED?
1=Yes
0=No
Item: P2SIBED4
Item Wording: applied to college?
1=Yes
0=No
Item: P2SIBED5
Item Wording: applied for financial aid for college?
1=Yes
0=No
Item: P2SIBED6
Item Wording: started college?
1=Yes
0=No
Item: P2SIBED7
Item Wording: completed college?
1=Yes
0=No
Item: P2SIBED8
Item Wording: enlisted in the military?
1=Yes
0=No
Routing: Go to P2STRESS.

~~~~~~

Screen: P2STRESS
Wording: Since the fall of 2008, which of the following events, if any, occurred in your family?
Item: P2STRESS1
Item Wording: [teenager]'s parent or guardian lost a job
1=Yes
0=No
Item: P2STRESS2
Item Wording: [teenager]'s family's home was foreclosed upon by a lender
1=Yes
0=No
Item: P2STRESS3
Item Wording: [teenager]'s parent or guardian separated or divorced
1=Yes
0=No
~~~~~~

Item: P2STRESS4
Item Wording: [teenager]'s parent or guardian had serious health problems or was seriously injured
1=Yes
0=No
Item: P2STRESS5
Item Wording: [teenager]'s parent or guardian died
1=Yes
0=No
Item: P2STRESS6
Item Wording: [teenager] had serious health problems or was seriously injured
1=Yes
0=No
Item: P2STRESS7
Item Wording: [teenager] had a child
1=Yes
0=No
Routing: Go to P2BINTRO.

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Section B: Teenager's Educational Experiences

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Screen: P2BINTRO
Wording: Now we have some questions about [teenager]'s previous educational experiences.
Routing: Go to P2RPT.

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Screen: P2RPT
Wording: What grades, if any, has [teenager] repeated?
Item: P2RPT_1
Item Wording: Kindergarten
0=No
1=Yes
Item: P2RPT_2
Item Wording: 1st grade
0=No
1=Yes
Item: P2RPT_3
Item Wording: 2nd grade
0=No
1=Yes
Item: P2RPT_4
Item Wording: 3rd grade
0=No
1=Yes
Item: P2RPT_5
Item Wording: 4th grade
0=No
~~~~~~

1=Yes
Item: P2RPT_6
Item Wording: 5th grade
0=No
1=Yes
Item: P2RPT_7
Item Wording: 6th grade
0=No
1=Yes
Item: P2RPT_8
Item Wording: 7th grade
0=No
1=Yes
Item: P2RPT_9
Item Wording: 8th grade
0=No
1=Yes
Item: P2RPT_10
Item Wording: 9th grade
0=No
1=Yes
Item: P2RPT_11
Item Wording: 10th grade
0=No
1=Yes
Item: P2RPT_12
Item Wording: 11th grade
0=No
1=Yes
Item: P2RPT_13
Item Wording: None of these grades
0=No
1=Yes
Routing: Go to P2SKP.

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~~~

Item: P2SKP_3
Item Wording: 2nd Grade
0=No
1=Yes
Item: P2SKP_4
Item Wording: 3rd Grade
0=No
1=Yes
Item: P2SKP_5
Item Wording: 4th Grade
0=No
1=Yes
Item: P2SKP_6
Item Wording: 5th Grade
0=No
1=Yes
Item: P2SKP_7
Item Wording: 6th Grade
0=No
1=Yes
Item: P2SKP_8
Item Wording: 7th Grade
0=No
1=Yes
Item: P2SKP_9
Item Wording: 8th Grade
0=No
1=Yes
Item: P2SKP_10
Item Wording: 9th grade
0=No
1=Yes
Item: P2SKP_11
Item Wording: 10th grade
0=No
1=Yes
Item: P2SKP_12
Item Wording: 11th grade
0=No
1=Yes
Item: P2SKP_13
Item Wording: None of these grades
0=No
1=Yes
Routing: Go to P2TRANSFR.

~~~~~~

Screen: P2TRANSFR
Wording: How many times has [teenager] changed schools since [he/she] entered kindergarten? Do not count changes that occurred as a result of promotion to the next grade or level, for instance, a move from an elementary school to a middle school or from a middle school to a high school in the same district.
Item: P2TRANSFR
Item Wording: | time(s) (Please enter 0 if [teenager] has not changed schools except for promotion to the next grade or level.)
Routing: Go to P2SUSEXP.

~~~~~~

Screen: P2SUSEXP
Wording: [Since the fall of 2008, has/Has] [he/she] been suspended or expelled from school? Do not count detentions.
Item: P2SUSEXP
1=Yes
0=No
Routing: Go to P2DROP.

~~~~~~

Screen: P2DROP
Wording: Since starting 9th grade, has [teenager] ever stopped going to school for a period of a month or more other than for school breaks, illness, injury, or vacation?
Item: P2DROP
1=Yes
0=No
Routing: If student stopped going to school, go to P2STOPED.
If student never stopped going to school or no response, go to P2SPECED.

~~~~~~

Screen: P2STOPED
Wording: Since starting 9th grade, how many times has [teenager] stopped going to school for a period of a month or more other than for school breaks, illness, injury or vacation?
Item: P2STOPED
Item Wording: | time(s)
Routing: Go to P2DEAL.

~~~~~~

Screen: P2DEAL
Wording: Which of the following did you [or your spouse/partner] do after [teenager] stopped going to school?
Item: P2DEAL1
Item Wording: Contacted the principal, a teacher or a counselor at your teenager's school
1=Yes
0=No
Item: P2DEAL2
Item Wording: Offered to send your teenager to a special program or another school
1=Yes
0=No
~~~~~~

Item: P2DEAL3
Item Wording: Arranged for outside counseling with a private psychologist or social worker
1=Yes
0=No
Item: P2DEAL4
Item Wording: Arranged for special tutoring
1=Yes
0=No
Item: P2DEAL5
Item Wording: Offered to help your teenager with personal problems
1=Yes
0=No
Item: P2DEAL6
Item Wording: Encouraged your teenager to stay in school
1=Yes
0=No
Item: P2DEAL7
Item Wording: Punished your teenager
1=Yes
0=No
Item: P2DEAL8
Item Wording: Decided not to get involved
1=Yes
0=No
Routing: Go to P2SCHOOL.

~~~~~~

Screen: P2SCHOOL
Wording: Which of the following did [teenager]'s school do after [he/she] stopped going to school?
Item: P2SCHOOL1
Item Wording: Someone from school visited your home
1=Yes
0=No
Item: P2SCHOOL2
Item Wording: Someone from school contacted you in another way such as by telephone, mail or email
1=Yes
0=No
Item: P2SCHOOL3
Item Wording: The school offered to send your teenager to a special program or another school
1=Yes
0=No
Item: P2SCHOOL4
Item Wording: The school encouraged your teenager to stay in school
1=Yes
~~~~~~

0=No

Item: P2SCHOOL5

Item Wording: The school offered your teenager special tutoring

1=Yes

0=No

Item: P2SCHOOL6

Item Wording: The school offered to help your teenager make up work that [he/she] missed

1=Yes

0=No

Item: P2SCHOOL7

Item Wording: The school offered to help your teenager with personal problems

1=Yes

0=No

Item: P2SCHOOL8

Item Wording: The school made your teenager see a counselor

1=Yes

0=No

Item: P2SCHOOL9

Item Wording: The school threatened to suspend or expel your teenager

1=Yes

0=No

Item: P2SCHOOL10

Item Wording: The school suspended or expelled your teenager

1=Yes

0=No

Routing: Go to P2ENROLL.

~~~~~~

Screen: P2ENROLL

Wording: Is [teenager] currently enrolled in school? (If [he/she] is out for school break, illness, injury, or vacation, please answer "yes.")

Item: P2ENROLL

1=Yes

0=No

Routing: If student currently enrolled in school or no response, go to P2RETURN.
If student not currently enrolled in school, go to P2DATE.

~~~~~~

Screen: P2DATE

Wording: When was the last month and year [he/she] was enrolled in school?

Item: P2DATEM

Item Wording: Month:

-9=Select month

1=January

2=February

3=March

4=April

5=May

6=June
7=July
8=August
9=September
10=October
11=November
12=December

Item: P2DATEY
Item Wording: Year:
-9=Select year
2008=2008
2009=2009
2010=2010
2011=2011

Routing: Go to P2NOW.

~~~
~~~

Item: P2NOW7
Item Wording: Enrolled in a technical, vocational, or trade school or program
1=Yes
0=No
Item: P2NOW8
Item Wording: Other (Please specify)
1=Yes
0=No
Item: P2NOW8_other
Item Wording: | (Please specify).
Routing: Go to P2GED.

~~~~~~

Screen: P2GED
Wording: Has [teenager]...
Item: P2GED1
Item Wording: taken the GED exam?
1=Yes
0=No
Item: P2GED2
Item Wording: earned a GED?
1=Yes
0=No
Item: P2GED3
Item Wording: obtained an occupational license or certification?
1=Yes
0=No
Routing: Skip to P2SPECED.

~~~~~~

Screen: P2RETURN
Wording: What month and year did [teenager] return to school [this time]?
Item: P2RETURNM
Item Wording: Month:
-9=Select month
1=January
2=February
3=March
4=April
5=May
6=June
7=July
8=August
9=September
10=October
11=November
12=December

Item: P2RETURNY
Item Wording: Year:
0=Select year
2005=2005 or before
2006=2006
2007=2007
2008=2008
2009=2009
2010=2010
2011=2011
Routing: Go to P2SPECED.

~~~~~~

Screen: P2SPECED
Wording: [Does [teenager] currently/ When [teenager] was last enrolled in school, did [he/she]] receive special education services? Students receiving these services often have an Individualized Education Plan or Program (IEP).
Item: P2SPECED
1=Yes
2=No
3=Don't know
Routing: Go to P2HLPFRQ.

~~~~~~

Screen: P2HLPFRQ
Wording: [When [teenager] was last enrolled in school/During this school year], about how many days in an average week [do/did] you or another adult in your household help [teenager] with homework? Would you say…
Item: P2HLPFRQ
1=never
2=less than once a week
3=1 or 2 days a week
4=3 or 4 days a week, or
5=5 or more days a week?
Routing: Go to P2HLPWRK.

~~~~~~

Screen: P2HLPWRK
Wording: How confident [do/did] you feel about your ability to help [teenager] with the homework [he/she] [has this year/had] in each of the following subjects?
Item: P2HLPMTH
Item Wording: Math
1=Very confident
2=Somewhat confident
3=Not at all confident
~~~~~~

Item: P2HLPSCI
Item Wording: Science
1=Very confident
2=Somewhat confident
3=Not at all confident
Item: P2HLPENG
Item Wording: English or language arts
1=Very confident
2=Somewhat confident
3=Not at all confident
Routing: Go to P2STEM.
~~~~~~
Screen: P2STEM
Wording: During the last 12 months, which of the following educational activities have you or another family member done with [teenager]?
Item: P2ZOO
Item Wording: Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum
1=Yes
0=No
Item: P2CMPTR
Item Wording: Worked or played on a computer together
1=Yes
0=No
Item: P2BUILT
Item Wording: Built or fixed something such as a vehicle or appliance
1=Yes
0=No
Item: P2SCFAIR
Item Wording: Attended a school science fair
1=Yes
0=No
Item: P2SCHELP
Item Wording: Helped [teenager] with a school science fair project
1=Yes
0=No
Item: P2STMTLK
Item Wording: Discussed a program or article about science, engineering, technology or math
1=Yes
0=No
Item: P2ANOTHER
Item Wording: Another science, technology, engineering, or math activity (Please specify)
1=Yes
0=No
~~~~~~

Item: P2ANOTHER_other
Item: P2LBRARY
Item Wording: Visited a library
1=Yes
0=No
Item: P2CNCERT
Item Wording: Gone to a play, concert, or other live show
1=Yes
0=No
Routing: Go to P2ACTVTY.
~~~
~~~

0=No
Item: P2COLLCMP
Item Wording: A college preparation camp
1=Yes
0=No
Item: P2OTHCMP
Item Wording: Another camp (Please specify)
1=Yes
0=No
Item: P2OTHCMP_other
Routing: Go to P2CINTRO.

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Section C: Teenager's Future

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Screen: P2CINTRO
Wording: Next we will ask questions about [teenager]'s plans for the future.
Routing: Go to P2PREP.

~~~~~~

Screen: P2PREP
Wording: Have you participated in any of the following activities to help [teenager] to prepare for life after high school?
Item: P2PREP1
Item Wording: Attended a career day or job fair with [teenager]
1=Yes
0=No
Item: P2PREP2
Item Wording: Attended a college night with [teenager]
1=Yes
0=No
Item: P2PREP3
Item Wording: Visited a college campus with [teenager]
1=Yes
0=No
Item: P2PREP4
Item Wording: Arranged for [teenager] to take an internship or apprenticeship
1=Yes
0=No
Item: P2PREP5
Item Wording: Arranged for [teenager] to job shadow or visit a worksite
1=Yes
0=No
Item: P2PREP6
Item Wording: Arranged for [teenager] to do paid or volunteer work in a job related to [his/her] career goals
1=Yes
0=No
~~~~~~

Item: P2PREP7
Item Wording: Searched the internet for college options
1=Yes
0=No
Item: P2PREP8
Item Wording: Talked with a school counselor about options for after high school
1=Yes
0=No
Item: P2PREP9
Item Wording: Talked with teachers about options for after high school
1=Yes
0=No
Item: P2PREP10
Item Wording: Talked with other parents about options for after high school
1=Yes
0=No
Item: P2PREP11
Item Wording: Arranged for [teenager] to sit in on or take a college class
1=Yes
0=No
Item: P2PREP12
Item Wording: Met with a coach or scout for a college athletic team
1=Yes
0=No
Item: P2PREP13
Item Wording: Arranged for [teenager] to take a course to prepare for college admissions exams such as SAT or ACT
1=Yes
0=No
Routing: Go to P2AFTERHS.

~~~~~~

Screen: P2AFTERHS
Wording: Families have different ideas about what they would like their teenagers to do in the first year after high school. How strongly would you encourage or discourage [teenager] if [he/she] chose each of the following activities?
Item: P2AFTERHS1
Item Wording: Enroll in further education such as a certificate, Associate's degree, or Bachelor's degree program
1=Strongly encourage
2=Encourage
3=Neither encourage nor discourage
4=Discourage
5=Strongly discourage
Item: P2AFTERHS2
Item Wording: Get a full-time or part-time job
1=Strongly encourage
~~~~~~

2=Encourage
3=Neither encourage nor discourage
4=Discourage
5=Strongly discourage

Item: P2AFTERHS3
Item Wording: Do volunteer or missionary work
1=Strongly encourage
2=Encourage
3=Neither encourage nor discourage
4=Discourage
5=Strongly discourage

Item: P2AFTERHS4
Item Wording: Join the armed services
1=Strongly encourage
2=Encourage
3=Neither encourage nor discourage
4=Discourage
5=Strongly discourage

Item: P2AFTERHS5
Item Wording: Start a family
1=Strongly encourage
2=Encourage
3=Neither encourage nor discourage
4=Discourage
5=Strongly discourage

Routing: Go to P21STYR.

~~~~~~

Screen: P21STYR
Wording: What is [teenager] most likely to do as [his/her] main activity in the first year after high school?
Item: P21STYR
1=Enroll in further education such as a certificate, Associate's degree, or Bachelor's degree program
2=Get a full-time or part-time job
3=Do volunteer or missionary work
4=Join the armed services
5=Start a family
6=Something else

Item: P21STYR_other
Item Wording: (Please specify)

Routing: Go to P2EDASP.

~~~~~~

Screen: P2EDASP
Wording: If there were no barriers, how far in school would you want [teenager] to go?

Item: P2EDASP
1=Less than high school completion
2=High school diploma or GED
3=Complete an Associate's degree
4=Complete a Bachelor's degree
5=Complete a Master's degree
6=Complete a Ph.D., M.D., law degree, or other high level professional degree
7=You don't know
8=It is [teenager]'s decision
Routing: Go to P2EDEXP.

~~~~~~

Screen: P2EDEXP
Wording: As things stand now, how far in school do you think [he/she] will actually get?
Item: P2EDEXP
1=Less than high school completion
2=High school diploma or GED
3=Complete an Associate's degree
4=Complete a Bachelor's degree
5=Complete a Master's degree
6=Complete a Ph.D., M.D., law degree, or other high level professional degree
7=You don't know
8=It is [teenager]'s decision
Routing: If parent thinks teenager will not complete the level of education that he/she hopes (P2EDASP) go to P2CIRCUM.
Otherwise skip to P2MINREQ.

~~~~~~

Screen: P2CIRCUM
Wording: Students often have circumstances which make it difficult for them to complete the level of education that their parents hope they will. Would you say that [teenager] may not complete [a/an] [P2EDASP diploma or degree] because…
Item: P2CIRCUM1
Item Wording: [teenager]'s grades are not high enough
1=Yes
0=No
Item: P2CIRCUM2
Item Wording: [teenager] has not taken the right courses
1=Yes
0=No
Item: P2CIRCUM3
Item Wording: [teenager]'s college admission test scores will not be high enough
1=Yes
0=No
Item: P2CIRCUM4
Item Wording: [teenager] cannot afford college
1=Yes
0=No

Item: P2CIRCUM5
Item Wording: [teenager] does not like school
1=Yes
0=No
Item: P2CIRCUM6
Item Wording: High school has not prepared [teenager] well for higher education
1=Yes
0=No
Item: P2CIRCUM7
Item Wording: [teenager] needs to work to support family
1=Yes
0=No
Item: P2CIRCUM8
Item Wording: [teenager] does not have transportation to and from school location
1=Yes
0=No
Item: P2CIRCUM9
Item Wording: [teenager] does not know what [he/she] wants to study yet
1=Yes
0=No
Item: P2CIRCUM10
Item Wording: [teenager] will not need [a/an] [P2EDASP diploma or degree] for the job [he/she] wants
1=Yes
0=No
Item: P2CIRCUM11
Item Wording: [teenager] wants a break from school
1=Yes
0=No
Item: P2CIRCUM12
Item Wording: Another reason (Please specify)
1=Yes
0=No
Item: P2CIRCUM12_other
Routing: Go to P2MINREQ.

~~~~~~

Screen: P2MINREQ
Wording: By the time [teenager] graduates from high school, do you think [he/she] will have met the minimum requirements needed for admission to…
Item: P2MINREQ1
Item Wording: a 2-year community college or technical institute?
1=Yes
2=No
3=Don’t know
~~~~~~

Item: P2MINREQ2
Item Wording: a 4-year college?
1=Yes
2=No
3=Don't know
Routing: Go to P2PURSUE.

~~~~~~

Screen: P2PURSUE
Wording: How sure or unsure are you that [teenager] will pursue any additional education after leaving high school?
Item: P2PURSUE
1=Very sure [he/she]'ll go
2=[He/She]'ll probably go
3=[He/She] probably won't go
4=Very sure [he/she] won't go
Routing: Go to P2ATTEND unless the parent has done nothing to help teenager prepare for college, would discourage the teenager from going, does not have college aspirations for the teenager, does not think the teenager will go to college in first year or ever, and is very sure that the teenager won't go. In that scenario skip to P2HELPAPP.

~~~~~~

Screen: P2ATTEND
Wording: [If [teenager] did go to college, how important to you would each of the following college characteristics be/How important to you are each of the following college characteristics] when choosing a college or university for [teenager] to attend?
Item: P2ATTEND1
Item Wording: Provides a good education
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND2
Item Wording: Campus safety
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND3
Item Wording: Financial aid
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND4
Item Wording: Cost of attendance
1=Very important
2=Somewhat important
3=Not at all important

Item: P2ATTEND5
Item Wording: Campus appearance
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND6
Item Wording: Location
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND7
Item Wording: A good record of placing graduates in jobs
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND8
Item Wording: A good record of placing graduates in graduate or professional schools
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND9
Item Wording: Opportunity to play sports
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND10
Item Wording: Recommended by family or friends
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND11
Item Wording: Other (Please specify)
1=Very important
2=Somewhat important
3=Not at all important
Item: P2ATTEND11_other
Item Wording: Please specify
Routing: Go to P2SPECINFO.

~~~~~~

Screen: P2SPECINFO
Wording: Do you or [teenager] have information about specific colleges that [teenager] might attend after high school?
~~~~~~

Item: P2SPECINFO
1=No
2=Yes, one college
3=Yes, 2 or 3 colleges
4=Yes, more than 3 colleges
Routing: If information obtained about at least one college, go to P2GETINFO.
If no information obtained about any colleges or no response, go to P2HELPAPP.
~~~
~~~

Item: P2GETINFO9
Item Wording: Talked to college athletic coaches or scouts
1=Yes
0=No
Item: P2GETINFO10
Item Wording: Visited colleges
1=Yes
0=No
Item: P2GETINFO11
Item Wording: Sat in on a college class
1=Yes
0=No
Routing: Go to P2HELPAPP.

~~~~~~

Screen: P2HELPAPP
Wording: In the last 5 years, have you helped another family member complete a college application or have you completed one yourself? (Do not include any college applications that [teenager] may have completed.)
Item: P2HELPAPP
1=Yes
0=No
Routing: Go to P2AFFORD.

~~~~~~

Screen: P2AFFORD
Wording: Considering all sources of funds including any financial aid that [teenager] might receive, do you think your family would be able to afford to send [teenager] to …
Item: P2AFFORD1
Item Wording: a 2-year community college or technical institute?
1=Yes
2=No
3=Don't know
Item: P2AFFORD2
Item Wording: a 4-year public college in your state?
1=Yes
2=No
3=Don't know
Item: P2AFFORD3
Item Wording: a 4-year public college out of state?
1=Yes
2=No
3=Don't know
Item: P2AFFORD4
Item Wording: a 4-year private college?
1=Yes
2=No
3=Don't know

Routing: Go to P2SOURCE.

~~~~~~

Screen: P2SOURCE
Wording: Have you gotten information on financial aid in any of the following ways?
Item: P2SOURCE1
Item Wording: Got information on financial aid for one of [teenager]'s siblings, another family member or for yourself
1=Yes
0=No
Item: P2SOURCE2
Item Wording: Talked to other parents, family and friends
1=Yes
0=No
Item: P2SOURCE3
Item Wording: Talked with financial aid office staff at a college
1=Yes
0=No
Item: P2SOURCE4
Item Wording: Talked with a school counselor at [teenager]'s high school
1=Yes
0=No
Item: P2SOURCE5
Item Wording: Researched financial aid options on the Internet
1=Yes
0=No
Item: P2SOURCE6
Item Wording: Another way (Please specify)
1=Yes
0=No
Item: P2SOURCE6_other
Item Wording: Please specify
Routing: Go to P2FAFSA.

~~~~~~

Screen: P2FAFSA
Wording: In the last 5 years have you completed a FAFSA (Free Application for Federal Student Aid) for another family member or have you completed one yourself? (Do not include a FAFSA you may have completed for [teenager].)
Item: P2FAFSA
1=Yes
2=No
3=You don't know what that is
Routing: Go to P2APPLY unless the parent has done nothing to help teenager prepare from college, would discourage the teenager from going, does not have college aspirations for the teenager, does not think the teenager will go to college in first year or ever, and is very sure that the teenager won't go. In that scenario skip to P2EDERN.

~~~~~~

Screen: P2APPLY
Wording: [If [he/she] were to go to college, would you/Will you] apply for financial aid for [teenager]'s education after high school?
Item: P2APPLY
1=Yes
2=No
3=Haven't thought about it yet
4=Don't know
Routing: If parent will apply for financial aid for student, go to P2QUAL.
If parent will not apply for financial aid for student, go to P2NOFIN.
If parent has not thought about applying for financial aid yet, does not know, or no response, go to P2HELPPAY.

~~~~~~

Screen: P2QUAL
Wording: What types of financial aid do you think [teenager] would qualify for?
Item: P2QUAL1
Item Wording: Financial aid based on financial need
1=Yes
0=No
Item: P2QUAL2
Item Wording: Financial aid based on academic achievement such as good grades or college admission test scores
1=Yes
0=No
Item: P2QUAL3
Item Wording: Financial aid through an athletic scholarship
1=Yes
0=No
Item: P2QUAL4
Item Wording: Federal or state loans
1=Yes
0=No
Item: P2QUAL5
Item Wording: Private loans
1=Yes
0=No
Routing: Skip to P2HELPPAY.

~~~~~~

Screen: P2NOFIN
Wording: What are the reasons you [will/would] not apply for financial aid?
Item: P2NOFIN1
Item Wording: [teenager] would not qualify for aid because grades or test scores are too low
1=Yes
0=No
~~~~~~

Item: P2NOFIN2
Item Wording: [teenager] would not qualify for aid because income is too high
1=Yes
0=No
Item: P2NOFIN3
Item Wording: [teenager] would not qualify for aid because [he/she] would attend college part-time
1=Yes
0=No
Item: P2NOFIN4
Item Wording: [teenager] would not qualify for aid because of a bad credit rating
1=Yes
0=No
Item: P2NOFIN5
Item Wording: [teenager] would not qualify for aid because another family member did not qualify
1=Yes
0=No
Item: P2NOFIN6
Item Wording: There is no money available
1=Yes
0=No
Item: P2NOFIN7
Item Wording: [teenager] can afford college without financial aid
1=Yes
0=No
Item: P2NOFIN8
Item Wording: Do not want to disclose financial situation
1=Yes
0=No
Item: P2NOFIN9
Item Wording: The aid application process is too difficult
1=Yes
0=No
Item: P2NOFIN10
Item Wording: [teenager] is not willing to go into debt
1=Yes
0=No
Item: P2NOFIN11
Item Wording: Family is not willing to go into debt
1=Yes
0=No
Item: P2NOFIN12
Item Wording: [teenager] would not get as much as [he/she] needs
1=Yes
0=No

Item: P2NOFIN13
Item Wording: Other (Please specify)
1=Yes
0=No
Item: P2NOFIN13_other
Routing: Go to P2HELPPAY.

~~~~~~

Screen: P2HELPPAY
Wording: [Do you or does anyone in your family plan to/If [teenager] did go to college, would you or anyone in your family] help [teenager] pay for [T_HIS_HER_NAMES_9THGRADERS] education after high school?
Item: P2HELPPAY
1=Yes
2=No
3=You have not thought about this yet
Routing: If parent plans to help pay for college go to P2MONEY.
Else skip to P2LOAN.

~~~~~~

Screen: P2MONEY
Wording: About how much money have you set aside for [T_HIS_HER_NAMES_9THGRADERS] future educational needs?
Item: P2MONEY
1=None
2=$2,000 or less
3=$2,001-$5,000
4=$5,001-$10,000
5=$10,001-$15,000
6=$15,001-$25,000
7=$25,001-$35,000
8=$35,001-$60,000
9=More than $60,000
Routing: Go to P2ACCOUNT.

~~~~~~

Screen: P2ACCOUNT
Wording: Have you or anyone in your family opened any type of account to save for [teenager]'s college education, for example, a 529 plan, a Coverdell Education Savings Account or Education IRA, or a prepaid tuition account?
Item: P2ACCOUNT
1=Yes
0=No
Routing: Go to P2LOAN.

~~~~~~

Screen: P2LOAN
Wording: Would you be willing to take out a loan to help [teenager] pay for college?

Item: P2LOAN
1=Yes
2=No
3=Don't know
Routing: If parent is willing to take out a loan or does not know, go to P2MAX.
Otherwise skip to P2PERCENT.
~~~~~~

Screen: P2MAX
Wording: What is the maximum amount you would borrow per year to help [him/her] pay for college?
Item: P2MAX
1=$1 - $500
2=$501-$2,500
3=$2,501-$5,000
4=$5,001-$10,000
5=$10,001-$15,000
6=More than $15,000
7=Don't know
Routing: Go to P2PERCENT.
~~~~~~

Screen: P2PERCENT
Wording: Approximately what percentage of the total cost of [teenager]'s education do you think [he/she] should finance if [he/she] attended...
Item: P2PERCENT1
Item Wording: a 2-year community college or technical institute? | %
Item: P2PERCENT2
Item Wording: a 4-year public college in your state? | %
Item: P2PERCENT3
Item Wording: a 4-year public college out of state? | %
Item: P2PERCENT4
Item Wording: a 4-year private college? | %
Routing: If parent thinks student should finance some of their education for any institution type, go to P2STEPS.
If parent does not think student should finance any of his/her education or no response to all items, go to P2EDERN.
~~~~~~

Screen: P2STEPS
Wording: Which of the following steps do you expect [him/her] to take to finance [T_HIS_HER_NAMES_9THGRADERS] education?
Item: P2STEPS1
Item Wording: Work during high school evenings or weekends
1=Yes
0=No
Item: P2STEPS2
Item Wording: Work during high school summers
1=Yes
~~~~~~

0=No
Item: P2STEPS3
Item Wording: Work up to 20 hours per week while attending college
1=Yes
0=No
Item: P2STEPS4
Item Wording: Work more than 20 hours per week while attending college
1=Yes
0=No
Item: P2STEPS5
Item Wording: Take out a loan in [T_HIS_HER_NAMES_9THGRADERS] name
1=Yes
0=No
Item: P2STEPS6
Item Wording: Another step (Please specify)
1=Yes
0=No
Item: P2STEPS6_other
Routing: Go to P2EDERN.

~~~~~~

Screen: P2EDERN
Wording: How much money do you think [teenager] would earn in a year of working if [he/she] had the following levels of education?
(Please provide your best guess.)
Item: P2EDERN1
Item Wording: If [he/she] left high school without finishing, [he/she] would make $| in a year.
Item: P2EDERN2
Item Wording: If [he/she] finished high school with a GED or alternative high school credential, [he/she] would make $| in a year.
Item: P2EDERN3
Item Wording: If [he/she] finished high school with a regular diploma, [he/she] would make $| in a year.
Item: P2EDERN4
Item Wording: If [he/she] finished college, [he/she] would make $| in a year.
Routing: Go to P2DINTRO

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Section D: Family Education and Occupation

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Screen: P2DINTRO
Wording: Next we would like some information about your family's educational background and occupations.
Routing: If respondent is the same person as the base year respondent and they provided their level of education in the base year then:
-If that level is less than a high school, a high school diploma or GED, an Associate's degree, a Bachelor's degree, or a Master's degree, then go to P2ADDEDP1.
~~~~~~

-If that level is a Ph.D., a law degree, an MD, or some other high level degree but we do not know what their major was for that degree, then skip to P2MAJP1.
-If that level is a Ph.D., a law degree, an MD, or some other high level degree but we do know what their major was for that degree, then skip to P2EMPP1.
Otherwise, skip to P2EDUP1.

~~~~~~

Screen: P2ADDEDP1
Wording: In the fall of 2008, you indicated you had completed [parent 1's highest degree in base year]. Since that time, have you completed a higher level of education beyond [parent 1's highest degree in base year]?
Item: P2ADDEDP1

1=Yes
0=No

Routing: If parent 1 has not obtained any further education and we have their major preloaded, then skip to P2EMPP1.
Otherwise, if parent 1 had a postsecondary degree in the base year, has not obtained any further education, and we do not have their major preloaded, then skip to P2MAJP1.
Otherwise, if parent 1 has not obtained any further education then go to P2EMPP1.
Otherwise, go to P2EDUP1.

~~~~~~

Screen: P2EDUP1
Wording: What is the highest level of education [you/parent 1] [have/has] completed?
Item: P2EDUP1

1=Less than high school
2=High school diploma or GED
4=Associate's degree
6=Bachelor's degree
8=Master's degree
10=Ph.D., M.D., law degree, or other high level professional degree

Routing: If level of education is an Associate's degree or higher and English interview, go to P2MAJP1.
Else if level of education is an Associate's degree or higher and Spanish interview, go to P2MAJP1_S.
Else, skip to P2EMPP1.

~~~~~~

Screen: P2MAJP1
Wording: What was the major field of study for [your/his/her] [parent 1's highest degree in first follow-up]?
Item: P2MAJP1
Item: P2MJ1GEN
Item: P2MJ1SPE
Item: P2MJ1AST
Routing: Go to P2EMPP1.
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Screen: P2MAJP1_S
Wording: What was the major field of study for [your/his/her] [parent 1's highest degree in first follow-up]?
Item: P2MAJP1_S
Routing: Go to P2EMPP1.

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Screen: P2EMPP1
Wording: During the past week, did [you/parent 1] work for pay?
Item: P2EMPP1
1=Yes
0=No
Routing: If respondent is the same person as the base year respondent and they provided their occupation in the base year, skip to P2RECENTP1.
Else, if parent 1 is currently working and English interview, skip to P2JOBP1.
Else, if parent 1 is currently working and Spanish interview, skip to P2JOBP2.
Else, if parent 1 is not currently working, go to P2REGJOB.

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Screen: P2REGJOB
Wording: [Have/Has] [you/he/she] ever held a regular job for pay?
Item: P2REGJOB
1=Yes
0=No
Routing: If parent 1 has worked and English interview, then skip to P2JOBP1.
If parent 1 has worked and Spanish interview, then skip to P2JOBP1_S.
Else, if there is no parent 2, skip to P2INCOME.
Else if respondent is the same person as the base year respondent and parent 2 is the same person as the base year parent 2 and they provided parent 2's level of education in the base year then:
-If that level is less than a high school, a high school diploma or GED, an Associate's degree, a Bachelor's degree, or a Master's degree, then go to P2ADDEDP2.
-If that level is a Ph.D., a law degree, an MD, or some other high level degree but we do not know what their major was for that degree and the interview is English, then skip to P2MAJP2.
-If that level is a Ph.D., a law degree, an MD, or some other high level degree but we do not know what their major was for that degree and the interview is Spanish, then skip to P2MAJP2_S.
-If that level is a Ph.D., a law degree, an MD, or some other high level degree but we do know what their major was for that degree, then skip to P2EMPP2.
Else, skip to P2EDUP2.

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Screen: P2RECENTP1
Wording: In the fall of 2008 you indicated that your job title was: [parent 1's job title in base year]. Is that your [current/most recent] occupation?
Item: P2RECENTP1
1=Yes
0=No
Routing: If preloaded base year job is parent 1's current or most recent job, skip to P2WKHRP1.

Else if English interview go to P2JOBP1.
Else if Spanish interview go to P2JOBP1_S.

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Screen: P2JOBP1
Wording: [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/he/she] [have/has/had] more than one job, describe the one at which [you/he/she] [work/works/worked] the most hours. What [do/does/did] [you/he/she] actually do in that job? That is, what [are/were] [your/her/his] main activities or duties?
Item: P2J1OCC2
Item: P2J1CAST
Item: P2J1OCC3
Item: P2J1OCC6
Item: P2J1JBDY
Item: P2J1JBTL
Routing: Go to P2WKHRP1.

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Screen: P2JOBP1_S
Wording: [What is/In [your/her/his] most recent job, what was] [your/her/his] job title? If [you/he/she] [have/has/had] more than one job, describe the one at which [you/he/she] [work/works/worked] the most hours.
Item: P2JOBP1_SA
Item: P2JOBP1_SB
Routing: Go to P2WKHRP1

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Screen: P2WKHRP1
Wording: About how many total hours per week [do/does/did] [you/he/she] usually work for pay, counting all jobs?
Item: P2WKHRP1
Item Wording: | hours per week
Routing: If there is no parent 2, skip to P2INCOME.
Else if respondent is the same person as the base year respondent and parent 2 is the same person as the base year parent 2 and the respondent provided parent 2's level of education in the base year then:
-If that level is less than high school, a high school diploma or GED, an Associate's degree, a Bachelor's degree, or a Master's degree, then go to P2ADDEDP2.
-If that level is a Ph.D., a law degree, an MD, or some other high level degree but we do not know what their major was for that degree and this is an English interview, then skip to P2MAJP2.
-If that level is a Ph.D., a law degree, an MD, or some other high level degree but we do not know what their major was for that degree and this is a Spanish interview, then skip to P2MAJP2_S.
-If that level is a Ph.D., a law degree, an MD, or some other high level degree but we do know what their major was for that degree, then skip to P2EMPP2.
Otherwise, skip to P2EDUP2.
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Screen: P2ADDEDP2
Wording: In the fall of 2008, you indicated [your spouse/your partner/parent 2] had completed [parent 2's highest degree in base year]. Since that time, has [he/she] completed a higher level of education beyond [parent 2's highest degree in base year]?
Item: P2ADDEDP2
1=Yes
0=No
Routing: If parent 2 has not obtained any further education and we have their major preloaded, then skip to P2EMPP2.
Otherwise, if parent 2 had a postsecondary degree in the base year, has not obtained any further education, we do not have their major preloaded, and English interview, then skip to P2MAJP2.
Otherwise, if parent 2 had a postsecondary degree in the base year, has not obtained any further education, and we do not have their major preloaded, and Spanish interview then skip to P2MAJP2_S.
Otherwise, if parent 2 has not obtained any further education then go to P2EMPP2.
Otherwise, go to P2EDUP2.

~~~~~~

Screen: P2EDUP2
Wording: What is the highest level of education [your spouse/your partner/parent 2] has completed?
Item: P2EDUP2
1=Less than high school
2=High school diploma or GED
4=Associate's degree
6=Bachelor's degree
8=Master's degree
10=Ph.D., M.D., law degree, or other high level professional degree
Routing: If parent 2 has obtained at least an Associate's degree and English interview, go to P2MAJP2.
If parent 2 has obtained at least an Associate's degree and Spanish interview, go to P2MAJP2_S.
Else skip to P2EMPP2.

~~~~~~

Screen: P2MAJP2
Wording: What was the major field of study for [his/her/parent 2's] [parent 2's highest degree in first follow-up]?
Item: P2MAJP2
Item: P2MJ2GEN
Item: P2MJ2SPE
Item: P2MJ2AST
Routing: Go to P2EMPP2.

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Screen: P2MAJP2_S
Wording: What was the major field of study for [his/her/parent 2's] [parent 2's highest degree in first follow-up]?

Item: P2MAJP2_S
Routing: Go to P2EMPP2

~~~~~~

Screen: P2EMPP2
Wording: During the past week, did [your spouse/your partner/parent 2] work for pay?
Item: P2EMPP2
1=Yes
0=No
Routing: If respondent is the same person as the base year respondent and parent 2 is the same person as base year parent 2 and parent 2's base year occupation is preloaded, skip to P2RECENTP2.
Otherwise if parent 2 is currently working and English interview skip to P2JOBP2.
Otherwise if parent 2 is currently working and Spanish interview skip to P2JOBP2_S.
Otherwise if parent 2 is not currently working go to P2REGPAY.

~~~~~~

Screen: P2REGPAY
Wording: Has [he/she] ever held a regular job for pay?
Item: P2REGPAY
1=Yes
0=No
Routing: If parent 2 has ever worked and English interview, then skip to P2JOBP2.
Else if parent 2 has ever worked and Spanish interview, then skip to P2JOBP2_S.
Else skip to P2INCOME.

~~~~~~

Screen: P2RECENTP2
Wording: In the fall of 2008 you indicated that [your spouse's/your partner's/parent 2's] job title was: [parent 2's job title in base year]. Is that [his/her/parent 2's] [current/most recent] occupation?
Item: P2RECENTP2
1=Yes
0=No
Routing: If the preloaded job for parent 2 is their current or most recent job, skip to P2WKHRP2.
Otherwise, if English interview go to P2JOBP2.
Otherwise, if Spanish interview go to P2JOBP2_S.

~~~~~~

Screen: P2JOBP2
Wording: [What is/In [his/her/parent 2's] most recent job, what was] [his/her/parent 2's] job title? If [he/she/parent 2] [has/had] more than one job, describe the one at which [he/she/parent 2] [works/worked] the most hours. What [does/did] [he/she/parent 2] do in that job? That is, what [are/were] [his/her/parent 2's] main activities or duties?

Item: P2J2OCC2
Item: P2J2CAST
Item: P2J2OCC3
Item: P2J2OCC6
Item: P2J2JBDY
Item: P2J2JBTL
Routing: Go to P2WKHRP2.

~~~~~~

Screen: P2JOBP2_S
Wording: [What is/In [his/her/parent 2's] most recent job, what was] [his/her/parent 2's] job title? If [he/she/parent 2] [has/had] more than one job, describe the one at which [he/she/parent 2] [works/worked] the most hours.
Item: P2JOBP2_SA
Item: P2JOBP2_SB
Routing: Go to P2WKHRP2.

~~~~~~

Screen: P2WKHRP2
Wording: About how many total hours per week [does/did] [he/she/parent 2] usually work for pay or income, counting all jobs?
Item: P2WKHRP2
Item Wording: | hours per week
Routing: Go to P2INCOME.

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Screen: P2INCOME
Wording: An important part of this study is understanding how family finances affect teenagers' ability to continue their education after high school. We would like to remind you that the answers you provide about your family's finances will be kept completely confidential.
What was your total household income from all sources prior to taxes and deductions in calendar year 2010? Please include all income such as income from work, investments and alimony.
Item: P2INCOME
Item Wording: $ | (Please enter whole numbers only. Do not enter commas or decimals.)
Routing: If P2INCOME is missing, go to P2INCCAT. Else skip to P2DEPEND.

~~~~~~

Screen: P2INCCAT
Wording: We understand that you may not be able to provide an exact number for your family's income.
However, it would be extremely helpful if you would indicate which of the following ranges best estimates your total household income from all sources prior to taxes and deductions in calendar year 2010. Please include all income such as income from work, investments and alimony.

Item: P2INCCAT
1=$15,000 or less
2=$15,001 - $35,000
3=$35,001 - $55,000
4=$55,001 - $75,000
5=$75,001 - $95,000
6=$95,001 - $115,000
7=$115,001 - $135,000
8=$135,001 - $155,000
9=$155,001 - $175,000
10=$175,001 - $195,000
11=$195,001 - $215,000
12=$215,001 - $235,000
13=More than $235,000
Routing: Go to P2DEPEND.

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Screen: P2DEPEND
Wording: Altogether, how many people are financially dependent upon you [or your] [spouse/partner]? Include all people who receive one-half or more of their financial support from you [or your] [spouse/partner], regardless of whether they live in the same household. Do not include yourself [or your] [spouse/partner].
Item: P2DEPEND
Routing: Go to P2HMOWN.

~~~~~~

Screen: P2HMOWN
Wording: Do you…
Item: P2HMOWN
1=pay mortgage towards or own your home
2=rent your home or
3=have some other arrangement?
Routing: Go to P2EINTRO

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Section E: Family's Origin and Language Use

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Screen: P2EINTRO2
Pre-Logic:
Wording: Now we would like to learn about your family's origin and languages spoken in [teenager]'s home.
[Many of the questions in this Section of the interview are repeated from the fall 2008 survey. We will skip any questions you answered at that time so your interview will be shorter.]
Routing: If respondent is the same person as the base year respondent and we collected his/her Hispanicity in the base year, skip to P2RACEP1.
Otherwise, go to P2HISPP1.

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Screen: P2HISPP1
Wording: [Are/Is] [you/he/she] Hispanic or [Latino/Latina]?
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Item: P2HISPP1
1=Yes
0=No
Routing: If parent 1 is Hispanic, go to P2MEXP1.
If parent 1 is not Hispanic, or no response, go to P2RACEP1.
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1=Yes
Routing: If parent 1 is Asian, go to P2ATYPP1.
Otherwise skip to P2BYRP1.
~~~~~~
Screen: P2ATYPP1
Wording: [Are/Is] [you/he/she]...
Item: P2ATYPP1
1=Chinese
2=Filipino
3=Southeast Asian such as Vietnamese or Thai
4=South Asian such as Asian Indian or Sri Lankan or
5=Other Asian
Routing: Go to P2BYRP1.
~~~~~~
Screen: P2BYRP1
Pre-Logic: If respondent is the same person as the base year respondent and we collected his/her birth year in the base year, skip to P2USP1.
Otherwise, go to P2BYRP1.
Wording: In what year [were/was] [you/parent 1] born?
Item: P2BYRP1
Item Wording: | (Please enter your answer in this format: 19XX)
Routing: Go to P2USP1
~~~~~~
Screen: P2USP1
Pre-Logic: If respondent is the same person as the base year respondent and we collected his/her origin in the base year then:
-If there is a parent 2, skip to P2HISPP2.
-If there is not a parent 2, skip to P2US9TH
Otherwise, go to P2USP1.
Wording: [Were/Was] [you/he/she] born in the United States, in Puerto Rico or another U.S. territory, or in another country?
Item: P2USP1
1=United States
2=Puerto Rico or another U.S. territory
3=Another country
Routing: If parent 1 was born in Puerto Rico or another U.S. territory or in another country, go to P2USYRP1.
If there is a second parent, go to P2HISPP2.
Otherwise skip to P2US9TH.
~~~~~~
Screen: P2USYRP1
Wording: In what year did [you/he/she] come to the [continental] United States to stay permanently?

Item: P2USYRP1
Item Wording: | (Please enter your answer in the following format: 19XX or 20XX)
Item: P2NOUSP1
Item Wording: (Check here if you [are/is] not in the United States to stay.)
0=No
1=Yes
Routing: If there is a second parent, go to P2HISPP2.
Otherwise skip to P2US9TH.
~~~~~~
Screen: P2HISPP2
Pre-Logic: If respondent is the same person as the base year respondent and parent 2 is the same parent 2 as in base year then:
-If parent 2's Hispanicity was collected in the base year, skip to P2RACEP2.
Otherwise, go to P2HISPP2.
Wording: Is [your spouse/your partner/parent 2] Hispanic or [Latino/Latina]?
Item: P2HISPP2
1=Yes
0=No
Routing: If parent 2 is Hispanic, then go to P2MEXP2.
If parent 2 is not Hispanic, then go to P2RACEP2.
~~~~~~
Screen: P2MEXP2
Wording: Is [he/she/parent 2]...
Item: P2MEX2
1=Mexican, Mexican-American or [Chicano/Chicana]
2=Cuban
3=Dominican
4=Puerto Rican
5=Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran
6=South American such as Colombian, Argentinean, or Peruvian or
7=Other Hispanic or [Latino/Latina]?
Routing: Go to P2RACEP2
~~~~~~
Screen: P2RACEP2
Pre-Logic: If respondent is the same person as the base year respondent and parent 2 is the same parent 2 as in base year then:
-If parent 2's race was collected in the base year, skip to P2BYRP2.
Otherwise if parent 2's race is not known, go to P2RACEP2
Wording:
If parent 2 has a Hispanic background (P2HISP2 = 1)
[In addition to learning about [your spouse's/your partner's/parent 2's] Hispanic background, we would also like to know about [his/her/your spouse's/your partner's/parent 1's] racial background.]
What is [your spouse's/your partner's/parent 2's] race?
~~~~~~

Item: P2WHTP2
Item Wording: White
0=No
1=Yes
Item: P2BLKP2
Item Wording: Black or African American
0=No
1=Yes
Item: P2ASNP2
Item Wording: Asian
0=No
1=Yes
Item: P2PISLP2
Item Wording: Native Hawaiian or other Pacific Islander
0=No
1=Yes
Item: P2NTVP2
Item Wording: American Indian or Alaska Native
0=No
1=Yes
Routing: If Asian, go to P2ATYPP2.
Otherwise, skip to P2BYRP2.

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Screen: P2ATYPP2
Wording: Is [he/she/parent 2]...
Item: P2ATYPP2
1=Chinese
2=Filipino
3=Southeast Asian such as Vietnamese or Thai
4=South Asian such as Asian Indian or Sri Lankan or
5=Other Asian
Routing: Go to P2BYRP2.

~~~~~~

Screen: P2BYRP2
Pre-Logic: If respondent is the same person as the base year respondent and parent 2 is the same parent 2 as in base year then:
-If parent 2's birth year was collected in the base year, skip to P2USP2.
Otherwise if parent 2's birth year is not known, go to P2BYRP2.
Wording: In what year was [your spouse/your partner/parent 2] born?
Item: P2BYRP2
Item Wording: | (Please enter your answer in this format: 19XX)
Routing: Go to P2USP2

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Screen: P2USP2
Pre-Logic: If respondent is the same person as the base year respondent and parent 2 is the same parent 2 as in base year then:
-If parent 2's origin was collected in the base year, skip to P2US9TH.
Otherwise if parent 2's origin is not known, go to P2USP2.
Wording: Was [he/she/parent 2] born in the United States, in Puerto Rico or another U.S. territory, or in another country?
Item: P2USP2
1=United States
2=Puerto Rico or another U.S. territory
3=Another country
Routing: If parent 2 was born in Puerto Rico or another country, go to P2USYRP2.
Otherwise, skip to P2US9TH.

~~~~~~

Screen: P2USYRP2
Wording: In what year did [he/she/parent 2] come to the [continental] United States to stay permanently?
Item: P2USYRP2
Item Wording: | (Please enter your answer in the following format: 19XX or 20XX)
Item: P2NOUSP2
Item Wording: (Check here if [he/she/parent 2] is not in the United States to stay.)
0=No
1=Yes
Routing: Go to P2US9TH

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Screen: P2US9TH
Pre-Logic: If teenager's origin was collected in the base year, skip to P2OTHLNG.
Otherwise, go to P2US9TH.
Wording: Now we have a question about your teenager.
Was [teenager] born in the United States, in Puerto Rico or another U.S. territory, or in another country?
Item: P2US9TH
1=United States
2=Puerto Rico or another U.S. territory
3=Another country
Routing: If student born in another country, go to P2CTRYB9.
If student born in Puerto Rico or another U.S. territory, go to P2USYR9.
Otherwise, skip to P2OTHLNG.

~~~~~~

Screen: P2CTRYB9
Wording: In which country was [he/she] born?

Item: P2CTRYB9

-9=-Select one-
200=Afghanistan
100=Albania
400=Algeria
101=Andorra
401=Angola
330=Anguilla
331=Antigua and Barbuda
375=Argentina
189=Armenia
332=Aruba
501=Australia
102=Austria
190=Azerbaijan
333=Bahamas
201=Bahrain
202=Bangladesh
334=Barbados
186=Belarus
103=Belgium
310=Belize
403=Benin
300=Bermuda
203=Bhutan
376=Bolivia
159=Bosnia and Herzegovina
404=Botswana
377=Brazil
335=British Virgin Islands
204=Brunei
104=Bulgaria
406=Burkina Faso
407=Burundi
206=Cambodia
408=Cameroon
301=Canada
409=Cape Verde
336=Cayman Islands
410=Central African Republic
411=Chad
378=Chile
207=China
379=Colombia
412=Comoros
413=Congo (Republic of the)

505=Cook Islands
311=Costa Rica
425=Côte d'Ivoire (Ivory Coast)
160=Croatia
337=Cuba
208=Cyprus
155=Czech Republic
459=Democratic Republic of the Congo
106=Denmark
414=Djibouti
338=Dominica
339=Dominican Republic
380=Ecuador
415=Egypt
312=El Salvador
139=England
416=Equatorial Guinea
471=Eritrea
182=Estonia
417=Ethiopia
381=Falkland Islands (Islas Malvinas)
107=Faroe Islands
507=Fiji
108=Finland
109=France
382=French Guiana
508=French Polynesia
419=Gabon
420=Gambia
248=Gaza Strip
191=Georgia
110=Germany
421=Ghana
115=Gibraltar
116=Greece
302=Greenland
340=Grenada
341=Guadeloupe
313=Guatemala
143=Guernsey
423=Guinea
424=Guinea-Bissau
383=Guyana
342=Haiti
314=Honduras
209=Hong Kong

117=Hungary
118=Iceland
210=India
211=Indonesia
212=Iran
213=Iraq
119=Ireland
145=Isle of Man
214=Israel
120=Italy
343=Jamaica
215=Japan
144=Jersey
216=Jordan
188=Kazakhstan
427=Kenya
509=Kiribati
998=Kosovo
220=Kuwait
195=Kyrgyzstan
221=Laos
183=Latvia
222=Lebanon
428=Lesotho
429=Liberia
430=Libya
122=Liechtenstein
184=Lithuania
123=Luxembourg
223=Macau
158=Macedonia
431=Madagascar
432=Malawi
224=Malaysia
225=Maldives
433=Mali
124=Malta
510=Marshall Islands
344=Martinique
434=Mauritania
445=Mauritius
435=Mayotte
315=Mexico
511=Micronesia (Federated States of)
185=Moldova
125=Monaco

226=Mongolia
997=Montenegro
345=Montserrat
436=Morocco
437=Mozambique
205=Myanmar (formerly Burma)
438=Namibia
512=Nauru
227=Nepal
126=Netherlands
346=Netherlands Antilles
513=New Caledonia
514=New Zealand
316=Nicaragua
439=Niger
440=Nigeria
515=Niue
516=Norfolk Island
219=North Korea (Democratic People's Republic of Korea)
142=Northern Ireland
127=Norway
228=Oman
229=Pakistan
517=Palau
317=Panama
518=Papúa Nueva Guinea
384=Paraguay
385=Peru
231=Philippines
519=Pitcairn Islands
128=Poland
129=Portugal
232=Qatar
441=Réunion
132=Romania
187=Russia (Russian Federation)
442=Rwanda
347=Saint Barthelemy
450=Saint Helena
348=Saint Kitts-Nevis
349=Saint Lucia
995=Saint Martin
303=Saint Pierre and Miquelon
350=Saint Vincent and the Grenadines
526=Samoa
133=San Marino

443=Sao Tome and Principe
233=Saudi Arabia
140=Scotland
444=Senegal
996=Serbia
446=Seychelles
447=Sierra Leone
234=Singapore
105=Slovakia
157=Slovenia
520=Solomon Islands
448=Somalia
449=South Africa
218=South Korea (Republic of Korea)
134=Spain
236=Sri Lanka
451=Sudan
386=Suriname
452=Swaziland
136=Sweden
137=Switzerland
237=Syria (Syrian Arab Republic)
238=Taiwan
194=Tajikistan
453=Tanzania (United Republic of)
239=Thailand
994=Timor-Leste
454=Togo
521=Tokelau
522=Tonga
351=Trinidad and Tobago
456=Tunisia
240=Turkey
196=Turkmenistan
352=Turks and Caicos Islands
523=Tuvalu
457=Uganda
193=Ukraine
241=United Arab Emirates
387=Uruguay
192=Uzbekistan
524=Vanuatu
146=Vatican City (Holy See)
388=Venezuela (Bolivarian Republic of)
242=Viet Nam (Vietnam)
141=Wales

525=Wallis and Futuna Islands
256=West Bank
458=Western Sahara
245=Yemen
460=Zambia
461=Zimbabwe
999=Other

Routing: Go to P2USYR9.

~~~~~~

Screen: P2USYR9
Wording: In what year did [he/she] come to the United States to stay permanently?
Item: P2USYR9
Item Wording: | (Please enter your answer in the following format: 19XX or 20XX)
Item: P2NOUS9
Item Wording: (Check here if [teenager] is not in the United States to stay permanently.)
0=No
1=Yes

Routing: Go to P2SCHPLC.

~~~~~~

Screen: P2SCHPLC
Wording: In what grade was [teenager] placed when [he/she] started school in the United States?
Item: P2SCHPLC
1=Pre-kindergarten
2=Kindergarten
3=1st grade
4=2nd grade
5=3rd grade
6=4th grade
7=5th grade
8=6th grade
9=7th grade
10=8th grade
11=9th grade

Routing: Go to P2OTHLNG.

~~~~~~

Screen: P2OTHLNG
Wording: Is any language other than English regularly spoken in your home?
Item: P2OTHLNG
1=Yes
0=No

Routing: If another language is spoken, go to P2HHLNG.
If only English is spoken, skip to P2FINTRO.

~~~~~~

Screen: P2HHLNG
Wording: What languages other than English are regularly spoken in your home?

Item: P2HHLNG1
Item Wording: Spanish
0=No
1=Yes
Item: P2HHLNG2
Item Wording: A European language other than Spanish such as French, German or Russian
0=No
1=Yes
Item: P2HHLNG3
Item Wording: A Chinese language
0=No
1=Yes
Item: P2HHLNG4
Item Wording: A Filipino language
0=No
1=Yes
Item: P2HHLNG5
Item Wording: A Southeast Asian language such as Vietnamese, Thai or Cambodian
0=No
1=Yes
Item: P2HHLNG6
Item Wording: A South Asian language such as Hindi or Tamil
0=No
1=Yes
Item: P2HHLNG7
Item Wording: Another Asian language such as Japanese or Korean
0=No
1=Yes
Item: P2HHLNG8
Item Wording: A Middle Eastern language such as Arabic or Farsi
0=No
1=Yes
Item: P2HHLNG9
Item Wording: Another language
0=No
1=Yes
Routing: Go to P2ENGLSH

~~~~~~

Screen: P2ENGLSH
Wording: Is English also regularly spoken in your home?
Item: P2ENGLSH
1=Yes
0=No
Routing: If more than one language is spoken in the home, then go to P2HHLNGP. Otherwise, skip to P2FINTRO.
~~~~~~

~~~~~~

Screen: P2HHLNGP
Pre-Logic: Only languages that were selected in P2HHLNG and P2ENGLSH are shown.
Wording: What language do you usually speak to [teenager] in your home?
Item: P2HHLNGP

0=English
1=Spanish
2=A European language other than Spanish (such as French, German or Russian)
3=A Chinese language
4=A Filipino language
5=A Southeast Asian language (such as Vietnamese, Thai, or Cambodian)
6=A South Asian language (such as Hindi or Tamil)
7=An Asian language (such as Japanese or Korean)
8=A Middle Eastern language (such as Arabic or Farsi)
9=Another language

Routing: Go to P2HHLNGS.

~~~~~~

Screen: P2HHLNGS
Pre-Logic: Pre-Logic: Only languages that were selected in P2HHLNG and P2ENGLSH are shown.
Wording: What language does [he/she] usually speak to you in your home?
Item: P2HHLNGS

0=English
1=Spanish
2=A European language other than Spanish (such as French, German or Russian)
3=A Chinese language
4=A Filipino language
5=A Southeast Asian language (such as Vietnamese, Thai, or Cambodian)
6=A South Asian language (such as Hindi or Tamil)
7=An Asian language (such as Japanese or Korean)
8=A Middle Eastern language (such as Arabic or Farsi)
9=Another language

Routing: Go to P2FINTRO.

~~~~~~

Section F: Locating

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Screen: P2FINTRO
Wording: Now in the last part of the interview we will ask you for information that will make it possible for us to locate you and [teenager] more easily in the future for the HSLS:09 study. Please be assured that all information you provide will be kept confidential and separately from the answers you have already provided.
Routing: go to P21NAME.

~~~~~~

Screen: P21NAME
Wording: What is your first name, middle initial, and last name?
~~~~~~

Item: P21NAME1
Item Wording: First name:
Item: P21NAME2
Item Wording: Middle initial:
Item: P21NAME3
Item Wording: Last name:
Routing: If first, middle, or last name entered, go to P21ADD.
If no names given, go to P2SSN.

~~~~~~

Screen: P21ADD
Wording: What is your complete address? Be sure to include any apartment number or P.O. Box number.
Item: P21STRT1
Item Wording: Address 1:
Item: P21STRT2
Item Wording: Address 2:
Item: P21ZIP
Item Wording: ZIP code:
Item: P21CITY
Item Wording: City:
Item: P21ST
Item Wording: State:
Routing: go to P2MAILADD.

~~~~~~

Screen: P21MAILADD
Wording: What is your mailing address?
Item: P2SAMEADD
Item Wording: (Check here if your mailing address is the same as the address you provided on the previous screen.)
0=No
1=Yes
Item: P2MSTRT1
Item Wording: Address 1:
Item: P2MSTRT2
Item Wording: Address 2:
Item: P2MZIP
Item Wording: Zip code:
Item: P2MCITY
Item Wording: City:
Item: P2MST
Item Wording: State:
Routing: go to P21PH

~~~~~~

Screen: P21PH
Wording: What are your home, cell, and work phone numbers?
~~~~~~

Item: P21HMPH
Item Wording: Home phone number (XXX-XXX-XXXX):
Item: P21HMNO
Item Wording: (Check here if you do not have a home phone number.)
0=No
1=Yes
Item: P21CLPH
Item Wording: Cell phone number (XXX-XXX-XXXX):
Item: P21CLNO
Item Wording: (Check here if you do not have a cell phone number.)
0=No
1=Yes
Item: P21WKPH
Item Wording: Business phone number (XXX-XXX-XXXX):
Item: P21WKNO
Item Wording: (Check here if you do not have a business phone number.)
0=No
1=Yes
Routing: go to P21EMAIL.

~~~~~~

Screen: P21EMAIL
Wording: What is the email address that you will most likely be using during the next two years?
Item: P21EMAIL1
Item Wording: Email address:
Item: P21EMAILNO
Item Wording: (Check here if you do not have an email address).
0=No
1=Yes
Routing: go to P2SSN.

~~~~~~

Screen: P2SSN
Wording: Next we ask you to provide social security numbers for yourself and [teenager]. These SSNs will be used to help us find you and [teenager] for future follow up. [teenager]'s SSN may also be used to retrieve education information such as college admission and high school equivalency test results, financial aid applications and awards, and transcripts. The National Center for Education Statistics is required to follow strict procedures to protect the confidentiality of persons in the collection, reporting, and publication of data. All individually identifiable information supplied by individuals or institutions to a federal agency may be used only for statistical purposes and may not be disclosed or used in identifiable form for any other purpose, unless otherwise compelled by law (20 U.S.C. § 9573). However, giving us your Social Security number is completely voluntary and there is no penalty for not disclosing it.

Item: P21SSN
Item Wording: Your SSN
Item: P2STUSSN
Item Wording: [teenager]'s SSN
Routing: go to P22NAME.

~~~~~~

Screen: P22NAME
Wording: What is the first name, middle initial, and last name of [teenager]'s [father/mother/parent who lives outside your home (if applicable)? This could be a biological, adoptive, step, foster, or any other type of parent, but should be someone who will know how to get in touch with you and [teenager] at some point in the future].
Item: P22NAME1
Item Wording: First name:
Item: P22NAME2
Item Wording: Middle initial:
Item: P22NAME3
Item Wording: Last name:
Item: P22NONE
Item Wording: (Check here if [teenager] does not have a parent living outside the home.)
0=No
1=Yes
Routing: If the relationship is biological or adoptive mother or father in P2RELSHP, and there is a spouse or partner in P2SPOUSE, and the relationship is biological or adoptive mother or father in P2SPSREL, and a name is entered in P22NAME, go to P22PH.
If the relationship is grandparent, relative, or guardian and there are 2 parents in the household that are biological or adoptive parents and a name is entered in P22NAME, go to P22PH.
If there is no other parent living in the home, go to P2RNAME.
If any name is entered in P22NAME, go to P2ADD.
Else go to P2RNAME.

~~~~~~

Screen: P22ADD
Wording: What is the complete address of [teenager]'s parent who lives outside your home? Be sure to include any apartment number or P.O. Box number.
Item: P22STRT1
Item Wording: Address 1:
Item: P22STRT2
Item Wording: Address 2:
Item: P22ZIP
Item Wording: ZIP code:
Item: P22CITY
Item Wording: City:
Item: P22ST
Item Wording: State:
Routing: go to P22PH.

~~~~~~

Screen: P22PH
Wording: What are the home, cell, and work phone numbers for [teenager]'s [father/mother/parent who lives outside your home]?
Item: P22HMPH
Item Wording: Home phone number (XXX-XXX-XXXX):
Item: P22HMNO
Item Wording: Check here if this parent does not have a home phone number.
0=No
1=Yes
Item: P22HMSM
Item Wording: Check here if this parent's phone number is the same as yours.
0=No
1=Yes
Item: P22CLPH
Item Wording: Cell phone number (XXX-XXX-XXXX):
Item: P22CLNO
Item Wording: Check here if this parent does not have a cell phone number.
0=No
1=Yes
Item: P22WKPH
Item Wording: Business phone number (XXX-XXX-XXXX):
Item: P22WKNO
Item Wording: Check here if this parent does not have a business phone number.
0=No
1=Yes
Routing: go to P2RNAME.

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Screen: P2RNAME
Wording: What is the first name, middle initial, and last name of a family member who will always know how to get in touch with you and [teenager]?
Item: P2RNAME1
Item Wording: First name:
Item: P2RNAME2
Item Wording: Middle initial:
Item: P2RNAME3
Item Wording: Last name:
Routing: If any name is given in P21NAME, go to P2RADD.
If no name is given, go to P2FNAME.

~~~~~~

Screen: P2RADD
Wording: What is the complete address of that family member? Be sure to include any apartment number or P.O. Box number.
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Item: P2RSTRT1
Item Wording: Address 1:
Item: P2RSTRT2
Item Wording: Address 2:
Item: P2RZIP
Item Wording: ZIP code:
Item: P2RCITY
Item Wording: City:
Item: P2RST
Item Wording: State:
Routing: go to P2RPH.

~~~~~~

Screen: P2RPH
Wording: What are that family member's home, cell, and work phone numbers?
Item: P2RHMPH
Item Wording: Home phone number (XXX-XXX-XXXX):
Item: P2RHMNO
Item Wording: Check here if they do not have a home phone number.
0=No
1=Yes
Item: P2RCLPH
Item Wording: Cell phone number (XXX-XXX-XXXX):
Item: P2RCLNO
Item Wording: Check here if they do not have a cell phone number.
0=No
1=Yes
Item: P2RWKPH
Item Wording: Business phone number (XXX-XXX-XXXX):
Item: P2RWKNO
Item Wording: Check here if they do not have a business phone number.
0=No
1=Yes
Routing: go to P2RELREL.

~~~~~~

Screen: P2RELREL
Wording: What is this family member's relationship to you?

Item: P2RELREL
1=Your mother
2=Your father
3=Your mother-in-law
4=Your father-in-law
5=Your sister
6=Your brother
7=Your sister-in-law
8=Your brother-in-law
9=Your daughter or step-daughter
10=Your son or step-son
11=Your niece
12=Your nephew
13=Other
Routing: Go to P2FNAME.

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Item: P2FHMPH
Item Wording: Telephone number (XXX-XXX-XXXX):
Item: P2FHMNO
Item Wording: Check here if this friend does not have a phone number.
0=No
1=Yes
Routing: go to P2HELP.
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[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 number at which to reach you?
[endif]
Item: P2REINTEMAIL
Item Wording: Email address:
Item: P2REINTTL
Item Wording: Telephone number (XXX-XXX-XXXX):
Item: P2REINTDAY
Item Wording: Best day to call:
0=Select one
1=Monday
2=Tuesday
3=Wednesday
4=Thursday
5=Friday
6=Saturday
7=Sunday
Item: P2REINTTIM
Item Wording: Best time to call:
0=Select one
1=9:00 am
2=9:30 am
3=10:00 am
4=10:30 am
5=11:00 am
6=11:30 am
7=12:00 noon
8=12:30 pm
10=1:30 pm
12=2:30 pm
14=3:30 pm
16=4:30 pm
18=5:30 pm
20=6:30 pm
22=7:30 pm
24=8:30 pm
26=9:30 pm
28=10:30 pm
9=1:00 pm
11=2:00 pm
13=3:00 pm
15=4:00 pm
17=5:00 pm

19=6:00 pm
21=7:00 pm
23=8:00 pm
25=9:00 pm
27=10:00 pm

Item: P2REINTREF

Item Wording: Decline to participate

0=No
1=Yes

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Administrator

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Section A: School Characteristics

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Screen: A2AINTRO
Wording: First we have a few questions about [school name]'s characteristics.
Routing: Go to A2SCHTYP

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Screen: A2SCHTYP
Wording: Which of the following best describes [school name]?
Item: A2SCHTYP

1=A regular school [-- not including magnet or charter schools]
2=A charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations)
3=A special program school [or magnet school] --such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school
4=A career, technical or vocational school
5=An alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting)

Routing: If school is special program school or magnet school then go to A2MAGNET.
If the school is a private school then go to A2YRRND
Otherwise go to A2CHOC.

~~~~~~

Screen: A2MAGNET
Wording: Is [school name]'s special focus on...
Item: A2MAGNET

1=Science, Technology, Engineering, or Math or
2=something else such as performing arts, education for talented or gifted students, or foreign language immersion?

Routing: If school is private then go to A2YRRND.
Otherwise go to A2CHOC.

~~~~~~

Screen: A2CHOC
Wording: Does [school name] participate in a public school choice program? Do not include public school choice that is mandatory due to Adequate Yearly Progress requirements.
Item: A2CHOC

1=Yes
0=No

Routing: If school participates go to A2CHOCE. Otherwise, go to A2YRRND.

~~~~~~

Screen: A2CHOCE
Wording: In which of the following types of public school choice programs does [school name] participate?

Item: A2CHOC1
Item Wording: Students assigned to [school name] can choose to enroll in [school name] or another school within the district
1=Yes
0=No
Item: A2CHOC2
Item Wording: Students can enroll in a public school in another district at no tuition cost to themselves or their families
1=Yes
0=No
Item: A2CHOC4
Item Wording: Students from other districts can enroll in [school name] at no tuition cost to themselves or their families
1=Yes
0=No
Item: A2CHOC3
Item Wording: Students assigned to [school name] can choose to enroll in a private school using state or district funds
1=Yes
0=No
Item: A2CHOC5
Item Wording: Another public school choice program (Please specify)
1=Yes
0=No
Item: A2CHOC5_other
Routing: Go to A2YRRND

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Screen: A2YRRND
Wording: Is [school name] a year round school?
Item: A2YRRND
1=Yes
0=No
Routing: Go to A2CALEN

~~~~~~

Screen: A2CALEN
Wording: What kind of academic calendar does [school name] have for grades 9 through 12?
Item: A2CALEN
1=Semester calendar
2=Trimester calendar
3=Quarter calendar
4=Other calendar
Item: A2CALEN_OTHER
Item Wording: Please specify
Routing: go to A2CRSSCH

~~~~~~

Screen: A2CRSSCH
Wording: How are courses scheduled in [school name] for grades 9 through 12?
Item: A2CRSSCH
1=Traditional scheduling only (no block scheduling)
2=Block scheduling only such as 4x4 or A/B
3=Both traditional and block scheduling
Routing: Go to A2HRSINS

~~~~~~

Screen: A2HRSINS
Wording: On average, how many hours of instruction per day, excluding study hall and lunch, do students in grades 9 through 12 receive at [school name]?
Item: A2HRSINS
Item Wording: | hours (Please use decimals for partial hours.)
Routing: Go to A2BINTRO

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Section B: Programs, Policies, and Statistics

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Screen: A2BINTRO
Wording: Now we would like to ask you some questions about [school name]'s programs and policies. We will also be asking you to provide us with some statistics for [school name]. Some questions may request information that is time-consuming to report with exact numbers. For those questions, informed estimates are acceptable.
Routing: go to A2CAPAC.

~~~~~~

Screen: A2CAPAC
Wording: What is [school name]'s current enrollment for grades 9 through 12 expressed as a percentage of capacity such as 90 percent filled or 105 percent filled?
Item: A2CAPAC
Item Wording: |% (Please round to the nearest whole number.)
Routing: go to A2PCTSB

~~~~~~

Screen: A2PCTSB
Wording: What percentage of students in grades 9 through 12 in [school name]...
Item: A2FRPLNC
Item Wording: receive free or reduced-price lunch? | %
Item: A2ELL
Item Wording: have limited English proficiency? | %
Item: A2SPECED
Item Wording: receive Special Education services for students with disabilities?|%
Routing: go to A2ADA.

~~~~~~

Screen: A2ADA
Wording: In terms of a percentage, what was the average daily attendance (ADA) for students in the following grades in your school last year?
(Please round to the nearest whole number.)
~~~~~~

Item: A2ADA1
Item Wording: 9th grade |%
Item: A2ADA2
Item Wording: 10th grade|%
Item: A2ADA3
Item Wording: 11th grade |%
Item: A2ADA4
Item Wording: 12th grade |%
Routing: go to A2EXCUSE

~~~~~~

Screen: A2EXCUSE
Wording: Which of the following occur when high school students are absent without an excuse?
Item: A2EXCUSE1
Item Wording: Parents are notified
1=Yes
0=No
Item: A2EXCUSE2
Item Wording: Students receive detentions
1=Yes
0=No
Item: A2EXCUSE3
Item Wording: Students receive in-school suspensions
1=Yes
0=No
Item: A2EXCUSE4
Item Wording: Students receive out-of-school suspensions
1=Yes
0=No
Item: A2EXCUSE5
Item Wording: Other (Please specify)
1=Yes
0=No
Item: A2EXCUSE5_other
Item Wording: Please specify
Routing: Go to S2FAILABS

~~~~~~

Screen: A2FAILABS
Wording: Does [school name] have a course failure policy that is tied to absenteeism?
Item: A2FAILABS
1=Yes
0=No
Routing: If school has a course failure policy tied to absenteeism then go to A2FAILENF. Otherwise, go to A2CREDITS.

~~~~~~

Screen: A2FAILENF
Wording: Who is responsible for enforcing the course failure policy that is tied to absenteeism?
Item: A2FAILENF1
Item Wording: Administrators
0=No
1=Yes
Item: A2FAILENF2
Item Wording: School counselors
0=No
1=Yes
Item: A2FAILENF3
Item Wording: Teachers
0=No
1=Yes
Item: A2FAILENF4
Item Wording: None of these
0=No
1=Yes
Routing: Go to A2CREDITS

~~~~~~

Screen: A2CREDITS
Wording: Are students in grades 9 through 11 at [school name] required to earn a certain number or type of credits to be academically promoted to the next grade?
Item: A2CREDITS
1=Yes
0=No
Routing: If school does not require a certain number or type of credits for academic promotion skip to A29ACSTG. Otherwise, go to A29REPET.

~~~~~~

Screen: A29REPET
Wording: What percentage of [school name]'s 2009-2010 11th grade class did not accumulate enough credits to be promoted to 12th grade academic status?
Item: A29REPET
Item Wording: |% (Please round to the nearest whole number.)
Routing: go to A29ACSTG

~~~~~~

Screen: A29ACSTG
Wording: Does your high school offer any of the following programs to assist 11th graders who are struggling academically?
Item: A2STRSUM
Item Wording: Summer program after 11th grade that provides supplemental instruction
1=Yes
0=No

Item: A2STRSML
Item Wording: Small learning communities or Achievement Academies for over-aged students who have not met criteria for promotion to 12th grade
1=Yes
0=No
Item: A2STRCOM
Item Wording: Small learning communities or academies separate from the rest of the school that have double-block or extended-block scheduling
1=Yes
0=No
Item: A2STRCAT
Item Wording: Catch-up courses
1=Yes
0=No
Item: A2STRDD
Item Wording: "Double-dosing" of classes
1=Yes
0=No
Item: A2STRSS
Item Wording: Classes in study skills
1=Yes
0=No
Item: A2STRPD
Item Wording: Specific professional development, coaches, or technical assistance for teachers working with struggling 11th graders
1=Yes
0=No
Item: A2STRTUT
Item Wording: Tutoring
1=Yes
0=No
Item: A2STROTH
Item Wording: Other (Please specify)
1=Yes
0=No
Item: A2STROTH_other
Item Wording: Please specify
Routing: If school has any program to assist 11th graders who are struggling academically then go to A29ASIST. Otherwise, skip to A29RTRN.
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Item: A2NSTAR
Item Wording: Absentee record
1=Yes
0=No
Item: A2NSTAP
Item Wording: Having poor or failing grades
1=Yes
0=No
Item: A2NSTBEH
Item Wording: Insufficient credits for promotion to 12th grade
1=Yes
0=No
Item: A2NSTDP
Item Wording: Having disciplinary problems
1=Yes
0=No
Item: A2NSTTR
Item Wording: Teacher's referral
1=Yes
0=No
Item: A2NSTCR
Item Wording: Counselor's referral
1=Yes
0=No
Item: A2NSTPR
Item Wording: Parental request
1=Yes
0=No
Item: A2SSTSR
Item Wording: Student request
1=Yes
0=No
Item: A2NSTELEC
Item Wording: Electronic grading systems that identify failing students early in a term
1=Yes
0=No
Item: A2NSTNON
Item Wording: Another way (Please specify)
1=Yes
0=No
Item: A2NSTNON_other
Item Wording: Please specify
Routing: Go to A29RTRN

~~~~~~

Screen: A29RTRN
Wording: What percentage of 11th graders at [school name] in September of 2009 returned to [school name] in September of 2010?
Item: A29RTRN
Item Wording: |% (Please round to the nearest whole number.)
Item: A29RTRN_B
1=Yes
0=No
Item: A29RTRN_C
Routing: If school is an alternative school then go to A2PROOFF.
Otherwise go to A2TRNALT.

~~~~~~

Screen: A2TRNALT
Wording: What percentage of students attending [school name] in the 2009-2010 school year were transferred to an alternative program or alternative school (such as a program that addresses the needs of students who are at risk for dropping out or a school that offers a curriculum designed to provide nontraditional education)?
Item: A2TRNALT
Item Wording: |% (Please round to the nearest whole number. Enter '0' if none.)

~~~~~~

Screen: A2PROOFF
Wording: Which of the following programs or courses does [school name] offer on-site?
Item: A2PROALT
Item Wording: Alternative program (such as a program that addresses the needs of students who are at risk for dropping out of high school)
1=Yes
0=No
Item: A2PRODR
Item Wording: Dropout prevention program that is not part of an alternative program
1=Yes
0=No
Item: A2PRAP
Item Wording: College Board Advanced Placement (AP) courses
1=Yes
0=No
Item: A2PRSS
Item Wording: Programs to develop student study skills (such as AVID)
1=Yes
0=No
Item: A2PRCHILD
Item Wording: Childcare services
1=Yes
0=No
Routing: go to A2PCTSB2
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Screen: A2PCTSB2
Wording: What percentage of [school name]'s students in grades 9 through 12 are enrolled in the following programs and courses either at [school name] or off-site?
Item: A2ALTED
Item Wording: An alternative program such as a program that addresses the needs of students who are at risk for dropping out of high school | %
Item: A2DROPRE
Item Wording: A dropout prevention program that is not part of an alternative program | %
Item: A2CBAP
Item Wording: College Board Advanced Placement (AP) courses | %
Item: A2IBP
Item Wording: An International Baccalaureate program? | %
Routing: go to A2ACHIEVEIS

~~~~~~

Screen: A2ACHIEVEIS
Wording: Approximately what percentage of students in grades 9 through 12 in [school name] were recognized at some time during the 2009-2010 school year for their academic achievement (excluding athletics and performing arts) using the following types of acknowledgments?
Item: A2ACHIEVE_CH_1
Item Wording: Percent
Item: A2ACHIEVE_CH_2
Item Wording: Does Not Use
Item: A2ACHIEVE_R_1_1
Item Wording: In-school, public acknowledgment such as an assembly where the student appears on stage to receive awards or a posting of the honor roll
1=0%
2=1 - 2%
3=3 - 5%
4=6 - 10%
5=11 - 15%
6=16 - 25%
7=26 - 50%
8=51 - 75%
9=76 - 100%
Item: A2ACHIEVE_R_1_2
Item: A2ACHIEVE_R_2_1
Item Wording: Out-of-school, public acknowledgment such as an announcement in a community newspaper or media
Item: A2ACHIEVE_R_2_2
Item: A2ACHIEVE_R_3_1
Item Wording: Private acknowledgment such as a certificate or letter of congratulation that was mailed to the student
Item: A2ACHIEVE_R_3_2
Routing: Go to A2ENCINS

~~~~~~

Screen: A2ENCINS
Wording: Does your school do any of the following to raise high school students' interest and achievement in math or science?
Item: A2ENC1
Item Wording: Hold school-wide math or science fairs, workshops, or competitions
1=Yes
0=No
Item: A2ENC2
Item Wording: Partner with community colleges or universities that offer math or science summer programs or camps for high school students
1=Yes
0=No
Item: A2ENC5
Item Wording: Pair students with mentors in math or science
1=Yes
0=No
Item: A2ENC6
Item Wording: Bring in guest speakers to talk to students about math or science
1=Yes
0=No
Item: A2ENC7
Item Wording: Take students on math- or science-relevant field trips
1=Yes
0=No
Item: A2ENC8
Item Wording: Tell students about regional or state math or science contests, web sites, blogs, or programs (such as a 21st Century Community Learning Center program or Girls Incorporated Operation SMART)
1=Yes
0=No
Item: A2ENC4
Item Wording: Require teacher professional development in how students learn math or science
1=Yes
0=No
Item: A2ENC4A
Item Wording: Require teacher professional development in increasing student interest in math or science
1=Yes
0=No
Routing: go to A2GRADREQ
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Screen: A2GRADREQ
Wording: In each of the following subjects, how many years of coursework are required to meet high school graduation requirements in [school name]?
Please answer with the graduating class of 2012 in mind.
Item: A2GRADREQ1
Item Wording: English
2=Not required
3=Less than 1 year
4=1 to less than 2 years
5=2 to less than 3 years
6=3 to less than 4 years
7=4 years
1=Not offered
Item: A2GRADREQ2
Item Wording: Mathematics
2=Not required
3=Less than 1 year
4=1 to less than 2 years
5=2 to less than 3 years
6=3 to less than 4 years
7=4 years
1=Not offered
Item: A2GRADREQ3
Item Wording: Science
2=Not required
3=Less than 1 year
4=1 to less than 2 years
5=2 to less than 3 years
6=3 to less than 4 years
7=4 years
1=Not offered
Item: A2GRADREQ4
Item Wording: History or social studies
2=Not required
3=Less than 1 year
4=1 to less than 2 years
5=2 to less than 3 years
6=3 to less than 4 years
7=4 years
1=Not offered
Item: A2GRADREQ5
Item Wording: Computer education
2=Not required
3=Less than 1 year
4=1 to less than 2 years
~~~~~~

5=2 to less than 3 years
6=3 to less than 4 years
7=4 years
1=Not offered

Item: A2GRADREQ6
Item Wording: Foreign language
2=Not required
3=Less than 1 year
4=1 to less than 2 years
5=2 to less than 3 years
6=3 to less than 4 years
7=4 years
1=Not offered

Item: A2GRADREQ7
Item Wording: Fine arts such as art, music, dance, or theater
2=Not required
3=Less than 1 year
4=1 to less than 2 years
5=2 to less than 3 years
6=3 to less than 4 years
7=4 years
1=Not offered

Item: A2GRADREQ8
Item Wording: Physical education and health
2=Not required
3=Less than 1 year
4=1 to less than 2 years
5=2 to less than 3 years
6=3 to less than 4 years
7=4 years
1=Not offered

Routing: Go to A2GRADCOL

~~~~~~

Screen: A2GRADCOL
Wording: For a high school diploma, are [school name]'s requirements for graduation less than, equal to, or more than the requirements for entry into a state supported 4-year college in your state?
Please answer with the graduating class of 2012 in mind.

Item: A2GRADCOL1
Item Wording: English
1=Less than
2=Equal to
3=More than
4=Do not know
~~~~~~

Item: A2GRADCOL2
Item Wording: Mathematics
1=Less than
2=Equal to
3=More than
4=Do not know
Item: A2GRADCOL3
Item Wording: Science
1=Less than
2=Equal to
3=More than
4=Do not know
Item: A2GRADCOL4
Item Wording: History or social studies
1=Less than
2=Equal to
3=More than
4=Do not know
Item: A2GRADCOL5
Item Wording: Computer education
1=Less than
2=Equal to
3=More than
4=Do not know
Item: A2GRADCOL6
Item Wording: Foreign language
1=Less than
2=Equal to
3=More than
4=Do not know
Item: A2GRADCOL7
Item Wording: Fine arts such as art, music, dance, or theater
1=Less than
2=Equal to
3=More than
4=Do not know
Item: A2GRADCOL8
Item Wording: Physical education and health
1=Less than
2=Equal to
3=More than
4=Do not know
Routing: Go to A212LAST

~~~~~~

Screen: A212LAST
Wording: What percentage of last year's 12th-grade class...
(Please round your answers to whole numbers and answer '0' if there are no students in a category.)
Item: A212LAST_CH_1
Item Wording: Percent
Item: A212LAST_R_1_1
Item Wording: entered higher education programs (4-year Bachelor's degree-granting colleges, 2-year Associates degree-granting colleges, or trade or technical institutes)?
Item: A212LAST_R_2_1
Item Wording: entered the labor market?
Item: A212LAST_R_3_1
Item Wording: joined the military?
Item: A212LAST_R_4_1
Item Wording: returned to complete high school courses in order to have enough credits to graduate?
Item: A212LAST_R_5_1
Item Wording: did something else?
Item: A212LAST_R_6_1
Item Wording: pursued activities that are unknown to the school?
Routing: go to A2SOURCE

~~~~~~

Screen: A2SOURCE
Wording: Does your school use any of the following information sources to determine what students do after high school?
Item: A2SOURCE1
Item Wording: Student survey
1=Yes
0=No
Item: A2SOURCE2
Item Wording: Statewide Longitudinal Data System
1=Yes
0=No
Item: A2SOURCE3
Item Wording: National Student Clearinghouse
1=Yes
0=No
Item: A2SOURCE4
Item Wording: Another source (Please specify)
1=Yes
0=No
Item: A2SOURCE4_other
Item Wording: Please specify
Routing: Go to A2CINTRO

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Section C: Teachers

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Screen: A2CINTRO
Wording: Now we would like to ask you some questions about [school name]'s teachers for grades 9 through 12. Some questions may request information that is time-consuming to report with exact numbers. For those questions, informed estimates are acceptable.
Routing: go to A2FTPT

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Screen: A2FTPT
Wording: How many high school teachers work full-time and how many high school teachers work part-time at [school name]? Please give your best estimate. If a teacher works full-time in [school name], but divides his or her time between subject areas, count that teacher as part-time in each subject area.
Item: A2FTPTF
Item Wording: | full-time teachers
Item: A2FTPTP
Item Wording: | part-time teachers
Routing: Go to A2NUMTCH

~~~~~~

Screen: A2NUMTCH
Wording: Of the [A2FTPTF] full-time [and [A2FTPTP] part-time] teachers that instruct high school students at [school name], how many teach in each of the following subject areas? Please give your best estimate. [If a teacher works full-time in your high school, but divides his or her time between subject areas, count that teacher as part-time in each subject area.]
Item: A2MATHFT
Item Wording: Math (full-time)|
Item: A2MATHPT
Item Wording: Math (part-time)|
Item: A2SCIFT
Item Wording: Science (full-time)|
Item: A2SCIPT
Item Wording: Science (part-time)|
Item: A2OTHFT
Item Wording: All other subjects (full-time)|
Item: A2OTHPT
Item Wording: All other subjects (part-time) |
Item: A2NUMTCHPT
Item Wording: Part-time
Item: A2NUMTCHFT
Item Wording: Full-time
Routing:
If the school has at least one math teacher (full-time or part-time) or no response for math teachers, go to A2MTCERT.
Otherwise, if school has no math teachers (full- or part-time) skip to A2SCCERT.

~~~~~~

Screen: A2MTCERT
Wording: Of the [[# of FT math teachers] full-time and [# of PT math teachers] part-time/[# of FT math teachers] full-time/[# of PT math teachers] part-time] high school math teachers in [school name], how many are certified by your state to teach math at the secondary school (9-12) level?
Item: A2MTCRT1
Item Wording: | certified full-time high school math teachers
Item: A2MTCRT2
Item Wording: | certified part-time high school math teachers
Routing: go to A2SCCERT.

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Screen: A2SCCERT
Wording: Of the [[# of FT science teachers] full-time and [# of PT science teachers] part-time/[# of FT science teachers] full-time/[# of PT science teachers] part-time] high school science teachers in your school, how many are certified by your state to teach science at the secondary school (9-12) level?
Item: A2SCCRT1
Item Wording: | certified full-time high school science teachers
Item: A2SCCRT2
Item Wording: | certified part-time high school science teachers
Routing: Go to A2MTABS

~~~~~~

Screen: A2MTHABS
Wording: What percentage of [school name]'s high school teachers are absent on an average day?
Item: A2MTHABS
Item Wording: | % teachers absent
Routing: go to A2MTNORT

~~~~~~

Screen: A2MTNORT
Wording: How many full-time high school math teachers who taught in [school name] last year (2009-2010), did not return to teach high school math students at [school name] this year (2010-2011)?
Item: A2MTNORT
Item Wording: | math teachers (Please enter 0 if all high school math teachers returned this school year.)
Routing: go to A2MATVC

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Screen: A2MATVC
Wording: For the 2010-2011 school year, how easy or difficult was it to fill the teaching vacancies in the high school mathematics department in [school name]?
~~~~~~

Item: A2MATVC
1=Easy
2=Somewhat difficult
3=Very difficult
4=You could not fill the vacancies in the math department
5=There were no vacancies in the math department
Routing: go to A2MBONUS

~~~~~~

Screen: A2MBONUS
Wording: Does your school or district offer signing bonuses or incentives such as monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school math teachers?
Item: A2MBONUS
1=Yes
0=No
Routing: go to A2SCNORT

~~~~~~

Screen: A2SCNORT
Wording: How many full-time high school science teachers who taught in [school name] last year (2009-2010), did not return to teach high school science students at [school name] this year (2010-2011)?
Item: A2SCNORT
Item Wording: | science teachers (Please enter 0 if all high school science teachers returned this school year.)
Routing: go to A2SCIVC

~~~~~~

Screen: A2SCIVC
Wording: How easy or difficult was it to fill the high school teaching vacancies in the high school science department in [school name]?
Item: A2SCIVC
1=Easy
2=Somewhat difficult
3=Very difficult
4=You could not fill the vacancies in the science department
5=There were no vacancies in the science department
Routing: go to A2SBONUS

~~~~~~

Screen: A2SBONUS
Wording: Does your school or district offer signing bonuses or incentives such as monetary bonuses, tuition aid, or tuition tax credits to attract qualified full-time high school science teachers?
Item: A2SBONUS
1=Yes
0=No
Routing: go to A2SUPPORT

~~~~~~

Screen: A2SUPPORT
Wording: Which of the following kinds of support does your school provide to new high school math and science teachers?
Item: A2SUPPORT1
Item Wording: Formal new teacher induction program
1=Yes
2=No
3=Don't know
Item: A2SUPPORT2
Item Wording: Reduced teaching schedule or number of preparations
1=Yes
2=No
3=Don't know
Item: A2SUPPORT3
Item Wording: Common planning time with other math and science teachers
1=Yes
2=No
3=Don't know
Item: A2SUPPORT4
Item Wording: Seminars or classes for beginning teachers
1=Yes
2=No
3=Don't know
Item: A2SUPPORT5
Item Wording: Extra classroom assistance such as teacher assistants or teacher aides
1=Yes
2=No
3=Don't know
Item: A2SUPPORT6
Item Wording: Regular supportive communication with principals, other administrators, or department chair
1=Yes
2=No
3=Don't know
Item: A2SUPPORT7
Item Wording: Ongoing guidance or feedback from a master or mentor teacher in the same subject area
1=Yes
2=No
3=Don't know
~~~~~~

Item: A2SUPPORT8
Item Wording: Ongoing guidance or feedback from a master or mentor teacher in a different subject area
1=Yes
2=No
3=Don't know
Item: A2SUPPORT9
Item Wording: Opportunities to attend subject-specific professional development
1=Yes
2=No
3=Don't know
Item: A2SUPPORT10
Item Wording: Opportunities to attend non-subject-specific professional development
1=Yes
2=No
3=Don't know
Item: A2SUPPORT11
Item Wording: Other (Please specify)
1=Yes
2=No
3=Don't know
Item: A2SUPPORT11_other
Routing: If T_WHO = 'P', Go to A2DINTRO

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Screen: A2DESIGNEE
Wording: On behalf of the U.S. Department of Education, thank you for your time and cooperation. We greatly appreciate your participation in this study.
Please 'Logoff' now and ask your school's principal to complete the final section of questions.

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Section D: Opinions and Background

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Screen: A2DINTRO
Wording: THIS SECTION SHOULD ONLY BE COMPLETED BY THE SCHOOL PRINCIPAL.
This section of the interview asks about your opinions and background.
Routing: If a school does not have any full-time math teachers then skip to A2SCOPS.
If a school only has one full-time math teacher then skip to the radio-button version of this form on A2MTOPS2.
If the school has more than one full-time math teacher then go to A2MTOPS.

~~~~~~

Screen: A2MTOPS
Wording: For the 2010-2011 school year, how many [of the [# of FT math teachers]/blank] full-time math teachers currently teaching in grades 9 through 12 in [school name] would you put in the following categories, based on your overall opinion of their teaching ability?
([Your answers should sum to [# of FT math teachers]. /blank] If none of your full-time math teachers fall into a certain category, please enter '0'.)

Item: A2MTOPS1

Item Wording: | Outstanding teachers (These teachers; levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They make excellent examples to other teaching faculty members.)

Item: A2MTOPS2

Item Wording: | Good teachers (These teachers; levels of skills, knowledge, and professionalism make them successful teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.)

Item: A2MTOPS3

Item Wording: | Fair teachers (These teachers only exert the effort necessary to get the job done in the classroom. They do an adequate job but are not exemplars for other teachers. They could potentially improve with proper on-the-job training or coaching.)

Item: A2MTOPS4

Item Wording: | Unsatisfactory teachers (These teachers have levels of skills, knowledge, and professionalism that are inadequate, and they do not belong in the teaching profession.)

Item: A2MCOPSSUM

Item Wording: TOTAL:

Routing: Go to A2SCOPS

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Screen: A2MTOPS2

Wording: For the 2010-2011 school year, how would you categorize your 1 full-time math teacher currently teaching in grades 9 through 12 in [school name], based on your overall opinion of his or her teaching ability?

Item: A2MTOPS5

1= Unsatisfactory teachers (These teachers have levels of skills, knowledge, and professionalism that are inadequate, and at they do not belong in the teaching profession.)

2= Fair teachers (These teachers only exert the effort necessary to get the job done in the classroom. They do an adequate job but are not exemplars for other teachers. They could potentially improve with proper on-the-job training or coaching.)

3= Good teachers (These teachers' levels of skills, knowledge, and professionalism make them successful teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.)

4= Outstanding teachers (These teachers' levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They make excellent examples to other teaching faculty members.)

Routing: Go to A2SCOPS

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Screen: A2SCOPS

Wording: For the 2010-2011 school year, how many [of the [# of FT science teachers]/blank] full-time science teachers currently teaching in grades 9 through 12 in [school name] would you put in the following categories, based on your overall opinion of their teaching ability? ([Your answers should sum to [# of FT science teachers]. /blank]If none of your full-time science teachers fall into a certain category, please enter '0'.)

Item: A2SCOPS1

Item Wording: | Outstanding teachers (These teachers; levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They make excellent examples to other teaching faculty members.)

Item: A2SCOPS2

Item Wording:

| Good teachers (These teachers; levels of skills, knowledge, and professionalism make them successful teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.)

Item: A2SCOPS3

Item Wording:

| Fair teachers (These teachers only exert the effort necessary to get the job done in the classroom. They do an adequate job but are not exemplars for other teachers. They could potentially improve with proper on-the-job training or coaching.)

Item: A2SCOPS4

Item Wording:

| Unsatisfactory teachers (These teachers have levels of skills, knowledge, and professionalism that are inadequate, and they do not belong in the teaching profession.)

Item: A2SCOPSSUM

Item Wording: TOTAL:

Routing: Go to A2SCOP_METH

~~~~~~

Screen: A2SCOPS2

Wording: For the 2010-2011 school year, how would you categorize your 1 full-time science teacher currently teaching in grades 9 through 12 in [school name], based on your overall opinion of his or her teaching ability?

Item: A2SCOPS5

1= Unsatisfactory teachers (These teachers have levels of skills, knowledge, and professionalism that are inadequate, and at they do not belong in the teaching profession.)

2= Fair teachers (These teachers only exert the effort necessary to get the job done in the classroom. They do an adequate job but are not exemplars for other teachers. They could potentially improve with proper on-the-job training or coaching.)

3= Good teachers (These teachers' levels of skills, knowledge, and professionalism make them successful teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.)

4= Outstanding teachers (These teachers' levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They make excellent examples to other teaching faculty members.)

Routing: Go to A2SCOP_METH

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Screen: A2SCOP_METH

Wording: We would like to know if you had any difficulty understanding or answering the previous [question/questions] so that we may improve [it/them] 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/questions]? (The [question/questions] are shown below for your reference.)
Item: A2SCOP_METH
1=Yes
0=No
Item: A2SCOP_METH_OTHER
Item Wording: Please describe any difficulty you had:
Item: A2SCOP_LABEL
Item Wording:
For the 2010-2011 school year, how many of the full-time math/science teachers currently teaching in grades 9 through 12 in your high school would you put in the following categories, based on your overall opinion of their teaching ability?
Outstanding teachers (These teachers' levels of skills, knowledge, and professionalism are exceptional. You would easily nominate them for teaching awards due to their performance in the classroom. They make excellent examples to other teaching faculty members.)
Good teachers (These teachers' levels of skills, knowledge, and professionalism make them successful teachers in the classroom. You are glad to have them as part of your faculty, but they are not at the very top of teachers for their grade and subject.)
Fair teachers (These teachers only exert the effort necessary to get the job done in the classroom. They do an adequate job but are not
Routing: Go to A2STPROB
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Item: A2STPB5
Item Wording: Students dropping out
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem

Item: A2STPB6
Item Wording: Student apathy
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem

Item: A2STPB7
Item Wording: Lack of parental involvement
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem

Item: A2STPB9
Item Wording: Students come to school unprepared to learn
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem

Item: A2STPB10
Item Wording: Poor student health
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem

Item: A2STPB8
Item Wording: Lack of resources and materials for teachers
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem

Routing: Go to A2PROB1

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Screen: A2PROB1
Wording: To the best of your knowledge how often do the following types of problems occur at [school name]?
~~~~~~

Item: A2SCPPC
Item Wording: Physical conflicts among students
1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens
Item: A2SCPVA
Item Wording: Robbery or theft
1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens
Item: A2SCPUA
Item Wording: Vandalism
1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens
Item: A2SCPID
Item Wording: Student use of illegal drugs while at school
1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens
Item: A2SCPDA
Item Wording: Student use of alcohol while at school
1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens
Item: A2SCPDR
Item Wording: The sale of drugs on the way to or from school or on school grounds
1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens
Routing: go to A2PROB2

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Screen: A2PROB2
Wording: (continued from previous screen)
~~~~~~

To the best of your knowledge how often do the following types of problems occur at [school name]?

Item: A2SCPWE

Item Wording: Student possession of weapons

1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens

Item: A2SCPPA

Item Wording: Physical abuse of teachers

1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens

Item: A2SCPRT

Item Wording: Student racial tensions

1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens

Item: A2SCPBU

Item Wording: Student bullying

1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens

Item: A2SCVAT

Item Wording: Student verbal abuse of teachers

1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens

Item: A2SCPMS

Item Wording: Student in-class misbehavior

1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens

Item: A2SCPDI
Item Wording: Student acts of disrespect for teachers
1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens
Item: A2SCPGA
Item Wording: Student gang activities
1=Daily
2=At least once a week
3=At least once a month
4=On occasion
5=Never happens
Routing: go to A2PRISEX

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Screen: A2PRISEX
Wording: What is your sex?
Item: A2PRISEX
1=Male
2=Female
Routing: go to A2PRHISP

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Screen: A2PRHISP
Wording: Are you of Hispanic or [Latino/Latina] origin?
Item: A2PRHISP
1=Yes
0=No
Routing: go to A2PRRACE

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Screen: A2PRRACE
Wording: [In addition to learning about your Hispanic background, we would also like to know about your racial background.]
What is your race?
Item: A2PRRCW
Item Wording: White
0=No
1=Yes
Item: A2PRRCB
Item Wording: Black or African American
0=No
1=Yes
Item: A2PRRCA
Item Wording: Asian
0=No
1=Yes
~~~~~~

Item: A2PRRCNA
Item Wording: Native Hawaiian or other Pacific Islander
0=No
1=Yes
Item: A2PRRCAI
Item Wording: American Indian or Alaska Native
0=No
1=Yes
Routing: go to A2HIDEG.

~~~~~~

Screen: A2HIDEG
Wording: What is the highest degree you have earned?
Item: A2HIDEG
1=You do not have a degree
2=Associate's degree
3=Bachelor's degree
4=Master's degree
5=Educational Specialist diploma
6=Ph.D., Ed.D., M.D., law degree, or other high level professional degree
Routing: If principal has a postsecondary degree, go to A2GRAD.
Otherwise, if no response, skip to A2DEGREE.
Otherwise, skip to A2PRMANG.

~~~~~~

Screen: A2GRAD
Wording: What was your major field of study for your [highest degree] ?
(Please type your major in the space below and click on 'Search for major.' Do not enter abbreviations.)
Item: A2GRMAJ
Item: A2GRSPE
Item: A2GRGEN
Item: A2GRAST
Routing: If principal has a Master's degree or higher go to A2DEGREE.
Otherwise, skip to A2DEGREE.

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Screen: A2DEGREE
Wording: What was your major field of study for your Bachelor's degree?
(Please type your major in the space below and click on 'Search for Major.' Do not enter abbreviations.)
Item: A2MAJR
Item: A2MAJSPE
Item: A2MAJGEN
Item: A2MAJAST
Routing: go to A2PRMANG
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Screen: A2PRMANG
Wording: Before you became a principal, did you have any management experience outside of the field of education?
Item: A2PRMANG
1=Yes
0=No
Routing: go to A2TRAIN

~~~~~~

Screen: A2TRAIN
Wording: How much training, if any, have you received in each of the following areas? If you have received training in more than one way in a particular area, please choose the type of training that required the most hours.
Item: A2TRAIN1
Item Wording: School law
1=No training
2=Topic of a workshop or seminar
3=Part of a college course
4=An entire college course
5=Two or more college courses
Item: A2TRAIN2
Item Wording: Fiscal management
1=No training
2=Topic of a workshop or seminar
3=Part of a college course
4=An entire college course
5=Two or more college courses
Item: A2TRAIN3
Item Wording: Long-range planning
1=No training
2=Topic of a workshop or seminar
3=Part of a college course
4=An entire college course
5=Two or more college courses
Item: A2TRAIN4
Item Wording: Physical plant management
1=No training
2=Topic of a workshop or seminar
3=Part of a college course
4=An entire college course
5=Two or more college courses
Item: A2TRAIN5
Item Wording: Managing personnel
1=No training
2=Topic of a workshop or seminar
3=Part of a college course

4=An entire college course
5=Two or more college courses

Item: A2TRAIN6
Item Wording: Instructional leadership
1=No training
2=Topic of a workshop or seminar
3=Part of a college course
4=An entire college course
5=Two or more college courses

Item: A2TRAIN7
Item Wording: Data-driven decision making
1=No training
2=Topic of a workshop or seminar
3=Part of a college course
4=An entire college course
5=Two or more college courses

Item: A2TRAIN_B
1=Yes
0=No

Item: A2TRAIN_C
Routing: Go to A2PRALT

~~~~~~

Screen: A2PRALT
Wording: Did you become a principal through an alternative principal preparation program, such as New Leaders for New Schools?
Item: A2PRALT
1=Yes
0=No
Routing: go to A2PRCERT.

~~~~~~

Screen: A2PRCERT
Wording: Are you currently certified as a principal in your state?
Item: A2PRCERT
1=Yes
0=No
Routing: go to A2PRSRVA.

~~~~~~

Screen: A2PRSRVA
Wording: Including this school year, how many years have you served as the principal of [school name] or any other school?
Item: A2PRSRVA
Item Wording: | years
Routing: If principal has one year of teaching experience skip to A2PRCURT.
Otherwise go to A2PRSRVS
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~~~~~~

Screen: A2PRSRVS
Wording: Including this school year, how many years have you served as the principal of [school name] ?
Item: A2PRSRVS
Item Wording: | years
Routing: Go to A2PRCURT

~~~~~~

Screen: A2PRCURT
Wording: In addition to serving as principal, are you currently teaching at [school name]?
Item: A2PRCURT
1=Yes
0=No
Routing: Go to A2EXPTCH.

~~~~~~

Screen: A2EXPTCH
Wording: [Including this school year, how /How] many years of middle school and high school teaching experience do you have?
(Please enter '0' if you have no teaching experience at a level.)
Item: A2PRTMI
Item Wording: Middle school (grades 6-8)| years
Item: A2PRTSEC
Item Wording: High school (grades 9-12) | years
Routing: If principal has experience teaching at the middle school or high school level go to A2SUBJECT.
Otherwise go to END

~~~~~~

Screen: A2SUBJECT
Wording: What is the main subject that you [teach/taught]?
Item: A2SUBJECT
1=English
2=Math
3=History or social science
4=Natural or physical sciences
5=Foreign languages
6=Physical education
7=Career, technical or vocational education
8=Business
9=Other subject
Item: A2SUBJECT_OTHER
Item Wording: Please specify
Routing: Go to END;

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Counselor

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Section A: Staffing and Practices

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Screen: C2AINTRO
Wording: First we have some questions about staffing and common practices in the counseling department of [school name]. Unless otherwise noted, please answer all questions based on the 2010-2011 school year.
Routing: Go to C2NUMCSL.

~~~~~~

Screen: C2NUMCSL
Wording: Including yourself, how many full-time and how many part-time counselors work with high school students at [school name]? (If you share a counselor with another school, please count that counselor as part-time. If you have no full-time counselors, or have no part-time counselors, please enter '0' in the appropriate textbox.)
Item: C2NUMCSF
Item Wording: | full-time counselor(s)
Item: C2NUMCSP
Item Wording: | part-time counselor(s)
Routing: If the number of full-time and part-time counselors are both 0 or missing, go to C2HSCOUN
Otherwise, go to C2PERCSL.

~~~~~~

Screen: C2HSCOUN
Wording: Are you a counselor who works with high school students at [school name]?
Item: C2HSCOUN
1=Yes
0=No
Routing: If counselor works with high school students (1) then go to C2NUMCSL.
If counselor does not work with high school students then go to C2INELIG.

~~~~~~

Screen: C2INELIG
Wording: Thank you very much for taking the time to start this interview. Unfortunately, because this survey was designed for counselors who work with high school students, you may not be eligible to participate. We will be in touch with you if follow-up is needed. Thank you. (If you are a high school counselor at [school name] please use the "Previous" button to back up and then answer "Yes.")
Routing: Stay on this screen unless the user clicks the 'Previous' button

~~~~~~

Screen: C2PERCSL
Wording: On average, what is the caseload for a counselor in your school?
Item: C2PERCSL
Item Wording: |students per counselor
Routing: Go to C2ASSIGN.

~~~~~~

Screen: C2ASSIGN
Wording: Which of the following best describes how counselors are assigned to students at your school? Would you say counselors are assigned...
Item: C2ASSIGN
1=to all students at this school
2=to a specific grade level such as a 9th grade counselor
3=to an incoming class of 9th graders and remain with them throughout their high school years such as a counselor for the class of 2014
4=to a group of students whose last names fall within a slice of the alphabet such as all students with last names from "A to D"
5=to small learning communities such as schools-within-a-school, pods, and houses, or
6=in another way?
Item: C2ASSIGN_Other
Item Wording: (Please specify)
Routing: Go to C2MEET.

~~~~~~

Screen: C2MEET
Wording: On average, how often do counselors at [school name] meet one-on-one with a typical student from each of the following groups?
Item: C2MHIACHV
Item Wording: High-achieving students
1=Never
2=Weekly
3=Monthly
4=Quarterly
6=Once each semester
7=Once each year
Item: C2MAVGACHV
Item Wording: Average students
1=Never
2=Weekly
3=Monthly
4=Quarterly
5=Once each semester
6=Once each year
Item: C2MLOWACHV
Item Wording: Struggling students
1=Never
2=Weekly
3=Monthly
4=Quarterly
5=Once each semester
6=Once each year

Item: C2MEET_B
1=Yes
0=No
Item: C2MEET_C
Routing: Go to C2STAFF.
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Item: C2CLPREP
Item Wording: selecting courses and programs that will help them succeed in college?
1=Yes
0=No
Item: C2CLSPREP
Item Wording: college selection?
1=Yes
0=No
Item: C2CLAPREP
Item Wording: college applications?
1=Yes
0=No
Item: C2JBPREP
Item Wording: preparation for the workplace?
1=Yes
0=No
Item: C2JBPPREP
Item Wording: placement into the workforce?
1=Yes
0=No
Routing: if only one counselor at the school then go to C2KNOWALT;
Else go to C2KNOW.

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Screen: C2KNOW
Wording: Of the [T_C2NUMCSL] counselors at your school, how many are knowledgeable about...
(Please give your best estimate for each item below, and enter '0' where applicable.)
~~~~~~

Item: C2KNOW1
Item Wording: the college application process?
Item: C2KNOW2
Item Wording: the financial aid application process?
Item: C2KNOW3
Item Wording: opportunities and eligibility requirements for scholarships?
Item: C2KNOW4
Item Wording: college entrance tests?
Item: C2KNOW5
Item Wording: college entrance requirements?
Item: C2KNOW6
Item Wording: costs of attending a state university?
Item: C2KNOW7
Item Wording: costs of attending a private or out-of-state university?
Item: C2KNOW8
Item Wording: local labor market demand?
Item: C2KNOW9
Item Wording: employers' skill needs?
Item: C2KNOW10
Item Wording: employers' hiring processes?
Routing: Go to C2BINTRO.

~~~~~~

Screen: C2KNOWALT
Wording: Are you knowledgeable about...
Item: C2KNOWALT1
Item Wording: the college application process?
1=Yes
0=No
Item: C2KNOWALT2
Item Wording: the financial aid application process?
1=Yes
0=No
Item: C2KNOWALT3
Item Wording: opportunities and eligibility requirements for scholarships?
1=Yes
0=No
Item: C2KNOWALT4
Item Wording: college entrance tests?
1=Yes
0=No
Item: C2KNOWALT5
Item Wording: college entrance requirements?
1=Yes
0=No
~~~~~~

Item: C2KNOWALT6
Item Wording: costs of attending a state university?
1=Yes
0=No
Item: C2KNOWALT7
Item Wording: costs of attending a private or out-of-state university?
1=Yes
0=No
Item: C2KNOWALT8
Item Wording: local labor market demand?
1=Yes
0=No
Item: C2KNOWALT9
Item Wording: employers' skill needs?
1=Yes
0=No
Item: C2KNOWALT10
Item Wording: employers' hiring processes?
1=Yes
0=No
Routing: go to C2BINTRO.

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Section B: Programs and Support

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Screen: C2BINTRO
Wording: Now we have some questions about programs and supports offered by your school during the 2010-11 school year.
Routing: Go to C2HSPLAN.

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Screen: C2HSPLAN
Wording: Are students in your high school required to have a written career or education plan?
Item: C2HSPLAN
1=Yes, a combined career and education plan
2=Yes, a career plan only
3=Yes, an education plan only
4=Neither a career plan nor an education plan
Routing: If required to have career/educational plan (1, 2 or 3) go to C2REVISE.
Else go to C2GATE.

~~~~~~

Screen: C2REVISE
Wording: When are [T_PlanFill] plans revised?
Item: C2REVISE1
Item Wording: Every year
1=Yes
0=No

Item: C2REVISE2
Item Wording: When warranted by student grades
1=Yes
0=No
Item: C2REVISE3
Item Wording: Upon student request
1=Yes
0=No
Item: C2REVISE4
Item Wording: Upon parent or guardian request
1=Yes
0=No
Item: C2REVISE6
Item Wording: Another time (Please specify)
1=Yes
0=No
Item: C2REVISE6_other
Item Wording: Please specify:
Routing: Go to C2EDPLANSH.

~~~~~~

Screen: C2EDPLANSH
Wording: Does your school share students' [T_PlanFill] plans with their parents or guardians?
Item: C2EDPLANSH
1=Yes
0=No
Routing: if C2EDPLANSH = yes then go to C2EDPLAN;
Else go to C2USAGE.

~~~~~~

Screen: C2EDPLAN
Wording: When does your school share students' [T_PlanFill] plans with their parents or guardians?
Item: C2EDPLAN1
Item Wording: When the plans are developed
1=Yes
0=No
Item: C2EDPLAN2
Item Wording: When the plans are revised
1=Yes
0=No
Item: C2EDPLAN3
Item Wording: During students' 12th grade year of high school
1=Yes
0=No
Item: C2EDPLAN4
Item Wording: Upon student request
1=Yes

0=No
Item: C2EDPLAN5
Item Wording: Upon parent or guardian request
1=Yes
0=No
Item: C2EDPLAN6
Item Wording: The plans are shared at another time (Please specify)
1=Yes
0=No
Item: C2EDPLAN6_other
Item Wording: Please specify:
Routing: Go to C2USAGE.
~~~~~~
Screen: C2USAGE
Wording: How are students' [T_PlanFill] plans used?
Item: C2USAGE1
Item Wording: Selecting high school courses
1=Yes
0=No
Item: C2USAGE2
Item Wording: Identifying colleges to apply to
1=Yes
0=No
Item: C2USAGE3
Item Wording: Identifying relevant financial aid opportunities
1=Yes
0=No
Item: C2USAGE4
Item Wording: Identifying a mentor in a student's area of interest
1=Yes
0=No
Item: C2USAGE5
Item Wording: Selecting workplace preparation activities such as job shadowing, internships
1=Yes
0=No
Item: C2USAGE6
Item Wording: Identifying career-related volunteer or service opportunities
1=Yes
0=No
Item: C2USAGE7
Item Wording: Assessing progress towards goals in formal meetings with counselors
1=Yes
0=No
Item: C2USAGE8
Item Wording: Plans are used in another way (Please specify)
1=Yes
~~~~~~

0=No
Item: C2USAGE8_other
Item Wording: Please specify:
Routing: Go to C2MONITOR.
~~~~~~
Screen: C2MONITOR
Wording: Is compliance with students' [T_PlanFill] plans monitored?
Item: C2MONITOR
1=Yes
0=No
Routing: Go to C2GATE.
~~~~~~
Screen: C2GATE
Wording: In which of the following ways does [school name] support high-achieving students?
Item: C2TECH
Item Wording: Technology and software to support curriculum specifically to meet the needs of the high-achieving students
1=Yes
0=No
Item: C2PLLOUT
Item Wording: Gifted students receive pull-out instruction during the regular school day
1=Yes
0=No
Item: C2ENRCH
Item Wording: Enrichment experiences such as Odyssey of the Mind, Science Olympiad, Academic Decathlon, math or science clubs, math or science teams
1=Yes
0=No
Item: C2APUNIV
Item Wording: Advanced Placement, college or university courses
1=Yes
0=No
Item: C2SCHSHP
Item Wording: Scholarships for students to attend special events, programs, or classes
1=Yes
0=No
Item: C2REWARDS
Item Wording: Special incentives or rewards tied to academic performance
1=Yes
0=No
Item: C2MENT
Item Wording: A school-arranged match with an adult mentor
1=Yes
0=No

Item: C2SUMPRG
Item Wording: Summer activities or programs appropriate for high-achieving students
1=Yes
0=No
Item: C2OTHSUP
Item Wording: Your school supports high-achieving students in other ways (Please specify)
1=Yes
0=No
Item: C2OTHSUP_other
Item Wording: Please specify:
Routing: Go to C2ENRICH.

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Screen: C2ENRICH
Wording: Does [school name] offer summer school enrichment courses that allow students to get ahead academically, such as a geometry class that would allow a student taking algebra in 9th grade to take calculus in the 12th grade?
Item: C2ENRICH
1=Yes
0=No
Routing: If offer summer school enrichment courses (1), go to C2OFFERS.
Else go to C2PROGS.

~~~~~~

Screen: C2OFFERS
Wording: To whom does your school offer these summer school enrichment courses?
Item: C2HIACHV
Item Wording: High-achieving students
1=Yes
0=No
Item: C2ALLSTU
Item Wording: Average students
1=Yes
0=No
Item: C2STRUGS
Item Wording: Struggling students
1=Yes
0=No
Routing: Go to C2PROGS.

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Screen: C2PROGS
Wording: Does [school name] have any formal programs or systematic efforts to…
Item: C2PRSUMS
Item Wording: encourage underrepresented students to pursue mathematics, science, engineering, and/or technology?
1=Yes
0=No
~~~~~~

Item: C2INFORM
Item Wording: inform parents or guardians about mathematics, science, engineering, and/or technology higher education or career opportunities?
1=Yes
0=No
Item: C2THNKPS
Item Wording: encourage students who might not be considering college to do so?
1=Yes
0=No
Item: C2PLANCL
Item Wording: help students plan or prepare for college such as Upward Bound, GEAR UP, AVID, or MESA?
1=Yes
0=No
Item: C2TRANEMP
Item Wording: share students' transcripts with local employers?
1=Yes
0=No
Item: C2SKLEMP
Item Wording: guarantee student skills to local employers?
1=Yes
0=No
Routing: Go to C2DUAL.

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Item: C2DUAL5
Item Wording: Your school offers other types of dual-enrollment programs (Please specify)
1=Yes
0=No
Item: C2DUAL5_other
Item Wording: Please specify:
Routing: Go to C2OUTSCH.

~~~~~~

Screen: C2OUTSCH
Wording: In which of the following ways may a student take a course for credit if it is not offered by your school?
Item: C2INDSTD
Item Wording: Independent study
1=Yes
0=No
Item: C2ONLINE
Item Wording: On-line or distance learning courses
1=Yes
0=No
Item: C2OTHHS
Item Wording: Courses at another traditional high school in the district
1=Yes
0=No
Item: C2TECHSC
Item Wording: Courses at a local career or technical school
1=Yes
0=No
Item: C2COMCOL
Item Wording: Courses at a local community college
1=Yes
0=No
Item: C24YRCOL
Item Wording: Courses at a nearby 4-year college or university
1=Yes
0=No
Item: C2OTHOPT
Item Wording: Students may take courses not offered by your school in other ways (Please specify)
1=Yes
0=No
Item: C2OTHOPT_other
Item Wording: Please specify:
Routing: Go to C2ASSIST.
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Screen: C2ASSIST
Wording: Which of the following steps does your school take for students in high school who need extra assistance?
Item: C2TUTORM
Item Wording: Tutoring during the regular school day
1=Yes
0=No
Item: C2PEERTUT
Item Wording: Peer tutoring
1=Yes
0=No
Item: C2AIDCLM
Item Wording: School staff work with classroom teachers to provide extra assistance
1=Yes
0=No
Item: C2AIDPLM
Item Wording: Pull-out instruction during the regular school day
1=Yes
0=No
Item: C2MASTHA
Item Wording: Homework assistance program
1=Yes
0=No
Item: C2REWARDS_S
Item Wording: Special incentives or rewards tied to academic performance
1=Yes
0=No
Item: C2MENT_S
Item Wording: A school-arranged match with an adult mentor
1=Yes
0=No
Item: C2PBIS
Item Wording: Positive behavior interventions and supports such as HS-BEP (high school behavior education program)
1=Yes
0=No
Item: C2OUTSDM
Item Wording: Additional support outside the regular school day such as before- or after-school tutoring or special programs, or weekend or summer school programs
1=Yes
0=No
Item: C2OTHPRG
Item Wording: Your school takes other steps for students who need extra assistance (Please specify)
1=Yes
~~~~~~

0=No
Item: C2OTHPRG_other
Routing: Go to C2MATEST.
~~~~~~
Screen: C2MATEST
Wording: Does your school require students to take a mathematics competency test such as an end-of-course exam, end-of-year high school proficiency exam, or exit exam?
Item: C2MATEST
1=Yes
0=No
Routing: If required to take mathematics competency test, go to C2FTEST.
Else go to C2DRPPRE.
~~~~~~
Screen: C2FTEST
Wording: If a student fails a mathematics competency test in high school, which of the following options are available to the student and which are required of the student?
(For each row, please indicate whether that option is available and required, available but not required, or not available at your school.)
Item: C2RETEST
Item Wording: Retaking the test
1=Available and required
2=Available, but not required
3=Not available at school
Item: C2REMEDL
Item Wording: Taking remedial classes
1=Available and required
2=Available, but not required
3=Not available at school
Item: C2REPEAT
Item Wording: Repeating classes
1=Available and required
2=Available, but not required
3=Not available at school
Item: C2TSTPRP
Item Wording: Taking a test preparation class
1=Available and required
2=Available, but not required
3=Not available at school
Item: C2TUTOR
Item Wording: Tutoring
1=Available and required
2=Available, but not required
3=Not available at school
Item: C2INDPRG
Item Wording: Individualized academic program
1=Available and required

2=Available, but not required
3=Not available at school

Item: C2SMRSCH
Item Wording: Summer school
1=Available and required
2=Available, but not required
3=Not available at school

Item: C2ALTEDU
Item Wording: Referral to an alternative or continuing education school
1=Available and required
2=Available, but not required
3=Not available at school

Routing: Go to C2DRPPRE.

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Screen: C2DRPPRE
Wording: Does your school have a formal dropout prevention program for students in high school? This may be a whole-school restructuring program or a targeted program that operates on a smaller scale within the school or community organization(s) and enrolls students identified as at risk of dropping out.
Item: C2DRPPRE
1=Yes
0=No

Routing: If school has formal dropout prevention program (1), go to C2DOPRV.
Else go to C2COLPRP.

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Screen: C2DOPRV
Wording: On what basis are students in high school recommended for your dropout prevention program?
Item: C2DOAB
Item Wording: Absentee record
1=Yes
0=No

Item: C2DOPERF
Item Wording: Poor or failing grades
1=Yes
0=No

Item: C2ELECGR
Item Wording: Electronic grading systems that identify failing students early in a grading period
1=Yes
0=No

Item: C2BEHCRD
Item Wording: Insufficient credits for promotion
1=Yes
0=No

Item: C2DOTREF
Item Wording: Teacher's referral
1=Yes
0=No
Item: C2DOCREF
Item Wording: Counselor's referral
1=Yes
0=No
Item: C2DOPREQ
Item Wording: Parental request
1=Yes
0=No
Item: C2DOSREQ
Item Wording: Student request
1=Yes
0=No
Item: C2DODP
Item Wording: Disciplinary problems
1=Yes
0=No
Item: C2DOOTH
Item Wording: On another basis (Please specify)
1=Yes
0=No
Item: C2DOOTH_other
Item Wording: Please specify:
Routing: Go to C2DOPREQ.

~~~~~~

Screen: C2DOSTREQ
Wording: Are all students at risk of dropping out of [school name] required to participate in your dropout prevention program?
Item: C2DOSTREQ
1=Yes
0=No
Routing: Go to C2DOPSRV.

~~~~~~

Screen: C2DOPSRV
Wording: Which of the following services does your dropout prevention program offer?
Item: C2DOPSRV1
Item Wording: Special instructional programs
1=Yes
0=No
Item: C2DOPSRV2
Item Wording: Tutoring
1=Yes
0=No

Item: C2DOPSRV3
Item Wording: Incentives for better attendance or classroom performance
1=Yes
0=No
Item: C2DOPSRV4
Item Wording: Childcare for children of students
1=Yes
0=No
Item: C2DOPSRV5
Item Wording: Job counseling
1=Yes
0=No
Item: C2DOPSRV6
Item Wording: Other services offered (Please specify)
1=Yes
0=No
Item: C2DOPSRV6_other
Item Wording: Please specify:
Routing: Go to C2COLPRP.

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Screen: C2COLPRP
Wording: Does your school have a formal program on-site that prepares students for the General Education Development (GED) Test?
Item: C2COLPRP
1=Yes
0=No
Routing: Go to C2FAID.

~~~~~~

Screen: C2FAID
Wording: In which of the following ways does your school assist with college financial aid preparation?
Item: C2FAID1
Item Wording: Offering informational meetings about the FAFSA (Free Application for Financial Student Aid) process
1=Yes
0=No
Item: C2FAID2
Item Wording: Assisting students and families with completing the FAFSA
1=Yes
0=No
Item: C2FAID3
Item Wording: Providing computer access for completing the FAFSA
1=Yes
0=No

Item: C2FAID4
Item Wording: Sending out reminders of FAFSA deadlines
1=Yes
0=No
Item: C2FAID5
Item Wording: Assisting with completing financial aid applications other than the FAFSA (such as scholarships, loans, or grants)
1=Yes
0=No
Item: C2FAID6
Item Wording: Offering informational meetings on sources of financial aid (such as scholarships, loans, or grants)
1=Yes
0=No
Item: C2FAID7
Item Wording: Offering individual counseling sessions to help students identify possible sources of financial aid
1=Yes
0=No
Item: C2FAID8
Item Wording: Providing access to computerized financial aid resources
1=Yes
0=No
Item: C2FAID9
Item Wording: Providing access to non-computerized financial aid resources
1=Yes
0=No
Item: C2FAID10
Item Wording: Another way (Please specify)
1=Yes
0=No
Item: C2FAID10_other
Item Wording: Please specify:
Routing: For all ways the school assists with college financial aid preparation, preload items into C2FAIDPCT.
If no items are checked, or if respondent selects "your school does not assist," go to C2APPLY.
~~~~~~
Screen: C2FAIDPCT
Wording: During the 2010-11 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these financial aid preparation services offered by your school?
Item: C2FAID1PCT
Item Wording: Informational meetings about the FAFSA process
1=0-10%
2=11-24%
3=25-49%
~~~~~~

4=50-74%
5=75-100%

Item: C2FAID2PCT
Item Wording: Assistance for students and families completing the FAFSA
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2FAID3PCT
Item Wording: Computer access for completing the FAFSA
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2FAID4PCT
Item Wording: Receiving reminders of FAFSA deadlines
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2FAID5PCT
Item Wording: Assistance with completing financial aid applications other than the FAFSA (such as scholarships, loans, or grants)
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2FAID6PCT
Item Wording: Informational meetings on sources of financial aid (such as scholarships, loans, or grants)
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2FAID7PCT
Item Wording: Individual counseling sessions to identify possible sources of financial aid
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2FAID8PCT
Item Wording: Access to computerized financial aid resources
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2FAID9PCT
Item Wording: Access to non-computerized financial aid resources
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2FAID10PCT
Item Wording: Another way: [C2FAID10_Other]
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2FAIDPCT_B
1=Yes
0=No
Item: C2FAIDPCT_C
Routing: Go to C2APPLY.

~~~~~~

Screen: C2APPLY
Wording: In which of the following ways does [school name] assist with identifying and applying to colleges or universities?
Item: C2APPLY1
Item Wording: Holding or participating in college fairs
1=Yes
0=No
Item: C2APPLY2
Item Wording: Organizing student visits to colleges or universities
1=Yes
0=No
Item: C2APPLY3
Item Wording: Holding information sessions for students and parents or guardians
1=Yes
0=No
Item: C2APPLY4
Item Wording: Assisting students with completing college or university applications
1=Yes
0=No
~~~~~~

Item: C2APPLY5
Item Wording: Providing access to computerized information about colleges or universities
1=Yes
0=No
Item: C2APPLY6
Item Wording: Providing access to non-computerized information about colleges or universities
1=Yes
0=No
Item: C2APPLY7
Item Wording: Helping students identify criteria for selecting colleges to apply to such as majors offered, cost, or entry requirements
1=Yes
0=No
Item: C2APPLY8
Item Wording: Another way (Please specify)
1=Yes
0=No
Item: C2APPLY8_other
Item Wording: Please specify:
Routing: For all ways the school assists with identifying and applying to colleges/universities, preload items into C2APPLYPCT.
If no items are checked, or if respondent selects "your school does not assist," go to C2EXAM.
~~~
~~~

Item: C2APPLYPCT3
Item Wording: Information sessions for students and parents or guardians
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2APPLYPCT4
Item Wording: Assistance completing college or university applications
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2APPLYPCT5
Item Wording: Access to computerized information about colleges or universities
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2APPLYPCT6
Item Wording: Access to non-computerized information about colleges or universities
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2APPLYPCT7
Item Wording: Assistance identifying criteria for selecting colleges to apply to (such as majors offered, cost, entry requirements)
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2APPLYPCT8
Item Wording: Another way: [C2APPLY8_Other]
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Routing: Go to C2EXAM.

~~~~~~

Screen: C2EXAM
Wording: In which of the following ways does [school name] assist with college entrance exams such as the SAT and ACT?
Item: C2EXAM1
Item Wording: Providing information about when and where exams are offered
1=Yes
0=No
Item: C2EXAM2
Item Wording: Providing copies of registration forms
1=Yes
0=No
Item: C2EXAM3
Item Wording: Providing assistance completing the exam registration forms
1=Yes
0=No
Item: C2EXAM4
Item Wording: Providing information about fee waivers
1=Yes
0=No
Item: C2EXAM9
Item Wording: Paying exam registration fees
1=Yes
0=No
Item: C2EXAM5
Item Wording: Offering test-preparation classes at your school
1=Yes
0=No
Item: C2EXAM6
Item Wording: Providing information about external test-preparation classes (such as Kaplan, Princeton Review)
1=Yes
0=No
Item: C2EXAM7
Item Wording: Providing sample test items
1=Yes
0=No
Item: C2EXAM8
Item Wording: Another way (Please specify)
1=Yes
0=No
Item: C2EXAM8_other
Item Wording: Please specify:
Routing: For all ways the school assists with college entrance exams, preload items into C2EXAMPCT.
~~~~~~

If no items are checked, or if respondent selects "your school does not assist," then go to C2PERSIST.

~~~~~~

Screen: C2EXAMPCT
Wording: During the 2010-11 school year, approximately what percentage of students in grades 11 and 12 take advantage of each of these college entrance exam services offered by your school?
Item: C2EXAMPCT1
Item Wording: Access to information about when and where exams are offered
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2EXAMPCT2
Item Wording: Access to copies of registration forms
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2EXAMPCT3
Item Wording: Assistance with completing exam registration forms
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2EXAMPCT4
Item Wording: Access to information about fee waivers
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2EXAMPCT9
Item Wording: Payment for exam registration fees
1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%
Item: C2EXAMPCT5
Item Wording: Test-preparation classes at your school
1=0-10%
2=11-24%
~~~~~~

3=25-49%
4=50-74%
5=75-100%

Item: C2EXAMPCT6

Item Wording: Access to information about external test-preparation classes (such as Kaplan, Princeton Review)

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2EXAMPCT7

Item Wording: Access to sample test items

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2EXAMPCT8

Item Wording: Another way: [C2EXAM8_Other]

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Routing: Go to C2PERSIST.

~~~~~~

Screen: C2PERSIST

Wording: What percentage of students that enroll in college after graduation from [school name] persist past their first year in college?

Item: C2PERSIST

1=0-10 %
2=11-24%
3=25-49%
4=50-74%
5=75-100%
6=Your school does not get this information

Routing: Go to C2VOCTCH.

~~~~~~

Screen: C2VOCTCH

Wording: Is career, technical, or vocational education offered in your district on-site or off-site, such as at an area career, technical, or vocational school?

Item: C2VOCTCH
1=On-site only
2=Off-site only
3=On-site and off-site
4=Neither on-site nor off-site
Routing: Go to C2HSTOJB.

~~~~~~

Screen: C2HSTOJB
Wording: Which of the following steps is your school taking during the 2010-11 school year to assist students with the transition from high school to work?
Item: C2INTRN
Item Wording: Arranging internships with local employers
1=Yes
0=No
Item: C2AWARE
Item Wording: Offering career awareness activities or class modules
1=Yes
0=No
Item: C2CINV
Item Wording: Administering career interest inventories, vocational aptitude tests, or skills assessments
1=Yes
0=No
Item: C2WEXP
Item Wording: Offering work experience programs, such as internships, co-op, or work study
1=Yes
0=No
Item: C2CARD
Item Wording: Holding job fairs, career days, or career nights
1=Yes
0=No
Item: C2JBSV
Item Wording: Arranging job site visits, field trips, or job shadowing
1=Yes
0=No
Item: C2SBUSI
Item Wording: Facilitating school-based enterprises (businesses run by students and teachers)
1=Yes
0=No
Item: C2JBINTSK
Item Wording: Offering training in job seeking or interviewing skills
1=Yes
0=No
~~~~~~

Item: C2MENTOR
Item Wording: Matching students with career mentors (an adult in the student's career area for advice and support)
1=Yes
0=No
Item: C2OTHJB
Item Wording: The school assists students in other ways (Please specify)
1=Yes
0=No
Item: C2OTHJB_other
Item Wording: Please specify:
Routing: For all the ways school assists with the transition from high school to work, preload items into C2HSTOJBPCT.
If respondent selects no items, or if respondent selects school "there are no options to assist with the transition from high school to work," go to C2LEMPL.
~~~
~~~

5=75-100%

Item: C2HSTOJBPCT6

Item Wording: Job fairs, career days, or career nights

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2HSTOJBPCT7

Item Wording: Job site visits, field trips, or job shadowing

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2HSTOJBPCT8

Item Wording: School-based enterprises (businesses run by students and teachers)

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2HSTOJBPCT9

Item Wording: Training in job seeking or interviewing skills

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2HSTOJBPCT10

Item Wording: Career mentoring (with an adult in the student's career area for advice and support)

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2HSTOJBPCT11

Item Wording: Another way: [C2OTHJB_OTHER]

1=0-10%
2=11-24%
3=25-49%
4=50-74%
5=75-100%

Item: C2HSTOJBPCT_B
1=Yes
0=No
Item: C2HSTOJBPCT_C
Routing: Go to C2HSTOJBPCT_MP
~~~
~~~

0=No
Item: C2LEMPLT5_other
Item Wording: Please specify:
Routing: Go to C2WBJB.
~~~~~~
Screen: C2WBJB
Wording: Does your school provide students access to the internet for job searches?
Item: C2WBJB
1=Yes
0=No
Routing: Go to C2OTRJB.
~~~~~~
Screen: C2OTRJB
Wording: Does your school provide students with other sources of information about job opportunities?
Item: C2OTRJB
1=Yes
0=No
Routing: Go to C2CINTRO.
~~~~~~

Section C: Math and Science Placement

~~~~~~
Screen: C2CINTRO
Wording: Now we have some questions about factors associated with students' mathematics and science course placement. Unless otherwise noted, please answer all questions based on the 2010-11 school year.
Routing: Go to C2MATHOF.
~~~~~~
Screen: C2MATHOF
Wording: Which of the following math and computer science courses are offered on-site at your high school?
Item: C2PREALG
Item Wording: Pre-Algebra
0=No
1=Yes
Item: C2REMED
Item Wording: Review or Remedial Math
0=No
1=Yes
Item: C2INTMT
Item Wording: Integrated Math I
0=No
1=Yes
~~~~~~

Item: C2INTMT2
Item Wording: Integrated Math II or above
0=No
1=Yes
Item: C2CSAL
Item Wording: Algebra I, part 1 and part 2
0=No
1=Yes
Item: C2CSA1
Item Wording: Algebra I
0=No
1=Yes
Item: C2CSA2
Item Wording: Algebra II
0=No
1=Yes
Item: C2CSGE
Item Wording: Geometry
0=No
1=Yes
Item: C2CSTR
Item Wording: Trigonometry
0=No
1=Yes
Item: C2CSA3
Item Wording: Algebra III
0=No
1=Yes
Item: C2CSAG
Item Wording: Analytic Geometry
0=No
1=Yes
Item: C2CSCP
Item Wording: AP Calculus, AB
0=No
1=Yes
Item: C2CSCB
Item Wording: AP Calculus, BC
0=No
1=Yes
Item: C2CALIB
Item Wording: Calculus IB
0=No
1=Yes

Item: C2CSC
Item Wording: Calculus (other than AP or IB)
0=No
1=Yes
Item: C2CSCS
Item Wording: AP Computer Science, A
0=No
1=Yes
Item: C2CSAP
Item Wording: AP Computer Science, AB
0=No
1=Yes
Item: C2CSCM
Item Wording: Computer Science (other than AP or IB)
0=No
1=Yes
Item: C2CSPAP
Item Wording: AP Statistics
0=No
1=Yes
Item: C2CSPS
Item Wording: Statistics or Probability (other than AP)
0=No
1=Yes
Item: C2MONONE
Item Wording: None of these
0=No
1=Yes
Routing: If school does not have any options for students to take courses for credit that are not offered at this school (item C2NOOPT) in C2OUTSCH, then go to C2SCIOFF.
If all classes are offered at this school then go to C2SCIOFF.
Otherwise go to C2MTOFS.
~~~~~~
Screen: C2MTOFS
Wording: Which of the following courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?
Item: C2PREOF
Item Wording: Pre-Algebra
0=No
1=Yes
Item: C2REMOF
Item Wording: Review or Remedial Math
0=No
1=Yes
~~~~~~

Item: C2INTOF
Item Wording: Integrated Math I
0=No
1=Yes
Item: C2INTOF2
Item Wording: Integrated Math II or above
0=No
1=Yes
Item: C2CSALOF
Item Wording: Algebra I, part 1 and part 2
0=No
1=Yes
Item: C2CSA1OF
Item Wording: Algebra I
0=No
1=Yes
Item: C2CSA2OF
Item Wording: Algebra II
0=No
1=Yes
Item: C2CSGEOF
Item Wording: Geometry
0=No
1=Yes
Item: C2CSTROF
Item Wording: Trigonometry
0=No
1=Yes
Item: C2CSA3OF
Item Wording: Algebra III
0=No
1=Yes
Item: C2CSAGOF
Item Wording: Analytic Geometry
0=No
1=Yes
Item: C2CSCPOF
Item Wording: AP Calculus, AB
0=No
1=Yes
Item: C2CSCBOF
Item Wording: AP Calculus, BC
0=No
1=Yes

Item: C2CSIBOF
Item Wording: Calculus IB
0=No
1=Yes
Item: C2CSCOF
Item Wording: Calculus (other than AP or IB)
0=No
1=Yes
Item: C2CSCSOF
Item Wording: AP Computer Science, A
0=No
1=Yes
Item: C2CSAPOF
Item Wording: AP Computer Science, AB
0=No
1=Yes
Item: C2CSCMOF
Item Wording: Computer Science (other than AP or IB)
0=No
1=Yes
Item: C2CSAPF
Item Wording: AP Statistics
0=No
1=Yes
Item: C2CSPSOF
Item Wording: Statistics or Probability (other than AP)
0=No
1=Yes
Item: C2MNONE
Item Wording: None of these
0=No
1=Yes
Routing: go to C2SCIOFF.

~~~~~~

Screen: C2SCIOFF
Wording: Which of the following science courses are offered on-site at your high school?
Item: C2GEN
Item Wording: General Science
0=No
1=Yes
Item: C2PHYS
Item Wording: Physical Science
0=No
1=Yes
~~~~~~

Item: C2CRES
Item Wording: Earth Science
0=No
1=Yes
Item: C2CREN
Item Wording: Environmental Science
0=No
1=Yes
Item: C2PRTH
Item Wording: Principles of Technology
0=No
1=Yes
Item: C2CRB1
Item Wording: Biology I
0=No
1=Yes
Item: C2LIFE
Item Wording: Life Science
0=No
1=Yes
Item: C2CRCH
Item Wording: Chemistry I
0=No
1=Yes
Item: C2CRP1
Item Wording: Physics I
0=No
1=Yes
Item: C2CRSS1
Item Wording: Integrated Science I
0=No
1=Yes
Item: C2CRIS2
Item Wording: Integrated Science II or above
0=No
1=Yes
Item: C2CRPH
Item Wording: Anatomy or Physiology
0=No
1=Yes
Item: C2CRENAP
Item Wording: AP Environmental Science
0=No
1=Yes

Item: C2ADBI
Item Wording: AP or IB Advanced Biology or Biology II
0=No
1=Yes
Item: C2ADCH
Item Wording: AP or IB Advanced Chemistry or Chemistry I
0=No
1=Yes
Item: C2ADPY
Item Wording: AP or IB Advanced Physics or Physics II
0=No
1=Yes
Item: C2BIOOTH
Item Wording: Other biological sciences such as botany, marine biology, or zoology
0=No
1=Yes
Item: C2PHYOTH
Item Wording: Other physical sciences such as astronomy or electronics
0=No
1=Yes
Item: C2EAOTH
Item Wording: Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology
0=No
1=Yes
Item: C2SCINONE
Item Wording: None of these
0=No
1=Yes
Routing: If school does not have any options for students to take courses for credit that are not offered at this school (item C2NOOPT) in C2OUTSCH then go to C2G10SMM.
If all of the classes are offered at the school, then go to C2G10SMM.
Otherwise go to C2SCOFS.
~~~~~~
Screen: C2SCOFS
Wording: Which of the following science courses are offered for credit to your school's students through other means, such as at another high school, community college or as an online course?
Item: C2GENOF
Item Wording: General Science
0=No
1=Yes
Item: C2PHYSOF
Item Wording: Physical Science
0=No
1=Yes
~~~~~~

Item: C2CRESOF
Item Wording: Earth Science
0=No
1=Yes
Item: C2CRENOF
Item Wording: Environmental Science
0=No
1=Yes
Item: C2PRTHOF
Item Wording: Principles of Technology
0=No
1=Yes
Item: C2CRB1OF
Item Wording: Biology I
0=No
1=Yes
Item: C2LIFEOF
Item Wording: Life Science
0=No
1=Yes
Item: C2CRCHOF
Item Wording: Chemistry I
0=No
1=Yes
Item: C2CRP1OF
Item Wording: Physics I
0=No
1=Yes
Item: C2INT1OF
Item Wording: Integrated Science I
0=No
1=Yes
Item: C2INT2OF
Item Wording: Integrated Science II or above
0=No
1=Yes
Item: C2CRPHOF
Item Wording: Anatomy or Physiology
0=No
1=Yes
Item: C2CREOAP
Item Wording: AP Environmental Science
0=No
1=Yes

Item: C2ADBIOF
Item Wording: AP or IB Advanced Biology or Biology II
0=No
1=Yes
Item: C2ADCHOF
Item Wording: AP or IB Advanced Chemistry or Chemistry I
0=No
1=Yes
Item: C2ADPYOF
Item Wording: AP or IB Advanced Physics or Physics II
0=No
1=Yes
Item: C2BIO2OF
Item Wording: Other biological sciences such as botany, marine biology, or zoology
0=No
1=Yes
Item: C2PHYOF
Item Wording: Other physical sciences such as astronomy or electronics
0=No
1=Yes
Item: C2EAROF
Item Wording: Other earth or environmental sciences such as ecology, geology, oceanography, or meteorology
0=No
1=Yes
Item: C2SCONONE
Item Wording: None of these
0=No
1=Yes
Routing: Go to C2G10SMM.

~~~~~~

Screen: C2G10SMM
Wording: After 9th grade, are all high school students within the same grade placed in the same mathematics course sequence?
If all students within a grade (10, 11, or 12) are placed in the same math course, but with different teachers or different class periods please answer "yes."
Item: C2G10SMM
1=Yes
0=No
Routing: If same mathematics course sequence (1), go to C2G10SSC.
Else go to C2UPRM.

~~~~~~

Screen: C2UPRM
Wording: How important is each of the following factors in placing typical 10th through 12th grade students in advanced mathematics courses?

Item: C2PRVGRM
Item Wording: Prior grades including grades from a prerequisite class
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2UPRM2
Item Wording: Results of district or state end-of-year or end-of-course exams
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2PLTSTM
Item Wording: Results of placement tests
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2UPRM4
Item Wording: Results of PSAT scores
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2TCHRCM
Item Wording: Previous year's teacher recommendation
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2FAMLYM
Item Wording: Student and/or parent or guardian selection
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2STEDPM
Item Wording: Student career or education plan
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2SCHDLM
Item Wording: Master schedule considerations
1=Not at all important
2=A little important
3=Somewhat important
4=Very important
Item: C2UPRM9
Item Wording: High school graduation requirements
1=Not at all important
2=A little important
3=Somewhat important
4=Very important
Item: C2UPRM10
Item Wording: College entrance requirements
1=Not at all important
2=A little important
3=Somewhat important
4=Very important
Routing: Go to C2G10SSC.

~~~~~~

Screen: C2G10SSC
Wording: After 9th grade, are all high school students within the same grade placed in the same science course sequence?
If all students within a grade (10, 11, or 12) are placed in the same science course, but with different teachers or different class periods please answer "yes."
Item: C2G10SSC
1=Yes
0=No
Routing: If same science course sequence then go to C2COURSE.
Else go to C2UPRS.

~~~~~~

Screen: C2UPRS
Wording: How important is each of the following factors in placing typical 10th through 12th grade students in advanced science courses?
Item: C2PRVGRS
Item Wording: Prior grades including grades from a prerequisite class
1=Not at all important
2=A little important
3=Somewhat important
4=Very important
Item: C2UPRS2
Item Wording: Results of district or state end-of-year or end-of-course exams
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2PLTSTS
Item Wording: Results of placement tests
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2UPRS4
Item Wording: Results of PSAT scores
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2TCHRCS
Item Wording: Previous year's teacher recommendation
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2FAMLYS
Item Wording: Student and/or parent or guardian selection
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2STEDPS
Item Wording: Student career or education plan
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2SCHDLS
Item Wording: Master schedule considerations
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2UPRS9
Item Wording: High school graduation requirements
1=Not at all important
2=A little important
3=Somewhat important
4=Very important

Item: C2UPRS10
Item Wording: College entrance requirements
1=Not at all important
2=A little important
3=Somewhat important
4=Very important
Routing: Go to C2COURSE.

~~~~~~

Screen: C2COURSE
Wording: What percentage of the current 12th graders in [school name] will have taken the following courses by the end of the 2010-11 school year?
Item: C2COURSE1
Item Wording: Pre-calculus|%
Item: C2COURSE2
Item Wording: Physics|%
Item: C2COURSE_B
1=Yes
0=No
Item: C2COURSE_C
Routing: go to C2AP.

~~~~~~

Screen: C2AP
Wording: What percentage of 12th graders in [school name] have taken or are currently enrolled in at least one Advanced Placement course?
Item: C2AP
Item Wording: |%
Routing: go to C2APEXAM.

~~~~~~

Screen: C2APEXAM
Wording: Of the AP exams taken during the 2009-2010 school year by the students in [school name], what percentage of tests received a score of 3 or higher?
Item: C2APEXAM
Item Wording: |%
Routing: go to C2DINTRO.

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Section D: School Analysis and Feedback

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Screen: C2DINTRO
Wording: Now we have some questions about the types of data analyzed by your school and feedback received. Unless otherwise noted, please answer all questions based on the 2010-11 school year.
Routing: Go to C2DATA.

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Screen: C2DATA
Wording: Does your school use any of the following types of data to make policy or programmatic decisions?

Item: C2DATA1
Item Wording: Attendance
1=Yes
0=No
Item: C2DATA2
Item Wording: Student grades
1=Yes
0=No
Item: C2DATA3
Item Wording: Discipline
1=Yes
0=No
Item: C2DATA4
Item Wording: Standardized tests
1=Yes
0=No
Item: C2DATA5
Item Wording: Academic recovery efforts
1=Yes
0=No
Item: C2DATA6
Item Wording: Other data (Please specify)
1=Yes
0=No
Item: C2DATA6_other
Item Wording: Please specify:
Routing: If counselor indicates 'yes' to any item on this form, go to C2FDBK; Otherwise go to C2DATACHK.

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Screen: C2DATACHK
Wording: Who in your school uses these data?
Item: C2DATACHKA
Item Wording: Parents or parent councils
1=Yes
0=No
Item: C2DATACHK1
Item Wording: Administrators
1=Yes
0=No
Item: C2DATACHK2
Item Wording: Guidance Counselors
1=Yes
0=No
~~~~~~

Item: C2DATACHK3
Item Wording: Departmental chairs
1=Yes
0=No
Item: C2DATACHK4
Item Wording: Teachers
1=Yes
0=No
Item: C2DATACHK5
Item Wording: Other school staff (Please specify)
1=Yes
0=No
Item: C2DATACHK5_other
Item Wording: Please specify:
Routing: Go to C2DATAUSE.

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Item: C2FDBK1
Item Wording: Student need for remediation
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Item: C2FDBK2
Item Wording: 'Student persistence past the first semester
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Item: C2FDBK3
Item Wording: Student persistence past the first year
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Item: C2FDBK4
Item Wording: Student persistence to graduation
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Routing: Go to C2FDBK_A.

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Screen: C2FDBK_A
Wording: To what extent does your school receive feedback from the 4-year institutions attended by your graduates in each of the following areas?
Item: C2FDBK_A1
Item Wording: Student need for remediation
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Item: C2FDBK_A2
Item Wording: Student persistence past the first semester
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Item: C2FDBK_A3
Item Wording: Student persistence past the first year
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Item: C2FDBK_A4
Item Wording: Student persistence to graduation
1=Not at all
2=Occasionally, but not systematically
3=Systematically
~~~~~~

Item: C2FDBK_B
1=Yes
0=No
Item: C2FDBK_C
Routing: If respondent indicates they receive feedback from colleges attended by their school's graduates (i.e. the respondent indicates something other than "not at all" for any item on screen C2FDBK or C2FDBK_A) then go to C2FDBKUSE;
Else go to C2FDBKEMP
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Screen: C2FDBKUSE
Wording: How is the feedback from the colleges attended by your graduates utilized?
Item: C2FDBKUSE1
Item Wording: Your school makes changes to its courses
1=Yes
0=No
Item: C2FDBKUSE2
Item Wording: Your school makes changes in graduation requirements
1=Yes
0=No
Item: C2FDBKUSE3
Item Wording: The counseling staff uses this feedback to guide students to appropriate college or university choices
1=Yes
0=No
Item: C2FDBKUSE4
Item Wording: In another way (Please specify)
1=Yes
0=No
Item: C2FDBKUSE4_other
Item Wording: Please specify:
Routing: Go to C2FFBKEMP
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Screen: C2FFBKEMP
Wording: To what extent does your school receive feedback from local employers or other sources in each of the following areas?
Item: C2FFBKEMP1
Item Wording: Employer satisfaction with new hires
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Item: C2FFBKEMP2
Item Wording: Unemployment rates among graduates
1=Not at all
2=Occasionally, but not systematically
3=Systematically

Item: C2FFBKEMP3
Item Wording: Your school receives feedback from local employers or other sources in other areas (Please specify)
1=Not at all
2=Occasionally, but not systematically
3=Systematically
Item: C2FFBKEMP3_other
Item Wording: Please specify:
Routing: Go to C2PRBL.
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Item: C2PRBL6
Item Wording: Student apathy
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem
Item: C2PRBL7
Item Wording: Lack of parental involvement
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem
Item: C2PRBL8
Item Wording: Students come to school unprepared to learn
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem
Item: C2PRBL9
Item Wording: Poor student health
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem
Item: C2PRBL10
Item Wording: Lack of resources and materials for teachers
1=Not a problem
2=Minor problem
3=Moderate problem
4=Serious problem
Routing: Go to End.
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HSLS:09 Technical Review Panel Summary: Meeting of September 2010, Meeting of June 2011

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High School Longitudinal Study of 2009 (HSLS:09)
First Follow-up
Technical Review Panel Meeting Summary
September 8–9, 2010

Participants		
Technical Review Panel	**U.S. Department of Education and Other Federal Invitees**	**Contractor and Subcontractor Staff and Non-Federal Invitees**
Brian Cook American Council on Education	Gavin Fulmer National Science Foundation	Eric Banilower Horizon Research, Inc.
Regina Deil-Amen University of Arizona	Gisela Harkin U.S. Department of Education Office of Vocational and Adult Education	Laura Burns RTI International
Jeremy Finn State University of New York at Buffalo	Lisa Hudson U.S. Department of Education Institute of Education Sciences	Stephanie Cronen American Institutes for Research ESSI
Thomas Hoffer National Opinion Research Center (NORC)	Stuart Kerachsky U.S. Department of Education Institute of Education Sciences	Benjamin Dalton RTI International
Vinetta Jones Howard University	Kashka Kubzdela U.S. Department of Education Institute of Education Sciences	Jill Dever RTI International
Amaury Nora University of Texas at San Antonio (Unable to attend)	Laura LoGerfo U.S. Department of Education Institute of Education Sciences	Kristin Denton Flanagan American Institutes for Research ESSI
Jesse Rothstein University of California, Berkeley	Rochelle (Shelly) Martinez Office of Management and Budget	Steven Ingels RTI International
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Sarah E. Turner University of Virginia	Jeff Owings U.S. Department of Education Institute of Education Sciences	Steve Leinwand American Institutes for Research
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	Ted Socha U.S. Department of Education Institute of Education Sciences	Gary Phillips American Institutes for Research
	Matt Soldner U.S. Department of Education Institute of Education Sciences	Alexandria Radford MPR Associates
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	Thomas Weko U.S. Department of Education Institute of Education Sciences	LaTonya Thompson Windwalker Corporation
		Peggy Trygstad Horizon Research, Inc.
		Jean Wilson Windwalker Corporation

Meeting Notes

Dan Pratt, RTI, project director, welcomed the participants to the HSLS:09 panel meeting and summarized the meeting format.

Overview of HSLS:09 Base Year

1. Timeline: the HSLS:09 base-year study was conducted during the 2009–10 academic year. The study team is in the process of editing the data and producing composite variables, and preparing the descriptive and methodological reports.
2. Sampling, Recruitment, and Data Collection:
   a. Schools
      i. Selected with probability proportionate to size.
      ii. Had to have 9th and 11th grades.
      iii. The study recruitment goal of 944 schools was achieved.
      iv. Recruited:
         1. 767 public schools (target: 744)
         2. 102 Catholic schools (target: 100)
         3. 75 non-Catholic private schools (target: 100)
      v. Charter schools were treated as public schools.
      vi. The sample was augmented to allow for state-level estimates in 10 states (CA, FL, GA, MI, NC, OH, PA, TN, TX, WA). Only Florida did not reach the target of 40 public schools; thus, while state-representative, estimates for Florida will be marginally less precise than estimates for the other states in which 40 schools participated.
      vii. Nonresponse:
         1. The unweighted school participation rate was 50 percent (944 participants of 1,889 eligible sample schools).
         2. In some cases, schools agreed, then backed out for various reasons. This happened with 190 schools; 43 of those 190 eventually agreed to participate.
         3. Various reasons for school nonparticipation were discussed.
      viii. School computer use: The study team bypassed schools' computer systems to protect student confidentiality, when students were completing the survey and assessment. Data collectors brought laptops as backups. (For schools that did not allow use of their computers, surveys/assessments were done on laptops.) Most of the schools—84 percent—allowed the use of its computers for the survey/assessment.
      ix. Consent: Implied parent consent resulted in higher student participation (91.1 percent for implied consent vs. 70.7 percent for active consent).
   b. Students
      i. The student sample consisted of fall 2009 9th-graders (both first-time and repeating 9th-graders). Students were randomly selected from 9th-grade enrollment lists with oversampling (notably Asian students) to ensure sufficient yield.

ii. Of 25,206 selected eligible students, 21,444 participated (an average of 23 students per school). Of those, 20,781 provided usable assessment data (some students chose not to take the test seriously).
iii. Assessments and student surveys were administered in the schools in 90 sessions. The interview was 35 minutes; the math assessment was 40, and 15 minutes was allowed for administrative tasks. If a student completed the assessment early, he or she could loop back to any incomplete items on the student survey. This ability to loop back ensured very little item nonresponse on the student survey (<3 percent for most items). Between 400 and 500 students completed the survey outside of school.

c. Parents:
   i. Web-based or CATI survey for one parent of each student.
   ii. A total of 76.6 percent coverage of parents of student respondents.
   iii. Tried to get contact information for parents from schools to minimize nonresponse; schools were not always willing to share that information.
   iv. In the last month of data collection, in response to lower-than-desired response rates, an incentive experiment was conducted for parents who had not yet participated and met one of three criteria for a "difficult" case (initial refusal; 15+ calls; or no valid phone number but having a valid address). There had been no parent incentives up to that point. Cases were assigned to one of three incentive treatment levels: $0, $10, or $20. The $20 incentive had a greater effect on response rate than the $0 and $10.
   v. Consent was offered in multiple languages; the parent interview was offered in English and Spanish.
   vi. There were more mothers than fathers who completed the survey.
d. School staff:
   i. One school counselor—90.3 percent unweighted response rate.
   ii. One school administrator—94.1 percent unweighted response rate.
   iii. Math and science teachers—linked students taking math and science classes. If a student did not have a math or science course, there was no teacher survey linked to the student. Teachers are not representative of the schools. Unweighted response rates were 75.7 percent and 72.0 percent for math and science teacher data respectively.

First Follow-Up Sample Design and Data Collection Methodology

1. The study will return to base-year schools.
2. The process for the student survey and assessment will be largely the same.
   a. In-school 90 minute session.
   b. Use of school's computers with laptops as backup.
   c. Diagnostic CD to ensure that school computers will work with study computer program.
   d. IT coordinator identified at the school and an RTI IT support person to troubleshoot IT issues.
   e. Makeup sessions.
   f. The first follow-up includes out-of-school interviewing and assessment, since the instruments will be available online. Therefore, even if a school does not allow in-

school sessions for the first follow-up, students will be contacted outside of school. Students will be included whether they dropped out, or transferred to other schools.

3. Sample composition and issues:
   a. Will include eligible students sampled as 9th-graders during base year.
   b. While most sample members will be 11th-graders in the first follow-up, those out of grade cycle (e.g., 10th- and 12th- graders) will be included.
   c. School staff will provide enrollment updates for their sampled students, identifying students who have left school, transferred, dropped out, etc., as well as those still enrolled at their school. All sample members will be followed, regardless of the enrollment status.
   d. The field test school sample will include 24 of the base-year participating field test schools that agree to continue their participation for the first follow-up.
   e. The main study will include the eligible sampled students from all 944 schools that participated in the base year.
   f. In the first follow-up main study, the targeted yield is 7,500 parent surveys. A parent subsample will be selected to ensure adequate yield while controlling costs. The parent subsample will include parents of base-year student respondents and nonrespondents. Also, the subsample will comprise parents who participated in the base year and those who did not.
   g. The school staff surveys are web-based.
4. There will not be a teacher survey for the first follow-up.
   a. Neither the HSLS:09 school sample nor the student sample will be refreshed (augmented) for the first follow-up: the cohort will remain intact from the base year, with the cohort representing fall 2009 9th-graders as of spring 2012 but not all 11th-graders as of spring 2012.
5. Incentives:
   a. Students participating in in-school sessions are proposed to receive a $10 equivalent incentive (cash or goods); and out-of-school administrations have a planned $30 incentive for students and $50 for dropouts. Students participating outside of school may take the math assessment online and be given an additional cash incentive (perhaps $10) to encourage participation.
   b. Different incentives may be offered at different points during the data collection—more will be offered at the beginning of the data collection period in an effort to boost response rates, less during the middle stage of data collection, and more again at the end to encourage nonrespondents to complete the assessment.
   c. The school coordinator is proposed to get $100, with up to a $50 bonus for a high student participation rate.
   d. The IT coordinator receives $50.
6. Schedule:
   a. First follow-up field test data collection: March–June 2011.
   b. First follow-up main study data collection: January–August 2012.
   c. College update will be a quick survey in the summer of 2013 (for the main study; summer 2012 for field test), just after most of this cohort would graduate from high school.
   d. High school transcripts will be collected in the 2013–14 school year.

e. Later data collections are planned for 2 years after high school and 8 years after high school.
f. The study will also include linked administrative data, including SAT/ACT scores and college financial aid data, although fewer student Social Security numbers (SSNs) will be available for matching purposes because schools did not provide them because of data security concerns, parents are more hesitant to provide SSNs, and students under 18 years of age will not be asked to specify their SSNs. However, the study will have names and birthdates to try to match records.

Base-Year Math Assessment Results

1. The math assessment tests student content and process knowledge in Algebra. Although it is delivered with an online calculator available for students to use, the calculator was not essential for students to respond to any items, and not associated with scores. The instrument was field tested with fall 9th-graders and 12th-graders (as a proxy for spring 11th-graders). For the main study, more than 20,000 students completed the assessment. Each student responded to 40 items in two stages; the first 15 were a screener (stage 1), then each student was routed to 25 additional high-, medium-, or low-difficulty items (stage 2). There was a total of 73 items; one of the items did not perform well, so 72 are included in the final scale. Items were then coded to process and content domains:
   a. Content domains:
      i. The language of Algebra
      ii. Proportional relationships and change
      iii. Linear equations, inequalities, and functions
      iv. Nonlinear equations, inequalities, and functions
      v. Systems of equations
      vi. Sequences and recursive relationships
   b. Processes
      i. Demonstrating algebraic skills
      ii. Using representations of algebraic ideas
      iii. Performing algebraic reasoning
      iv. Solving algebraic problems
2. When setting the parameters for which stage 2 items a student would be routed to, the assumption was made that about 25 percent of the students would be routed to low-difficulty items; 50 percent would be routed to medium-difficulty items, and the remaining 25 percent would be routed to high-difficulty items. That is just about the distribution that occurred: 24.3 percent low; 48.8 percent medium, and 26.9 percent high (weighted percentages).
3. Approximately 21,000 students took the assessment. Of those, 175 were unusable, either because of missing data or an obvious, nonserious pattern to the responses (e.g., the same answer or the same pattern of answers repeated over and over). To be included in the analysis, students had to have attempted at least six items. Seventy-two students did not reach stage 2 of the assessment; but their scores could still be determined based on the items that they did answer. The final total of assessments that could be scored was 20,781.

4. The distribution across gender and race/ethnicity was close to other assessments, such as NAEP.
5. Two types of analyses were conducted: classical and IRT. For the classical analysis:
   a. The p-value (average percent correct) averaged 0.49 (49 percent), with a range of 0.09 to 0.98; for the easiest item, 98 percent of students answered it correctly. There were four items with a p-value of .25; these were multiple choice questions with four responses, so that is the expected value for guessing.
   b. The AIR team identified one item with a very low biserial correlation (correlation with the total test), and together with its IRT value, decided to drop the item from analysis.
6. The IRT analysis seemed to show that the items worked very well. Initial findings show a mean close to zero, and a standard deviation close to 1, as expected. Overall, the distribution is fitted to the normal curve.
7. The AIR team used IRT analysis to determine what score students would have earned had they attempted all 72 items. The average percent correct values were 33 percent for the low difficulty group, 53 percent for the medium difficulty group, and 75 percent correct for the high difficulty group.
8. Criterion-referenced mathematics proficiency probability scores were developed based on clusters of items that mark five levels on a hierarchical mathematics scale: algebraic expressions; multiplicative and proportional thinking; algebraic equivalents; systems of equations; and linear functions. Mastery of a higher level typically implies proficiency at the lower levels. Although clusters of four items anchor each level, the continuous probability of proficiency score does not depend on a student answering the actual items in each of the clusters but rather on the probability of a correct answer on these items given the overall pattern of response on the items completed.
9. For the first follow-up, the proficiency scores can be used to measure gain.
10. For the first follow-up, items will be added at the high end to minimize the likelihood of a ceiling effect. The field test will include spring 11th-graders who were fall 9th-graders in the base-year field test (the base-year field test used fall 12th-graders as a proxy for spring 11th-graders). The study will develop and test 31 new items that require advanced math skills and reduce the number of items to keep the assessment at 40 items with a 15-item stage 1 and a 25-item stage 2. About 15 of the items tested on the field test assessment will be usable for the main study.

HSLS:09 Questionnaires

Steven Ingels asked that the panel help refine the first follow-up questionnaires.

1. Student survey: average length of 35 minutes
   a. Every item must support the longitudinal design and must be usable across various types of administration (web, CAPI, and CATI), meaning that pictorial or visually dependent items cannot be part of the interview.
   b. Most students will complete the surveys/assessments in a school setting, but the survey/assessment must be set up for out-of-school administration as well (e.g., to students who transfer or drop out or are homeschooled).
2. Parent survey: average length of 30 minutes

   a. The parent survey will be available in Spanish and English, on the Web and via CATI.
3. Counselor survey: average length of 30 minutes
   a. It is a web-based survey meant to be completed by the lead or most senior counselor.
   b. The data are attached to the student and are intended to give information on school policy, resource allocation, transitions to postsecondary education and careers, characteristics of the student's learning environment, etc.
4. Administrator survey: average length of 30 minutes
   a. This web-based survey collects information about the school (which can be answered by the principal or designee) and the principal's beliefs about his or her staff (which must be answered by the principal).
   b. As with the counselor survey, data are attached to the survey.

The student questionnaire was reviewed by the three breakout groups on the first day, and the parent questionnaire was examined by the same breakout groups on the second day. Following each of these breakout sessions, everyone met jointly to discuss their recommendations. The counselor and school staff surveys were reviewed at one time by the entire panel.

The charge to the breakout groups was to review the questionnaire drafts for the following:

1. What are any missing key concepts or scales in the major domains?
2. Which items should have the highest priority?
3. Which items have the lowest priority?
4. Which items need refinement and what are suggestions for refining them?
5. Focus on the research domains/questions: high school completion; STEM experiences and courses; and postsecondary school planning and access.
   a. Technology and engineering will come in college.
   b. There are sections for dropouts and transfer students.

Student Survey: Comments and Suggestions

Each breakout group was given staggered starting questions in the draft student questionnaire to review to ensure that the entire questionnaire was reviewed.

Group A: pages 7 to 31

Overall, this group tried to focus on actions instead of attitudes. For example, they wanted to ask if students are actually learning the work habits needed for college, not whether they believed they could handle college.

Group B: pages 32 to 50

Group B had three broad themes in mind while reviewing student questionnaire items:

1. What will be done with these data?
   a. Can researchers run one or two crosstabs? If not, do not ask the question.
   b. If 95 percent of participants will answer "No," why ask the question?
2. How can items be refined?
   a. Lower the number of response categories (e.g., in the income question). Students probably do not know their families' incomes.
   b. Many of the items need cognitive testing to check if people understand the items' intents.
3. How is the knowledge that a student's family cannot afford college affecting course taking?

Group C: pages 51 to end (section on dropouts)

Group C stated that the study could add items to identify students who dropped out of school but then reenrolled. Why did they enroll? Who encouraged them to enroll? A full set of questions should focus on what parents/school/others did to try to keep the student in school and what they did after the student dropped out. Was there a pattern of dropping out and returning prior to finally leaving school? Sometimes even transferring from one school to another can take up to 4 weeks, so transfers between schools should also be ascertained from students.

Migrant students could have multiple periods of missing school for 4 weeks. The study may find a small "n" for migrant students, but there remains a strong need for this information. Note: HSLS:09 cannot ask about immigration status, unless (1) parents are told and (2) explicit consent is obtained.

Many dropouts later obtain a certificate or a GED.

General Issues and Item-Specific Comments:

There were some broad questions raised by TRP members that should be considered along with the item-level recommendations:

- Why is there so much emphasis on those expecting a bachelor's and why do response options not include careers such as nursing or education? In 11th grade, the student may not know what he or she wants to major in, or even if he or she wants a 4-year degree. Is the expectation that exposure to STEM subjects will influence a student to complete a 4-year program, or does the study want the whole spectrum of possible plans?
- What if people want to get a certificate or license? The student survey should not be biased against people that do not want to attend college. There is a lack of questions on Career and Technical Education (CTE). There is a whole literature on students who choose to do that. The study also is missing questions on Career Academies (not all high schools have "Career Academies," so it was suggested that the survey terms be more inclusive, and not just express the current "fad" name for a program; it was alternatively suggested that the study focus on program or school practices rather than program names). Is this an "n" problem in that there will not be that many students to whom these questions would apply? Will the study have enough questions to evaluate the responses? (Note: Students usually know when they are in these programs, so they would be able to answer a question asking about their enrollment in a program. But, does HSLS:09 care about enrollment in a program or more about practices such as courses? Should questions about programs be confined to school-wide programs or characteristics?)

Item-level recommendations for the student survey are included in the table below.

Row number and question—Student Survey No row number if suggested additional question	Notes from discussion of item	Intended participant
Row 134: What math course did you take in the 8th grade? If you took more than one math course, please choose your most advanced or most difficult course.	What is important to know is: Did the student take algebra prior to 9th grade? This allows for the possibility of the student taking algebra in the summer between 8th and 9th grades. It was suggested that the survey focus on that gatekeeper course.	Base-year nonparticipants
Row 140: What science course did you take in the 8th grade? If you took more than one science course, please choose your most advanced or most difficult course.	The student may not know the type of science course he or she took, so eliminate this question.	Base-year nonparticipants
Row 185: How much do you agree or disagree with the following statements about your math course?	Make this more general, instead of about a particular course. Students may have opinions about the course content based on the teacher. However, there was disagreement about these self-efficacy items, with some feeling the more specific, the better. One suggestion was for keeping both a general and a specific item.	All respondents except dropouts

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Row 195: How much do you agree or disagree with the following statements about your math course?	Questions were raised about whether to make this question specific to a class. The study is most interested in how feelings about math affect later course taking. Reporting on self-efficacy is better when it is tied to something specific. The more general the reference, the less predictive the response is of anything else (intention, grades, etc.). It might be better to be more specific to see change over time, and to compare the student's self-efficacy with the grade attained when the transcripts are reviewed. However, it depends on how the response will be used in analysis. And there is concern a student might say he or she is not doing very well in an AP class because he or she has a B and everyone else has an A. Further, the direction of self-efficacy may be opposite than what's assumed here—if they did well in the past, they'll have high self-efficacy. What is the specific research hypothesis about the importance of self-efficacy? Will we develop programs around increasing self-efficacy? And if we keep a limited number (or one) of self-efficacy items, will it be a reliable measure? What if a student is taking two courses at one time? Being specific allows the student to only think about one course. If students think about one course, then the study knows what they are thinking when answering this question. If asked about math in general, students may be thinking about the present class anyway. Self-efficacy also could be a function of the interaction with the teacher; it might matter for underrepresented students in particular.	All respondents except dropouts
Row 207 and Row 286 on math and science teachers: How much do you agree or disagree with the following statements about your math/science teacher? Remember, none of your teachers or your principal will see any of the answers you provide. Your math/science teacher...	Remove questions beginning in Row 207, or leave them in, but revise the response categories. Maybe just focus on the concept of teacher support. A good teacher can change a student's perception that "math is not for everybody" and what students internalize. The study could look at how teacher support predicts math taking in 12th grade and beyond.	All respondents except dropouts
Row 248: Why are you taking this science course?	Half of the response categories could be eliminated. Leave in: "You had no choice, it is a school requirement" and ask who assigned the student to the course. By 11th grade, students are choosing AP Physics or may be assigned to Science 3. So many things are "science." Possible response option: "This is interesting to me." "You had no choice, it is a school requirement" and "It was assigned to you" may be the same response. The study might want to add responses of "Enjoy it" and "It's a challenge," because that might be true for students who are engaged in science. Add a question on "Who influenced you…"	All respondents except dropouts

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Row 297 to 301: How much do you agree or disagree with the following statements about your current school?	Drop this item. Others disagreed and said to keep it, and that the study team can look at the frequencies for this item from base year, or from other surveys. Some panel members specifically recommended cutting response option 299: "You feel safe at this school," although others disagreed. 300 is redundant with the proposed impact questions ("There are always teachers or other adults in your school that you can talk to if you have a problem") 301 is redundant with favorite classes ("School is often a waste of time")	All respondents
Row 304 to 307, including Row 302: Getting good grades in school is important to you. AND How often do you…go to class without your homework done? go to class without pencil or paper? go to class without books?	Eliminate all the responses except Row 308 ("go to class late?"). This is included in Row 302, but the group suggested the focus be on behaviors (work and study habits) that will help students in college.	All respondents except dropouts
Row 311: Not including lunch or study periods, what is your favorite school subject?	When asking them to select one overall favorite, what if Art is first and Algebra is second? It might be better to ask if, when comparing math/science to other courses, they "Like the course less than other courses, Like the course the same as other courses, or Like the course more than other courses." The favorite might be the best of the worst. Instead, the study wants to know there is something in that school keeping the student engaged and wanting to go to school. Maybe ask," Is there a course you really like?" Or ask, "What do you look forward to most about going to school," and include a "Nothing" response option as well as non-academic options (a sport, art class).	All respondents
Row 317 to 319: How much do you agree or disagree with the following statements? Studying in school rarely pays off later with good jobs; Even if you study, you will not be able to get into college; Even if you study, your family cannot afford to pay for you to attend college; Working is more important for you than attending college.	Reword this question or maybe use Rosenbaum's scale or ELS. Perhaps too negative? Or use, "If I do well in math and science, I can go to college, regardless of cost."	All respondents

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Row 322 to 389: Since the beginning of the last school year (2008–2009), which of the following people have you talked with about which math/science/other courses to take this year? AND Since the beginning of the last school year (2008–2009), which of the following people have you talked with about going to college/possible jobs or careers/personal problems?	Eliminate these questions and refocus on students developing relationships while in high school with people who mentor them regarding courses in high school, postsecondary career/college decisions and decisions on graduating from high school. "Check or fill in who has influenced you" or "informed you" or "impacted you." These are questions that have been asked in prior studies. Ferris State University did a survey on counseling and has a few questions that ask for this information. It asks about "anyone inside your school" and "anyone outside your school." These questions were trying to capture information on one person. The panel is recommending replacing all of these questions with just one about inside the school and one about outside the school. A suggestion was made to not include items on help with personal problems. That is not high school completion/college going. Another panel member said the survey could include a personal, social impact question. Lots of kids have nonacademic problems.	All respondents
Row 390: As far as you know, are the following statements true or false for your closest friend?	Asking about the best friend yields better results than closest friend. Reference to one person is more reliable. "Closest friend" could mean a wide circle of friends to a teen, especially with Facebook, etc. Others suggested leaving the reference more general, but make sure this question is consistent with the dropout section, whatever the decision. Add a "Don't know" response since sometimes students just do not know. But friend or peer questions may be unreliable because there are so few peer items in this survey, and the study can already predict the response based on other surveys. Other studies are network-focused. There is no strong hypothesis for this item right now, so is it an important variable for course selection? Is the study risking collecting information on a variable for which the response is already known? The study will be able to see if the process has changed. One panel member would rather see this question reference impact by an adult that keeps the student engaged in school. Another panel member disagreed, stating she wants something in the study that asks about the influence of peers. A best friend may go to college but the student still might not go. Peers do influence course taking, however. Peers' parents have influence too.	All respondents except dropouts

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Row 407: During a typical weekday during the school year how many hours do you spend...	These are affected by student requirements. Some students do not need to study to do well. Change response options to include more at the lower end, because about 50 percent of base-year students answered less than an hour. Add a 0 hours option. It might be faster to just make this response open-ended and code later.	All respondents
Row 464: Do you plan to enroll in...an Advanced Placement (AP) science course? an International Baccalaureate (IB) science course?	A student could already be in an AP or IB class.	All respondents except dropouts
Row 468 to 476: An “education plan” or a “career plan” is a series of activities and courses that you will need to complete to get into college or be successful in your future career. Have you put together an education plan or career plan? AND Who helped you put your [education and career/education/career] plan together?	Some states require students to have a plan. Rather than following up with a question on who helped the student prepare the plan, ask when it was done, and if it has been revised since it was done, to include whether the students are planning to attend college, how are they ensuring admission to the college of choice, do they know that what they are doing now affects later plans, etc. For underrepresented students, they only know that courses and grades matter, and may think that if they are only going to community college, it will not matter what courses they take. They are really not sure exactly how one gets into college and what is needed. Students may think they are taking college preparatory classes, when in fact they are not. Students think a high school diploma equals admission to college. But that really depends on which college. The default courses are not college-preparatory courses for STEM careers. Middle-class African American parents may assume that if they live in an area with good schools, then their children will be enrolled in college-preparatory classes in high school. However, the students may not be in those classes. The study can ask if parents are aware of this discrepancy. Students do need to do well in school, but do well in the right courses. The survey can ask students if the amount of homework they are doing and the courses they are taking will affect their chances of getting into college. Maybe add a survey item on the students’ plans to take calculus in 12th grade or if they need a calculus course to pursue a STEM career. Or the study can compare high school course choices with the proposed college major. The survey can ask students if they have met with their counselors this year and planned to take classes to get ready for college (although students will do what they want to do anyway). The study will get transcripts later with which to compare their answers. A suggestion was made to look at Rosenbaum’s questions, as well.	All respondents except dropouts

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Row 487: As things stand now, how far in school do you think you will get?	The survey asks about everything except the possibility of the student pursuing a certificate or license. Ask that, and then ask how certain he or she is that he or she will get that certificate or license.	All respondents
Row 490: How sure are you that you will go on to college to pursue a Bachelor's degree after you leave high school?	Why is it restricted to a BA? Why not any postsecondary degree?	All respondents
Row 513 through the next several pages: Are you more likely to attend a public or private 4-year college, or have you not thought about this yet? AND Are you more likely to attend an in-state or out-of-state 4-year college, or have you not thought about it yet? AND Have you gotten information about the cost of tuition and mandatory fees at a specific [in-state public/out-of-state public/private] college? AND What is the cost of one year's tuition and mandatory fees at that public 4-year college in your state? AND What is the cost of one year's tuition and mandatory fees at that private 4-year college? AND What is the cost of one year's tuition and mandatory fees at that out-of-state public 4-year college? AND What is your best estimate of the cost of one year's tuition and mandatory fees at a public 4-year college in your state? AND How confident are you in the accuracy of your estimate of the cost of one year's tuition and mandatory fees at a public 4-year college in your state?	The study will not know the accuracy of these responses unless they are referring to specific schools. Is the purpose of these questions to determine how much they have thought about college and if they are mistaken about the cost and their abilities to get into the colleges of their choice? Or is the study asking the extent to which what they know serves as a barrier to their abilities to go to college? Could the survey ask: "Do you know what college costs?" Maybe ask: "Do you know what you need to do to get into the college of your choice?" Community colleges are easier to get into and cost less. The reason the person is not planning on going to college may be that it is cost-prohibitive. Students may think they cannot even afford community college. Ask what the family is contributing. There will be a post-12th-grade survey (brief) that can check on these plans/costs. There is the expectation that all of these factors may affect their decisionmaking on courses to take in 12th grade. The survey can ask them if they know what it takes to become a doctor or an engineer (for example) and how their performance now affects their later career decisions and ability to pursue those majors in college. Add questions on financial aid to understand answers to these questions, because the amount of expected financial aid could affect the perception of affordability and which colleges they choose. Could the survey instead ask: "What will they do immediately after high school?" (Maybe they will attend a community college for the first 2 years and then transfer to a 4-year school or to an online school.) A request was made to be sure all affordability questions are pretested via cognitive testing.	All respondents
Row 652: Which of the following are most of your friends considering doing after high school?	Shorten the response categories for this question	All respondents

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Row 678 to 690: If you're considering college, what college do you have in mind? AND Why do you have this college in mind?	A specific school is not needed for this question. Instead the survey could be asking what factors are influencing their decisions about college. Possible influences include: Specific programs Where their friends are going The school's reputation Mentors/support student needs A question was asked: Are the peer impact questions sufficient to get at some of this (Rows 652 to 665: "In your circle of friends, do you think most people are really impressed by someone who graduates from college, is it something they look down at, or is it just something routine and expected?")? This survey does not discuss dual enrollment (this would be a small group of students).	All respondents
Row 693: What field of study are you considering?	Is there any research on this question? Provide options students would have at less selective schools, such as nursing or education.	All respondents
Row 722 to 725: What is a grant for college? AND What is a merit scholarship for college? AND What is a college loan?	Why are the students being given a vocabulary test? This question could instead be asking how the likelihood of receiving different types of financial aid can affect their decisions to go to college/which college. In 11th grade, do students know more about financing college? The survey could ask how this information affects students' choices, and what they are currently doing (e.g., are they thinking that college is not affordable for them, so why take pre-calculus). How much debt are they willing to take on? Is the student going to take on debt, or the parent? Do students know what resources are available? If not, then the U.S. Department of Education can "fix" that, by providing this information for students. The Department needs that type of information. This type of question is also asked in the parent survey. Maybe the survey could ask them if they have talked with their parents about being able to afford to go to college. For financial aid, parental income is what counts. The other possibility is that, if the parents do not know about financing college, the students may actually be telling the parents.	All respondents

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Row 749 to 782: When did you last attend high school? AND What grade were you in then? AND Before you last left school, did you ever leave school for more than a month for a reason other than illness or summer vacation? AND When was the very first time you left school for more than a month? AND Did you attend high school during the 2002–2003 school year? AND How many times did the following things happen to you during the last 6 months you were in school?	The month-by-month questions might be better presented using a pop-up calendar, so that students can see to which months the questions are referring. There may be some students who were in and out of school since the base year. There may be students who dropped out for a while, but are back in school. Using a calendar to ask this type of question, the survey will find out about that possibility (if the question is given to students other than dropouts). The formal definition for a dropout is missing 4 weeks of school. Maybe the survey could just ask if there was ever a period when the student was not in school for 4 weeks, and then maybe ask why they missed school.	Dropouts and early graduates
Row 809 asks if there was a period when the student was out of school: Here are some reasons other people have given for leaving school. Which of these would you say applied to you?	Maybe keep the question, but reduce the categories.	Dropouts and early graduates
Row 835: Did anyone from your school do any of the following the last time you stopped going to school?	There are too many choices for responses right now. Pare down that list and ask how the parents feel about the student dropping out.	Dropouts

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Row 876: Have you ever participated in an alternative program?	The panel was not sure students would understand the term "alternative program." Suggested new question wording was: "Since dropping out of school, have you enrolled in a program that offers a high school diploma or GED?" They often go to several programs. The study can ask for how long, and the calendar would help with answering this question and the timeframes during which a student was in/out of school and working. These questions could also be confusing, because it is not clear whether they ask about the period before or after they dropped out. Is the study also interested in programs (or the program) attended prior to dropping out? Some schools also offer "credit recovery" programs so students can receive credit for classes they failed, or take classes they still need. Is it possible to give students a list of months and ask them to check off when they attended programs? Is that level of detail needed for analysis? The survey can ask if they have since received their diplomas or gotten GEDs or if they sat for the GED and did not pass it. The biggest growth in GED test taking is with 16- and 17-year-olds. Some schools are moving students out of diploma tracks and into GED tracks, and offering them GED preparation classes in school. So by the study's definition these students have dropped out; by their definitions, they are still in school; they never left school. Be careful with using the phrase, "When you dropped out…" There is a risk of students not identifying themselves as "dropouts." Students may not associate "suspended" with "dropped out," and may not consider themselves "dropped out" if they are thinking, "I'm going back." These possibilities may affect the screening questions. The study will be following dropouts and wants to retain as many of the students as possible, so keep the survey short enough that they will want to continue to participate.	Dropouts
Row 876: Have you ever participated in an alternative program? (continued)	Ask if students are taking classes online, or doing work through independent study, or are receiving counseling services. Also ask what features would entice them to come back to school. There seems to be a prevalence of programs to entice students to finish school online.	Dropouts
RE: dropout questions	Ask for information on work histories. Why ask a dropout if he or she is planning on taking the SATs? Why ask questions now about potential future events (e.g., date when you expect a GED) when more specific answers will be available on later surveys?	Dropouts

Row number and question—Student Survey	Notes from discussion of item	Intended participant
Can we add a question for dropouts asking about the number of courses the student failed?	Possibly wait for the transcripts to determine this information. Or consider asking all students this question, since students can fail at least one class and still be promoted to the next grade.	Dropouts

Parent Survey: Comments and Suggestions

Overall Comments

The groups provided some overall comments and suggestions for additional questions:

- Recommended giving high priority to questions asking about the household size and the living situation for the students. Ascertaining the family situation and identifying disruptions is important, because research on disruptions/stressors shows an effect on school. Family stressors include changes, moving, unemployment, illness, etc., so the panel suggested questions related to family stressors.
- In line with the stressors mentioned, the panel would like to see questions asking about the effect on the students' families from unemployment, lost homes, and the economic downturn. Would income change capture this?
- Suggested asking more information on what older siblings have done—did they go to college? Drop out? This also will give information on parental experience with the college application process, including visits to college campuses and financing college (and completing the FAFSA). An older sibling still in college may affect what college the student can attend, as it will affect the family's ability to pay for college. Therefore, panelists would like questions that ask about the parents' knowledge of the college application process and if they have done this for other children (not information on each child).
- Do parents have the knowledge they need regarding college financial aid and costs?
- The panel would also like to see more questions on barriers to the students attending college. They would like to see a question that asks, "If there were no barriers, how much education would you like to see your child achieve?" and then ask "How much do you think he or she will achieve?" If there is a difference in these responses, ask why.
- Do parents have a preference for what the child does immediately after high school? If they want the child to go to college, do they prefer the student attend a 2-year or a 4-year school or a technical school? Do they differentiate between a community college and a technical school?
- What preference do the parents have concerning a career for their students? Some parents want their children to be doctors or lawyers; others do not have a preference, as long as the child is happy and self-supporting. Should the survey ask the parents' preferences? Parents may only care if the child has a college degree; which college does not matter. Should the survey ask for their preferences?
- The panel suggested a separate set of questions on how much parents expect to pay toward their child's postsecondary education, and if they are willing to take out loans to help pay for college, or let the child take out loans to pay for college.

- Do the parents have good information on how well the high school has prepared the student for college, especially in math and science?
- It is probably not realistic to think that parents of juniors are helping their children with homework. It might be better to ask if the parents talk with their children about their homework.
- Ask how well prepared the student is for a good job/any job (or possibly ask about a "self-supporting job") if he or she went directly into the labor force.
- It was pointed out that the entire survey is biased toward college activities. The panel suggested adding options such as living at home and commuting to school or a job or living close by and attending school or working. Other related suggestions:
  - Ask parents about postsecondary options for students—"Is it okay if the child does not go to college?" "Does it not matter as long as he or she goes to college?" or "Does the parent prefer work or college equally?"
  - Ask the level of independence for the student in making decisions, and if the parents will support whatever decisions the child makes.
  - How would the parents react if the child did not go to college?
- Many students may be informing the parents about college, not the parents informing the students (especially if the child will be the first in the family to go to college). How would this situation affect student independence in making decisions?
- Many parents have not been to college, so add items to measure the parents' STEM knowledge as well. Do the parents know what their high schools offer to their children and what is needed to get into college?
- The panel also recommended questions on how well prepared their child is for college or STEM careers.

Row number and question—Parent Survey	Notes from discussion of item
Row 84 and 88: Does [subject] have any siblings who are currently attending [subject's school] or have attended [subject's school] within the past 5 years? Please include all brothers and sisters including adopted siblings, stepsiblings, and foster siblings. AND How many older siblings does [subject] have?	It is important to have this question to determine if an older sibling has provided a role model for the student to follow. It is also important to know if another child in the family is in college, since that may influence affordability for the second child. Perhaps a question could be added, asking if the parents took out loans to help the older child pay for college.
Row 401: Since the beginning of this school year (2009-2010), have you or other adults in your household...	Parental involvement is not important only at school; it is also important to measure parental involvement outside of school. Are the parents monitoring behavior related to both in and out of school behavior? These types of questions get into parenting style.
Row 434: During the last 12 months, has [subject] participated in any of the following activities outside of school?	The study could get this information from the student (except for religious instruction, since the survey cannot ask a student that question without explicit consent from a parent). Are these all extracurricular activities or only those not associated with school?
Row 453: If there were no barriers, how far in school would you want [subject] to go?	Get rid of the options that say, "Start…but not finish…" John Miller, for the Longitudinal Study of American Youth, had a "parental push" scale. This could be included for the model for this study.
Row 514 to 538: What is the cost of one year's tuition and mandatory fees at that public in-state/private/public out-of-state 4-year college in your state? AND Is that tuition and mandatory fees only, or does that also include other fees such as room and board? AND How confident are you in the accuracy of your estimate of the cost of one year's tuition and mandatory fees?	The panel suggested cutting these questions entirely; they are not sure of the relevance of asking specific costs and it is easier to get at affordability, rather than needing the specific school name to figure out how close the parents' estimates are to the real costs.

Comments and additional question requests—Parent Survey	Notes from discussion of item
College application and financing process—additional suggested questions	What courses and grades do students need to be admitted to the state university? Have the parents helped/will they help their children fill out a college application? Do parents know the difference between merit-based financial aid and need-based aid? Then ask them if they think they would qualify for need-based aid. Do parents know if they qualify for financial aid, or do they assume they do not? They may think they do not qualify, when they actually do, and this is the type of information the Department of Education can provide to parents. When is the FAFSA due? Is there help for families that cannot afford college? Maybe just ask parents if they can afford to pay for college, since some parents may already be taking financial aid into consideration when asking about affordability. And specifically ask how much of a barrier cost will be to a student attending the college of his or her choice. Are they willing to take out loans or allow their children to assume loans to cover the costs of college? Ask if they can afford a 2-year school versus a 4-year school; private versus public, etc. Ask parents, "What's in your affordable range?" The study can ask this again in the College Update to see what has happened.
Questions on STEM and courses	How did students get into any kind of STEM career, and what influenced them? Does the student get into a STEM career through a particular class, such as Algebra II, Physics or Chemistry? Do the students' attitudes match the parents' on self-efficacy? Ask for this type of information from parents.
Other suggested questions	How willing are parents of underachieving students to pay for tutoring? How willing are parents to pay for eye tests and eyeglasses? Ask at the end of the parent interview if parents have preferences for what their students who have dropped out should do. On NELS, parents got upset when they were asked those types of questions.

Counselor Survey: Comments and Suggestions

Overall Comments

The panel discussed the counselor survey as a group. The counselor and school administrator questionnaires can be viewed as complementary and interrelated. Some questions could go on either survey, and burden-balancing will be an important consideration. These two surveys are about the school environment for the student. Comments/suggestions included the following:

- Review the survey to determine what are the items that the surveys need to focus on to describe processes versus attitudes.
- Be careful to make sure that the counselor asked to complete the counselor survey is knowledgeable about school processes and is a reasonable source for describing them.
- The Department needs to be able to define what a STEM school is and is not. These surveys will provide that information. This is not about STEM programs; this is about STEM schools. There are not enough students in the survey to evaluate any one program. The Department wants to talk about resources and processes, not programs.
  - How can the study ask if a school has a STEM focus?
  - What are the structural features of a STEM school, regardless of whether they were part of a defined program? This study is not interested in specific programs.
  - Then the study can ask if these features contribute to students' sense of engagement in STEM.
  - The study could have parallel questions on the student questionnaire. Students will know if they are in an academy or a program. However, then the study would tease out how much this involvement is affecting their engagement in STEM, considering everything else going on in their lives.
  - Is there differentiation of schools by focus? There is no official definition, although states do have a list of schools and their focus. The study might be able to do an administrative link. The survey does ask (of magnet schools) if a school has a special focus on math or science. Only 6 of 944 schools were magnet schools with a math/science focus. Sometimes these programs only affect a small number of students. This information could be asked of the students.
- There is considerable focus on college preparation in this survey as well. Instead, list all programs available to students, and ask about all options, rather than just college-preparatory programs. What programs are available to students?
- A panel member asked if there was a question about the high schools' participation in academies. There is a question on the counselor survey that asks if the school is part of a state academies program (e.g., STEM academy, CTE cluster). CTE covers career academies.

  - These are both state and national programs.
  - Be sure to keep questions general, rather than asking about specific programs, so the information will not be instantly dated, since it will only refer to a particular program if a program name is given in the question.
  - This survey and the administrator survey describe school/counseling processes available to the student.
- A panel member asked if any of the schools are really two schools. Schools are identified by a unique identification number, and some differently numbered schools had the same physical address. These were considered separate schools for sampling purposes.
- What the study wants from the counselor survey is information on services that are available to students; this information will be linked to the students.
- The study team wants to be clear about what is being asked and inclusive in its terminology.
- Counselors may be assigned to a certain grade, or may be assigned to a certain class (e.g., the current freshman class) and follow that class throughout the high school career.
- The school will not have information on students who are homeschooled.

Row number and question—Counselor Survey	Notes from discussion of item
Row 14: Last school year (2008–2009), what percentage of work hours did your school's counseling staff spend delivering the following services to high school students?	It was suggested that the study ask the percentage of students who received information on colleges. Panel members pointed out that may be difficult to determine. Counselors may consider having the information available on a rack as "giving" the information to students. Other schools may be so large that counselors only hold group sessions for parents or students during which they hand out literature. Many consider hosting college fairs as giving information to students. One-on-one help is more intensive, but is limited to fewer students. Ask what percentage of seniors attends group sessions and what percentage gets individual help. The question assumes all students get this help. Ask more general questions regarding how many are offered the information, receive it, get one-on-one help and the frequency at which each is offered. Does the school differentiate between guidance counseling and college preparation help for students? Rosenbaum (a panelist reported) found guidance counselors tend to take a laissez-faire stance with college advice: they do not want to discourage students who are interested in attending college, but also do not want to encourage students who they think will not be able to succeed in college. Students rarely meet with their guidance counselors. If one asks students 2 or 3 years after high school about meeting with guidance counselors, most do not remember having met with them and rarely even remember the counselors' names. Ask counselors if they agree/disagree with statements such as, "Students are realistic about their college prospects" or "Students do not care about their grades, because they know they can get into community colleges." Or add, "In my opinion" to each of the statements, since counselors rarely have that much contact with students. Ask the counselors to think about certain students when answering the questions, and to ask if the counselor would be proud or disappointed if a certain student went to college, or what advice the counselor would give regarding that student's postsecondary plans. Adult expectations are an important influence on students. Scenarios could be presented for counselors to use when responding to these types of questions.
Row 250: In which of the following ways does the school assist students with the transition from high school to work?	The panel would like to see the question asked—does the school have linkages to specific employers in their area?

Row number and question—Counselor Survey	Notes from discussion of item
Row 304: After 9th grade, are all high school students within the same grade placed in the same advanced mathematics courses?	Tracking starts at the entrance to middle school. Students take courses in a certain order. It really depends if the student takes Algebra in 9th grade, prior to it, or later than 9th grade. The courses that follow are usually taken in a set order; the study wants to know how much variation there is to this order and why. For example, if the student is in a college-preparatory track, he or she will take higher level math courses in high school. Most kids in Catholic schools take one track. Charter schools try to do this too. The study will only get an estimate of what students are taking which courses, based on 25 students in any school. If the study can get this information from the counselors, it would be useful for analysis. Counselors fill out that type of information all the time for other reports. In many high-poverty schools, students cannot take higher-level math courses, because there are not enough certified teachers.
Row 341: (Teacher expectations) Indicate the extent to which you agree or disagree with each of the following statements.	This question might be better suited for the administrator survey. This is not information counselors are likely to have. A question was asked about how relevant this information was to HSLS:09. In the base year, only 1 response category had any variation, and that was “Teachers in this school have given up on some students.”
Row 373 to 399: Counting this school year, how many years have you have been a school counselor: AND What is the highest degree you have earned? AND What was your major field of study for your [highest degree earned]? AND What was your major field of study for your bachelor’s degree? AND Have you started, but not completed, any work on a degree beyond [highest degree earned]? (If you have started more than one of the degrees listed below, please select the higher degree.) AND Which of the following best describes your entry into the counseling profession?	There was a question concerning the use of the counselor’s background information. It was suggested those questions be eliminated, and replaced with questions about the percentage of students taking physics, calculus, or AP classes, how students are assigned to those classes, and what percentage score a 3 or better on the AP exams. Also, ask about how students get into certain tracks in high school.
Comments and additional question requests— Counselor Survey	
Does the study want to know what percentage of students is capable of math and science careers?	Or is it better to keep this survey at the school level and ask if certain services are offered and what percentage of students take advantage of those services. The survey could ask the counselors how adequate the services are; the study will find out students’ outcomes in later surveys.
There may be differences in math and science class assignments due to race/ethnicity.	Who is involved in assigning students to classes, and what policy is followed in the school when making those assignments, and how they are assigned to them?

Row number and question—Counselor Survey	Notes from discussion of item
The survey could ask about the work condition and burden on the counselors.	Number of students per counselor is asked (Row 7), but not the counselors' perceptions of burden or the adequacy of the whole program regarding: Course selection College preparation Behavioral issues Career preparation How often students visit the counselors and why

Administrator Survey: Comments and Suggestions

Overall Comments

The study allows the principal to give the first three sections to other staff to complete, if burden on the principal is a concern. The study does distinguish whether the principal completed the entire survey or just the final section. The study does not record the title of the person who completed the other three parts, if the principal did not complete those three sections.

Row number and question—Administrator Survey	Notes from discussion of item
Row 218 to 224: Which of the following programs or courses does your school offer on-site?	The panel would like to find out if AP classes are available at the school, and if not, can students take them elsewhere, and which AP classes are offered (not just which math and science AP classes are offered). Schools make up rules about which students can get into AP classes; even in schools that are majority non-Caucasian, AP classes tend to be mostly Caucasian students. Can a question on this topic be added to the survey? A comment was made that a question asking that might be seen as "baiting the respondent." The base-year survey showed schools take into consideration teacher recommendations and grades in the previous math class; after that, future math class assignments are based on the grade in the most recent math class.
Row 109: Which of the following people/groups of people take an active role in evaluating teachers in your school?	Delete. This information is not germane to the study.

High School Longitudinal Study of 2009 (HSLS:09) First Follow-up
Second Technical Review Panel Meeting Summary
June 15–16, 2011

Meeting Attendees		
Technical Review Panel	**U.S. Department of Education & Other Federal & Non-Federal Invitees**	**Contractor & Subcontractor Staff**
Bryan Cook American Council on Education	Allison Bell U.S. Department of Education—IES	Eric Banilower Horizon Research, Inc.
Regina Deil-Amen University of Arizona	Jinfa Cai National Science Foundation	Laura Burns RTI International
Jeremy Finn State University of New York at Buffalo	Elise Christopher U.S. Department of Education—IES	Kristin Denton Flanagan ESSI
Thomas Hoffer National Opinion Research Center (NORC)	Gavin Fulmer National Science Foundation	Howard Fleischman Windwalker Corporation
Vinetta Jones Howard University	Lisa Hudson U.S. Department of Education—IES	Deborah Herget RTI International
Amaury Nora University of Texas at San Antonio	Tracy Hunt-White U.S. Department of Education—IES	Steven Ingels RTI International
Jesse Rothstein University of California, Berkeley	Roosevelt Johnson National Science Foundation	Ying Jin American Institutes for Research
Russ Rumberger University of California, Santa Barbara	Kashka Kubzdela U.S. Department of Education—IES	Steve Leinwand American Institutes for Research
Timothy Urdan Santa Clara University	Laura LoGerfo U.S. Department of Education—IES	Marisa Pelczar Windwalker Corporation
Sarah E. Turner University of Virginia (Unable to attend)	Rochelle (Shelly) Martinez Office of Management and Budget	Daniel Pratt RTI International
	Isaiah O'Rear U.S. Department of Education—IES	Brooke Shelley Windwalker Corporation
	Jeff Owings U.S. Department of Education—IES	Peggy Trygstad Horizon Research, Inc.
	Marsha Silverberg U.S. Department of Education—IES	
	Matt Soldner U.S. Department of Education—IES	
	Larry Suter National Science Foundation	
	John Wirt U.S. Department of Education—IES	

Meeting Notes

Dan Pratt, RTI, project director, welcomed the participants to the HSLS:09 technical review panel meeting and described the 2-day agenda. After the attendees introduced themselves, Dan Pratt described the first follow-up components, the college update and high school transcripts, and general timing and release of the data products.

Overview of HSLS:09 First Follow-Up and College Update

1. First Follow-Up Components

The just-concluded first follow-up field test is the dress rehearsal for the main study. Most of the field test students are in 11th grade and participated in a 90-minute session (survey and algebra-based assessment) at their schools. There is also an out-of-school component that includes those students absent during in-school sessions, students from refusing schools, transfer students, homeschooled students, and dropouts. Out-of-school students will either take a web-based self-administered survey, or participate by CATI or CAPI. A web-based self-administered assessment will also be provided to out-of-school students.

Other components of the follow-up will include a parent survey (for a subsample of students, with an aim of surveying 7,500 parents); an administrator survey (one per participating school); and a counselor survey (one per participating school). The reduced parent interview sample was necessary because of budget constraints. While math and science teachers were surveyed in the base year, they will not participate in the first follow-up.

2. College Update and High School Transcripts

The college update materials are simply a sample of the range of possible items; work has just started on the college update and so it is a very rough outline of what the survey is intended to measure. RTI will administer the college update just over a year after the first follow-up (the summer after modal high school graduation) with either the student, or with parent as proxy. This is a brief instrument (no longer than 20 minutes) to collect information on high school completion status, postsecondary applications/acceptances, and current status, timed for when the majority of students are graduating from high school. The purpose is to get a quick idea of their plans or status as of summer 2012 (for the field test) or summer 2013 (main study). Starting in the autumn after modal senior year, high school transcripts will be collected, with information from grades 9–12 (and when possible, select information from grades 8 and 7). These include base-year school transcripts, and transcripts from transfer schools, if applicable.

3. General Timing

The first follow-up field test took place between March and June 2011. The first follow-up for the main study will occur between January 31 and August 31, 2012. (June 2012 marks the end of in-school student data collection, while out-of-school data collection will continue through the

end of August.) The college update field test is planned for summer-early fall 2012, the period between senior year of high school and first year of college. The collection of the high school transcripts for the field test to test the transcript systems will take place between September 2012 and March 2013, with keying and coding of data occurring between November 2012 and March 2013. The transcripts will not be limited solely to those students who graduate. RTI hopes to receive them from all 20,000+ students, including dropouts. Someone asked if RTI would follow up at a later time for transcripts of students who graduated late, but there is no follow-up transcript component in the project's scope of work.

One of the outcomes of the September 2010 TRP meeting was a discussion of the sample of 9th-graders. The recommendation was to drop freshening for a nationally representative 11th-grade cohort. The first follow-up is thus solely a study of fall 2009 9th-graders in spring of 2012, with no "freshening" so it will not be representative of 11th-graders. Elimination of freshening will allow an increase in the parent sample size (from 10,000 to 11,450) to allow for a yield of 7,500 parent interviews.

4. Data Products—Availability and Potential

The base-year data products will be released imminently, hopefully this month. These products include the public-use and restricted-use data files (including state-representative restricted-use data for 10 states); the documentation (i.e., methodology report/user's guide to the data); and two brief analysis reports (i.e., First Look reports). The first follow-up products will be released in 2013, and the college update and transcript products will be released together in 2015. A panelist asked if the 10 states with representative data would be identifiable, and whether HSLS:09 can link to the states' longitudinal data systems. There is no indicator for these states on the public-use file but there is an indicator on the restricted-use file. Although there was an initial expectation that additional data could be brought in from the 10 states' longitudinal data systems (SLDS), this linkage of HSLS:09 to selected SLDS data has not occurred, in large part because of legal and bureaucratic obstacles. These state data may be linked whenever such agreements are in place between state and federal governments.

A panel member asked what specific data would be on the public-use (PUF) vs. the restricted-use (RUF) data files. The RUF includes all survey responses from the administrator and counselor that at the item level had data suppressed to minimize risk of disclosure. The RUF also includes CCD and PSS ID numbers so that researchers can link to NCES school-level data. Some categories had to be collapsed in the public-use data, and there was also top- and bottom-coding, to ensure that there were no small-sized data cells. Other data perturbation techniques were also implemented in the base-year files, to further protect respondent confidentiality.

Another participant asked, given difficulties in recruiting schools, what methodological work has been done on how the drawn versus realized samples compare to each other. The description of similarities and differences between cooperating and refusal schools is in the documentation,

which includes a bias analysis. Weights were calculated to adjust for nonresponse. Someone asked if there were any caveats concerning representativeness of the realized sample, given the 45 percent weighted school nonresponse rate. RTI reported that there were differences between the types of schools that agreed to participate, and that more detail was included in the Data File Documentation report. For example, rural schools were more likely to take part; in addition, some geographic regions had better participation rates compared to others. Non-Catholic private schools were the hardest to get to participate. These differences mirrored those of prior studies.

High School Longitudinal Study Mathematics Test Update

The presentation on the mathematics (algebraic reasoning) assessment included the following topics:

1. Purpose of the HSLS:09 first follow-up field test for grade 11
2. Design of the HSLS:09 first follow-up field test
3. Preliminary results of the HSLS:09 first follow-up field test
4. Next steps
5. Questions/comments

The current status of the mathematics assessment is that 50 field-tested items have been allocated to the router and to the Stage 2 forms of the first follow-up. Released NAEP items were field-tested, and found to perform well, so they will be added to the 11th-grade test next spring. The field test had a goal of 350 student respondents, and received 473 responses prior to the TRP meeting (with additional assessments anticipated before the end of data collection in June), so AIR/RTI were pleased with the yield.

Overall, the results were consistent between the first follow-up field test and base-year main study. Also, the preliminary results indicated that there was not much difference between the field test of fall 12th-graders and the field test of spring 11th-graders.

The IRT analysis confirmed that items were in the ballpark of where test developers wanted them to be. A panelist asked if the First Look reports would show the power of prediction by background variables, and AIR replied that yes, two tables disaggregate the findings by background and proficiency levels.

Student Survey Discussion

The panel split into three work groups to discuss the student survey. The groups reconvened, and a reporter from each group presented a synopsis of the discussions. Highlights of the student survey discussion are presented below.

General

One panelist who self-administered the questionnaire online (Jeremy Finn) thought it was very well done. However, he thought that the transitions, definitions, and instructions were too wordy.

He really liked the prompts when questions were skipped. In fact, he wanted the nonresponse prompt to be employed on more questions, such as when there are many items on a screen.

2 – 1: S2HSCRED – Whether teenager has earned a high school credential

There was some confusion about the frequencies for items with a high rate of nonresponse. RTI explained that some items were administered only outside the school setting because enrollment status could be inferred from the fact that the student was present at the school administration.

To better interpret the response frequencies, panelists would have liked the codebook to include a respondent universe statement, with information about who each question applied to.

2 – 3: S2CURENR

Panelists were concerned that only two dropouts had participated to date. They emphasized that it was critical to find ways to encourage dropouts to take part. RTI explained that because the sample members are minors, parents need to grant permission for the dropout to participate. Reaching parents has been a challenge.

2 – 6: S2CURSCH

One breakout group asked that a variable be included on the public-use data file which indicates if the new school is in a different district or different state than the base-year school.

2 – 10 S2FREQDO

One breakout group recommended that this question be eliminated. The key information is whether they have dropped out or not. The number of times does not matter as much.

2 – 16: S2WHYEARLY

One breakout group recommended that this question be eliminated because the number of early graduates is too small to be analytically useful.

2 -20: S2DAYSMISSED

One breakout group thought that unless this information could be collected from teenagers in school as well as dropouts, this is not analytically useful.

2 – 21 S2BEHAVIOR

Given that questions about absence and tardiness are suitable for in-school administration, panelists wanted these to be asked of all teenagers in the same way. Questions about suspensions and expulsions are not allowed in school-implied consent surveys. Panelists recommended that

RTI request information on suspensions and absences when transcripts are collected. (However, ELS:2002 transcripts did not collect such information, because the missingness for items like absences was so high in HS&B and NELS:88 transcript components, e.g., 44 percent missing for school-recorded absences in NELS:88.)

Panelists did not like the 6-month timeframe for the question. It appears that they thought the question referred to the past 6 months rather than the last 6 months the dropout was in school. Given this misunderstanding, the panelists wanted the period to be standardized in some way such as the last semester they were in school or the fall term of 2011. One panelist said that other surveys have used the last 3 months in school. In light of panelists' misreading of the question, greater emphasis needs to be placed on the phrase "last 6 months you were in school" in the question wording.

Panelists agreed with the recommended addition of detention but revised the wording to "in-school detention" for clarity.

2-22: S2DOFRIENDS

Panelists wanted this question to be administered to all sample members, not just those who were not in school, reasoning that the information would not be analytically useful otherwise. RTI explained that according to the PPRA[13] topics that are incriminating or reflect poorly on the teenager cannot be administered in the school setting unless written (active) parental consent is obtained. RTI has found that written consent reduces student participation by 20 percentage points so the instruments are designed to allow for implied consent.

If the question is retained, panelists recommended using "None," "Some," "Most," or "All" as in ELS:2002 rather than a number for which we have no denominator. Add Health may also be consulted.

2 – 23 S2WHYDROP – Reasons teenager left school

One breakout group thought that the second item (S2WHYDROP2), "You did not like school," should be elaborated upon to distinguish between teenagers who chose to drop out versus those who felt pushed out. Some reasons that could be included would be didn't have friends/not accepted by peers/ bullied, didn't like schoolwork, didn't feel like the teachers cared, punished too much, rules were unfair, and rules were unclear. The "you didn't fit in" suggested addition was thought to be too vague. The "you needed money" option was also too vague because a

[13] PPRA is the Protection of Pupil Rights Amendment. It requires that contractors obtain written parental consent before minor students are required to participate in an ED-funded survey concerning any of the following seven topics: (1) political affiliations; (2) mental and psychological problems; (3) sexual behavior and attitudes; (4) illegal, antisocial, self-incriminating, and demeaning behavior; (5) critical appraisals of close family members; (6) privileged relationships (attorneys, physicians); and (7) income. Because of HSLS:09's need for implied consent and given the relatively new PPRA constraints, many areas of inquiry in NELS:88 and earlier NCES high school longitudinal studies are now off-limits.

teenager may need spending money or money to support his or her family. Also, this item was judged to be similar to "you got a job." One panelist recommended referring to NELS:88 for items.

2 – 24: S2WHYRETURN

One breakout group agreed with the recommendation to delete this. No one objected.

2 – 25 through 2 – 28: S2ALTPROG through S2ALTEND: Questions about alternative program

Panelists thought that the lead-in question (2 – 25: S2ALTPROG) needed a better definition of alternative program. Also, panelists wanted additional information about the program. They recommended that programs that are for dropout prevention be identified separately from programs that are for dropout recovery. Currently, the definition states that these programs are for students at risk of dropping out, which is odd wording for teenagers who have already dropped out. Panelists wanted to ask these questions of everyone, not just dropouts, so that students who remained in school because of the alternative program are accounted for.

They also thought that the questions should distinguish between programs that are conducted at the school and programs that are conducted at another location. The underlying supposition is that programs conducted on the school's campus will have a higher student retention rate because the students will feel more integrated with the rest of the school.

Panelists also thought that it was important to know if the program led to a regular diploma, a GED or equivalency, or neither. The latter option would include certificates of attendance, but panelists thought that teenagers may not know that term.

Panelists thought the dates of entry (2 – 26: S2ALTSTART) and completion (2 – 28: S2ALTEND) could be dropped.

2 – 29: S2HSCREDPLAN

One breakout group commented that this question does not distinguish between vague notions and serious plans.

2 – 43: S2MOMOCC

One breakout group wondered how a teenager should answer this if the mother is a homemaker. Also, recommend adding questions to find out if parents are currently employed.

2 – 46/47: S2HHGDS1/2 Possessions in home

The intended purpose of these items is to serve as a proxy for household income to use in the SES measure if data from parents are not available. Teenagers are unreliable reporters of

household income, but are able to report about items in the home. However, everyone agreed that the items selected in the field test are suboptimal. The source was the questionnaires used in PISA and PIRLS, two international studies. These items do not work well in the U.S. context. Panelists recommended other sources such as the BLS Consumer Expenditure Survey.

The fact that virtually all respondents reported having Internet access in their homes made panelists question the degree to which the field test respondents thus far are representative of the population (the field test sample is in fact not strictly representative, but nevertheless should include both high- and low-SES students).

Panelists recommended asking about how many web-accessible devices (e.g., computer, IPAD, smartphone) the household has rather than Internet access or computers given that nearly all reported having these. Also, panelists recommended adding options for "3" and "4 or more" for web-accessible devices, cell phones, and vehicles to get better differentiation at the high end of the income distribution. One panelist pointed out that the question asks about "you or your family," which could be confusing. Some respondents may be reporting only for themselves and others may be reporting for the family. The recommendation is to change this to "your family."

Panelists also suggested that these questions only be asked of teenagers for whom income is not available from the parent questionnaire since they are only used as a proxy for income. However, some panelists wanted to include some items for substantive analyses. One recommendation was to replace "a room of your own" with "a designated place for you to study." Others wanted to know how the computer in the home is used such as whether it was used for homework or studying. Graphing calculator was a recommended addition.

2-51: S2ACT Math and science activities since 2009-10 school year

One breakout group noted that the percentage of students who had participated in a math or science camp was very low. The group wondered if these statistics were realistic or if students were not thinking of these activities as science or math camps. The group suggested either eliminating these items or reworking them. A more general question about out-of-school math and science programs may be more successful at eliciting positive responses. Follow-up questions could drill in to the type of program.

2 – 52 through 2 – 54: S2ALG through S2ALGGRADE

One breakout group thought that the questions about Algebra I were important to keep even though they were marked for deletion. Additionally, they thought it was important to break the "8th grade or earlier" response option into "7th grade or earlier" and "8th grade." Other panelists agreed that these should be eliminated because nearly all respondents had taken Algebra I, these data will be collected from transcripts, and base-year respondents were asked to report on the math course they took in 8th grade and 9th grade. However, the counterargument was that the

transcript data would not be available until 2015 and the coverage for 7th and 8th grade is questionable. Another suggestion was to only collect these data for students who did not report taking Algebra I in the base-year questionnaire. Panelists wondered how a respondent should report his or her grade level if he or she took Algebra I over 2 years, a practice in some schools.

3 – 1: S2MPRS Sees themselves as math person

Panelists wanted these items retained even though they are vague because they are the only identity items. They should not be changed so they can be used for longitudinal analysis. There was not much support for the suggested additions because they were related to competence which is already covered elsewhere on the questionnaire (3 – 3: S2MATHEFF).

One group wanted to add questions about beliefs about the nature of math intelligence; whether it is something one is born with or something that can be acquired with effort. They recommended looking at the research of Carol Dweck for questions. Another panelist reported that the items on the ELS:2002 base-year student questionnaire worked well.

This group also said that questions about engagement are missing. They would like to see items about how much effort the student puts in.

There was also a suggestion to add questions about whether teachers and parents expect the student to do well.

3 – 2: S2MATHUSE

The panelists thought there could be a case for deleting these because there is not much variation, but they have been used a lot on other studies. They should be kept as a set.

3 – 3: S2MATHEFF Feelings about math

There are two different scales. They are worth keeping.

3 – 5: S2MCRSE Math courses taking in spring 2011

Some panelists wanted to add AP math, but other panelists noted that this is usually either calculus or statistics and probability. Another panelist suggested combining the three levels of integrated math because teenagers are unlikely to know the difference.

3- 6: S2MREASON Reason for taking math course

Panelists thought advice from teachers, counselors, and parents are missing items from this question. They also suggested adding that the course was next in the sequence, that they were placed in the course because of their grades, that the course fit into their schedule and their friends were taking it.

3 – 7: S2MTCHQ1 Feelings about math teacher

Although panelists agreed that valuing and listening to ideas is similar to respect, they recommended keeping both of these items (S2MTCHQ1 and S2MTCHQ2) because they are part of a scale. One panelist noted that valuing ideas may not apply to math courses, but another panelist suggested keeping it for parallelism with the science version of the question.

One panelist noted that the first 3 items (S2MTCHQ1, 2, and 4) belong to one scale and the next four (S2MTCHQ5, 6, 8 and 9) are part of a different Patterns of Adaptive Learning (PAL) scale. This panelist suggested replacing the latter set with more direct questions (e.g., Are you engaged in your math class? Does your teacher help you learn? Does your teacher think you can learn?).

One panelist noted that the item related to treating males and females differently (S2MTCHQ0) is a standalone item that is not part of a scale. It struck this panelist as being out of place in this context and made him wonder why a similar question was not asked about the treatment of racial and ethnic minorities. Some panelists suggested that it was more important to know how the student thought the teacher treated him or her than how the teacher treated people in general.

Panelists did not like the suggested new item (i.e., "Knows how to explain concepts in multiple ways"). One group thought that the concept was too complex for students to understand. Another group suggested removing "knows how to" if the item is added because it conflates teacher knowledge with what the teacher does.

4 – 2 and 4 – 3: S2LOOKFWD and S2LKFWDOTH

Panelists recommended dropping these items because most teenagers answered friends and sports. In place of this question, panelists would like to add back the question from the base-year survey about the student's favorite school subject.

4 – 4: S2PAYO

Panelists were very confused by the "Even if you study" clause at the beginning of S2PAYO4 and S2PAYO8. They suggested that either the items be dropped or revised. The intent of the second item is to determine whether teenagers put less effort into school because they think that they cannot afford to go to college. Panelists suggested asking it more directly. One wanted to add an item that measures whether students believe that if they study hard they will get scholarships that will allow them to go to college. She noted that math and science pre-college programs for the disadvantaged emphasize this.

Panelists commented that there are two scales combined in this question: value and belonging. One breakout group wondered what would happen to the reliability if these were analyzed as two separate scales. A panelist advocated keeping them both, because the students' own attitudes are important to measure because they are not the same as school climate.

Another suggestion was to ask these items in positive terms to find out what teenagers value about school. It was suggested that RTI separate: Do you think you can get into college?/Do you think you can afford college?/What will help you get into college?

Panelists asked whether there are school climate questions in the questionnaire and were told that 4-4 was the climate measure. It was suggested that we refer to ELS and NELS for school climate items.

4 – 4 – One panelist wants a question about whether student can afford college.

4 – 9: S2CLF Behavior of closest friend

One breakout group thought that this question could be dropped. Other panelists suggested that this would get at peer pressure if it asked for the number of friends.

4 – 10: S2COST Social cost of STEM courses

There were many criticisms of these items. One breakout group suggested eliminating this question because it is counterfactual. A panelist noted that the question does not indicate how much time and effort. Another panelist pointed out that there may be some social desirability bias in these data because few answered that they would be unpopular or made fun of.

However, others thought it was important to keep a measure of peer pressure. One indicated that he knew of better questions about the negative influences of peer pressure.

NCES explained that these items were intended to measure the anti-intellectual culture in the school. A panelist suggested asking a question such as "Students in your school who do well are made fun of."

Panelist comment: while 4-10 should be kept, the current wording does not differentiate between time and effort in class (versus outside class). Another comment: we act like there is something wrong with the students who do not spend a lot of time studying. Sometimes bright kids do not have to spend time because they get an A without arduous effort—easy school—others have a demanding school.

NCES – 4 -4, 4-9, 4-10 questions – everyone seems to have different interpretations so their measurement qualities are poor.

4 – 12: S2TIME

Panelists thought that the only useful items were the ones about studying. They suggested first asking for the total amount of time spent studying per day. Follow-up questions could ask how many of those hours are for math studying and science studying. Panelists also thought that the

question was unnecessarily wordy and "During a typical weekday during the school year" could be replaced with "During a typical school day." Also, panelists noted that question has to allow for fractions of hours. One panelist suggested that response options in 15 minute increments could be used. Showing the low end of the distribution cues students that those are reasonable answers.

Ask why they don't study more
I don't need to, I already get high grades
Other options?

4 – 14 / 15: S2WKHRWEEK and S2HRWKEND

One breakout group thought it was most important to know the total number of hours spent working. The recommendation was to ask for the total and follow up with a question which asks how many of those hours are during the week.

Does the work you are doing have anything to do with courses you are taking?
Not getting at what we want exactly…

Which concept do we want?
Is this a job you got obtained through a school-to-work program? Is this part of a CTE program?
Work-based learning? Did the school help you get the job? – but can't say it like that.
Is the work they are doing somehow connected to a school program or career academy?

Is this a job that you think will lead to a career?

Section 5

Dual (concurrent) enrollment
Students in high school may not know this term.
"College level classes for which you can earn college credit – not AP or IB"

Magnet
We're not getting which students are enrolled in a magnet program within the school.
Are you in some sort of magnet, career academy within your school – we think they will know the word magnet – kids in it will, but false positives for those who are not.

5-9, 5-10, and 5-11: S2RUNVOC, S2ENRCC, and S2ENRUNIV

Why are 5-9, 5-10, and 5-11 recommended for deletion? The group saw no rationale for deleting these and thought this would be valuable information to know.

5- 16: S2COHELP Who helped teen plan for college?
Military as an option for helping with college planning—please do not omit military recruiters.
Who helped you plan courses, college, work? – ask of everyone.
Also add response option: school computer puts them in courses – assigned.

Put together or follow a plan…may not put it together. And there is a huge difference between writing, and following, a career plan.

Some further issues: Some students are ruling themselves out of college because of courses and they do not even know it so we cannot ask them.
We want to know about tracking, such as which students are deemed to be college-bound and which are not, and what plans are in place for those not college-bound.

One panelist wanted to look at transcripts to see if information on education/career plans can be found on them, and get rid of the question, but others disagreed that school records sources would reflect this or be easily added to the transcript collection.

They all think they are going to college – do you have a personal plan for courses?
Who advised you about courses? Lots of kids do not even know what AP or IB are…defaulted into minimum requirements for graduation.

5 – 1: S2APIB – separate taken and plan to take – will we have information about if they are even offered? (Yes, course offerings file will be delivered in 2015 with transcript files.)

5 – 7: S2PGRM – make sure these are asked of schools – availability

5 – 20: S2SUCCOMM Importance of factors for getting into community college

The language here needs modification. Change from succeeding in to "getting into"—or capture both constructs (succeeding in; getting into), perhaps within the same item (one column for each).

One panelist's sense is that most kids know that they can get into community college.

Another panelist commented—yes, they can get into community college, but some cannot get into college-level courses—remedial or high school courses is all they can do.

6 -4, 6-5: S2AFTER and S2SRBA Plan for 1st year after HS
Panel comment: love the question but could get rid of the categories – ask 0 to 100 does not work…even sliding scale problematic
* We should use the same type of response to all questions about uncertainty.

6 -6: S2RSNAFT Reason for main activity after school
A panelist asked—why is this borderline?
NCES: What is the policy relevance? We could not see any.
How can we best get at peer influence?
A panelist observed that people do not know the reasons why they do what they do and report them inaccurately or in a rationalized form.

College Update

The group suggested adding an early router to differentiate whether students or their parents are answering the college update.

The group suggests keeping to objective questions because of the proxy situation; that is, parents will have different answers than their children in some cases. This survey should not be given to respondents still in high school, and the group suggests linking rolling out of survey to states that finish early versus late. In general, July would be a better starting point than June.

Item 6: October should be made the anchor reference date as opposed to "6-month period." Question 6 should be more specific/hierarchical, and allow respondents to say yes to both work and college as well because the categories are not mutually exclusive. It was suggested to split out certificate, associate's degree, etc. It was suggested that if they say they are going to school, ask *where* right here. Another group suggestion was to eliminate the family, travel, etc. options.

Item 7: Suggestion was to split out the question, and be very careful with the wording. A panelist suggested making distinctions between students going to a 4-year school and those who may have also taken community college courses during the summer after graduating from high school. Add "for the fall semester" to anchor the item. It was suggested that they were trying to get to the choice set, such as access to/choice in.

A panelist suggested asking about dual (concurrent) enrollment, but differentiating between bringing in college credit versus attending classes (i.e., exposure to campus/treatment). Another asked where online courses fit as a college treatment. A panelist inquired: what about high school programs on campuses where you would not take classes? You cannot just ask in 11th-grade survey because you will miss 12th-graders' actions.

One panelist said it was important to ask "where will you be living on October 1." Also, is cost of living included in expenses? In addition, work study versus off-campus work is not a useful distinction. RTI replied by saying that out-of-pocket expenses should be treated differently from loans. Also, change to "family," because student and parent distinction will be different. A panelist maintained that armed services/military should be added to funding question.

Some believed Item 20 is too risky because of its subjectivity, and that it will be muddy between student and parent answers. Another suggested adding "Feel welcome on campus," "share

common values with other students" to this question. A panelist stressed that the decision to enroll is also linked to perceptions of costs of college, that these perceptions may be inaccurate, and that this may be better asked in the 11th grade.

Someone asked if this survey would be the place to ask if they took the SAT/ACT and what scores they got. NCES stated that information should be matched to the College Board at some point after transcripts are collected.

Discussion of Parent, Counselor, and Administrator Surveys

After discussing the college update, the groups broke out again to discuss the remaining surveys. Group 1 first focused on the parent survey, and then the counselor survey if they had time. Group 2 started with the counselor survey, and went on to the administrator survey if they had time. Group 3 began with the administrator survey, and continued with the parent survey.

Parent Survey

Thirty to 35 minutes need to be cut from this survey. The plan is to collect 7,500 parent surveys from a subset of 11,450 of the base-year students' parents. The group was concerned with the lack of parent-supplied information given the high (25 percent) nonresponse in the base year, and recommended trying to convert base-year nonrespondents to respondents in the first follow-up, even if it means increasing monetary incentives. Given subsampling, oversampling of base-year nonrespondents should also be considered, though a counterargument is that parent data for two longitudinal data points would be of particular value/benefit.

The first set of recommendations included adding a filter before Item 3-1. Ask whether the child had repeated a grade, then if yes, ask which grade. This would help cut down on time. Also, do not want to repeat for base-year respondents, although parents may be better to ask than students for early grade repetition responses. The group wanted to make sure that the survey is asking parents and students about the same time period.

One panelist had a suggestion about adjusting the lead-in to section 2 to better describe the household situation, and suggested adding "within the last 2 years" or "currently" to question about time living with parents. This would account for changes that may have happened recently or if they want to try to measure changes in status. One idea was to ask "are you the same parent who filled out this survey in base year?" It is important to capture that change, as answers may differ depending on who is answering.

Another panelist suggested dropping 3-1 and 3-2. If not dropped, then suggest restricting it to base-year respondents.

Item 3-3: P2TRANSFER
It was suggested that this question be moved to the student survey, and ask the students to name

the schools they attended ("in addition to current school, what other school did you attend since base year?").

Item 3-5: P2DROP
This item is fine, but branching becomes problematic.

Item 3-6: P2STOPED
Drop, as this is a rare enough event that it will be fine to have a dichotomous variable. One panelist asked that attempts be made to distinguish between stopped going to school/dropped out and stopped going to school, but still doing school work from home. Maybe ask generally, and then try to get a reason. RTI added that they are trying to capture dropouts/expelled or kids who are displaying dropout behaviors, and that qualifiers should be protected to know it is not missing school due to vacation or illness. Parents are the only ones who can tell us about suspensions and expulsions, so we may need to add a follow-up question.

Items 3-7: P2DEAL
Maybe get to non-zero risk of dropout or get rid of. Does not make sense to only ask students who have already dropped out.

Items 3-8: P2SCHOOL
Try to get to whether the parent ever talks to the school.

Items 3-9: P2ENROLL
Wording is an issue; only for gate logic.

Items 3-10, 3-11, 3-12, 3-13: P2DATE, P2NOW, P2GED, P2RETURN
Drop. Best asked of students, not parents.

Items 3-14: P2SPECED
Keep.

Item 3-15: P2HLPFRQ How often parent helps with homework
Add? Before it was about "discussing" phenomenon which will more likely be case in 11th grade. Involvement/monitoring is important to measure. One panelist would like to add more questions about parents' awareness/engagement/involvement, like "do you lend them your car? Can you name three of their friends?" It was suggested that questionnaire developers look into health studies that have batteries of these types of questions (e.g., YRBS, HBSC). These are useful questions if you are trying to correlate dropout.

Items 3-16: P2HLPWRK Confidence in helping with homework
Consider them borderline, and perhaps move away from this sequence because they may not fit.

Items 3-17: P2STEM
Not sure if this is the right set/item, as the entire entity is borderline.

Items 3-18: P2ACTVTY
Drop them because student will be a better reporter, *except* for religious group activity, because that cannot be asked of students. Maybe move set to end.

Items 4-1: P2PREP
Keep as is, though maybe condense. Also, add "Talking to military recruiter."

Items 4-2: P2AFTERHS
No big issues with these items with the exception of deleting travel and online, and adding military.

Item 4-3: P21STYR
Revise/drop because asked in previous item.

Items 4-6: P2CIRCUM May not meet desired ed level
Drop.

Items 4-7: P2MINREQ
Perhaps make parallel to student questions? Change to minimum requirements and for success in 2- and 4-year college.

Item 4-9: P2ATTEND Importance of factors when choosing college
Keep.

Item 4-10: P2SPECINFO Has info about specific colleges
Okay.

Item 4-11: P2GETINFO
Suggest deleting and adding a question about what role parent would play in decision? How directive are they going to be?

Items 4-12 and 4-13: P2HELPAPP and P2AFFORD
Keep. The add between 4-13 and 4-14 is okay, to get base-year questions back in to be able to compare.

Items 4-14: P2SOURCE Source of financial aid info
Borderline, but keep in. A panelist suggested asking parents how many other children they are also supporting or will have to support soon.

Item 4-15: P2FAFSA
Keep but follow with question that for those who have said "no" asks if they are familiar with FAFSA at all.

Items 4-25: P2STEPS Steps parent expects teen to take to finance education
Make a distinction between part-time and full-time.

Items 4-27: P2EDERN Amount parent thinks teen will earn by ed level
Follow with a thought check for extreme answers (like someone answering earning $1,000 in a year).

It was again asked if we could include an item trying to measure negative economic occurrences (e.g., wages have been cut).

Counselor Survey

Add item on distribution of services delivered from base year; repeat to see if there have been shifts/cuts (i.e., number of schools they serve, number of hours they work).

Items 1-6: C2MEET
Replace because of borderline. The comparative nature is the most important aspect of this. If need to simplify, maybe specify types: college-bound students, students struggling academically, behavior kids, average students. It is a tough question, trying to get to who the counselor is meeting with or what they are doing. Another option is to ask, "across the school, who do you meet with?" or ask the student, "how often do you meet with your counselor?" It all depends on what you are trying to achieve with this question. These items triggered a lengthy discussion, where the final comment was that if it was going to be so problematic, it may be best to drop from the survey.

Items 1-10 and 1-11: C2KNOW and C2KNOWALT Number of counselors that are and whether counselor is knowledgeable about post-HS opportunities
Delete.

Items 2-2 through 2-4: C2REVISE through C2EDPLAN Revise career plan and share plan with parents
Planning issues come up again. Suggestion was to reduce and condense/combine. Also, add "personalized plan."

The additions between 2-22 and 2-23: Opinions about student loans
Do *not* add as it is just asking the counselors' opinions.

Items 3-1: C2MATHOF Math courses offered at HS
Too much detail. Just focus on college-prep courses and do they have the option through online

or dual enrollment. Another panelist asked why this is asked of the counselors if they are going to see the school catalogs.

Items 3-2: C2MTOFS Math courses offered at other locations
Ask counselor which kinds of access students have to low-, middle-, and high-level math and science courses? Is it offered at school, online, college, etc. Also, try to get a rough estimate of percentage of students attending these options. If it is decided to keep the items, it was suggested to make them low, medium, high and percent of kids taking. The number of different AP/IB courses offered was also suggested to be asked. The item should be more condensed and targeted.

Item 3-9: C2COURSE Percentage of seniors who will have taken pre-calculus and/or physics
The item should be aligned with the previous category.

Items 4-1 through 4-3: C2DATA through C2DATAUSE Who and how school data is used
These items were suggested to be deleted because of the lack of value in asking the counselors, particularly in this amount of detail.

Items 4-5: C2FDBK_A Feedback from 4-yr college
This item was considered to be questionable but may be potentially valuable. The question was suggested to be condensed into one question.

Items 4-9: C2PRBL Problems at school
It was advised to leave this item but to incorporate some triangulation. It should also be repeated in the administrator survey. It was suggested that some of the FAFSA questions might be condensed.

Administrator Survey

Items 1-1 through 1-8: A2SCHTYP through A2HRSINS
The group questioned whether the data should be collected again if they were collected at the base year. They also asked if the data were likely to have changed in 2 years.

A panelist suggested adding a question that showed whether the school was “out of school placements” which would lead to farming out the “bad” kids (i.e. a continuation school).

Section 1: A2MAGNET
One asked the group to delve into the question more. Is it the entire school or just a within-school program? She acknowledged that the questions do not distinguish between a magnet school and a magnet program within a school. A large discussion continued about school structures and magnet schools, and programs that may not be picked up by the questions. Another panelist suggested that the question be asked more broadly (i.e., “Do you have programs within the school?”).

Section 2: The group believed that question 2-4 (A2EXCUSE) should not be added because it is idiosyncratic to the teacher survey. They agreed that question 2-5 (A2FAILABS) should be kept while 2-6 (A2FAILENF) and 2-9 (A29ACSTG) should be deleted. It was suggested to delete all of question 2-10 (A29ASIST) because of the lack of variation. The group agreed to delete question 2-14 (A2PROOFF) because it was too narrow and also questioned if 2-16 (A2ACHIEVEIS) should be included based on the value of information it added. Discussion surrounding item 2-22 (A212LAST) was based on the reliability of the data tracked for this answer by the school. The group suggested that the question asks if the school tracks the data and if they do, then provide percentages. If they do not, ask them to provide estimates (which are approved by NCES). If item 2-22 is deleted from the survey, item 2-23 (A2SOURCE) should be deleted as well.

Section 3: The group advised revising questions 3-1 (A2FTPT), 3-2 (A2NUMTCH), and 3-3 (A2MTCERT) to reflect what is considered a "full-time teacher." Question 3-7 (A2MATVC) should be moved to the section that the principal must answer. Discussion then moved to item 3-10 (A2SCIVC). A participant from NSF asked if it was more important to know if math classes were being taught by qualified teachers or how many qualified teachers does the school have. He suggested that the data to be gained should determine how the question is framed but still easy enough for the designee to answer. A panelist then offered a revision of "Do you have math/science classes that are being taught by non-certified teachers? If yes, what percentage?" A few ranges for the percentage answer should be offered instead of submitting a number. It was then suggested to study Ingersoll's research of this topic. The group then advised to shift items 3-8 (A2MBONUS) and 3-11 (A2SBONUS) since they are yoked.

Section 4: Items 4-1 (A2MTOPS) through 4-4 (A2SCOPS2) may be difficult to answer because the definition of "full-time" may not be entirely clear. The group was concerned that item 4-7 (A2PROB1) was too "squishy."

First Follow-Up Field Test Operations

Debbie Herget's presentation went over the following topics:

- First follow-up field test school recruitment
- Preparing for in-school data collection
- First follow-up field test methodology—Student
- First follow-up field test methodology—Parents
- First follow-up field test methodology—School staff
- First follow-up field test data collection results—Student questionnaire
- First follow-up field test data collection results—Student assessment
- First follow-up field test data collection results—Parent

- Approved first follow-up incentives
- First follow-up main study recruitment progress
- Schedule

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HSLS:09
Field Test Letters and Scripts

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Lead Letter to District

<DATE>

<DISTRICT SUPT NAME>
<SCHOOL DISTRICT NAME>
<ADDRESS>
<CITY, STATE, ZIP>

Dear <DISTRICT SUPT NAME>:

During the 2008-2009 school year, <SCHOOL NAME(s)> graciously participated in the base year of the High School Longitudinal Study (HSLS). I am writing to thank you for the district's continued support and to inform you that we will be contacting your school(s) this fall to discuss plans for the first follow-up data collection activities which will be conducted in the spring of 2011.

HSLS is a comprehensive longitudinal study that focuses on understanding students' trajectories from the beginning of high school into higher education or the workforce and beyond. What students decide to pursue when, why, and how are crucial questions for HSLS, especially, but not solely, in regard to science, technology, engineering, and math (STEM) courses, majors, and careers. HSLS is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute for Education Sciences and is being conducted by RTI International. The U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct HSLS. Data will 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 (Public Law 107-279, Section 183).

<IF WE KNOW A RESEARCH APPLICATION IS REQUIRED: We are aware that your district requires a research application prior to contacting schools, and it is being sent directly to your research department. Upon receiving approval of the research application, an RTI HSLS study representative will contact the schools to discuss the upcoming HSLS data collection activities, including:> <IF NO APPLICATION IS REQUIRED: In the next few days, an RTI HSLS study representative will be contacting the schools to discuss the upcoming HSLS data collection activities, including:>

- Verifying the enrollment status of the students at your school who were selected to participate in the study in the fall of 2008 and,
- Confirming the parent contact information for those same students.

Discussing the details regarding data collection scheduled to begin in March of 2011. Data collection will comprise a 90-minute student survey and assessment, web surveys by principals and counselors, and a collection of your school's course catalogs to facilitate the transcript collection that will occur in 2012. As with the base year study, students will be asked to complete the data collection in the school's computer lab, or using laptop computers provided by RTI. Participating students will receive a $10 incentive for their participation.

As a thank you for your school's continued support of this important research, participating schools will receive a one-year subscription to a scientific periodical. Schools will also receive a copy of "Coursetaking at the End of High School" (NCES 2008-09). This report is a small sample of the kind of research that will be generated from HSLS. For more reports and results from similar studies, please visit http://nces.ed.gov/pubsearch/.

Enclosed you will find a HSLS brochure to offer further explanation of the study. For additional study details please visit the HSLS study website- https://surveys.nces.ed.gov/hsls1 Should you have any questions, please call the HSLS toll-free information number, 866-253-1063, or send an e-mail to hsls@rti.org

Your continued support in this endeavor is important to advance the quality of education for our country's secondary students. We look forward to working with your school(s) to make HSLS a success.

Sincerely,

Laura LoGerfo
NCES Project Officer

Dan Pratt
RTI Project Director

Enclosures

Lead Letter to School

<DATE>

<NAME>
<SCHOOL NAME>
<ADDRESS>
<CITY, STATE, ZIP>

Dear <NAME>:

During the 2008-2009 school year, <SCHOOL NAME> participated in the first phase of the High School Longitudinal Study (HSLS). I am writing to thank you and your staff who contributed to the success of HSLS in 2008, and to request your help to obtain information needed for the first follow-up round of the study.

HSLS is a comprehensive longitudinal study that focuses on understanding students' trajectories from the beginning of high school into higher education or the workforce and beyond. What students decide to pursue when, why, and how are crucial questions for HSLS, especially, but not solely, in regard to science, technology, engineering, and math (STEM) courses, majors, and careers. HSLS is sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education's Institute for Education Sciences and is being conducted by RTI International. The U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct HSLS. Data will 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 (Public Law 107-279, Section 183).

In the next few days, an RTI HSLS study representative will be contacting you to discuss the upcoming HSLS data collection activities, including:

- Verifying the enrollment status of the students at your school who were selected to participate in the study in the fall of 2008,
- Confirming the parent contact information for those same students and,
- Discussing the details regarding data collection scheduled to being in March of 2011. Data collection will comprise a 90-minute student survey and assessment, web surveys by principals and counselors, and a collection of your school's course catalogs to facilitate the transcript collection that will occur in 2012.

We greatly appreciate your continued and gracious participation in HSLS. Participating students will receive a $10 incentive for their participation. As a thank you for your school's continued support of this important research, your school will receive a one-year subscription to a scientific periodical. We also are including a copy of *"Coursetaking at the End of High School" (NCES 2008-09).* This report is a small sample of the kind of research that will be generated from HSLS. For more reports and results from similar studies, please visit http://nces.ed.gov/pubsearch/.

Enclosed you will find a brochure describing the study. For additional study details please visit the HSLS study website https://surveys.nces.ed.gov/hsls1. Should you have any questions, please call Kimrey Millar at RTI, toll-free, at 866-253-1063, or send an e-mail to hsls@rti.org

Your participation in this endeavor is important to advance the quality of education for our country's secondary students. We look forward to working with your school to make HSLS a success. Thank you again for your support.

Sincerely,

Laura LoGerfo
NCES Project Officer

Dan Pratt
RTI Project Director

Enclosures

Lead Letter to School Administrator

October 24, 2011

«admin_name»
«school_name»
«sch_address»
«sch_citystzip»

website: https://surveys.nces.ed.gov/hsls1
Your Study ID: «adminID»
Your Password: «admin_passwd»m

Dear «admin_name»:

The first follow-up to the High School Longitudinal Study (HSLS) is now underway and we thank you for your school's continued participation in this important research. As you know, HSLS seeks to understand the impact of the high school experience on students' learning and their educational and career choices. This study also explores the transitions students make from high school to postsecondary education, the labor force, and adulthood. HSLS is being conducted by RTI International for the U.S. Department of Education's National Center for Education Statistics (NCES). Over 21,000 students from over 900 high schools have participated in HSLS. In addition to students and the principal from each participating high school, HSLS also includes the students' parents and a counselor from each school.

As an administrator at «school_name», you have a unique opportunity to provide your insight into the administration and policies at your school. Therefore, we are asking you to complete an online school administrator questionnaire which should take approximately 30 minutes for most respondents. To give you access to the questionnaire, the web link and your unique study ID and password are provided above. The questionnaire is divided into four sections. The first three sections mainly request factual information about this school and its programs. These sections can be answered by the principal or a designee who is able to provide this information. The final section asks for judgmental evaluations about the school climate, and we ask that this section be completed by the principal only. If you will have a designee (someone other than yourself) complete the initial portion of the survey, please let us know so that we may supply that person with access to the on-line survey.

Data collected are used **only for statistical purposes and may not be disclosed or used, in identifiable form for any other purpose except as required by law** (Public Law 107-279, Section 183). **The data collected will be used by researchers, educators, and policymakers to understand students' course-taking behaviors, motivation and achievement, and how students decide what pathways to follow during and after high school.** Information collected from students, parents, teachers, counselors, and school administrators will help to inform and shape efforts to improve the quality of the high school experience, including math and science education in America.

HSLS is endorsed by the National Association of Secondary School Principals, the American Association of School Administrators, the National Education Association and the National School Boards Association, among others. The enclosed brochure provides detailed information about HSLS. If you have any questions about your participation in the survey, please call Ms. Jane Griffin at RTI, toll-free at 1-877-292-HSLS (1-877-292-4757). If you have questions about your rights as a study participant, you may

call RTI's Office for Research Protection at 919-316-3358 in Durham, NC or 1-866-214-2043 (a toll-free number).

We thank you in advance for your cooperation in this important research.

Sincerely,

Jack Buckley
Commissioner
National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

Enclosure: HSLS Brochure

NCES is authorized to conduct HSLS under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). 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 1850-0852, and it is completely voluntary. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. 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, 400 Maryland Avenue SW, Washington, DC 20006.

Lead Letter to Counselor

October 24, 2011

«counselor_name»
«school_name»
«sch_address»
«sch_citystzip»

website: https://surveys.nces.ed.gov/hsls1
Your Study ID: «counselorID»
Your Password: «counselor_passwd»m

Dear «counselor_name»:

Two years ago, «school_name» participated in the High School Longitudinal Study (HSLS), sponsored by the National Center for Education Statistics (NCES) in the U.S. Department of Education. Data collection has begun for the next round of the study and we need your unique perspective as a school counselor to make the study as successful as possible. The purpose of HSLS is to understand the impact of the high school experience on students' learning and educational and career choices and to explore the transitions from high school to postsecondary education, the work force, and adulthood. Students, counselors, and administrators from over 900 schools have participated in HSLS.

Your participation is voluntary; however, as a counselor at <SCHOOL NAME>, your understanding of the influence of the school's academic policies and programs on the overall learning environment is crucial to the study. Therefore, we ask that you complete an online questionnaire, which will take approximately 30 minutes. To do so, please log in using the web link and unique study ID and password provided above. Your responses will be protected from disclosure; no parents, students, school officials, teachers or staff will see your answers and no individually identifying data will be reported. Data collected are used **only for statistical purposes and may not be disclosed or used, in identifiable form for any other purpose except as required by law** (Public Law 107-279, Section 183).

National organizations endorsing HSLS include the American School Counselors Association, the American Association of School Administrators, the National Education Association, the American Federation of Teachers, the National Parent Teacher Association, and the National Association of Secondary School Principals among others. The enclosed brochure provides detailed information about HSLS. If you have any questions about your participation in the survey, please call Jane Griffin at RTI, toll-free at 1-877-292-4757. If you have questions about your rights as a study participant, you may call RTI's Office for Research Protection at 919-316-3358 in Durham, NC or 1-866-214-2043 (a toll-free number). For more information on the study and RTI, the nonprofit organization conducting it, please see the attached brochure.

We thank you in advance for your cooperation in this important research.

Sincerely,

Jack Buckley
Commissioner
National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

Enclosure: HSLS Brochure

NCES is authorized to conduct HSLS under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). 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 1850-0852, and it is completely voluntary. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. 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, 400 Maryland Avenue SW, Washington, DC 20006.

Enrollment Status Update Letter to School Coordinator

October 24, 2011

website: https://surveys.nces.ed.gov/hsls1
Study ID: «sch_entity_id»
Temporary Password: «sch_password»

«sch_entity_name»
«sch_address»
«sch_citystzip»

Dear «sch_coord_name»,

We are looking forward to working with you and your school this school year on the initial phase of the first follow-up to the High School Longitudinal Study (HSLS). As the designated School Coordinator for HSLS you play a critical and invaluable role in assisting us with study preparations. We really appreciate your assistance, particularly given the many demands on your time.

At this point in the data collection process, we ask that you verify the enrollment status of the students at your school who were selected to participate in the study in the fall of 2008 and confirm the parent contact information for those same students.

Instructions for completing this task are included with this letter. This task is critically important for data collection and we would appreciate your help in completing this task via our study website within three weeks of receipt of this letter.

A HSLS study representative will contact you to answer questions about this task and to begin discussing data collection logistics. In-school data collection is scheduled to begin in March 2011. The student data collection will include a student survey and a math assessment, administered on school computers, if possible, or using laptops supplied by HSLS staff. The student component will take about 90 minutes. We will also be requesting a copy of your school's course catalog to facilitate the transcript collection that will occur in 2012-2013.

<<At the conclusion of data collection at your school, you will be offered a <<$100>> honorarium as a token for your assistance, <<with the opportunity to earn up to an additional $50 based on student response rates.>> If your IT coordinator assists with the student data collection, he/she will receive a <<$50>> honorarium. >> RTI will provide a trained Session Administrator (SA) to conduct the student sessions and to assist with the consent form process. A school administrator, a school counselor, and one parent of each selected student will also be asked to complete a questionnaire. They will be contacted separately, and their data will be collected through a web-based application or telephone interview. Each of these will require on average 30 minutes per respondent.

The HSLS study is sponsored by the U.S. Department of Education's National Center for Education Statistics (NCES) and conducted by RTI International (RTI). All information provided will be used for statistical purposes only and may not be disclosed or used in identifiable form for any other purpose except as required by law. (Public Law 107-279, Section 183). The data collected will be used in analyses to understand students' coursetaking patterns, motivation and achievement, and how students decide what to do after high school.

We sincerely appreciate your help in preparing for the session at your school and in ensuring that HSLS is a success. Information collected from students, parents, counselors, and school administrators will help to create policies and programs designed to improve the quality of math and science education in the U.S., increase our global competitiveness in math and science-related fields, and improve the overall high school experience. Each school's participation is critical to the success of the study, and reports will not identify participating districts, schools, students, or individual staff.

If you have any questions, please contact us at RTI at (866) 253-1063 or by email at hsls@rti.org.

Thank you for your support of education through participating in HSLS.

Sincerely,

Dan Pratt
Project Director, High School Longitudinal Study

Lead Letter to Parent with Written Consent Form for Base Year Participants

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear parent/guardian:

I am writing to thank you again for allowing your teenager to participate in the High School Longitudinal Study (HSLS). It has been about two years since your teenager participated in the first phase of HSLS, a national longitudinal research study that began with ninth graders in 2008. I am writing you now to ask for your help with the follow-up phase of this study.

The purpose of HSLS is to understand the impact of the high school experience on students' learning and their education and career choices and to explore the transitions students make from high school to postsecondary education, the labor force, and adulthood. HSLS measures achievement and various influences on the plans and decisionmaking of high school students. As you may recall, HSLS is a national study sponsored by the National Center for Education Statistics in the U.S. Department of Education's Institute of Education Sciences. The study is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina.

In a few weeks, your teenager will be asked to spend approximately 90 minutes completing a computerized questionnaire and a math assessment for the HSLS First Follow-Up Study. Over 21,000 students from over 900 high schools across the country have taken part in this study to date. We will also ask a school administrator and a school counselor to each complete a questionnaire which will provide information about programs and practices at the school. In addition, we would like you to complete a parent questionnaire that will provide important background information. You will be contacted separately to complete the parent questionnaire.

You may remember that an important feature of HSLS is that it is longitudinal, meaning it follows the same students as they progress through school and eventually enter the workforce and/or go to college. We plan to contact your teenager in about one year to discuss plans for after high school and for another follow-up about two years later, so we will ask for his/her address and telephone number and those of a relative or close friend. High school transcripts will also be collected from the school in the 2012-2013 school year.

The U.S. Department of Education is authorized by federal law (Public Law 107-279) to conduct HSLS. All information provided will be used for statistical purposes only and may not be disclosed or used in identifiable form for any other purpose, except as required by law (Public Law 107-279, Section 183). Participation is voluntary, and there is no penalty if your teenager decides not to participate. Your teenager may choose not to answer any question. The data will be collected and analyzed to understand

students' coursetaking patterns, students' motivation and achievement, and how students decide what to do after high school.

Please take a moment to fill out the enclosed form and return it to your teenager's school in the envelope provided. We cannot allow your teenager to participate without your written consent. As a token of our appreciation for your teenager's participation in the study, he or she will receive a $10.00 cash incentive.

The enclosed brochure provides more information about HSLS. If you have questions about the study, please call Mr. Dan Pratt at RTI, toll-free, at 1-866-253-1063, between 9 AM and 5 PM Eastern Standard Time, Monday through Friday. 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. Both Mr. Pratt and staff from the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709.

We thank you in advance for your cooperation in this important research.

Sincerely,

Laura LoGerfo, Project Officer
National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education

WASHINGTON, D.C. 20006–

High School Longitudinal Study (HSLS) First Follow-Up
PARENT PERMISSION FORM

Please check only one option below to indicate your decision about your teenager's participation in the study. Then sign the form, providing your telephone number; and print the student name and school name, where indicated.

Please return this form to your teenager's school as soon as possible. We have enclosed an envelope addressed to the person coordinating the study at your teenager's school.

Please check one:

☐ **I GIVE PERMISSION** for my teenager, _____, to participate in the study. (print student name)

☐ **I DO NOT GIVE PERMISSION** for my teenager, _____, to participate in the study. (print student name)

_____
(Signature of parent or guardian)

AND

Print parent/guardian name: _____

Date of signature:_____

(_____)_____
Area code Telephone number

PLEASE PRINT:

Student name: _____

School name: _____

FOR OFFICE USE ONLY:

Student ID: _____

Lead Letter to Parents with Written Consent Form for Base Year Non-Participants

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear parent/guardian:

Your teenager has been selected to participate in the High School Longitudinal Study (HSLS) a national longitudinal research study that began in 2008. The purpose of HSLS is to understand the impact of the high school experience on students' learning and their education and career choices and to explore the transitions students make from high school to postsecondary education, the labor force, and adulthood. HSLS measures achievement and various influences on the plans and decisionmaking of high school students. We will follow the same group of students as they progress through school and then enter the work force and/or go to college. HSLS is a national study sponsored by the National Center for Education Statistics in the U.S. Department of Education's Institute of Education Sciences. The study is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina.

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An important feature of HSLS is that it is longitudinal, meaning it follows the same students as they progress through school and eventually enter the workforce and/or go to college. We plan to contact your teenager in about one year to discuss plans for after high school and for another follow-up about two years later, so we will ask for his/her address and telephone number and those of a relative or close friend. High school transcripts will also be collected from the school in the 2012-2013 school year.

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Please take a moment to fill out the enclosed form and return it to your teenager's school in the envelope provided. We cannot allow your teenager to participate without your written consent. As a token of our appreciation for your teenager's participation in the study, he or she will receive $10.00.

The enclosed brochure provides more information about HSLS. If you have questions about the study, please call Mr. Dan Pratt at RTI, toll-free, at 1-866-253-1063, between 9 AM and 5 PM Eastern Standard Time, Monday through Friday. 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. Both Mr. Pratt and staff from the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709.

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WASHINGTON, D.C. 20006–

High School Longitudinal Study (HSLS) First Follow-Up
PARENT PERMISSION FORM

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Please return this form to your teenager's school as soon as possible. We have enclosed an envelope addressed to the person coordinating the study at your teenager's school.

Please check one:

☐ **I GIVE PERMISSION** for my teenager, _____, to participate in the study. (print student name)

☐ **I DO NOT GIVE PERMISSION** for my teenager, _____, to participate in the study. (print student name)

_____
(Signature of parent or guardian)

AND

Print parent/guardian name: _____

Date of signature:_____

(_____)_____
Area code Telephone number

PLEASE PRINT:

Student name: _____

School name: _____

FOR OFFICE USE ONLY:

Student ID: _____

Lead Letter to Parents with Implied Consent Form for Base Year Participants

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear parent/guardian:

I am writing to thank you again for allowing your teenager to participate in the High School Longitudinal Study (HSLS). It has been about two years since your teenager participated in the first phase of HSLS, a national longitudinal research study that began with ninth graders in 2008. I am writing you now to ask for your help with the follow-up phase of this study.

The purpose of HSLS is to understand the impact of the high school experience on students' learning and their education and career choices and to explore the transitions students make from high school to postsecondary education, the labor force, and adulthood. HSLS measures achievement and various influences on the plans and decisionmaking of high school students. As you may recall, HSLS is a national study sponsored by the National Center for Education Statistics in the U.S. Department of Education's Institute of Education Sciences. The study is being conducted under contract by RTI International, a nonprofit research organization based in North Carolina.

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teenager may choose not to answer any question. The data will be collected and analyzed to understand students' coursetaking patterns, students' motivation and achievement, and how students decide what to do after high school.

If you allow your teenager to participate, you do not need to return this form. If for any reason you object to his or her participation, please fill out the enclosed form and return it to his/her school as soon as possible. **As a token of our appreciation for your teenager's participation in the study, he or she will receive $10.00.**

The enclosed brochure provides more information about HSLS. If you have questions about the study, please call Mr. Dan Pratt at RTI, toll-free, at 1-866-253-1063, between 9 AM and 5 PM Eastern Standard Time, Monday through Friday. 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. Both Mr. Pratt and staff from the Office for Research Protection can be reached at: RTI, P.O. Box 12194, Research Triangle Park, NC 27709.

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Laura LoGerfo, Project Officer
National Center for Education Statistics
Institute of Education Sciences, U.S. Department of Education

WASHINGTON, D.C. 20006–

High School Longitudinal Study (HSLS) First Follow-Up
PARENT PERMISSION FORM

IF YOU GRANT YOUR PERMISSION FOR YOUR TEENAGER TO PARTICIPATE IN THE STUDY, YOU DO NOT NEED TO RETURN THIS FORM.

IF YOU DO NOT CONSENT TO YOUR TEENAGER'S PARTICIPATION IN HSLS, PLEASE COMPLETE AND RETURN THIS FORM TO YOUR TEENAGER'S SCHOOL AS SOON AS POSSIBLE.

I DO NOT GRANT PERMISSION for my teenager, _____, to participate in the High School Longitudinal Study. (print student name)

Please sign and return only if you do not grant permission for your teenager to participate.

_____
(Signature of parent or guardian)

AND

Print parent/guardian name:
_____

Date of signature: _____

(_____)_____
Area code Telephone number

PLEASE PRINT:

Student name: _____

School name: _____

FOR OFFICE USE ONLY:

Student ID: _____

Lead Letter to Parents with Implied Consent for Base Year Non-Participants

U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

Dear parent/guardian:

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An important feature of HSLS is that it is longitudinal, meaning it follows the same students as they progress through school and eventually enter the workforce and/or go to college. We plan to contact your teenager in about one year to discuss plans for after high school and for another follow-up about two years later, so we will ask for his/her address and telephone number and those of a relative or close friend. High school transcripts will also be collected from the school in the 2012-2013 school year.

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If you allow your teenager to participate, you do not need to return this form. If for any reason you object to his or her participation, please fill out the enclosed form and return it to his/her school as soon as possible. **As a token of our appreciation for your teenager's participation in the study, he or she will receive $10.00.**

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WASHINGTON, D.C. 20006–

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PARENT PERMISSION FORM

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IF YOU DO NOT CONSENT TO YOUR TEENAGER'S PARTICIPATION IN HSLS, PLEASE COMPLETE AND RETURN THIS FORM TO YOUR TEENAGER'S SCHOOL AS SOON AS POSSIBLE.

I DO NOT GRANT PERMISSION for my teenager, _____, to participate in the High School Longitudinal Study. (print student name)

Please sign and return only if you do not grant permission for your teenager to participate.

_____
(Signature of parent or guardian)

AND

Print parent/guardian name:
_____

Date of signature: _____

(_____)_____
Area code Telephone number

PLEASE PRINT:

Student name: _____

School name: _____

FOR OFFICE USE ONLY:

Student ID: _____

Student Script

HSLS FIRST FOLLOW-UP STUDY
STUDENT SCRIPT FOR IN-SCHOOL DATA COLLECTION

INSTRUCTION TO SA: READ THE FOLLOWING SCRIPT VERBATIM TO THE STUDENTS PRIOR TO STARTING THE STUDENT ASSESSMENT.

Good morning/afternoon. I would like to thank you for participating in the first follow-up phase of the High School Longitudinal Study — HSLS for short. My name is _____ and I represent RTI, a non-profit research organization that has been hired to administer the study by the National Center for Education Statistics from the U.S. Department of Education.

We think the best way to learn about student's school-related experiences, decisions, and plans for the future—is by asking the students themselves! Therefore we're asking you to complete a computerized questionnaire which will help educators and policy makers understand your needs and interests better.

We're also assessing the level of academic achievement of students in the United States so that effective programs and services for future high school students can be developed—so we'll be asking you to complete a computerized mathematics assessment too! You'll complete the mathematics assessment first then fill out the student questionnaire—it will take no more than 90 minutes total.

All of the information you give us will be kept strictly confidential and nobody will ever know how you answered. The math assessment will not affect your grades—in fact, no one at the school will ever see your scores!

When you have finished both the assessment and questionnaire, I will give you $10 as a thank you for your participation.

Your participation in HSLS is voluntary, and you don't have to answer any questions you don't want to. Your answers will be used for statistical purposes only and will be combined with other student's responses for things like statistical reports to congress. Your answers won't be disclosed, or used, in identifiable form for any purpose unless otherwise compelled by law (Public Law 107-279, Section 183).

We are also asking your principal, school counselor and one parent or guardian to complete a questionnaire. This will help provide contextual information such as school programs and practices.

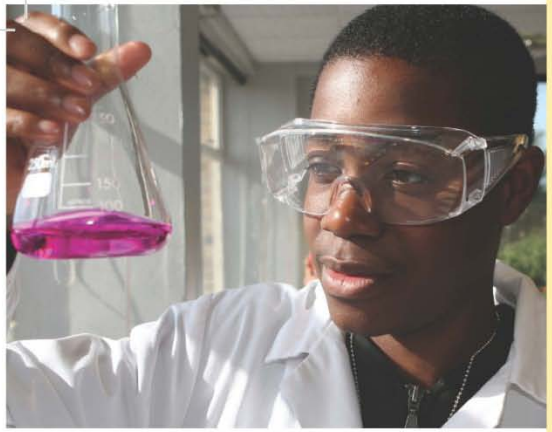
In just over a year, you will be contacted again about participating in another follow up to this study. Therefore we'll be asking you to provide contact information today so that we will be able to get in touch with you then.

When you first log in, you will see a series of instructions. The instructions are also printed on the scratch paper that you received. This test contains 40 multiple-choice mathematics items, separated into two parts. You will have 15 minutes for part 1 and 25 minutes for part 2. For each item:

Read the item carefully and try your best to identify the correct answer from among the four choices. If you can eliminate at least one answer, you are encouraged to guess the answer. You will not lose any credit for guessing when you aren't completely sure of the answer.

- Use scratch paper if necessary.
- To answer a question, click on the answer you think is correct.
- Then click on the **Next** button to move on to the next item.
- You may use a scientific calculator for any item on this test. If you do not have a calculator of your own, you may use the online calculator by clicking on the **Show Calculator** button.
- If time permits, you will be able to return to the questions that you have skipped or marked for review at the end of each section.

You may now begin.



Who will be responsible for data collection?

Trained HSLS:09 staff will administer assessments and questionnaires and provide all required materials. Schools will be asked to designate a school contact to assist HSLS:09 staff with in-school arrangements.

Do students, staff, or parents have to participate?

Participation is voluntary, but is important to ensure the completeness and accuracy of the results.

Will the names of participants and their responses be kept confidential?

Student, parent, and staff 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 (Public Law 107-279, Section 183). The data collected will be used in analyses to understand students' course taking behaviors, motivation, and achievement, and how students decide what to do after high school.

Who do I contact for further information about HSLS:09?

For additional information, email hsls@rti.org, call (866) 253-1063, or contact:

RTI Project Director:
Mr. Dan Pratt
(919) 541-6615

RTI Principal Investigator:
Dr. Steven Ingels
(202) 974-7834

NCES Project Officer:
Dr. Laura LoGerfo
(202) 502-7402

Organizations endorsing HSLS:09:

American Association of School Administrators

American Counseling Association

American Federation of Teachers

Council of Chief State School Officers

National Association of Secondary School Principals

National Catholic Educational Association, Department of Secondary Schools

National Center for Improving Science Education/WestED

National Council of Teachers of Mathematics

National Education Association

National Parent Teacher Association

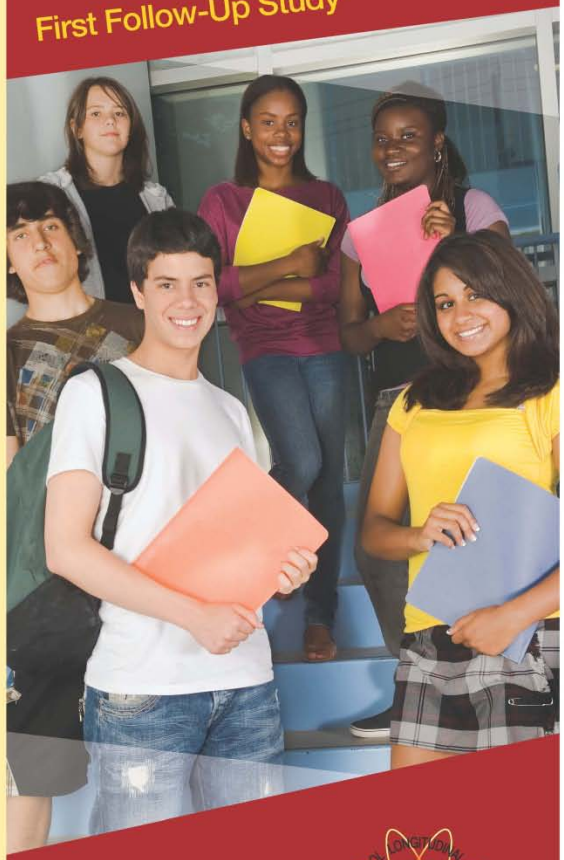
National School Boards Association

National Science Teachers Association

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

High School Longitudinal Study of 2009

First Follow-Up Study



Conducted for the U.S. Department of Education, National Center for Education Statistics, Institute of Education Sciences

Conducted by RTI International

What is HSLS:09?

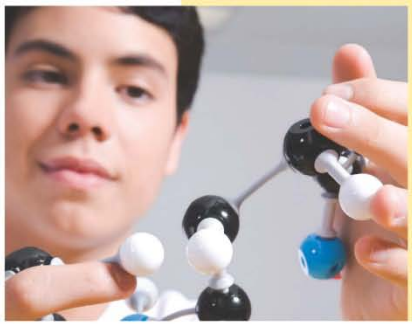
HSLS:09 is the High School Longitudinal Study of 2009, a nationally representative, longitudinal study of more than 21,000 students who will be surveyed periodically through their secondary and postsecondary years.

What is the focus of the study?

The focus of the study is to understand the impact of the high school experience on students' learning and their education and career choices, and also to explore the transitions students make from high school to postsecondary education, the labor force, and adult roles. One distinctive feature of HSLS:09 is that the same students will be followed over time, regardless of the path they take (for example, those who have left school, those who go directly into the military or work force after high school, and those who are college-bound). The other distinctive feature is that in addition to surveying and testing students, information will be gathered from parents, school administrators, and counselors to better understand the many home, school, peer, and community influences on students' development and choices. While all education and career choices are of interest, additional information will be collected about science, technology, engineering, and mathematics (STEM) course taking and career preparation.

When is the study being conducted?

The first phase of HSLS:09 occurred in the fall of 2008. The first follow-up with students and school personnel will take place in the spring of 2011. The main phase of data collection occurred in the fall of 2009. The first follow-up for the main phase will take place in the spring of 2012.



How will HSLS:09 data be used?

HSLS:09 data will allow researchers, educators, and policymakers to examine motivation, achievement, and persistence in high school course taking and entry into careers (either directly or by way of postsecondary education). More generally, HSLS:09 data will allow researchers to examine changes in young people's lives and the influence of communities, schools, teachers, families, parents, and friends on student transitions, progress, and outcomes.

Why is participation important?

HSLS:09 will build upon and extend a series of longitudinal high school studies that have been conducted each decade since 1972. The study will measure achievement and various influences on both learning and the decisionmaking of high school students. Information collected from students, parents, counselors, and school administrators will help influence educational policy for years to come, shaping efforts to improve the quality of the high school experience and the quality of math and science education in America.

How many schools and students will be involved?

More than 21,000 students from over 900 schools have participated in the study to date. An average of 30 students per school were selected to participate. The first phase of the study included 9th and 12th grade students. The students who were selected as 9th graders in 2008 will be asked to participate in the follow-up.

What is involved for students?

Sampled students will complete a mathematics assessment and a questionnaire. The in-school sessions will take about 90 minutes. The assessments and questionnaires will be completed on school computers, if available, or laptop computers will be brought to the school for students to use. Transcripts of coursework and grades will be collected during the 2012–2013 school year. Students also will participate in follow-ups after high school. In this phase, participating students will receive $10 as a token of appreciation for their time.

What is involved for school staff?

A school administrator will be asked to complete a questionnaire about the school and its environment. A school counselor will be asked to complete a questionnaire about school counseling practices. Each questionnaire will take approximately 30 minutes to complete.

What is involved for parents?

One parent of each sampled student will be asked to complete a 30-minute questionnaire.

How long will it take to complete the parent questionnaire?

The parent questionnaire will take about 30 minutes to complete.

What if English is not the parent's native language and/or the parent would prefer to answer in a language other than English?

A Spanish-language version of the parent questionnaire can be accessed by clicking on the appropriate link within the Web survey. Additionally, bilingual telephone interviewers will be available.

Do students or parents have to participate?

Participation in HSLS is entirely voluntary; however, the participation of every student and parent is important to ensure the completeness and accuracy of results. The development of valid national results depends on a high rate of participation.

What if a student decides not to participate?

Even if the student's parent gives permission for the student to participate, the student has the right to decide whether or not to participate.

Will the responses of participants be kept confidential?

Student, parent, and staff 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 (Public Law 107-279, Section 183).

The data collected will be used in analyses to understand students' coursetaking behaviors, students' motivation and achievement, and how students decide what to do after high school.

We have implemented strict procedures to ensure confidentiality:

- All project staff with any access to study data are liable to severe fines and imprisonment for any disclosure of individual responses.
- All electronic data are maintained in secure and protected data files, and all personally identifying information is kept in files separate from the descriptive information.
- No data released to the general public can be used to identify individual respondents except when required by law.
- These procedures have been reviewed and approved by the federal government.

When will the data for the study be collected?

Data collection for the first follow-up to HSLS will begin in spring 2011. A second follow-up to determine plans after high school will take place in summer and fall of 2012 after most students have graduated. High school transcripts will be collected during the 2012-2013 school year. Additional follow-ups are planned for 2014 and beyond.

What happens if a student has a test scheduled, is sick, or is otherwise unable to participate on the scheduled survey day?

If a student misses an HSLS session for any reason, we may contact the student by phone or mail to request their participation by telephone or on the Web.

What types of schools are participating in HSLS?

Information will be collected from public and private high schools. Data are also being collected from students who have transferred to different schools, are now home-schooled, or may have otherwise left school.

The following organizations are among those that have given their support to HSLS:

American Association of School Administrators

American Counseling Association

American Federation of Teachers

Council of Chief State School Officers

National Association of Independent Schools

National Association of Secondary School Principals

National Catholic Educational Association, Department of Secondary Schools

National Center for Improving Science Education/WestED

National Council of Teachers of Mathematics

National Education Association

National Parent Teacher Association

National School Boards Association

National Science Teachers Association

Whom can I contact for further information about HSLS?

For more information, call **(877) 282-HSLS**, send e-mail to **hsls-survey@rti.org,** visit our website at **https://surveys.nces.ed.gov/hsls1/**, or contact:

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Mr. Dan Pratt
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RTI Principal Investigator:
Dr. Steven Ingels
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NCES Project Officer:
Dr. Laura LoGerfo
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ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

January 2011

High School Longitudinal Study of 2009

High School Longitudinal Study of 2009
National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

Conducted by RTI International
Research Triangle Park, NC 27709-2194

High School Longitudinal Study of 2009

The National Center for Education Statistics (NCES) is conducting the first follow-up study to the High School Longitudinal Study of 2009 (HSLS), a national study of students and their parents, school administrators, and counselors. HSLS follows students over time to understand what home, school, peer, and community factors influence students' learning and development. The study explores how these factors impact the high school experience, especially students' education and career choices and the transitions students make after high school. In particular, HSLS focuses on students' education and career choices in science, technology, engineering, and mathematics (STEM).

Why is the study being conducted?

HSLS studies the school, community, and home influences on students' decisionmaking processes as they progress through high school and beyond. What students decide to pursue and when, why, and how they do so are crucial questions for HSLS. Because HSLS follows the same students over time, the study provides an excellent resource for understanding a number of important issues, including but not limited to the following:

- What influences students to take STEM courses and pursue STEM careers?
- What factors influence whether students decide to go to college?
- How can we improve the quality of math and science education in the United States?
- How can we improve the high school experience?
- How do the characteristics of high schools and colleges influence decisions students make about their lives?
- How do gender, race and ethnicity, and at-risk status influence student success in school and work?
- How do changes in young people's lives and their connections with communities, schools, teachers, families, parents, and friends influence topics, such as
  - academic, social, and interpersonal growth;
  - transitions from high school to college, and from high school to work; and
  - students' decisions about courses, majors, and careers, both in general and related to math and science?

Who is conducting the study?

The first follow-up to HSLS is sponsored by the National Center for Education Statistics in the U.S. Department of Education. NCES is authorized to conduct this study under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). The study is conducted under contract by RTI International, a nonprofit research organization based in North Carolina. RTI International will provide professional survey administrators to collect data.

What is involved for students?

Selected students will complete a 40-minute math assessment to provide information on their knowledge in algebra and algebraic reasoning. They also will complete a questionnaire that takes about 35 minutes, which covers topics such as

- how students decide what courses to take in high school;
- what factors affect student decisionmaking;
- what factors lead students to or from STEM;

- how students' attitudes and learning approaches evolve in the course of high school;
- how students prioritize and balance various commitments—such as family, friends, school, and work—while in high school; and
- background information.

The assessments and questionnaires will be completed on school computers, if available, or laptop computers will be provided for use by the students for the study. Students who have left their ninth grade school will be asked to participate by telephone or Web. A second follow-up to determine plans after high school will take place in summer and fall of 2012 after most students have graduated. High school transcripts will be collected during the 2012-2013 school year.

Students will be asked to provide contact information (name/address/telephone number). We will also request contact information for their parents or guardians and one other person to facilitate locating efforts in future follow-ups.

Will the math assessment hurt or help a student's school grades?

Neither. The assessment will be used for study purposes only. No one in the school will see the score a student receives on the assessment.

How many students are participating in HSLS?

Over 21,000 students from more than 900 schools have participated in HSLS to date.

Will students receive an excused absence from class?

Yes. The absence is excused, and any school assignments that are missed due to participation in the study may be made up.

What else does this study involve?

In addition to the student components, HSLS includes

- a school administrator questionnaire;
- a counselor questionnaire; and
- a parent questionnaire.

The staff and parent questionnaires will be computer-based. Information from these sources will provide a well-rounded picture of each student's background, school setting, and educational performance.

What topics will the parent questionnaire cover?

The parent questionnaire will cover topics such as

- home, background, and education support systems;
- feelings about the importance of math and science education; and
- plans and expectations for the student's future.

The parent questionnaire will be completed via the Web or a telephone interview.

How many parents will be selected?

One parent of each sampled student will be asked to complete a parent questionnaire.

How many students are participating in HSLS?

Over 21,000 students from more than 900 schools have participated in HSLS to date.

How many school staff will be selected at each school?

The study will include questionnaires for the school principal/administrator and one school counselor.

Will parents be included in the study?

One parent of each sampled student will be asked to complete a parent questionnaire.

Do states, school districts, schools, school staff, students, or parents have to participate?

Participation in HSLS is entirely voluntary; however, the participation of every student, parent, school, and school staff is important to ensure the completeness and accuracy of results. The development of valid national results depends on a high rate of participation.

What if a student decides not to participate?

Even if parents give permission for a student to participate, the student has the right to decide whether or not to participate.

Will the responses of participants be kept confidential?

Student, parent, and staff 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 (Public Law 107-279, Section 183). The data collected will be used in analyses to understand students' coursetaking behaviors, students' motivation and achievement, and how students decide what to do after high school.

We have implemented strict procedures to ensure confidentiality:

- All project staff with any access to study data are liable to severe fines and imprisonment for any disclosure of individual responses.
- All electronic data will be maintained in secure and protected data files, and all personally identifying information is kept in files separate from the descriptive information.
- Data will be released to the general public in aggregate format and will not contain individually identifiable information.
- These procedures have been reviewed and approved by the federal government.

When will the results be available?

A brief descriptive report will accompany the release of the data in 2013. The study will continue in summer 2012 after most students have graduated from high school.

What types of schools are participating in HSLS?

Information will be collected from public and private high schools. Data are also being collected from students who have transferred to different schools, are now home-schooled, or may have otherwise left school.

The following organizations are among those that have given their support to HSLS:

American Association of School Administrators

American Counseling Association

American Federation of Teachers

Council of Chief State School Officers

National Association of Independent Schools

National Association of Secondary School Principals

National Catholic Educational Association, Department of Secondary Schools

National Center for Improving Science Education/WestED

National Council of Teachers of Mathematics

National Education Association

National Parent Teacher Association

National School Boards Association

National Science Teachers Association

Whom can I contact for further information about HSLS?

For more information, call **(877) 292-HSLS**, e-mail **hsls-survey@rti.org**, visit our website at **https://surveys.nces.ed.gov/hsls1/**, or contact:

RTI Project Director:
Mr. Dan Pratt
(919) 541-6615

RTI Principal Investigator:
Dr. Steven Ingels
(202) 974-7834

NCES Project Officer:
Dr. Laura LoGerfo
(202) 502-7402

ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

January 2011

High School Longitudinal Study of 2009

High School Longitudinal Study of 2009
National Center for Education Statistics
Institute of Education Sciences
U.S. Department of Education

Conducted by RTI International
Research Triangle Park, NC 27709-2194

High School Longitudinal Study of 2009

The National Center for Education Statistics (NCES) is conducting the first follow-up study to the High School Longitudinal Study of 2009 (HSLS), a national study of students and their parents, school administrators, and school counselors. HSLS follows students over time to understand what home, school, peer, and community factors influence students' learning and development. The study explores how these factors impact the high school experience, especially students' education and career choices and the transitions students make after high school. In particular, HSLS focuses on students' education and career choices in science, technology, engineering, and mathematics (STEM).

In spring 2011, questionnaires will be administered to selected school administrators, school counselors, and students and their parents. Additional follow-ups with students are planned after high school.

Why is the study being conducted?

HSLS builds on and extends a series of longitudinal high school studies that have been conducted by the U.S. Department of Education each decade since 1972. The study measures math achievement and also investigates the role of home, school, and community influences on the plans and decisionmaking of students and how those decisions may be linked to the students' high school coursetaking and college and career decisions. A distinctive feature of HSLS is that the same students will be followed over time, regardless of the path they take (for example, those who have left school, those who go directly into the military or workforce after high school, and those who are college-bound). Information collected from students, parents, school administrators, and counselors will help inform and shape efforts to improve the quality of math and science education in the United States, to increase our global competitiveness in STEM-related fields, and to improve the high school experience.

Who is conducting the study?

The first follow-up to HSLS is sponsored by the National Center for Education Statistics in the U.S. Department of Education. NCES is authorized to conduct this study under the Education Sciences Reform Act of 2002 (Public Law 107-279, Section 153). The study is conducted under contract by RTI International, a nonprofit research organization based in North Carolina. RTI International will provide professional survey administrators to collect data.

When will the data for the study be collected?

Data collection for HSLS began in fall 2008 and the first follow-up will occur in spring 2011. A second follow-up to determine plans after high school will take place in summer and fall of 2012 after most students have graduated. High school transcripts will be collected during the 2012-2013 school year. Additional follow-ups are planned for 2014 and beyond.

What topics will the questionnaires cover?

The HSLS student questionnaire

The student questionnaire will cover such topics as

- how students decide what courses to take in high school;
- what factors affect student decisionmaking;

- what factors lead students toward or away from STEM;
- how student attitudes and learning approaches evolve over the course of high school; and
- how students prioritize and balance various commitments—including family, friends, school, and work—while in high school.

Students will complete a questionnaire and math assessment in 2011. The assessments and questionnaires will be completed on school computers, if available, or laptop computers will be provided for use by the students for the study. Students who have left their ninth-grade school at the time of the follow-up study will be contacted to complete the study via telephone or Web.

The HSLS school administrator questionnaire

The school administrator questionnaire will cover such topics as

- school characteristics and environment;
- program offerings in math and science; and
- programs offered by the school to assist students at risk of failure in these subject areas.

The HSLS school administrator questionnaire is web-based and will take approximately 30 minutes to complete.

The HSLS school counselor questionnaire

The counselor questionnaire will cover topics such as

- student placement into and out of classes;
- counseling resources available to struggling and excelling students within the school;
- graduation requirements; and
- college preparation programs in place in the school.

The HSLS school counselor questionnaire is web-based and will take approximately 30 minutes to complete.

The HSLS parent questionnaire

One parent of each sampled student will complete a questionnaire that will include topics such as

- home, background, and education support systems;
- feelings about the importance of math and science; and
- plans and expectations for the future.

The HSLS parent questionnaire is web-based and will take approximately 30 minutes to complete. Parents who do not have computer access will have the option of completing a telephone interview.

HSLS:09 First Follow-up Field Test Classical Item Statistics: P-Values and Biserials

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Table E-1. P-values for items by form

Item	Form	p-value	SE for p-value
Q032	1	0.34	0.04
Q036	1	0.69	0.04
Q037	1	0.80	0.03
Q054	1	0.40	0.04
Q057	1	0.27	0.03
Q059	1	0.27	0.03
Q063	1	0.44	0.04
Q088	1	0.73	0.03
Q090	1	0.43	0.04
Q114	1	0.69	0.04
Q119	1	0.18	0.03
Q137	1	0.38	0.04
Q169	1	0.11	0.02
Q178	1	0.54	0.04
Q237	1	0.66	0.04
Q251	1	0.75	0.03
Q267	1	0.23	0.03
Q283	1	0.17	0.03
Q329	1	0.79	0.03
Q377	1	0.82	0.03
Q430	1	0.30	0.04
Q432	1	0.41	0.04
Q434	1	0.20	0.03
Q435	1	0.24	0.03
Q437	1	0.56	0.04
Q439	1	0.24	0.03
Q441	1	0.54	0.04
Q442	1	0.34	0.04
Q443	1	0.38	0.04
Q444	1	0.25	0.03
Q445	1	0.53	0.04
Q446	1	0.60	0.04
Q447	1	0.35	0.04
Q449	1	0.27	0.03
Q451	1	0.13	0.03
Q452	1	0.25	0.03
Q453	1	0.15	0.03
Q455	1	0.41	0.04
Q456	1	0.07	0.02
Q457	1	0.33	0.04
Q037	2	0.76	0.03

See notes at end of table.

Table E-1. P-values for items by form—Continued

Item	Form	p-value	SE for p-value
Q056	2	0.23	0.03
Q062	2	0.49	0.04
Q063	2	0.40	0.04
Q088	2	0.77	0.03
Q090	2	0.38	0.04
Q101	2	0.16	0.03
Q114	2	0.77	0.03
Q167	2	0.69	0.04
Q178	2	0.47	0.04
Q185	2	0.35	0.04
Q237	2	0.66	0.04
Q269	2	0.38	0.04
Q286	2	0.82	0.03
Q314	2	0.49	0.04
Q329	2	0.88	0.03
Q351	2	0.35	0.04
Q354	2	0.64	0.04
Q383	2	0.23	0.03
Q404	2	0.19	0.03
Q430	2	0.30	0.04
Q432	2	0.42	0.04
Q434	2	0.23	0.03
Q435	2	0.23	0.03
Q437	2	0.61	0.04
Q439	2	0.25	0.04
Q441	2	0.52	0.04
Q442	2	0.30	0.04
Q443	2	0.34	0.04
Q444	2	0.24	0.03
Q445	2	0.56	0.04
Q446	2	0.60	0.04
Q447	2	0.30	0.04
Q449	2	0.31	0.04
Q451	2	0.14	0.03
Q452	2	0.26	0.03
Q453	2	0.21	0.03
Q455	2	0.33	0.04
Q456	2	0.11	0.03
Q457	2	0.29	0.04
Q037	3	0.74	0.03
Q063	3	0.43	0.04
Q073	3	0.23	0.03

See notes at end of table.

Table E-1. P-values for items by form—Continued

Item	Form	p-value	SE for p-value
Q088	3	0.73	0.03
Q090	3	0.36	0.04
Q114	3	0.74	0.03
Q129	3	0.25	0.03
Q178	3	0.48	0.04
Q190	3	0.27	0.03
Q237	3	0.63	0.04
Q248	3	0.52	0.04
Q256	3	0.35	0.04
Q310	3	0.73	0.03
Q329	3	0.79	0.03
Q343	3	0.32	0.04
Q346	3	0.23	0.03
Q357	3	0.56	0.04
Q391	3	0.89	0.02
Q395	3	0.62	0.04
Q405	3	0.31	0.04
Q430	3	0.29	0.04
Q432	3	0.38	0.04
Q434	3	0.26	0.03
Q435	3	0.29	0.04
Q437	3	0.65	0.04
Q439	3	0.26	0.03
Q441	3	0.50	0.04
Q442	3	0.41	0.04
Q443	3	0.37	0.04
Q444	3	0.22	0.03
Q445	3	0.56	0.04
Q446	3	0.54	0.04
Q447	3	0.35	0.04
Q449	3	0.32	0.04
Q451	3	0.08	0.02
Q452	3	0.26	0.03
Q453	3	0.14	0.03
Q455	3	0.43	0.04
Q456	3	0.13	0.03
Q457	3	0.26	0.03

Table E-2. Biserials by item

Item	Adjusted biserial correlation
Q032	0.45
Q036	0.34
Q037	0.39
Q054	0.61
Q056	0.27
Q057	0.13
Q059	0.22
Q062	0.47
Q063	0.64
Q073	0.50
Q088	0.47
Q090	0.78
Q101	0.33
Q114	0.35
Q119	0.69
Q129	0.12
Q137	0.30
Q167	0.54
Q169	0.31
Q178	0.31
Q185	0.21
Q190	0.07
Q237	0.39
Q248	0.48
Q251	0.65
Q256	0.55
Q267	0.42
Q269	0.40
Q283	0.47
Q286	0.48
Q310	0.56
Q314	0.59
Q329	0.66
Q343	0.29
Q346	0.26
Q351	0.71
Q354	0.46
Q357	0.29
Q377	0.28
Q383	−0.04
Q391	0.29
Q395	0.31

See notes at end of table.

Table E-2. Biserials by item—Continued

Item	Adjusted biserial correlation
Q404	0.57
Q405	0.15
Q430	0.39
Q432	0.25
Q434	0.06
Q435	0.26
Q437	0.66
Q439	0.55
Q441	0.28
Q442	0.47
Q443	0.22
Q444	0.45
Q445	0.39
Q446	0.54
Q447	0.62
Q449	0.33
Q451	0.15
Q452	0.35
Q453	0.32
Q455	0.84
Q456	0.12
Q457	0.04

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HSLS:09 First Follow-up Field Test: Rescaled Item Parameter Estimates for Entire Item Pool

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Table F-1. Rescaled IRT Parameters for Entire Item Pool

Item	a	se	b	se	c	se
Q024	1.20147	0.00601	1.69666	0.00224	0.22033	0.00053
Q025	1.07277	0.24144	1.56691	0.14018	0.21335	0.03255
Q026	0.95031	0.22566	1.69254	0.16251	0.13847	0.04599
Q029	1.50333	0.29548	0.65195	0.10614	0.16126	0.03647
Q030	1.11225	0.00622	−0.43432	0.00691	0.01985	0.00550
Q032	1.08967	0.31631	2.14810	0.17255	0.24371	0.03841
Q034	1.44423	0.33422	0.69105	0.14153	0.18772	0.06913
Q036	0.51117	0.11016	0.34647	0.32235	0.23313	0.08269
Q037	0.73446	0.00195	−0.27784	0.00417	0.22165	0.00155
Q041	1.31847	0.00583	0.87106	0.00210	0.32704	0.00092
Q042	0.96833	0.27573	2.02135	0.19466	0.17765	0.04431
Q044	1.39744	0.01021	1.51785	0.00355	0.24340	0.00212
Q046	1.80108	0.60639	1.75155	0.12561	0.30423	0.03824
Q047	1.25874	0.22553	0.82904	0.10739	0.22030	0.04027
Q049	1.19899	0.18418	−0.00343	0.11039	0.11205	0.04038
Q051	2.11346	0.01092	1.09897	0.00225	0.14491	0.00204
Q053	1.19953	0.00471	−0.22004	0.00222	0.27205	0.00109
Q054	1.61669	0.39344	1.59698	0.10237	0.19700	0.03652
Q055	1.95935	0.01057	0.58059	0.00151	0.19141	0.00043
Q056	0.94514	0.30056	2.94732	0.30042	0.16516	0.02828
Q057	1.23322	0.57430	3.31831	0.52836	0.26138	0.02364
Q058	0.99673	0.35379	1.93396	0.27768	0.40444	0.05368
Q059	0.70322	0.22915	2.95079	0.37690	0.18912	0.04052
Q060	1.23379	0.37758	2.24282	0.17607	0.16025	0.03272
Q061	0.73301	0.22250	2.25803	0.29347	0.20324	0.05395
Q062	1.07003	0.28922	1.60352	0.17657	0.30181	0.05631
Q063	1.05800	0.00308	1.35010	0.00157	0.10911	0.00037
Q065	1.16735	0.29745	1.86664	0.14504	0.16167	0.03966
Q066	1.84919	0.44631	2.13968	0.11951	0.04195	0.01498
Q068	1.69221	0.71072	1.19267	0.18054	0.17248	0.02950
Q070	2.12048	0.50675	1.75608	0.08697	0.17068	0.01846
Q071	1.26639	0.50718	2.40113	0.25389	0.32451	0.03661
Q072	0.41911	0.00317	1.19365	0.01299	0.00864	0.00430
Q073	1.89372	0.47876	2.17807	0.11159	0.14113	0.02181
Q075	2.15417	0.01478	1.91301	0.00213	0.31539	0.00034
Q077	1.59389	0.59433	1.40540	0.20285	0.17540	0.02941
Q078	1.61863	0.37733	0.50625	0.11449	0.21293	0.04206
Q080	3.01814	0.03116	−0.45337	0.00177	0.26142	0.00074
Q082	2.15846	0.02592	−0.36029	0.00290	0.35757	0.00093
Q084	1.12040	0.23578	0.33858	0.13806	0.17567	0.05210
Q086	1.03704	0.21442	0.16977	0.13609	0.15349	0.05021
Q087	0.53032	0.15213	2.12999	0.37110	0.30396	0.05384

Table F-1. Rescaled IRT Parameters for Entire Item Pool—Continued

Item	a	se	b	se	c	se
Q088	0.65043	0.00208	−0.22645	0.00531	0.20162	0.00187
Q089	1.03683	0.00984	0.21754	0.00592	0.24896	0.00342
Q090	1.89874	0.00645	1.58889	0.00127	0.09504	0.00020
Q091	0.65271	0.14297	1.15331	0.22383	0.25049	0.05940
Q092	0.86592	0.25464	1.44975	0.26420	0.13044	0.03795
Q093	1.41650	0.38096	2.03457	0.16086	0.26008	0.03499
Q094	1.21643	0.39283	1.00942	0.17911	0.24886	0.04145
Q097	1.07494	0.38822	2.47080	0.26885	0.22584	0.03666
Q098	1.44173	0.32373	1.64923	0.11049	0.11253	0.03129
Q099	1.94655	0.51895	2.20951	0.12462	0.07599	0.01823
Q100	0.81835	0.20979	1.56284	0.25558	0.27458	0.06909
Q101	1.72544	0.68401	2.83975	0.21250	0.10663	0.01656
Q102	1.88619	0.68858	1.12465	0.12974	0.17743	0.02895
Q103	1.05711	0.00237	−0.64940	0.00275	0.20496	0.00136
Q104	1.74999	0.01157	0.32223	0.00179	0.23155	0.00137
Q108	1.33033	0.24705	−0.24756	0.14113	0.17394	0.05922
Q110	1.47044	0.46307	1.72922	0.14424	0.19592	0.04149
Q111	1.91398	0.70416	1.09658	0.12095	0.12961	0.02743
Q112	0.73628	0.18778	0.52838	0.24207	0.25646	0.06991
Q113	1.01259	0.28009	0.63585	0.15977	0.20766	0.05038
Q114	0.53198	0.00238	0.95952	0.00425	0.17486	0.00137
Q115	1.59025	0.01641	2.22942	0.00367	0.24010	0.00095
Q116	0.60835	0.15720	1.70557	0.30162	0.21570	0.07135
Q118	1.20328	0.01003	−0.85244	0.00390	0.18176	0.00245
Q119	1.61643	0.40584	2.11509	0.11863	0.11543	0.02226
Q120	1.96329	0.90524	1.06159	0.13644	0.14845	0.02839
Q121	1.87008	0.49080	0.53697	0.10715	0.21000	0.04029
Q122	0.92110	0.19125	1.29428	0.16401	0.13998	0.05572
Q123	1.07918	0.00603	−1.36122	0.00497	0.00931	0.00343
Q124	1.12033	0.00602	1.67720	0.00245	0.27007	0.00062
Q125	0.67424	0.00244	−0.47881	0.00287	0.00243	0.00123
Q126	1.11794	0.39058	2.72202	0.29108	0.11368	0.02706
Q127	1.42806	0.01691	−0.80864	0.00476	0.50000	0.00199
Q129	0.97529	0.41011	3.41090	0.57076	0.21779	0.02533
Q130	1.39150	0.33293	0.83752	0.12014	0.15248	0.03732
Q131	1.45471	0.47027	1.50241	0.22325	0.11108	0.02400
Q132	1.53358	0.00860	0.33981	0.00160	0.09673	0.00133
Q133	1.22631	0.25918	1.11855	0.11845	0.25463	0.03735
Q134	1.42086	0.50894	1.60534	0.21924	0.26256	0.03244
Q136	1.58224	0.59030	1.49142	0.22844	0.11255	0.02329
Q137	0.92031	0.26507	2.44869	0.22754	0.21670	0.03868
Q138	1.46441	0.32146	1.81079	0.12696	0.13199	0.03190

Table F-1. Rescaled IRT Parameters for Entire Item Pool—Continued

Item	a	se	b	se	c	se
Q140	1.26815	0.01420	2.37719	0.00489	0.20648	0.00115
Q143	1.58069	0.46997	1.96022	0.12842	0.15644	0.02945
Q144	1.39085	0.38590	2.03729	0.14637	0.13152	0.03027
Q146	1.33751	0.38452	1.59622	0.15241	0.21769	0.04798
Q148	1.38372	0.28108	1.23310	0.13335	0.17236	0.04983
Q149	1.74936	0.56205	0.78242	0.12101	0.23838	0.03930
Q153	1.24682	0.35936	1.00719	0.19857	0.38139	0.07258
Q155	1.54506	0.00572	1.35291	0.00142	0.24556	0.00034
Q156	1.12952	0.19780	1.08525	0.12070	0.22790	0.03884
Q158	0.37777	0.00247	−1.80278	0.00818	0.00418	0.00212
Q160	1.30461	0.29619	1.05737	0.17338	0.25876	0.06612
Q161	1.01169	0.20437	0.63448	0.14490	0.27423	0.05258
Q162	1.36552	0.00613	1.13364	0.00189	0.34303	0.00070
Q163	0.63501	0.11890	0.27624	0.26114	0.19431	0.08202
Q164	1.27281	0.33744	−0.00955	0.18637	0.35592	0.06873
Q165	1.70312	0.01305	0.77801	0.00275	0.28996	0.00049
Q166	0.52197	0.11307	0.78014	0.34053	0.22102	0.08713
Q167	0.83932	0.14510	0.27240	0.16957	0.17561	0.06118
Q168	1.13777	0.52599	3.56117	0.64967	0.18271	0.01697
Q169	1.61571	0.54479	2.71945	0.19628	0.07637	0.01517
Q175	0.88032	0.19068	1.71046	0.15494	0.17794	0.03641
Q177	1.35008	0.38753	1.01492	0.13972	0.18181	0.03729
Q178	0.17575	0.00070	−0.50675	0.01120	0.00303	0.00154
Q179	1.57672	0.00599	−0.49307	0.00322	0.00870	0.00327
Q180	1.95131	0.48124	1.54853	0.10031	0.23676	0.02325
Q181	2.01903	0.01722	2.08594	0.00250	0.17474	0.00073
Q182	1.52529	0.65235	1.72488	0.26056	0.34308	0.03236
Q183	1.04840	0.00749	1.46810	0.00443	0.04259	0.00302
Q185	0.85062	0.28111	2.77578	0.32080	0.32396	0.03820
Q190	0.95290	0.37070	3.09710	0.42504	0.23064	0.02972
Q191	1.15622	0.34460	1.88718	0.16389	0.19559	0.04199
Q193	0.90395	0.15654	1.16193	0.12643	0.15122	0.03777
Q200	1.65791	0.34761	1.37370	0.10640	0.11997	0.03701
Q236	1.05458	0.22803	1.23162	0.16712	0.18819	0.05773
Q237	0.47668	0.00250	0.79735	0.00663	0.22352	0.00186
Q238	0.74444	0.21857	2.21444	0.25848	0.18154	0.05278
Q239	1.97671	0.55220	0.96310	0.08610	0.08540	0.02253
Q241	1.28683	0.41447	1.63476	0.25277	0.23903	0.03347
Q242	1.93278	0.58921	1.90624	0.12307	0.24401	0.03218
Q243	1.30681	0.35296	0.97766	0.14946	0.23296	0.06696
Q244	1.71046	0.72406	2.50312	0.18767	0.26137	0.01961
Q245	0.61974	0.00426	0.39053	0.01218	0.26622	0.00411

Table F-1. Rescaled IRT Parameters for Entire Item Pool—Continued

Item	a	se	b	se	c	se
Q247	0.86677	0.00366	1.04344	0.00258	0.37283	0.00071
Q248	1.00169	0.28451	1.83358	0.18829	0.29798	0.05271
Q250	0.70369	0.18204	1.66713	0.27269	0.21629	0.06963
Q251	0.93199	0.13057	0.17943	0.14619	0.18956	0.05882
Q252	1.33242	0.00613	1.60108	0.00205	0.29039	0.00051
Q253	1.66205	0.34612	1.59079	0.10669	0.12395	0.03041
Q254	0.92178	0.00363	0.70311	0.00325	0.15715	0.00157
Q256	1.50230	0.47907	2.16613	0.15758	0.33605	0.03150
Q263	1.80238	0.58188	0.76698	0.10272	0.17282	0.03733
Q265	0.95613	0.39174	2.30007	0.59872	0.29533	0.03349
Q267	1.23518	0.27217	2.25740	0.14141	0.17634	0.01991
Q268	1.02997	0.25040	1.76267	0.16553	0.15761	0.04628
Q269	1.14968	0.34617	2.15273	0.17935	0.21398	0.03837
Q271	1.48620	0.00734	2.12179	0.00269	0.09868	0.00026
Q272	1.07689	0.33393	1.26204	0.20298	0.23974	0.04342
Q273	1.06031	0.00728	1.45834	0.00428	0.04399	0.00290
Q274	1.08515	0.21769	0.57314	0.13200	0.13342	0.04211
Q275	1.08658	0.30990	1.15485	0.17899	0.24068	0.04355
Q276	3.51036	0.03800	−0.56855	0.00171	0.39328	0.00079
Q277	1.73775	0.33121	1.34023	0.09179	0.21083	0.02631
Q279	1.19297	0.24885	1.11364	0.11609	0.22016	0.03815
Q280	1.54105	0.00962	−1.17684	0.00334	0.13532	0.00244
Q281	1.00668	0.01343	−0.11326	0.00548	0.18577	0.00182
Q282	1.29116	0.26869	1.30608	0.16831	0.27740	0.05338
Q283	1.69838	0.48493	2.37064	0.13745	0.11630	0.02012
Q284	1.45648	0.31626	0.43599	0.09998	0.12808	0.03917
Q285	1.60166	0.33042	1.55629	0.10294	0.18223	0.02343
Q286	0.80727	0.12686	−0.33462	0.20497	0.18930	0.07330
Q287	1.97216	0.64923	1.85289	0.11938	0.10878	0.02545
Q288	0.73147	0.15644	1.59868	0.21240	0.14936	0.05678
Q289	1.56652	0.01014	1.62132	0.00243	0.17786	0.00150
Q290	1.05011	0.00435	0.66116	0.00316	0.27715	0.00141
Q291	1.16382	0.00316	−0.75196	0.00176	0.00150	0.00076
Q294	1.88027	0.01676	1.74291	0.00269	0.36962	0.00124
Q296	1.71346	0.00910	−1.52258	0.00409	0.12433	0.00342
Q297	1.37002	0.00444	0.88612	0.00161	0.37935	0.00048
Q298	0.82345	0.16207	1.34129	0.15924	0.20471	0.04518
Q299	1.31901	0.00371	−1.47263	0.00124	0.00034	0.00017
Q301	1.17110	0.24484	1.27080	0.12956	0.28243	0.03589
Q302	0.72895	0.11308	0.75143	0.16297	0.16012	0.05132
Q310	0.88927	0.11453	0.19803	0.13767	0.17660	0.05300
Q311	1.37718	0.33332	1.11755	0.14765	0.20641	0.05986

Table F-1. Rescaled IRT Parameters for Entire Item Pool—Continued

Item	a	se	b	se	c	se
Q312	1.93981	0.65821	1.34728	0.13619	0.32783	0.04913
Q313	1.28558	0.01119	2.38036	0.00533	0.27799	0.00040
Q314	1.40704	0.33325	1.37194	0.12496	0.23856	0.05007
Q315	0.85672	0.15659	−0.05895	0.21211	0.18110	0.07894
Q316	1.73863	0.65051	0.96187	0.12984	0.18610	0.03296
Q317	0.93385	0.23010	0.99211	0.19649	0.21377	0.07584
Q319	2.25470	0.69700	0.88821	0.11168	0.27861	0.05071
Q321	0.77567	0.01499	2.29488	0.00841	0.34750	0.00334
Q322	1.35610	0.00328	−0.41100	0.00095	0.00047	0.00024
Q323	0.97638	0.17129	1.30927	0.12167	0.15639	0.03548
Q324	0.59667	0.00404	−0.28741	0.00885	0.20095	0.00314
Q325	1.35583	0.41590	1.19029	0.15978	0.19627	0.03533
Q326	0.85296	0.13160	0.58512	0.14239	0.16652	0.05055
Q327	0.79960	0.17649	1.73797	0.18836	0.13234	0.05019
Q328	1.05099	0.36771	2.14775	0.23180	0.30927	0.04670
Q329	1.75744	0.00432	0.35984	0.00114	0.28908	0.00050
Q330	0.72456	0.21329	1.51351	0.29218	0.21864	0.05165
Q331	1.76082	0.28643	0.78257	0.07291	0.11841	0.02809
Q332	0.98619	0.24281	−0.04679	0.20388	0.27330	0.07407
Q333	1.35602	0.00475	0.70946	0.00198	0.27292	0.00094
Q335	0.82451	0.22224	1.47759	0.24156	0.25178	0.07223
Q343	1.21941	0.48675	2.81775	0.31230	0.21841	0.02636
Q345	1.08432	0.34732	2.55106	0.23872	0.23137	0.02361
Q346	1.60104	0.66905	2.60937	0.20839	0.19279	0.02336
Q347	1.56432	0.54161	1.95757	0.15774	0.31222	0.03786
Q348	0.95616	0.29584	2.26551	0.21684	0.16821	0.04220
Q350	1.27334	0.01713	2.07001	0.00501	0.44587	0.00161
Q351	1.65440	0.41057	1.86393	0.10491	0.10851	0.02602
Q353	1.02841	0.34549	2.11991	0.22233	0.25328	0.04504
Q354	0.69136	0.12953	0.84284	0.20525	0.24954	0.06366
Q356	1.23834	0.56453	2.84467	0.38531	0.28410	0.03220
Q357	0.54187	0.13690	1.62026	0.34926	0.27723	0.08332
Q375	1.74052	0.00938	−1.25391	0.00287	0.10333	0.00226
Q376	0.81314	0.00192	−0.88167	0.00452	0.12760	0.00217
Q377	0.52033	0.09064	−0.49787	0.34449	0.23616	0.08990
Q378	0.98630	0.00321	−1.29667	0.00142	0.00044	0.00022
Q379	3.39054	0.05542	−0.16353	0.00318	0.29487	0.00062
Q380	0.57877	0.16245	1.88379	0.38277	0.18255	0.05214
Q381	1.16087	0.01063	−0.66288	0.00377	0.22654	0.00217
Q382	1.20362	0.22150	−0.26584	0.14885	0.17105	0.06078
Q385	1.12062	0.24042	0.17970	0.12580	0.14746	0.04841
Q386	1.72041	0.55451	2.25177	0.15179	0.13430	0.02439

Table F-1. Rescaled IRT Parameters for Entire Item Pool—Continued

Item	a	se	b	se	c	se
Q387	1.50172	0.00934	−0.83929	0.00234	0.13354	0.00159
Q388	1.48582	0.01661	−0.17658	0.00408	0.18879	0.00110
Q389	1.58751	0.01388	−0.47389	0.00247	0.19864	0.00122
Q390	0.88550	0.01156	−0.32136	0.00483	0.17924	0.00267
Q391	0.86486	0.12878	−0.32332	0.18722	0.20394	0.06669
Q392	1.08316	0.26352	0.19021	0.15792	0.21224	0.06073
Q393	0.68393	0.14523	1.14595	0.25033	0.18880	0.07389
Q394	0.87977	0.25156	1.78820	0.24246	0.27885	0.06025
Q395	0.60082	0.13437	1.07888	0.29045	0.24029	0.08479
Q396	0.80187	0.00383	−0.78261	0.00678	0.22679	0.00287
Q397	0.99462	0.25926	1.65967	0.17075	0.18364	0.05061
Q398	0.86287	0.00227	0.13416	0.00266	0.23637	0.00102
Q399	0.81041	0.18720	−1.41282	0.30815	0.23867	0.09493
Q401	1.27011	0.31024	0.40343	0.12272	0.18587	0.04834
Q402	2.27986	0.01761	−0.51231	0.00170	0.14300	0.00079
Q403	0.98542	0.00120	−1.41381	0.00130	0.00018	0.00009
Q404	1.51873	0.46943	2.49411	0.17452	0.10109	0.02041
Q405	1.37056	0.49461	2.47949	0.19795	0.26125	0.02874
Q407	1.97749	1.01959	2.57039	0.19970	0.15756	0.02310
Q408	1.20786	0.29093	2.04722	0.15335	0.12408	0.03205
Q411	1.93121	0.68134	2.09212	0.15747	0.26309	0.03125
Q412	1.27728	0.41248	1.61712	0.17121	0.32960	0.05014
Q415	0.68023	0.15557	1.19525	0.27177	0.21523	0.08021
Q430	1.12047	0.29238	2.34335	0.17482	0.19061	0.03626
Q432	1.15135	0.36497	2.43535	0.21722	0.31697	0.03749
Q434	1.71974	0.79306	3.12129	0.26151	0.21492	0.02064
Q435	1.70761	0.46409	2.52707	0.14697	0.19926	0.02342
Q437	1.25746	0.22231	0.90970	0.13851	0.18365	0.07276
Q439	1.04362	0.22958	2.18284	0.14619	0.09993	0.03292
Q441	0.70725	0.21952	1.99666	0.31301	0.34282	0.07443
Q442	1.42125	0.37827	1.98572	0.12999	0.21575	0.03669
Q443	1.40436	0.46031	2.50457	0.19375	0.30024	0.03066
Q444	1.43205	0.43870	2.37904	0.16584	0.15288	0.02785
Q445	0.72747	0.15893	1.38401	0.26240	0.25107	0.08570
Q446	0.86461	0.13876	0.96775	0.17266	0.16744	0.07189
Q447	1.16208	0.21798	1.74635	0.11852	0.11513	0.03957
Q449	0.99638	0.29732	2.54662	0.22896	0.21110	0.03952
Q451	1.16297	0.49503	3.65786	0.49655	0.10475	0.01739
Q452	0.77884	0.21646	2.68289	0.26184	0.14819	0.04123
Q453	1.47521	0.50793	2.87684	0.23197	0.13064	0.02074
Q455	2.15335	0.46377	1.39083	0.08167	0.10632	0.03519
Q456	1.52047	0.75391	3.50871	0.38566	0.09613	0.01478
Q457	2.09435	1.13187	3.00788	0.26658	0.27511	0.02182

Cognitive Testing Results HSLS:09 First Follow-up Field Test

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Findings

Research Support Services, Inc.
April 22, 2011

This report summarizes findings of the cognitive testing conducted by Research Support Services Inc. for the HSLS:09 First Follow Up parent and student instruments. The cognitive interviews were conducted in Illinois, in the Chicago SMSA from December 27, 2010 through February 24, 2011. Thirty-six interviews were conducted using two versions of each interview form, a version with original items and a revised version. The table below lists the distribution of cases across form types:

Completed Interviews by Form Type

Parent A (orig.)	Parent B (rev.)	Student A (orig.)	Student B (orig.)	Student C (rev.)	Student D (rev.)
3	9	3	3	9	9

The following tables display respondent characteristics:

Student Interviews

R#	Gender	Race-Ethnicity	Form Tested
AS001	F	White	C
AS002	F	White	C
AS003	F	African-American	C
AS004	F	African-American	C
LA001	M	White	D
LA 002	M	Hispanic	D
LA003	M	Hispanic	D
LA004	M	African American	D
LA005	M	African American	C
LA006	M	White	C
LA007	M	Hispanic	A
LA008	M	Hispanic	A

R#	Gender	Race-Ethnicity	Form Tested
KK001	F	White	C
KK002	M	African American	C
KK003	F	White	D
KK004	F	White	D
KK005	M	White	D
KK006	M	African-American	D
KK007	F	African-American	D
KK008	M	African-American	C
KK009	M	White	A
KK010	F	African-American	B
KK011	M	White	B
KK012	M	Asian	B

Parent Interviews

R#	Gender	Race-Ethnicity	Form Tested
AS001	F	White	B
AS002	F	White	B
AS003	F	African-American	B
LA001	F	White	B
LA003	F	Hispanic	A
LA004	F	African American	A
LA007	F	White	A
KK001	M	White	B
KK002	F	African-American	B
KK003	F	White	B
KK004	M	White	B
KK007	F	Mixed	B

Recruiting was done by word of mouth and by having parents distribute flyers among other families of juniors. Participating students were attending twelve different high schools, including a parochial school, a city magnet school, four large city public high schools and six suburban high schools, two of which serve predominately minority populations. Participants were recruited throughout the broader Northeast Illinois and Northwest Indiana areas.

Despite continued efforts, we were unable to identify high school juniors who were not college bound. We asked all participants for referrals to classmates who were not likely to go to college after graduating from high school, but the referred students reported they expected to continue their studies in a college or university. Therefore, the questions for students who are not college-bound and for their parents, could not be tested.

Parent Forms

Overall, parent questions did not present many problems in either version. However, we observed that parents' difficulties answering stemmed from lack of knowledge or information about the process of applying to college and applying and obtaining financial aid.

Findings from Testing Form A Parent (original version)

1. During the last 12 months, which of the following activities have you or another family member done with your teenager?

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum
Worked or played on a computer together
Built or fixed something such as a vehicle or appliance
Attended a school science fair
Helped [subject] with a school science fair project
Discussed a program or article about math, science, or technology
Visited a library
Gone to a play, concert, or other live show
Other specify: _____
None of these

All parents noted they used to do more of the activities listed when the student was younger.

LA003: R noted that they had participated in these activities when the student was younger but *"due to the age difference now they are more into being themselves on their own as opposed to me involved with them as they are growing up."*

LA004: R included time talking through Facebook on 'worked or played on computer together'. When probed for time frame, R *"thought about the last few months or most recent time I did those activities."*

LA007: R marked 'science fair' when thinking of the parent/teacher meeting for a drafting class. Discussion for 'program or article about math, science or technology' centered around student's future career plans and goals and college. R marked 'Other' and wrote in "movies" and college visit. In thinking about the time frame, R was considering what they do together in general, not a specific time period.

2.A. By the time your teenager graduates from high school, do you think he/she will have the minimum grade point average needed for admission to…

a 2-year community college or technical institute?
a 4-year public college in your state?
a 4-year public college out of state?
a 4-year private college?

None of the Rs chose 'a 4-year private college.' Two respondents explained they did not check it because they did not see their junior child attending either due to preference or financial reasons. The third equated private to 'Harvard and Yale' saying "at least for a private college you have to have a 4.0 (GPA) and above."

Two Rs were unsure if they were to mark all that apply or only one response.

2.B. By the time your teenager graduates from high school, do you think he/she will have completed the minimum courses needed for admission to…

a 2-year community college or technical institute?
a 4-year public college in your state?
a 4-year public college out of state?
a 4-year private college?

Again, in this question, parents had least familiarity with private colleges.

LA003p: R marked all except private college explaining *"A private college, they look more into your financial background … they would classify you, which I am not … Your background, your heritage, your culture."*

LA004: R marked all except private college because she said she does not know about the standards of admission for private school. When probed on specifically about "needed for admission" R said she was not thinking of specific classes that one would need to complete but rather whether or not the classes a student took would be rigorous enough to make college less of a shock.

LA007: R noted that the student was already 'starting college classes' when referring to AP classes. R marked all except private college because although the student took AP classes she wasn't sure what private colleges "like Harvard, Yale" look for.

3. How have you gotten information about financial aid?

Talked with financial aid office staff at a college
Talked with a school counselor at [subject]'s high school
Researched financial aid options on the Internet
Other (specify): _____

No problems observed.

LA003: R noted in 'other' that she went to a high school college night that covered financial aid.

LA004: R noted in 'other' that she *"currently have a child at university receiving FAFSA".*

LA007: R noted in probing that she went by her own experience receiving financial aid.

4.A. As far as you know, would your teenager qualify for financial aid for college?

Definitely
Probably
Probably not
Definitely not
Don't know

No interpretation problems observed.

Only the respondent with experience with another of her children receiving financial aid chose 'definitely,' although in probing the other two respondents stated that they expected to receive financial aid, but were not sure of the source or amount.

LA003: R marked probably, in probing said *"me being a single mom right now. … and due to my income; I would figure he would get a better percentage than what I did when I applied for it."*

LA007: R marked 'probably', in probing said definitely 'grade point wise' but for gender she wasn't as sure about "*I know he can get financial aid because he's got high grades, and possibly too because we are a low income family*."

4.B. Why do you think your teenager would not qualify for financial aid?

Family income is too high to qualify
Student's grades or test scores are too low to qualify
Part time student ineligible for aid
Family has bad credit
Another family member did not qualify for aid
Other specify: _____

Two of the three parents were asked this question given skip pattern

LA003: R marked bad credit

LA007: R marked 'other': gender (Parent of a male: "I am not sure, because for many years they said that females are more eligible for financial aid than men; that's what I have heard. For many years that's what they've said in the statistics.") In probing R also stated family has bad credit.

5. Families have different ideas about what they would like their teenagers to do in the first year after high school. How strongly would you encourage or discourage your teenager from choosing each of the following activities as his/her main activity?

Enroll in an Associate's degree program in a two-year community college or technical institute
Enroll in a Bachelor's degree program in a college or university
Obtain a license or certificate in a career field
Participate in a registered apprenticeship program
Join the armed services
Get a job
Start a family
Travel
Do volunteer or missionary work

Rs were able to use the scale and could distinguish across levels of encouragement within categories. For 'travel,' two Rs noted during probing that their child couldn't afford to travel (one identified this as neither strongly encourage/discourage because it is not an issue) and the other one marked strongly discourage "because it's not feasible".

LA003: Was able to distinguish between strongly discourage for different items marked.

LA004: R believed 'get a job' was in addition to the education options; she would encourage him to work while a student.

LA007: R was unsure of meaning of 'obtain a license or certification in a career field' in probing, the level of encouragement or discouragement would have been different based on the particular program/field.

6.A. What is your teenager most likely to do as his/her main activity in the first year after high school?

Enroll in an Associate's degree program in a two-year community college or technical institute
Enroll in a Bachelor's degree program in a college or university
Obtain a license or certificate in a career field
Attend a registered apprenticeship program
Join the armed services
Get a job
Start a family
Travel
Do volunteer or missionary work
Something else (specify): _____

No interpretation problems identified. As follow up to the previous question and having the same format, it was easy for parents to answer.

LA007: R was unsure if it was a check one or mark all that apply.

6.B. There are many reasons why people do not enroll in an Associate's or Bachelor's degree program in the first year after high school. Are any of the following reasons true for your teenager?

His/her grades are not high enough
His/her college admission test scores are not high enough
He/She cannot afford it
He/She does not have transportation to and from school
He/She needs to earn money to support family
He/She does not know what he/she wants to study yet
He/She does not like school
He/She will not need an Associate's or Bachelor's degree for the job he/she wants
He/She wants a break from school
Personal reasons

His/Her friends are not going to enroll in a degree granting program
He/She has health problems
Does not want to go into debt to pay for school
Other reason (specify): _____

All three Rs noted that the students had not yet received college admission test scores so they would not know if they should mark the second response choice.

7. Which of the following aspects of a college are important to you in choosing a college or university for your teenager to attend?

Close to home
A lot to do nearby
Overall quality of academic programs
Has a specific academic program
Has good sports teams
It is affordable
Has a good social life
Good record of placing graduates in jobs
Friends or relatives are there
Other (specify): _____

No issues observed in two of the cases.

LA003: R originally read the question to mean academic aspects so the response categories 'threw her off'. For 'a lot to do nearby' she asked "*Do you mean socially? Do you mean academically? Do you mean sporty*?" R felt having responses 'quality of academic program' and 'specific academic program' was redundant. R would add 'how would you feel about commuting' because the transportation question response would be different for a community college versus a university with a dorm.

8. If your child chooses to attend college, what are the sources of support you anticipate your child will use to pay for college costs, including tuition, room, and board?

The student will pay from their earnings and savings
I/We (parents/guardians) will pay
The student is the beneficiary of a pre-paid tuition program or 529 plan
Other relatives (e.g. grandparents) will pay
The student will receive financial aid based on financial need
The student will receive financial aid based on academic merit
The student will receive financial aid through an athletic scholarship
The student will take out a loan or loans
I/We (parents/guardians) will take out a loan or loans
Other, Please specify: _____

None of the respondents had heard of 529 plans; two associated 'beneficiary' with an inheritance.

LA003: R thought this question was hard to answer: *"Everything sounds the same or a little bit different so you had to really sit there and think."* R understood beneficiary to be *"between me and his father, if anything would happen to either of us, there is, what is it the life insurance, that would cover something like with college or something like that."*
R included student's gymnastics in both academic merit and athletic financial aid
R thought there should be a category for 'working/job during college'.

LA004: R said she expected her son to have a job to help pay for college

LA007 R mentioned getting a job to pay for college. For other relatives, R marked 'don't know' explaining they have a friend who sometimes is willing to pay college costs. R noted that it was helpful to include room and board because she had not considered room and board costs before, simply tuition and books

9. Do you believe that your teenager should help to pay for his/her own education after high school?

Yes
No

LA007 marked no but believed there should be a don't know option. When probed, she clarified that the teenager should pay for personal expenses but not tuition, and she wasn't sure about books.

10. Approximately what percentage of the total costs of his/her education do you think he/she should finance?

_____%

This was a difficult question for parents.

LA003: R struggled with the question because of the difference between the costs of community colleges and four year colleges. She arrived at the 20% figure based on the fact that typically health insurance plans cover 80% of costs and 20% is paid out of pocket.

LA 004: R stated that she liked the question to be in the form of a percent, although she arrived at her answer (10%) by figuring college costs at 20,000 and 2,000 being a reasonable amount that a student could contribute.

LA007 was unable to determine an answer believing the question to be too vague and wanting items (different costs) broken down.

11. Which of the following steps do you expect him/her to take to finance his/her education?

Yes	No	
☐	☐	Work during high school evenings and/or weekends
☐	☐	Work during high school summers
☐	☐	Work up to 20 hours per week while attending college
☐	☐	Take out a loan in [his/her] name

None of the three parents included work during high school, all stating that their children are too busy with school work at this point to work.

LA003 R explained that she did not mark take student loan because in her experience loans require good credit, and a new graduate would have no credit. She noted that if specific types of loans were mentioned (such as the ones discussed at a college night) she might have chosen a specific kind of loan.

LA004: R noted that at first she had not seen the words 'up to' in reference to 20 hours a week of work and was struggling with how to answer until she noted that fewer hours would also be acceptable.

LA007 found this question thought provoking, remarking that she wished she had thought of these questions earlier when her son was a freshman so he could start to prepare.

Findings from Testing Form B Parent (revised version)

1. During the last 12 months, which of the following activities have you or another family member done with your teenager?

Visited a zoo, planetarium, natural history museum, transportation museum, or a similar museum
Worked or played on a computer together
Built or fixed something such as a vehicle or appliance
Attended a school science fair
Helped [subject] with a school science fair project
Discussed a program or article about math, science, or technology
Visited a library
Gone to a play, concert, or other live show
Other specify: _____
None of these

Parents able to think both about other family members and self. A parent thought only from last summer through present.

Parents wondered what would go under 'Other'. Educational activities done by the family? How about sports? What about art museums?

Parents covered wide range of things under the answers: Answered 'build or fixed something' thinking of when she asked son to find part for her dishwasher on internet. Answered 'worked or played on a computer together' but they never sit side by side. Answered 'gone to a play, concert, or live show' thinking only of school performances that involved her son. Another parent checked 'discussed a program or article about math, science or technology' because the student worked on a physics project for which she had to comply with the IIT competition rules and they discussed that.

A parent indicated that visiting a library and attending a school fair are things she did with her child in earlier years but not in high school, and that there are not science fairs in the high school.

AS002: Noted that in thinking of the year she considered last summer through present

KK001/002/003/007: R stated had done additional activities when student was younger.

KK002: Added other specify 'sporting events'

KK003: R marked 'worked on computer', in probe R stated email all the time or student showing R you tube video. R marked discussed an article, in probe stated it was homework only that was discussed.

KK004: R noted that computers in general are not used as much as they were 'five years ago', that today's cell phones are technology in our hands. R did not originally mark a museum although they visited a museum while on vacation this summer. R saw museum in the question as a 'big, bulky thing, old structures', the museum that they visited was a small local museum. R noted he would also not have included petting zoos, 'holiday zoos with donkey's or farm zoos.

KK007: In probe, R noted that they had done 'culturally significant activities' this year, such as visiting Mayan Ruins "where we learned about their phenotype and genotype and things of that nature" but that it didn't fit in any of the categories (museum like but not a museum). R had not marked library; they visited this summer to do research for summer school projects but read the question as 'visited' as in for pleasure, not for 'academia'. Also, has not gone to live shows but often watches on TV or video with her.

LA001: R was not sure if a little maritime museum would 'qualify'. R was also unsure if worked or played on a computer together meant 'sitting down at the computer at the same time or working side-by-side on

the computer'. R noted they participated in science fairs in elementary and middle schools but there are no science fairs in high school. The R noted that because the student has a driver's license he goes to the library by himself now. R was surprised that art museums were not included in the example.

2. By the time your teenager graduates from high school, do you think he/she will have met the minimum requirements needed for admission to….

a 2-year community college or technical institute?
a 4-year college?

All but one parent answered yes to both. Parents based their answer on the fact that their high school makes sure through the counselors that students take the courses they need to meet the minimum requirements. 'Minimum requirements' was well understood.

Technical institute was interpreted as intended. At least in the geographic area of the interviews, advertising by technical institutes makes their existence well known to the public, and Rs were able to name specific examples as well as associate them with computer training or certification programs.

KK004: Parent marked only 4 year, stating that it was obvious that if she could meet requirements for a four year she could meet them for a two year.

LA001: Technical institute: a certified program that would give you some sort of computer certification or maybe a mechanics certification or child care certification or nursing

3. How have you gotten information about financial aid?

Talked with financial aid office staff at a college
Talked with a school counselor at [subject]'s high school
Researched financial aid options on the Internet
Other (specify): _____

Question did not present interpretation problems. However, three parents who had done the research before with their older children, were not sure if they should mark it here, or if the question relates to this specific child.

KK001: R responded 'researched on internet'. R has done all activities listed with older sons in the last two years but stated he was unsure if he should mark them here in connection with this child, since he already knew about them.

KK002: R marked only 'researched on internet' but stated in later questions that she had gone through the whole financial aid process with her older child who has scholarships, loans and work study.

KK003: R added to 'Other' 'Talked with other parents'

KK004: R responded 'researched on the internet'. Stated he was thinking of this student specifically, he has used all methods with two older sons. Also noted that he used a network of friends and family for information in the past.

LA001: R marked 'talked to a school counselor' but indicated she chatted for 2 minutes. R noted that though she had looked at a website for scholarship information, R did not feel she 'researched' it.

4A. Will you apply for financial aid for your teenager's education after high school?

Yes
No
You haven't thought about it yet

No issues generally. One parent marked the third option because her student was offered an athletic scholarship but will not know how much money is offered until senior year.

4B. What types of financial aid do you think your teenager would qualify for?

Financial aid based on financial need
Financial aid based on academic merit
Financial aid through an athletic scholarship
Federal or state loans
Private loans
Other specify: _____
You do not think [subject] would qualify for financial aid

Generally, no issues were identified.

LA001: Parent wondered if small awards through the HS would count as financial aid

4C. Why will you not apply for financial aid?

Your teenager would not qualify for aid because grades or test scores are too low
Your teenager would not qualify for aid because income is too high
[Subject] would not qualify for aid because [he/she] would attend college part-time
[Subject] would not qualify for aid because has bad credit rating
[Subject] would not qualify for aid because another family member did not qualify
There is no money available
[Subject] can afford college without financial aid
Do not want to disclose financial situation
The aid application process is too difficult
[Subject] is not willing to go into debt
Family is not willing to go into debt
[Subject] would not get as much as [he/she] needs
Other (specify): _____

Most parents were not asked this due to skip pattern.

AS001: Other: "athletic scholarship." Parent felt that if her daughter got the sports scholarship she has been approached about, she would not need to apply for financial aid.

5. Families have different ideas about what they would like their teenagers to do in the first year after high school. How strongly would you encourage or discourage your teenager from choosing each of the following activities as his/her main activity?

Enroll in further education such as a certificate, associate's degree, or bachelor's degree program
Get a full-time or part-time job
Do volunteer or missionary work
Join the armed services
Start a family

Parents kept clearly in mind that the question referred to the first year after high school and was not about long term choices. For enrolling in further education, several spoke about the importance to continue studying and that taking a break sometimes makes it harder to come back. They appeared able to distinguish between their own likes/dislikes and whether they would encourage/discourage their teenager.

Parents distinguished the level of *discourage* across categories. They expressed stronger discouragement for some things than for others marked with the same rating.

KK001: R answered discourage for both armed services and volunteer work; if given a broader range, she said she would have put armed services slightly higher than volunteer work.

KK002: R responded 'encourage' for missionary/volunteer, R stated originally read as part time, but would keep encourage if full time as long as he continued to go to school full time.

KK003: R wrote in 'get a job' because she saw this as a common option. R wrote encourage for volunteer or missionary work. Stated that it was not exclusive and she had seen it as either full time or part time. She'd neither encourage nor discourage missionary work if she wanted to take a year off because her teenager would have to finance it herself and wouldn't be able to do so.

KK004: R put neither encourage nor discourage for all but education (strongly encourage). Stated that he couldn't take a position on the other options since they'd never been considered.

KK007: R had marked neither encourage nor discourage volunteer/missionary, she saw this activity as in addition to schooling (strongly encourage). If this should be considered as a separate 'main activity,' she would strongly discourage it unless it was done in the time between high school and college.

LA001: No issues. R was able to distinguish levels of discouragement. When probed, she indicated she would more strongly discourage starting a family than joining the military, both of which were marked 'strongly discourage.'

6. If there were no barriers, how far in school would you want your teenager to go?

Less than high school
High school diploma or GED
Complete an Associate's degree
Complete a Bachelor's degree
Complete a Master's degree
Complete a Ph.D., M.D., law degree or other high level professional degree
You don't know
You don't care

Parents included under barriers: Financial, motivation, balance with family time. No interpretation issues were uncovered.

KK001: R was not clear about what level student needs to reach to fulfill career goals.

6A. As things stand now, how far in school do you think your teenager will actually get?

Less than high school
High school diploma or GED
Complete an Associate's degree
Complete a Bachelor's degree
Complete a Master's degree
Complete a Ph.D., M.D., law degree or other high level professional degree
You don't know
You don't care

No interpretation issues in this question.

KK002: Found 'you don't care' as a very odd response choice

LA001: R missed skip instruction so completed both 6B and 6C

6B. Students often have circumstances which make it difficult for them to complete the level of education that their parents hope they will. Would you say that your teenager may not complete the degree or diploma you hope he/she will get because…

[Subject's] grades are not high enough
Your teenager has not taken the right courses[Subject's] college admission test scores are not high enough
[Subject] cannot afford college
[Subject] does not like school
High school has not prepared your teenager well for higher education
[Subject] needs to work to support family
[Subject] does not have transportation to and from school location
[Subject] does not know what [he/she] wants to study yet
[Subject] will not need a [fill diploma or degree from 6A] for the job [he/she] wants
[Subject] wants a break from school
Other reason (specify): _____
None of these

Generally, no issues in this question.

KK002: R marked 'Other reason' and wrote in "lack of commitment." Did not mark 'grades are not high enough' or 'taken the right courses' because she said she had no idea how well he would do in college or what courses would be required for whatever he chose to do. R also clarified while answering the question, she thought solely about completing *bachelors'* degree, not moving from bachelors to PhD (which is the student's target level of education).

7. How important to you would each of the following colleges' characteristics be when choosing a college or university for your teenager to attend?

Academic reputation
Campus safety
Financial aid
Cost of attendance
Campus appearance Location
A good record of placing graduates in jobs
A good record of placing graduates in graduate or professional schools Opportunity to play sports
Recommended by family or friends
Other (specify): _____

One parent felt a category was missing: 'providing a good education.' Similarly, another wanted a category, 'broaden your horizons or expand intellectual pursuits'.

Academic reputation: parents defined in different ways, placing grads in jobs, pretentiousness, how well it is known, assumption of being 'smart' if you are a graduate; accredited. Not interpreted as academic excellence.

Campus safety: parents noted both security procedures on campus (locks, escort services) as well as location of campus perceived dangerous areas (urban)

Campus appearance: Parents included both the grounds of the campus and the facilities and dorms

Location: Parents defined either in terms of distance to them or in terms of location within urban/rural

A good record of placing graduates in jobs: Parents mentioned reputation as well as internships, job fairs

A good record of placing graduates in graduate or professional schools: Parents saw this as preparatory and mentioned reputation

Recommended by family or friends: Parents included both their own conversations and conversations their students have had with family members, such as older cousins.

8. Approximately what percentage of the total costs of his/her education do you think he/she should finance?

_____ %

This was the most problematic of all questions in the parent forms. Parents generally answered that their answer would depend on how much the cost of the education ends up being. If the student goes to a school where the total cost of tuition/room/board is $50,000, the percentage the student would be expected to pay would be very different from what they should pay if the student gets scholarships and there is an additional $10,000 to pay. Also, parents raised differences depending on which school they go to (e.g. Harvard vs. state school).

AS001: 10%?

AS002: "Never really thought about it this way. Maybe 20%?"

AS003: "25% or a third." R added: "I do understand that the child or parents should bear some of the financial situation. I just don't think 90% or 100%." [And are you thinking strictly how much she herself individually should be responsible for or…] "No, because a child does not have money, they don't have a job…" [So you were thinking more about yourself?] "Right."

KK001: >50% Parent believes the student will be vested in the education if she has to pay more than half

KK002: 40%

KK003: 50%, includes loans

KK004: 40%

KK007: 0

LA001: as much as able then summer part time employment—could not answer—percentage can be impossible if school is costly

9. Which of the following steps do you expect him/her to take to finance his/her education?

Work during high school evenings and/or weekends
Work during high school summers
Work up to 20 hours per week while attending college
Work more than 20 hours per week while attending college
Take out a loan in [his/her] name

Parents with college intentions for their children and not many worries about funding education answered the question thinking of what the student already does, but not always thinking of the student doing them to actually finance their education. When probed, they were thinking more about what the student should do to get spending money, rather than 'to finance education'.

KK001: R included student loans as funding.

KK004: R included student loans and all resources that the student actively works to get, including scholarships that she completes the application for or actively finds in internet searches.

LA001: R included the student taking responsibility for finding scholarships and financial aid.

Student Forms

Findings from Testing Form C—Student (revised version)

1. Do you plan to go to college after high school?

Yes, at a 4-year college or university
Yes, at a 2-year community college or career college
No
Don't know

Students had no significant problems with this question.

'They were not familiar with 'career college' but guessed that it was a college level school that trained you for a specific career, another student guessed it's like a vocational school. They were not familiar with 'technical institute' but several guessed it was a computer training school, 'such as DeVry or ITT' (both of these advertise widely in the media in the geographic area and are probably the only instances of respondents ever hearing about 'technical institutes').

AS003: "Is technical institute like a vocational school?"

AS004: Marked 4-year college. In probing she explained she wants to go to a 2-year college and then transfer to a 4-year college. If intention is about where they want to go immediately after HS, then recommendation is to say that specifically. "Career college" -> training for a specific job—"like in an internship or on the job".

KK001: "Isn't [a technical institute] like computers, computer technology, things like that?" "I don't even know what a career college is, like a nursing college maybe?"

KK002: Technical institute—'It's a college where you learn a trade, like automotive or culinary arts', community college- somewhere you go if you don't have enough money you can take your freshman and sophomore year for a four year institute. Career college- a specific field like ITT tech.

KK008: 'Aren't community college just colleges in the area?'

LA006: R unsure of terms technical institute or career college

2. Which of the following reasons apply to your decision to go to college? Mark all that apply, then pick the strongest reason.

Your parents expect you to
You don't know what else you would do
Your friends are doing the same thing
You are interested in a certain subject or field
You like school
Other, please specify: _____

There were no problems in marking multiple choices, but not all Rs picked the strongest.

AS001 picked strongest—interested in a subject (also marked 1 and 3)—reason that has most influence on you—interpreted question as asking about outside influences—Suggested adding a response about 'for your own future'.

AS002: "want to do something with my life, for myself." (R said no choice offered covered that)

AS004: strongest was Other (Specified: "I understand that my future will not lead me onto the path that I want, without me deciding to.") R interpreted the question as asking: "Why do I want to go to college"

KK001: Wrote in for Other: "support self." R marked 1, 4 & 6, but did not pick strongest.

KK002: R picked 1 & 4, did not pick strongest. My parents want me to because you can't work at McDonalds or Jewel anymore and support yourself. R wants a degree in marketing because of a computer graphics class where they worked on logos and she found that really interesting.

KK008: R marked 3 strongest reasons.

LA005: R picked 'Other' and wrote in "to further my education." When probed about other categories not chosen he stated that he had considered marking 'because my parents expect me to' but did not, "*because, although they do, I think at the end of the day, it's my life and I'm not going to go by what they want me to do."*

3. Which of the following qualities are you looking for in a college?

Academic reputation

AS004: "want to be able to brag about it"

KK001: "It's only people who are really intelligent, good GPAs, ACT scores, they will be the only ones who get into the good colleges"

KK002: "The better the school the more opportunity you have to be successful"

Campus safety

AS002: R wants security in school

AS003: concern because of a recent case

KK002: concern from recent case where girl "*came up missing"*

LA006: R was unsure about what campus safety meant *"I'm not sure. Maybe, well I know I hear about all these terrorist attacks but is that what it means?"*

Financial aid

AS002: R wants to avoid starting a job after college and be in debt

Campus appearance

AS002: "*not in the middle of nowhere, where there is nothing to do*"

AS004: cleanliness of campus dorms

Location

AS002: combined with campus appearance—wants places around to do things outside of campus

AS003: it has to be in a good neighborhood (tied to campus safety for this R)—not a big natural disaster area

AS004: want to branch out, get away

A good record of placing graduates in jobs

AS002: to know she will be able to get a good job after school

KK001: "*…they help them find jobs by having an education and different programs like internships"*

A good record of placing graduates in graduate or professional schools

KK008: R saw a good record of placing graduates in graduate school as "*after they graduate from college just if they would be interested in working in a school like that to teach what they learned to others that come there*." When probed what a graduate or professional school was R stated "*just the more high quality schools the higher ranked schools in the area."*

LA005: R was not sure what placing grads in graduate or professional schools meant.

Opportunity to play sports

AS002: to be able to play softball

KK001: "*I thought of [varsity sports], I didn't think of intramural or anything*"

KK002: "*I want to play sports (varsity level)"*

Recommended by family or friends

AS002: "*if you see where someone is in life and they are doing well, the college they went to must have done something right*."

4. What field of study are you considering? Check all that apply.

Computer and information sciences
Engineering and engineering technologies
Biological sciences
Mathematics and statistics
Physical sciences
Mechanic or repair work, such as car repair or HVAC
Health professions, such as doctor, nurse, clinical work
Liberal arts or humanities
Business
Security and protective services, such as police or firefighting
Social sciences and history
Education or teaching
Psychology
Other, please specify: _____
Don't know

Good understanding of 'field of study.' Students were not knowledgeable about what humanities are, and one not sure about social sciences. The list appeared to them as comprehensive and nonduplicative. One R noted Arts was not on the list, then saw Liberal Arts and corrected herself. One student associated 'protective services' with social work, but examples dissuaded her that it was not the same. Specific answers below suggest misunderstandings about what is covered under each choice.

AS001: Education or teaching (wants to be HS teacher)—

AS002: Education or teaching. Not sure what humanities means.

AS003: Health professions (wants to be a doctor) / Education or teaching (would love to teach young children)

AS004: Health professions. (wants to be a doctor or psychologist)

KK001: Health Sciences (wants to be physical therapist) One student was not sure what kinds of jobs one could get with Social Sciences and History, when probed thought perhaps it was helping people, like helping to build houses.

KK002: Business. When probed about what physical sciences are, R said "kind of like doctors and I would say people who do biological stuff." [And how is this different than biology?] "because I think physical science would be like if the company is making a product like Gatorade…you'd have to know how the product will react to the body." [What about humanities?] "It's like politics."[What about Social Sciences?] "It's like a history teacher or archeologist."

KK008: R associated physical sciences with the body or with physics, learning about the body. R was unsure what liberal arts and humanities are; when probed, offered performing arts. R said psychology was a science he was taking next year but did not know what it is.

LA006 was unsure of the difference between physical and biological sciences

5. Earlier, you told us you planned to enroll in college after you finished high school. Which career college, community college or university would you most likely attend?

_____Name of College/University

Juniors at this stage appear to be answering about what school they would most **like** to attend, rather than about likelihood.

AS001: Illinois State University—visited overnight—likes academics, distance from home, campus appearance, good fit

AS003: DK because she always wanted to go to top schools but now knows her grades are not good enough, so she needs to rethink.

AS004: Augustana College—Although R wrote this in, it appears to be her ultimate goal but not her immediate goal after HS. She plans to go to community college, save up, and eventually transfer

KK001: Northwestern—has a good physical therapy program

KK002: Illinois (UofI)—close, heard campus looked nice

KK008: Big ten university—good sports program not to close and not too far

LA005: [Local community college] close to home, less expensive

LA006: Left response blank because was unsure, in probing responded Indiana University,

6. Why do you have this specific college in mind? Please choose the most important reason:

Academic reputation
Campus safety
Financial aid
Cost of attendance
Campus appearance
Location
A good record of placing graduates in jobs
A good record of placing graduates in graduate or professional schools
Opportunity to play sports
Recommended by family or friends
Other, please specify: _____

No significant interpretation problems identified

AS001: "Academics is most important, but reputation can be a false reputation." R chose opportunity to play sports because she has been offered scholarship there. "Maybe academic quality would be a better description."

AS004: Other: "great sounding choir"

KK001: R did not choose a single response. When probed on interpretation of 'academic reputation', R said "good schooling, the professors are well educated." R also added "Location—both to home and to what's around the campus, like things to eat, bowling. Campus appearance—first impression, dorms, how far it is to walk from one class to another. Good record of placing jobs- I'd be ready for the career world."

KK002: R listed academic reputation, campus safety, and location. Business school is supposed to be good.

LA005: Chose Other, and wrote in 'close to home.' When probed, R noted that it was similar to location but she wanted to be more specific.

7. How much does the following statement apply to you?

My family and I have talked about finding ways to pay for education after high school.

Not at all
A little
Some
A lot

No significant interpretation problems were detected.

AS001: have talked 'some'. Not a very big topic because it's in state and R has been offered a scholarship

AS003: R spoke about thinking about it rather than TALKING about it. She is concerned that it's not just her but also her little sister going to college that have to be considered.

AS004: R chose 'a little,' but described as having talked "very little"

KK001: R chose 'a little'. Described a little and some as "a little is just a few times, some is more than that, they are kind of close in meaning."

KK002: R chose 'a little.' R stated that she hasn't really talked with parents about paying for college, just scholarships.

KK008: R chose 'some,' stating that it will be difficult with two sons back to back in college (in probe R continued to answer in terms of difficulty not in terms of how much talking with parents has taken place.)

LA005: "Some, every now and then not too much."

LA006: Some, heard parents talking about it, mentioned it a few times but no family discussion.

8. Difficulty in paying for college will keep me from attending school.

Not at all
A little
Some
A lot

Respondents seemed to be answering about attending a specific school, not about not attending school entirely.

AS001: a little—R has picked school but should she decide on another school, like Stanford, it would be very expensive and that might be a deterrent.

AS003: "Without the money, who can go? But I can start at a community college; that should jump start me."

AS004: A lot—R does not think parent will be able to help her

KK001: Some—R clarified that it wouldn't keep her from going to college just maybe a 'higher paid college'

KK002: "A little—a little is like a side conversation but we haven't really talked." … "I put a little because if I can't afford the one college, there is another I can attend." "A little and some mean the same thing because of the number of colleges out there."

KK008: Some, R says he's worried how they will get the money to pay for it.

LA005: Some, R says wouldn't stop her from going to community college but would stop from her from going to university.

LA006: A little—Her father hasn't said that R needs financial aid but hasn't said they don't need it either.

9. On average, how much do you think a year of school costs at the college you listed in question 5? Please do not include living costs such as on-campus housing (room or board) or rent and utilities.

_____ (dollar figure)
Don't know

Respondents did not appear sure at all of their answers.

AS001: $25K—Seems to recall from campus visit.

AS002: $30K—heard

AS003: $50K—just tuition for the year—R&B will probably be $400

AS004: marked DK—upon probing said $15K

KK001: 30k—brother was at U. of Illinois and it cost 20K, and he told her Northwestern was more, so she guessed.

KK002: DK—doesn't know how to separate, thinks total costs at U. of Illinois are around $14,000.

KK008: DK—tens of thousands

LA005: $500—community college is not exclusive; between $500-$1000, R stated it's a guess

LA006: $50,000—not sure; based on friend at out of state university; unsure about room and board

10. To help pay for their education, students sometimes receive scholarships or grants that do not have to be paid back. How much of this help do you think you would receive each year if you went to the college you listed in question 5?

_____ (dollar figure)

Don't know

No serious problems in interpretation; however, responding was a problem: most Rs had no idea on what to answer.

AS001: R does not know because until senior year the University won't make a firm offer of scholarship

AS002: R does not know. Depends on whether she gets a softball scholarship

AS003: $6,000 because at the college fair one of the schools said they would give me that amount for my education.

AS004: DK but imagines perhaps her mom (parents separated) having a lower income than dad may mean she can get some scholarship.

KK001: DK hopes to get an athletic scholarship but won't know if she'll be recruited

KK002: DK—doesn't know how much of athletic or academic scholarship he can get. Good understanding of loans; sees scholarships for athletics and grants for merit.

KK008: DK without parents reading over it with him. Understood grants and scholarships are not paid back

LA005: $0, did not believe would need a scholarship for [local community college]

LA006: DK amount; described it as if someone were very good at sports or academics could get full ride

11. How much would you or your family be willing to borrow in the form of a loan to pay for a year of school at the college you listed in question 5?

Respondents did not appear to know much about this. Interpretation was not a problem.

AS001: DK—Partly depends on scholarship—Well understood

AS002: DK

AS003: $30,000—chose that because she figured a little more than half. Based answer on how she thinks the family feels about borrowing.

AS004: “my parents will not accept help”—“They will probably be scared about paying it back.”

KK001: $10,000

KK002: $10,000—sister got that much.

KK008: DK amount—knew loans had to be paid back with interest

LA005: DK amount, family includes grandparents

LA006: DK amount, unsure if parents would borrow money

Findings from Testing Student Form D (revised version)

1. Have you participated in any of the following activities to prepare for life after high school?

Attended career day or job fair;
Attended college night;
Visited college campus;
Taken an internship or apprenticeship;
Done any job shadowing;
Searched internet for college options;
Talked with school counselor about options;
Talked with teachers about options;
Talked with friends about options;
Talked with parents about options;
Sat in on or taken a college class;
Met with college athletic team or coach;
Other, please specify: _____

This presented assorted small interpretation issues:

KK003: R marked 'visited a college campus,' during probing it was determined that she had been to a college only to watch a gymnastics meet and to visit a cousin but didn't see it as looking at a college for herself.

KK004: R (high achieving student) unable to define 'apprenticeship'. Only knew of it in terms of TV show The Apprentice, which she has heard of but never seen.

KK005: R stated confusion between categories *job shadowing* and *internship* since R sees it as same thing. R described conversations with teachers but stated that he did not check response category because the kind of college he wants to attend might be different. For 'Other' R did not mark anything but in probing noted that he met with an alumni group for a college he is interested in and has also met with the band representative of a college he is interested in where he would play in the band.

KK006: R marked yes for *job shadowing*, when probed stated that he wasn't sure what it meant but thought it meant looking over what he wanted to do. In probing R has not had job shadowing experience.

KK007: R included both face to face and text messages as 'talked' in response 'talked with friends'. Suggested adding 'talked to someone about a career interest' (outside of a job fair situation) when asked about additional ways to prepare for life after high school.

LA001: For R 'career day' and 'college night' sounded like the same thing. He also felt talking to teachers and talking to counselors was somewhat duplicative.

LA003: included online and in person conversations in discussions with friends

LA003 & LA004: School organized trips for college visits

2. What do you look forward to in school?

Don't look forward to anything
Sports
Physical education/gym
Seeing friends
Art, music, or theater
Mathematics
Science
English
Another subject; please specify: _____
Other, please specify: _____

Interpretation of school as HS vs. school as College is the main issue here.

KK003: Marked 'other'; wrote in 'more than one thing equally'. In probing, R believed school to mean 'college' only.

KK004: Interpreted 'school' to mean college.

KK005: marked both seeing friends and art music and theatre and said he could not choose because they went hand in hand. Also noted when probed about Other, that he had considered adding 'just learning in general, not a particular subject but just the idea of acquiring the stuff I need for later in life'

KK006: R entered Other specify=auto technology

LA001: R did not notice instruction and checked multiple answers. He indicated 'history' is missing from the list.

LA002: Chose multiple answers, when probed R stated he had not seen it was choose single best answer. R added 'social science ' in other. R chose music as his best answer when probed but had noted he does not take music at school but practices guitar at home every day.

LA003: R chose multiple items states could not choose between them.

LA004: R chose English, states would have chosen History but it wasn't on the list. Plans to study history in college.

3. Have you taken any courses that have a specific occupational orientation? These include courses in areas such as agriculture, business, computer technologies, construction, or health care.

Yes
No

Most students had interpretation issues in this question regarding 'courses with a specific occupational orientation' despite the examples.

KK003: R was confused by the question. Not sure what courses this exactly referred to.

KK004: R marked yes; when probed, answered AP Science, AP Bio, AP Chemistry, when probed about specific occupational orientation, stated that she read it as what you plan on majoring in the future. When asked about each of the listed careers and what classes would fit, she stated school had agriculture=Environmental science class (AP); construction=welding & mechanics shop; health care=

'probably just science'.

KK005: R interpreted to mean 'the same kind of thing you would learn in college, one job, one occupation'.

KK007: R interpreted question to mean AP classes

LA001: R answered Yes. He took a summer course for HS students at a local community college, called "Careers in Engineering". R interpreted 'that have a specific occupational orientation' as referring to courses that would have application in real life jobs.

4. What was the MAIN reason for taking these courses?

Question was appropriately skipped by most respondents. Several Rs chose multiple responses.

KK006: R chose multiple responses, personal interest, prepare for job, explore career, learn in general

LA001: R answered To meet graduation requirements. The class fulfilled the Applied Art graduation requirement.

LA002: R chose multiple responses, to meet graduation requirements, explore career, to learn things useful…

LA003: no issues

5. What is the MAIN reason you haven't taken such a course?

To meet graduation requirements;
Personal interest in the subject;
To prepare for college;
To prepare for a job you are interested in;
To explore a career option;
To learn things that will be useful for work in general
Other; please specify: _____

There were no interpretation issues. Just over half of the respondents were routed to this question and were able to answer without difficulty and provide one single answer.

6. Have you received college credit for any of your high school courses?

Yes, in math
Yes, in science
Yes, in another subject
No
I don't know

This question presented problems. Students in the middle of Junior year do not yet know about college credit they will actually receive. Many are just taking AP courses now and have not even taken tests for them.

KK003: R stated yes and listed AP classes she has taken and is currently taken.

KK004: R stated question 'confused her' because she won't find out if she receives credit (for her AP classes) until she enrolls in college. Also included local community college classes she intends to take next year on community college campus. Probed for other ways to get college credit and she stated several seniors she knows are taking online classes.

KK005: R interpreted question as college entry requirements not college credit, for example, he stated that he had taken one more math than what they require and will have taken two extra years of Spanish over the two required.

KK006: R was unsure if honors level as well as AP classes get college credit. He has taken neither.

KK007: R properly described how AP credit is given (as a high school course for high school and potentially a college credit once you start college at a college that accepts that credit). R maintained that AP classes are 'for college credit'.

LA001: R wrote in 'what if currently enrolled? Have not yet taken an AP exam'. Did not pick an answer.

LA002: R stated no, states school offers AP credit

LA003: R stated no. States school offers Project lead the way and AP classes for college credit.

LA004: R stated he was unsure because is currently enrolled in AP courses and has not yet taken the test. When probed about other college credit options at school, student stated gym might get credit but he wasn't sure.

7. Which one of the following BEST describes how you have decided which high school courses to take this year and next year?

The courses needed to meet high school graduation requirements
Courses to prepare for a job after high school
The courses needed to meet college entry requirements
The courses needed to do well in college
The courses that best match my interests and abilities

Question did not specifically say Mark one only. Two Rs marked multiple answers.

KK004: (college-bound student) R responded courses to prepare for a job after high school; at probe R indicated he had interpreted it to mean after college.

KK005: R marked two responses, courses needed to meet and courses needed to do well. After probing was able to choose one and when asked about what 'best describes means' he stated that he answered that these two best describe why he decided.

KK007: R is honors level student, marked to meet high school requirements because she was not sure if the she had taken the exact classes needed to get into the college of her choice or which classes would help her do well in college.

LA001: R picked all answers except second choice. He indicated a missing choice is: 'because it's a challenging course that colleges would like to see on my transcript.'

LA002: R chose multiple answers, when probed he stated he would choose 'best meet interests and abilities' above the others because he does well when interested.

8. How much does the following statement apply to you?

Difficulty in paying for college will keep me from attending school.

Not at all
A little
Some
A lot

Three Rs interpreted this as referring to a specific school, not to school entirely.

KK003: R responded a little. Stated it would not preclude her from a school, but she would not choose to go to a school that is 'outrageous'.

KK004: R responded a little, interpreted to mean may not be able to go to most expensive college.

KK006: R responded some. Struggled with question. Stated it might keep him from attending a campus college, but he doesn't want to go to a campus college. When asked if difficulty paying would keep him from a technical college (R wants to go into Automotive technology) he stated emphatically not at all.

LA003: R responded some, based on how much athletic scholarships will help

9. How much money do you think you would earn in a year of working if you had the following levels of education? Please provide your best guess.

Respondents have very varied notions of this, and generally guessed with little information.

KK003: R wrote next to answers 'I have no idea', was unable to give a guess, emphatic that she couldn't answer, that she has no idea what anyone makes and doesn't care to and doubts that anyone could answer the question.

KK004: R stated she guessed and has a cousin with a GED/getting a GED who is currently making about $40,000 a year. Values were HS=35,000 (less than GED); GED=45,000; diploma=55,000 (higher than GED and value of her car at 9,000); College=75,000 (cousin who makes 75-80000)

KK005: R is a caddy in the summer and has part time job, he used this knowledge to estimate left HS today=20,000. He believed GED was greater than HS so=50,000; Finish HS=30,000 and had done research on his career and had read starting salary with business degree =$60,000 for bachelors.

KK006: R stated he guessed. Estimates left high school=20,000; GED=25,000; diploma=35,000, finish college (technical college)=50,000. When asked about further education, i.e. Doctor, stated $100,000.

KK007: R stated she guessed. She estimated $2000 for left high school today; she was able to give reasonable estimates for electricity and phone costs per month but was unable to extrapolate overall costs to a year. She confirmed the $2000 was for a year. Other values were 4,000/GED, 7,000/HS, 19,000/college. She stated that 19,000 seemed right if earning about $60/hour seven days a week.

LA001: R asked: "The first year?" No other issues. Answered $20,000/$35,000/$40,000/$80,000

LA002: For leave high school R said people make 2000-2200 a year so 30,000. Used math. R provided ranges for some categories; started from leave high school and added from there. Finish college 50k-100k based on uncles who finished and have good jobs; in probe said 50K is 4 years; 100k is 8 years college.

LA003: 5-10K/10-15K/20-24k/60K. 60K is four year degree

LA004: R leave high school 14K based on McDonalds hourly wage, GED/HSD = 14,500; college first year 25K

10. How certain are you about your answers to the previous question? Please answer from 0 to 100, with 0 being "completely uncertain" and 100 being "completely certain."

No problems with using the scale.

KK003: R had certainty of 0

KK004: R had certainty of 60

KK005: R had certainty of 65

KK006: R had certainty of 95

KK007: R had certainty of 0

LA001: R had certainty of 25

LA002: R had certainty of 90

LA003: R wrote 6 in probing meant 60, had thought scale was 1-10.

LA004: R had certainty of 100

Findings Form A Student—(original version)

1. Do you plan to go to college after high school?

Yes
No

All Rs circled four year college. Rs were unsure what a career college was but could speculate it was for a specific career field. When probed for technical colleges were able to name heavily advertised ones.

KK009: R was unsure what to circle stated would likely go to two year college then transfer to four year unless there was serious scholarship money.

LA008: Technical college is something to do with computers

2. Which of the following reasons apply to your decision to go to college?

It's never been an option not to go;
To get a good job;
To participate on sports teams;
Your parents expect you to;
You don't know what else you would do;
Your friends are going;
You are interested in a certain subject;
You like school
Other—please specify: _____

No issues with response categories

KK009: R choose two strongest reasons.

3. What factor would you consider MOST important in choosing a college?

It is close to home
There is a lot to do nearby
Overall quality of its academic programs
A specific academic program
Good sports teams
It is affordable
A good social life
A good record of placing graduates in jobs
Friends or relatives are there
Other—please specify: _____

Rs understood answer categories. Two students chose to mark more than one answer despite appearing to understand directions.

KK009: R chose specific program and affordable, stating that it would be impossible to choose between them since he has to consider them together

LA007: R chose multiple responses. When probed said he chose multiples because they balance each other out but if he had to choose one it would be placing graduates in jobs. Also said that for other he would put racial balance.

LA008: Chose one answer (overall academics). When probed gave college choice saying it was interracial with good programs. Thought other students would like a category of 'far from home'.

4. What field of study are you considering?

Computer and information sciences
Engineering and engineering technologies
Biological sciences
Mathematics and statistics
Physical sciences
Mechanic or repair work, such as car repair or HVAC
Health professions, such as doctor, nurse, clinical work
Liberal arts or humanities
Business
Security and protective services, such as police or firefighting
Social sciences and history
Education or teaching
Psychology
Other—please specify: _____

Rs understood the question, no interpretation issues.

KK009: When asked for definitions of the categories not chosen, R said for statistics "kind of like what we are doing now." For Liberal arts and humanities, described as "like a social worker or peace corps for humanities."

5. Earlier, you told us you planned to enroll in college after you finished high school. Which career college, community college, or other college or university would you most likely attend?

_____ (college name)

☐ Don't know

Students still don't have a clear sense of which college they want to go to.

KK009: DK, has considered several colleges could mention a few that have programs he wants but was unable to choose one over another

LA007: Put one local college down but in probing stated he's actually considering another but has more information about the one he is put down.

LA008: Put one local college but stated he is still considering other colleges as well.

6. Why do you have this specific college in mind? Please choose the most important reason:

It is close to home
There is a lot to do nearby
Overall quality of its academic programs
A specific academic program
Good sports teams
It is affordable
A good social life
A good record of placing graduates in jobs
Friends or relatives are there
Other—please specify: _____

Respondents chose more than one answer. Otherwise no issues.

7. How likely is it that difficulty in paying for college will keep you from attending school?

Very likely
Somewhat likely
Somewhat unlikely
Very unlikely

Students were able to distinguish among the different points in the scale. However, they appeared to answer in terms of attending their preferred school, not just any school at all. They noted that until they knew their scholarship success it was difficult to know or answer.

KK009: Somewhat unlikely, R said he read this question and Q8 at the same time and answered the same for both but in hindsight would put very unlikely because he expects to go to school, but perhaps not his preferred choice because of finances.

LA007: Very likely. R said he doesn't trust loans from banks. Noted that he expects it to take longer than four years and that it would keep him from temporarily from attending school

LA008: Somewhat unlikely, R noted that it might keep her from attending her preferred school but not a city college. When probed said that she read Q7 and 8 the same way.

8. How likely is it that difficulty in paying for college will keep you from attending your preferred school?

Very likely
Somewhat likely
Somewhat unlikely
Very unlikely

No interpretation issues.

KK009: Somewhat unlikely. Noted he had no preferred school.

KK007: Very likely. R was able to articulate the difference between his preferred school's pricing and scholarship opportunities and other local schools he may attend instead

KK008: Somewhat unlikely. R noted if necessary would find one with a more 'civil price'.

9. On average, how much do you think a year of school costs at the school you named in Q5. Please do not include living costs such as on-campus housing (room or board) or rent and utilities.

$_____

Don't know

Rs. Tended to answer don't know, until probing.

KK009: 20,000 (local private college) no issues

LA007: DK. On probing remembered 27K for (local private college)

LA008: DK. On probing 30k (local in-state college)

10. To help pay for their education, students sometimes receive scholarships or grants that do not have to be paid back. How much of this help do you think you would receive each year if you went to the school you named in Q5.

$_____

Don't know

Students were familiar with grants and scholarships but were did not know how much they would receive.

KK009: no issues

LA007: DK. Describes scholarships as like winning the lottery. Is aware of scholarships 500-10k

LA008: DK.

11. How much would you or your family be willing to borrow in the form of a loan to pay for a year of school at the school you named in Q5.

$_____

Don't know

No interpretation issues, but Rs did not know much about this.

LA007: 10k. He explained that he read the question as borrow from family (his uncles). He noted that he doesn't want to borrow from a bank.

LA008:DK. R stated her mother might be willing to borrow but she didn't know how much.

Findings Form B Student—(original version)

1. Have you participated in any of the following activities to prepare for life after high school? Please check all that apply.

Attended career day or job fair;
Attended college night;
Visited college campus;
Taken an internship or apprenticeship;
Done any job shadowing;
Searched internet for college options;
Talked with school counselor about options;
Talked with teachers about options;
Talked with friends about options;
Talked with parents about options;
Sat in on or taken a college class;
Met with college athletic team or coach
Other: _____

No issues with the phrase 'prepare for life after high school', students read it to mean 'next step'. Students generally had no issues answering.

KK010: Talked to friends—mostly on the phone

KK011: Apprenticeship: "I would think that's more medieval times…before schools…blacksmithing"

KK012: Talked to friends—R included any kind of contact, phone, text, face-to-face

KK012: R did not mark other however in probing did state that he had met with college band directors and music professionals.

2. What do you look forward to most at school?

Don't look forward to anything
Sports
Physical education/gym
Seeing friends
Art, music, or theater
Mathematics
Science
English
Another subject—please specify: _____
Other—please specify: _____

Two students marked multiple responses. Otherwise no issues.

3. Have you taken any courses that have a specific occupational orientation? These include courses in areas such as agriculture, business, computer technologies, construction, or health care.

Yes
No

Students all responded no, and when probed thought mostly of the specific examples listed.

KK010: Responded no, however previously mentioned taking a law class, and later mentioned she had taken electronic engineering at a local college.

KK012: responded no, however previously mentioned taking an music industry class and music theory class.

4. If yes, what was the MAIN reason for taking these courses?

To meet graduation requirements;
Personal interest in the subject;
To prepare for college;
To prepare for a job you are interested in;
To explore a career option;
To learn things that will be useful for work in general
Other; please specify: _____

All respondents skipped this question.

5. What is the MAIN reason you haven't taken such a course?

Not really related to what you want to do;
You don't know what occupation you want;
No such courses are offered through your school;
Those courses are off-site and require travel;
Other courses are more important;
Other; please specify: _____

KK010: marked not sure what she wanted to be

KK012: marked not related to what you want to do. When probed, stated that he knows all six of the examples are available at the school so went with first answer.

6. Have you received college credit for any of your high school courses?

Yes, in math
Yes, in science
Yes, in another subject
No
I don't know

All three students listed the AP classes they took

KK010: R did not include course she had taken at a local college

7. Which one of the following BEST describes how you have decided which high school courses to take this year and next year?

I am taking the courses needed to meet high school graduation requirements
I am taking courses to prepare for a job after high school
I am taking the courses needed to meet college entry requirements
I am taking the courses needed to do well in college
I am taking the courses that best match my interests and abilities

Generally no issues.

KK010: marked classes to meet high school graduation requirements, explaining that she was going to graduate early.

8. How likely is it that difficulty in paying for college will keep you from attending school?

Very likely
Somewhat likely
Somewhat unlikely
Very unlikely

Students were able to distinguish between categories.

KK010: somewhat unlikely, noting that her mother went back to school recently so knows the ins and outs of scholarships

KK012: somewhat unlikely; noted that he would have put very unlikely for schools that are 'crazy expensive' like Notre Dame.

9. How much money do you think you would earn in a year of working if you had the following levels of education? Please provide your best guess.

If I left high school today, I'd make $_____ in a year.
If I finish high school with a GED, I'd make $_____ in a year
If I finish high school with a diploma, I'd make $_____ in a year
If I finish college, I'd make $_____ in a year

KK010: 15K/20K/20K/45K R noted that she works at McDonalds and used her salary to determine lower salaries and the high school counselor told her average for four year degree is 45k. Also noted that on applications, employers don't distinguish between GED and high school diploma

KK011:20k/20k/25k/50k R noted that he chose 20k because he recalled reading that the poverty level was 15k so it would be a bit more than that.

Kk012:10k/20k/40k/50k R was aware of relatives income at the college level and based it on that working backwards.

10. How certain are you about your answers to the previous question? Please answer from 0 to 100, with 0 being "completely uncertain" and 100 being "completely certain."

Rs were able to respond without too much difficulty

KK010: 80

Kk011: 50

Kk012: 60

Appendix N.
First Follow-up Critical Items

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Table N-1. HSLS:09 F1 student first follow-up critical items

Data file name	Variable label
S2ENROLLHS12	S2 A01 Spring 2012 high school enrollment status
S2ENROLLBYHS	S2 A02 Teen is enrolled at BY high school or another high school in spring 2012
S2HSCRED	S2 A05 Teenager has earned a high school credential
S2HISPANIC	S2 B02 Teenager is Hispanic/Latino/Latina
S2WHITE	S2 B04A Teenager is White
S2BLACK	S2 B04B Teenager is Black/African American
S2ASIAN	S2 B04C Teenager is Asian
S2PACISLE	S2 B04D Teenager is Native Hawaiian/Pacific Islander
S2AMINDIAN	S2 B04E Teenager is American Indian or Alaska Native
S2LANG1ST	S2 B07 First language teenager learned to speak is English, Spanish, other
S2HIDEG1	S2 B12 Teenager's 1st parent's highest degree earned
S2JOBTV1	S2 B16A Teenager's 1st parent's job title—verbatim
S2JOBDV1	S2 B16B Teenager's 1st parent's job duties—verbatim
S2JOB2ONET1	S2 B16C Teenager's 1st parent's job: 2-digit ONET code
S2JOB6ONET1	S2 B16D Teenager's 1st parent's job: 6-digit ONET code
S2HIDEG2	S2 B19 Teenager's 2nd parent's highest degree earned
S2JOBTV2	S2 B23A Teenager's 2nd parent's job title—verbatim
S2JOBDV2	S2 B23B Teenager's 2nd parent's job duties—verbatim
S2JOB2ONET2	S2 B23C Teenager's 2nd parent's job: 2-digit ONET code
S2JOB6ONET2	S2 B23D Teenager's 2nd parent's job: 6-digit ONET code
S2EDUASP	S2 C06 How far in school teenager would like to go
S2EDUEXP	S2 C07 How far in school teenager thinks he/she will get
S2CLG2013	S2 C12A Expects to continue education after HS in fall 2013
S2WORK2013	S2 C12B Expects to work in fall 2013
S2SERVE2013	S2 C12C Expects to serve in the military in fall 2013
S2FAMILY2013	S2 C12D Expects to start family/take care of children in fall 2013
S2HS2013	S2 C12E Expects to attend HS or GED completion course in fall 2013
S2NEVERCLG	S2 C37A Will never continue education after high school
S2TEENSAVING	S2 C37B Will pay for tuition/room/board w/ teen's own earnings/savings
S2PARSAVING	S2 C37C Will pay for tuition/room/board w/ parents'/relatives' earnings/savings
S2GRANTS	S2 C37D Will pay for tuition/room/board w/ scholarships/grants
S2GOVLOAN	S2 C37E Will pay for tuition/room/board w/ federal or state loans
S2TEENPRVLOAN	S2 C37F Will pay for tuition/room/board w/ private loan in teen's name
S2PARPRVLOAN	S2 C37G Will pay for tuition/room/board w/ private loan in parents'/relatives' name

Table N-2. HSLS:09 F1 parent first follow-up critical items

Data file name	Variable label
P2RELSHP	P2 A03 Respondent's relationship to teenager
P2HHPARREL1	P2 A06A First resident parent's relationship to teenager
P2HHPARREL2	P2 A06B Second resident parent's relationship to teenager
P2SPOUSE	P2 A08 Respondent has a spouse/partner who lives in household
P2EDUASP	P2 C04 How far in school would like teenager to go
P2EDUEXP	P2 C05 How far in school teenager will go
P2AFFOCCTRN	P2 C35A Can afford school that provides occupational training
P2AFF2YPUB	P2 C35B Can afford 2-year community college
P2AFF4YIN	P2 C35C Can afford 4-year public college in your state
P2AFF4YOUT	P2 C35D Can afford 4-year public college out of state
P2AFF4YPRV	P2 C35E Can afford typical 4-year private college
P2AFF4YSEL	P2 C35F Can afford highly selective 4-year private college
P2NEVERCLG	P2 C36A Will never continue education after high school
P2TEENSAVING	P2 C36B Will pay for tuition/room/board w/ teen's own earnings/savings
P2PARSAVING	P2 C36C Will pay for tuition/room/board w/ parents'/relatives' earnings/savings
P2GRANTS	P2 C36D Will pay for tuition/room/board w/ scholarships/grants
P2GOVLOAN	P2 C36E Will pay for tuition/room/board w/ federal or state loans
P2TEENPRVLOAN	P2 C36F Will pay for tuition/room/board w/ private loan in teen's name
P2PARPRVLOAN	P2 C36G Will pay for tuition/room/board w/ private loan in parents'/relatives' name
P2HIDEG1	P2 D01 Parent 1's highest degree earned
P2JOBTV1	P2 D07A Parent 1's job title-verbatim
P2JOBDV1	P2 D07B Parent 1's job duties-verbatim
P2JOB2ONET1	P2 D07C Parent 1's current/most recent occupation: 2-digit ONET code
P2JOB6ONET1	P2 D07D Parent 1's current/most recent occupation: 6-digit ONET code
P2HIDEG2	P2 D09 Parent 2's highest degree earned
P2JOBTV2	P2 D15A Parent 2's job title-verbatim
P2JOBDV2	P2 D15B Parent 2's job duties-verbatim
P2JOB2ONET2	P2 D15C Parent 2's current/most recent occupation: 2-digit ONET code
P2JOB6ONET2	P2 D15D Parent 2's current/most recent occupation: 6-digit ONET code
P2HISP1	P2 E01 Parent 1 is Hispanic/Latino/Latina
P2WHITE1	P2 E03A Parent 1 is White
P2BLACK1	P2 E03B Parent 1 is Black/African American
P2ASIAN1	P2 E03C Parent 1 is Asian
P2PACISLE1	P2 E03D Parent 1 is Native Hawaiian/Pacific Islander
P2AMINDIAN1	P2 E03F Parent 1 is American Indian/Alaska Native
P2USBORN1	P2 E06 Parent 1 was born in U.S.
P2HISP2	P2 E08 Parent 2 is Hispanic/Latino/Latina
P2WHITE2	P2 E10A Parent 2 is White
P2BLACK2	P2 E10B Parent 2 is Black/African American
P2ASIAN2	P2 E10C Parent 2 is Asian
P2PACISLE2	P2 E10D Parent 2 is Native Hawaiian/Pacific Islander
P2AMINDIAN2	P2 E10E Parent 2 is American Indian or Alaska Native
P2USBORN2	P2 E13 Parent 2 was born in U.S.
P2USBORNT	P2 E15 Whether teenager was born in the U.S.

Table N-3. HSLS:09 F1 administrator first follow-up critical items

Data file name	Variable label
A2SCHTYPE	A2 A01 School type
A2CLASSHRS	A2 A09A Average instruction hours per day
A2HRSINSMIN	A2 A09B WILL BE FOLDED INTO A2CLASSHRS—minutes of instruction per day
A2SCHEDULE	A2 A10 Course schedule type
A2HSSIZE	A2 B01 High school enrollment
A2FREELUNCH	A2 B03A % of HS students receiving free or reduced-price lunch
A2ELL	A2 B03B % of HS students who are limited English proficient
A2SPECIALED	A2 B03C % of HS students receiving special education services for disabilities
A2HIGHERED	A2 B19A % of 2010-2011 seniors entered higher education programs
A2WORK	A2 B19B % of 2010-2011 seniors entered labor market
A2MILITARY	A2 B19C % of 2010-2011 seniors joined military
A2FTTCHRS	A2 C01A Total number of full-time high school teachers
A2PTTCHRS	A2 C01B Total number of part-time high school teachers
A2FTMTCHRS	A2 C02A Number of full-time high school math teachers
A2PTMTCHRS	A2 C02B Number of part-time high school math teachers
A2FTSTCHRS	A2 C02C Number of full-time high school science teachers
A2PTSTCHRS	A2 C02D Number of part-time high school science teachers
A2FTOTHTCHRS	A2 C02E Number of full-time high school teachers of all other subject areas
A2PTOTHTCHRS	A2 C02F Number of part-time high school teachers of all other subject areas
A2PTALLTCHRS	A2 C02G Total number of part-time teachers—sum of math, science, other
A2FTALLTCHRS	A2 C02H Total number of full-time teachers—sum of math, science, other
A2YRSHSLSSCH	A2 D21 Years served as principal of this school

Table N-4. HSLS:09 F1 counselor first follow-up critical items

Data file name	Variable label
C2FTCNSL	Number of full-time high school counselors
C2PTCNSL	Number of part-time high school counselors
C2PSPLAN	Students are required to have graduation/career/education plan
C2DUALPROG	School offers dual or concurrent enrollment program
C2HACHTECH	School supports high achievers with technology/software for curriculum
C2HAGIFTED	Gifted students receive pull-out instruction during the school day
C2HACHENRICH	School supports high achievers with enrichment experiences
C2HAAPCRS	C2 B10D School supports high achievers with AP courses
C2HAIBPRGM	C2 B10E School supports high achievers with IB program
C2HASCHSHP	C2 B10F School supports high achievers w/ scholarships for event/program/class
C2HAPERFREW	C2 B10G School supports high achievers with rewards tied to performance
C2HAMENTOR	C2 B10H School supports high achievers with adult mentor
C2HASUMMER	C2 B10I School supports high achievers with summer activities or programs
C2HAONLINE	C2 B10J School supports high achievers with access to online courses
C2HAAWRDS	C2 B10K School supports high achievers with recognitions/awards
C2ENCSTEM	C2 B13A School has program to encourage underrepresented student in STEM
C2INFSTEM	C2 B13B School has program to inform parent about STEM higher ed/careers
C2ENCCLG	C2 B13C School has program to encourage student not considering college to do so
C2UPBOUND	C2 B13D School offers college prep program—Upward Bound/GEAR UP/AVID/MESA
C2RESUME	C2 B13E School has program to share resume or transcripts with employers
C2GUARANTEE	C2 B13F School has program to guarantee student skills to employers
C2DROPOUT	C2 B17 School has a formal dropout prevention program for high school students
C2CLGEXAMINFO	C2 B21A School provides information on date/location of college entrance exams
C2CLGEXAMREG	C2 B21B School provides assistance with college entrance exam registration
C2CLGEXAMFEE	C2 B21C School provides assistance with college entrance exam fees
C2CLGEXAMPREP	C2 B21D School provides assistance with college entrance exam preparation
C2CLGFAIR	C2 B23A School holds or participates in college fairs
C2INFOSESSN	C2 B23B School holds college information sessions
C2CLGAPPS	C2 B23C School helps with completing college applications
C2CLGINFO	C2 B23D School provides access to information on colleges
C2CLGSELECT	C2 B23E School helps with selecting colleges to apply to
C2AIDPROCESS	C2 B25A School holds meetings on FAFSA process
C2AIDFAFSA	C2 B25B School assists with completing FAFSA
C2AIDCOMPUTER	C2 B25C School provides computer access for completing FAFSA
C2AIDDEADLINE	C2 B25D School sends reminders of FAFSA deadlines
C2AIDOTHAPP	C2 B25E School assists with non-FAFSA financial aid applications
C2AIDSOURCE	C2 B25F School offers meetings on sources of financial aid
C2AIDCNSL	C2 B25G School offers individual counseling to identify financial aid
C2AIDFLYER	C2 B25H School provides flyers/pamphlets on financial aid
C2JOBCAREER	C2 B28A School provides information about careers
C2JOBAPTITUDE	C2 B28B School provides information about career aptitude
C2JOBEXP	C2 B28C School provides work experience opportunities

See notes at end of table.

Table N-4. HSLS:09 F1 counselor first follow-up critical items—continued

Data file name	Variable label
C2JOBSEEK	C2 B28D School provides training in job seeking or interviewing skills
C2UPMSAME	C2 C01 After grade 9 all students in same grade placed in same math course
C2UPSSAME	C2 C03 After grade 9 all students in same grade placed in same science course
C2NUMAP	C2 C07 Number of AP courses offered
C2NUMIB	C2 C13 Number of higher level IB courses offered

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Appendix O.
Questionnaire Flow Charts

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Student Flow Charts

Figure O-1. Student flow chart: Section A-1

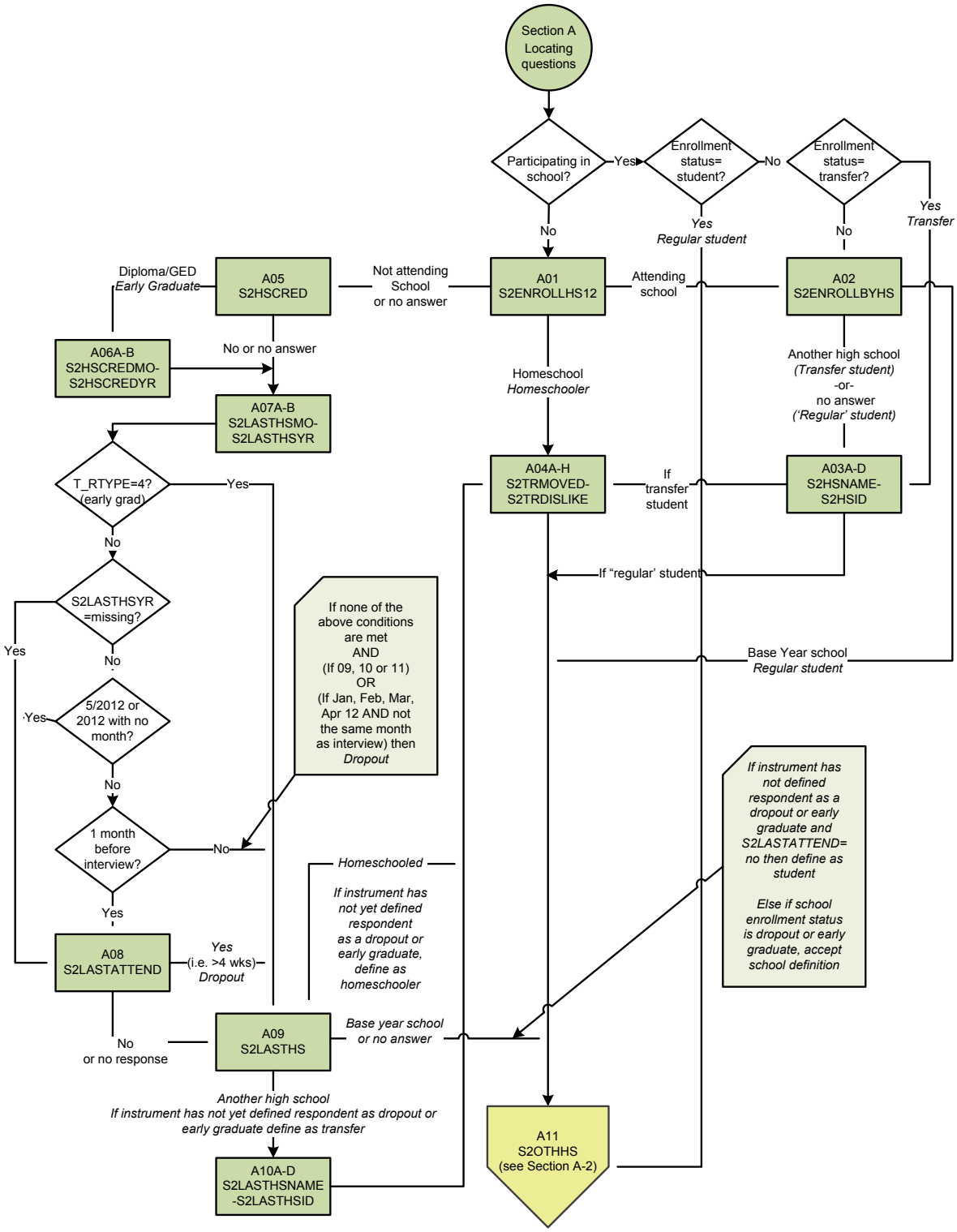


Figure O-2. Student flow chart: Section A-2

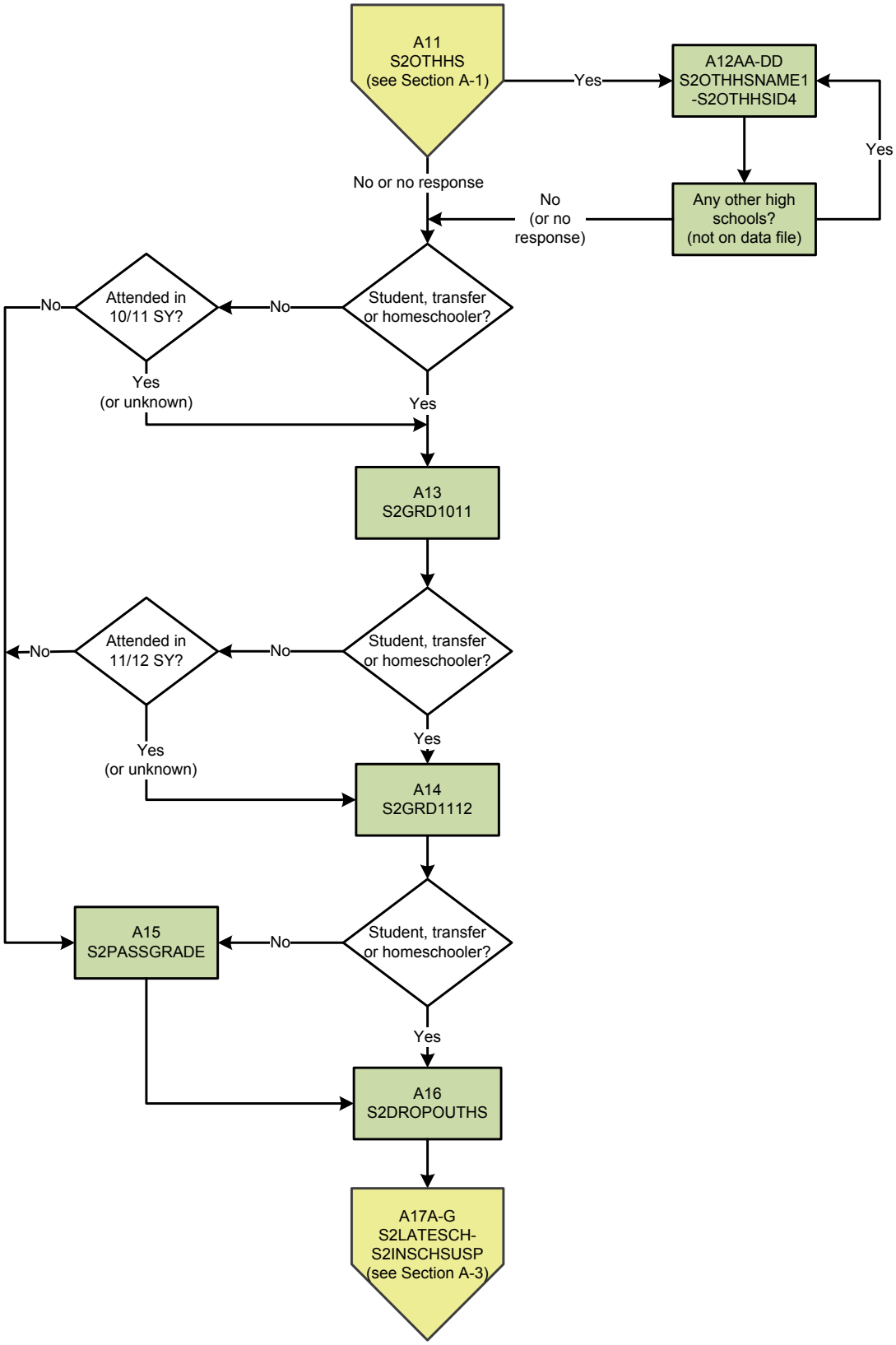


Figure O-3. Student flow chart: Section A-3

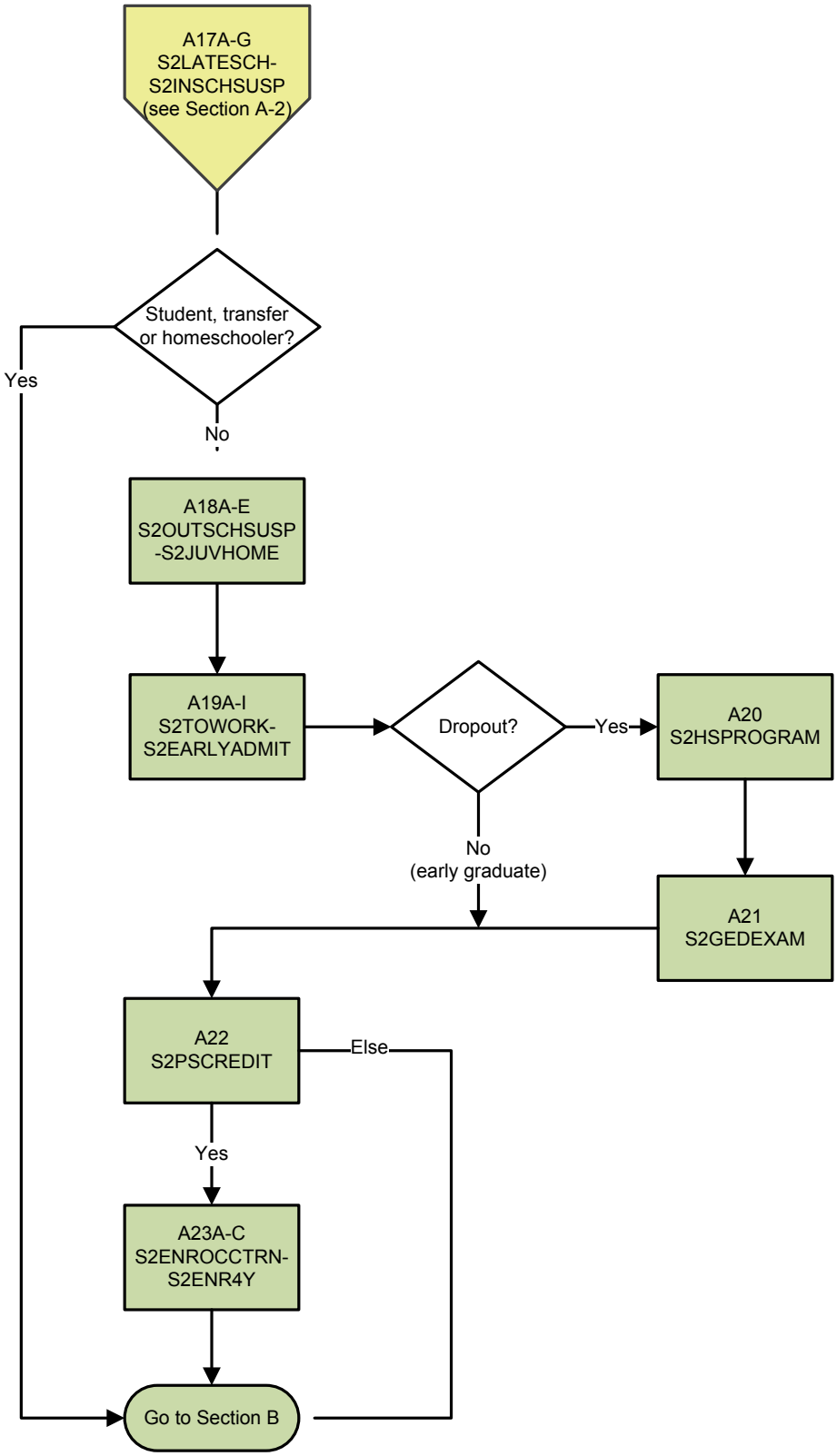


Figure O-4. Student flow chart: Section B-1

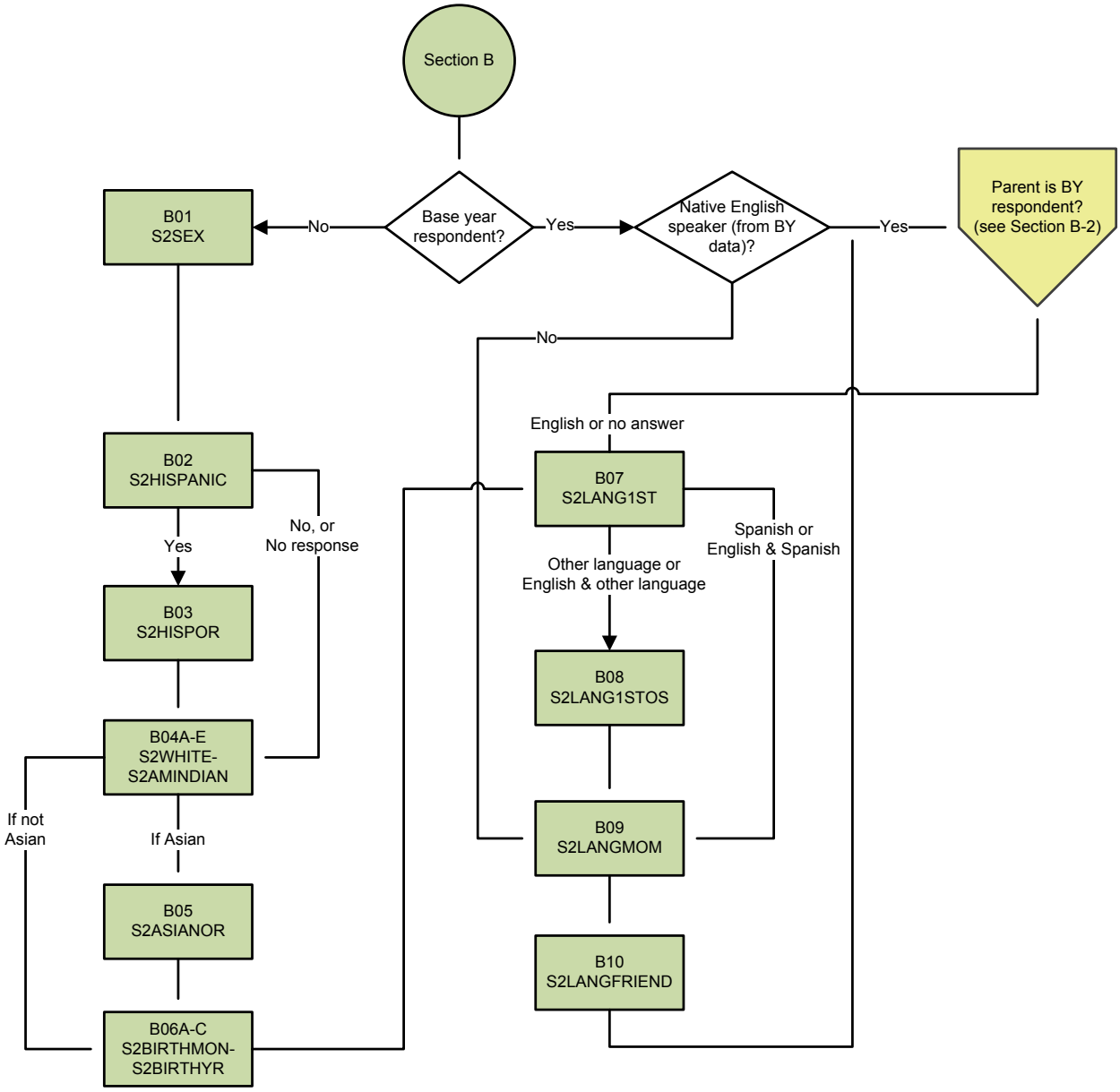


Figure O-5. Student flow chart: Section B-2

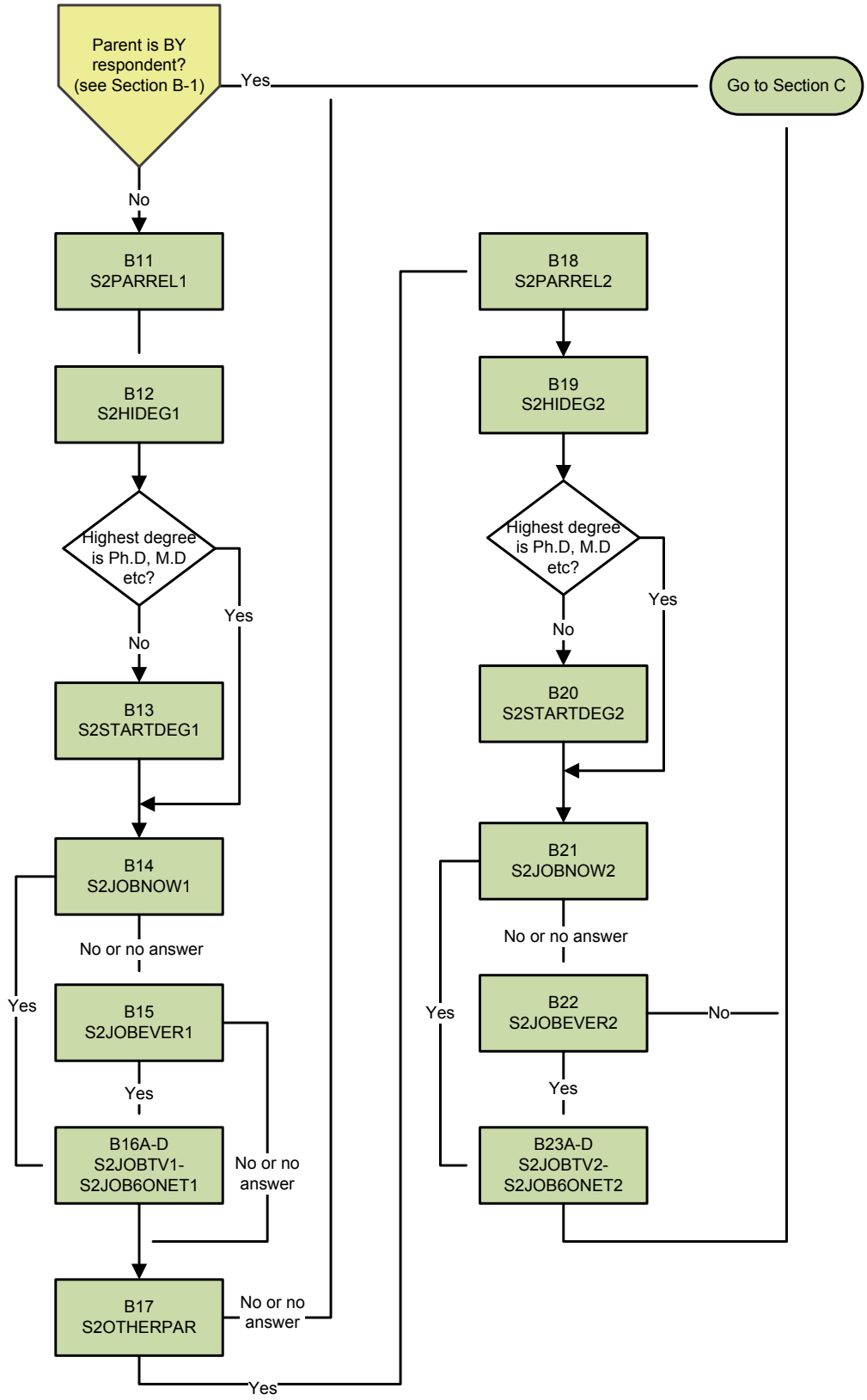


Figure O-6. Student flow chart: Section C-1

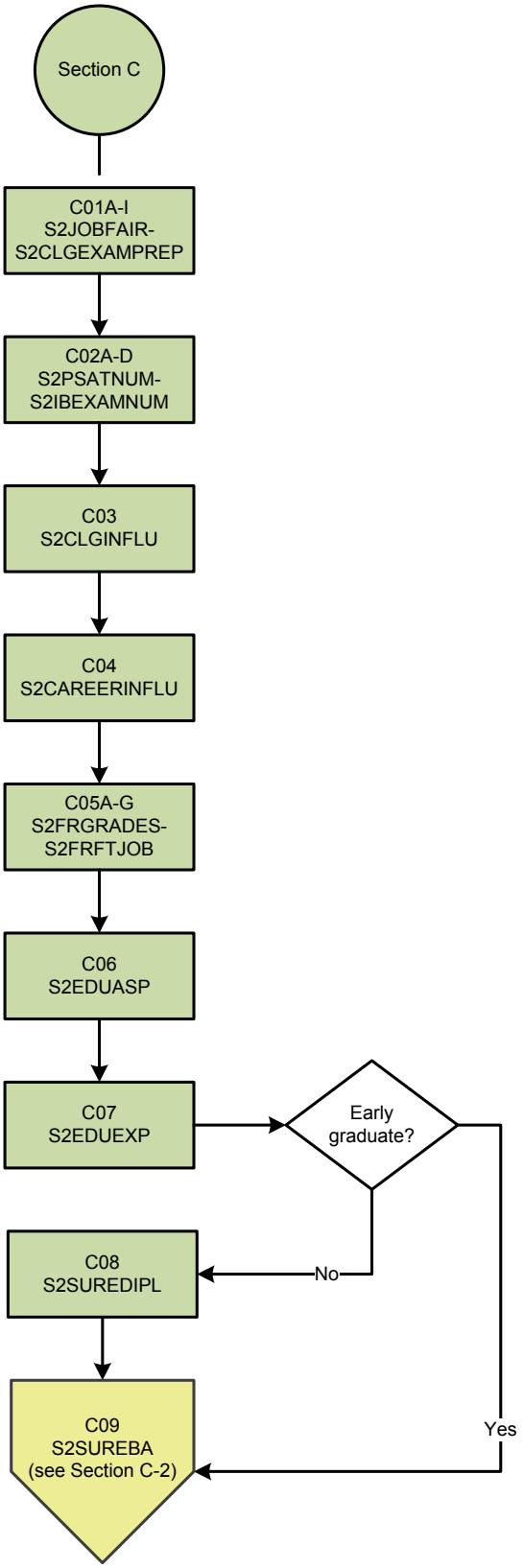


Figure O-7. Student flow chart: Section C-2

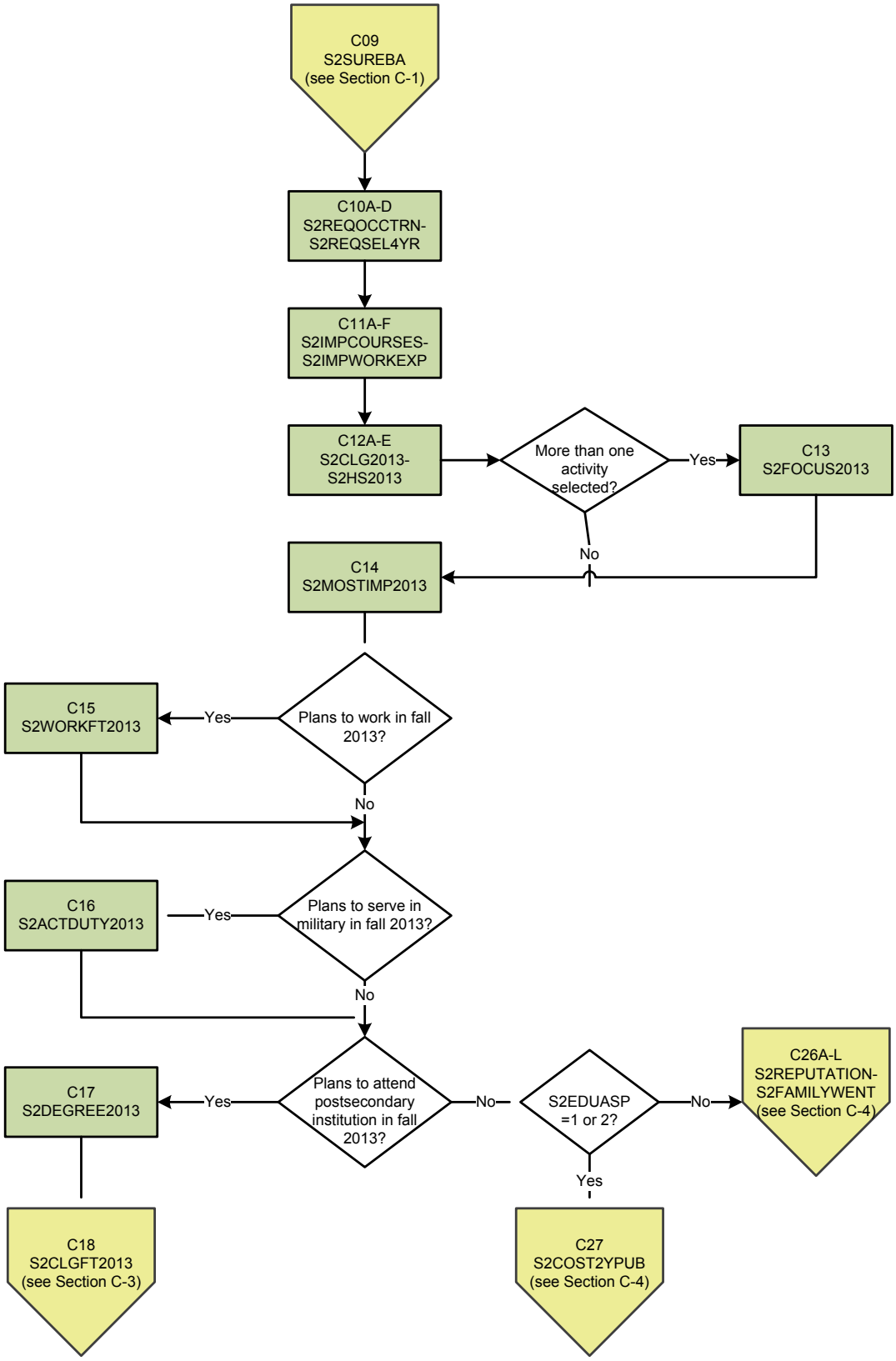


Figure O-8. Student flow chart: Section C-3

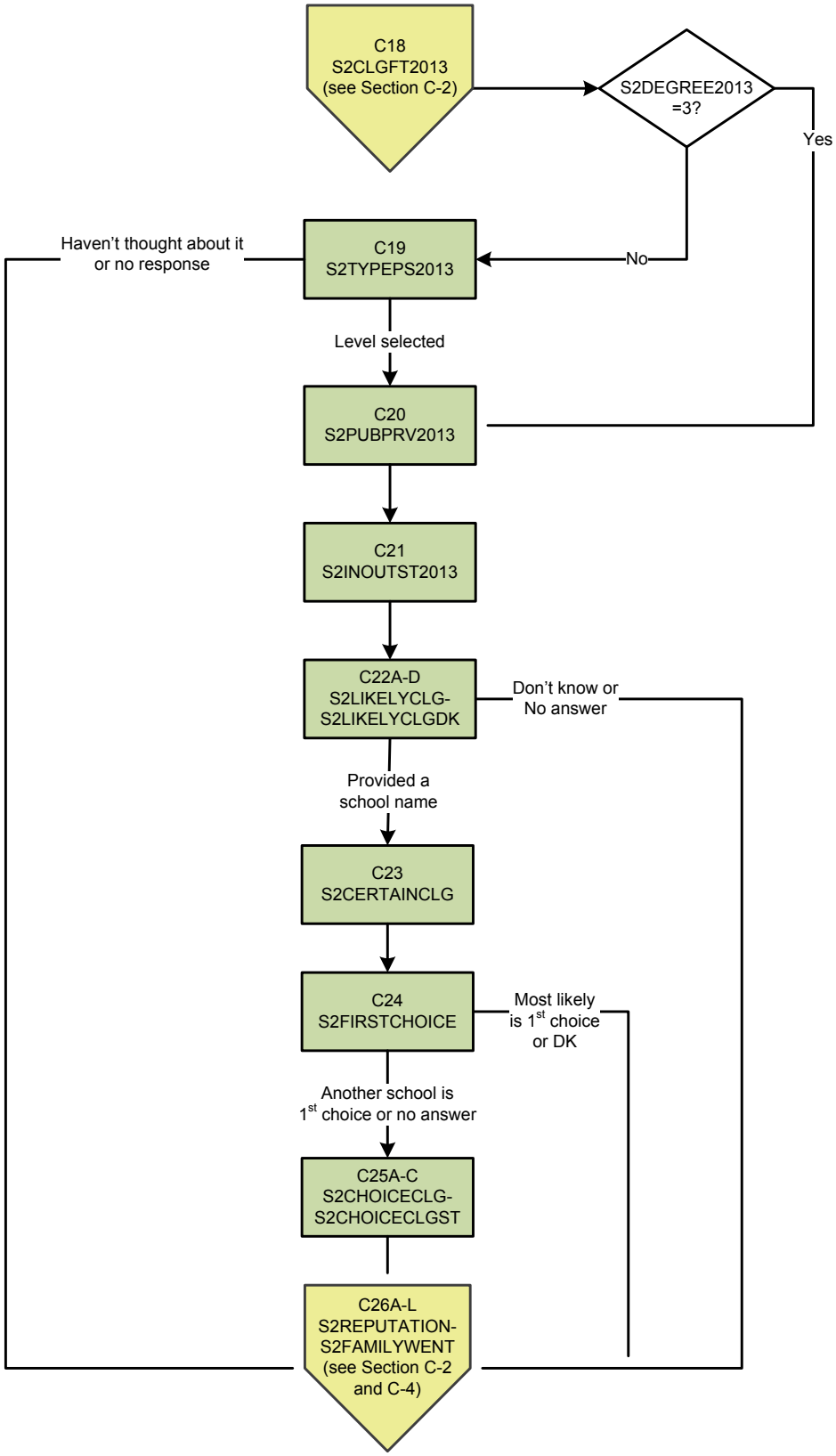


Figure O-9. Student flow chart: Section C-4

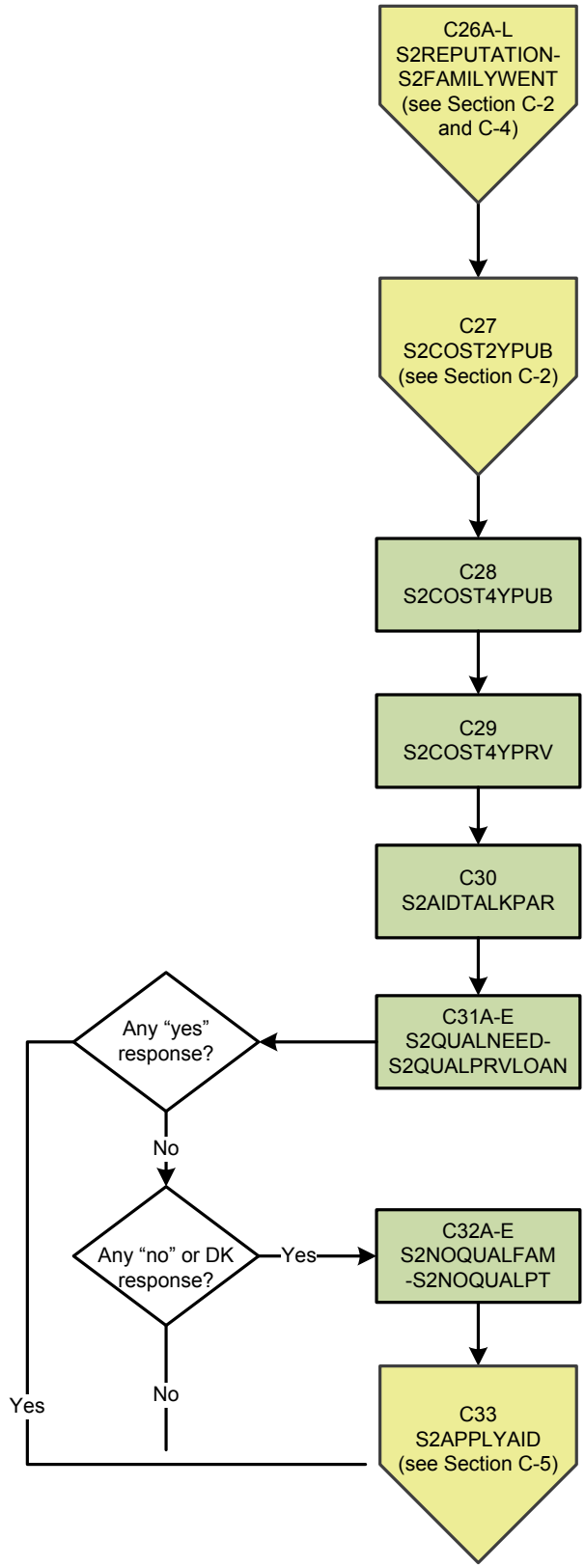


Figure O-10. Student flow chart: Section C-5

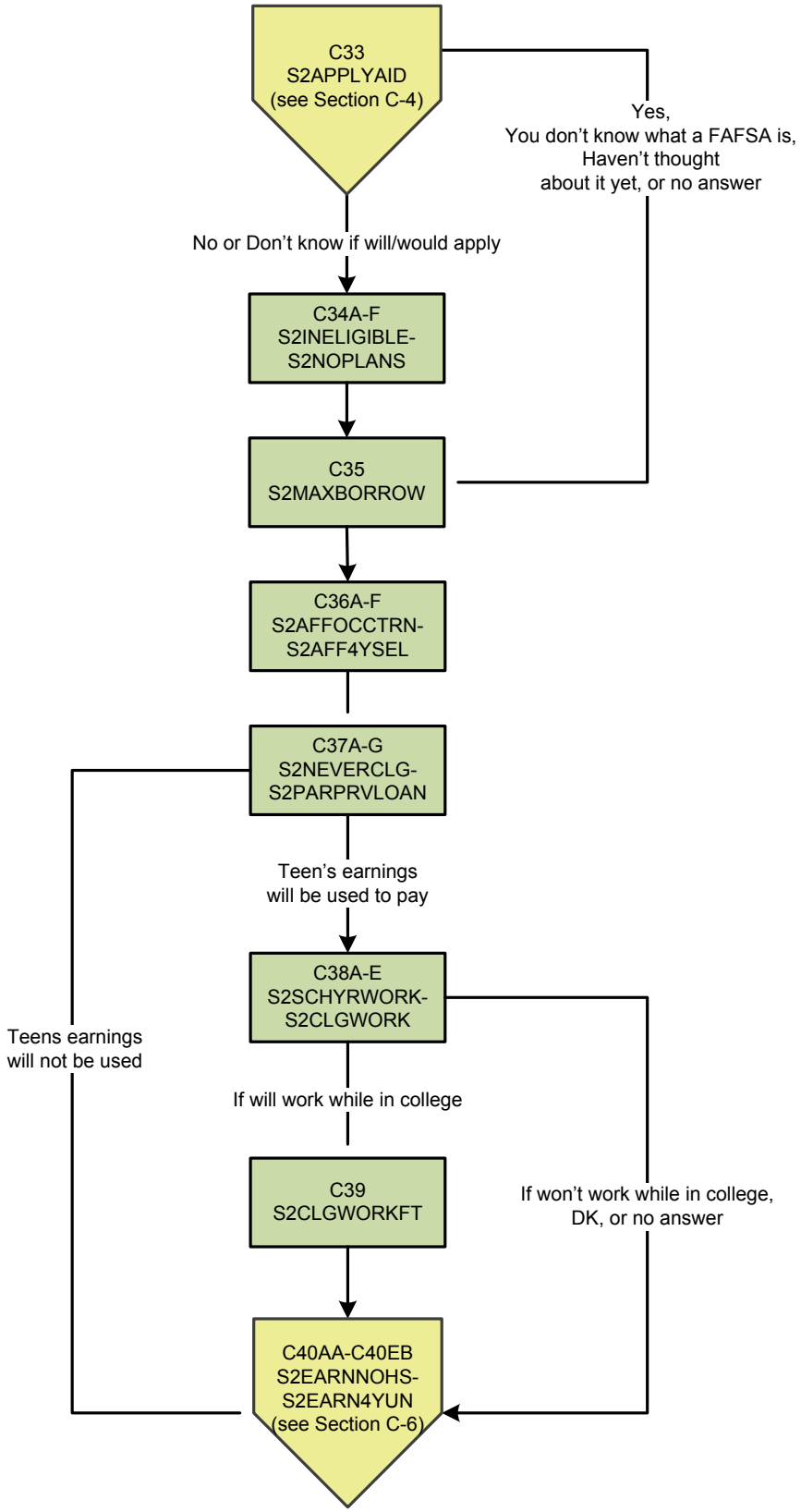


Figure O-11. Student flow chart: Section C-6

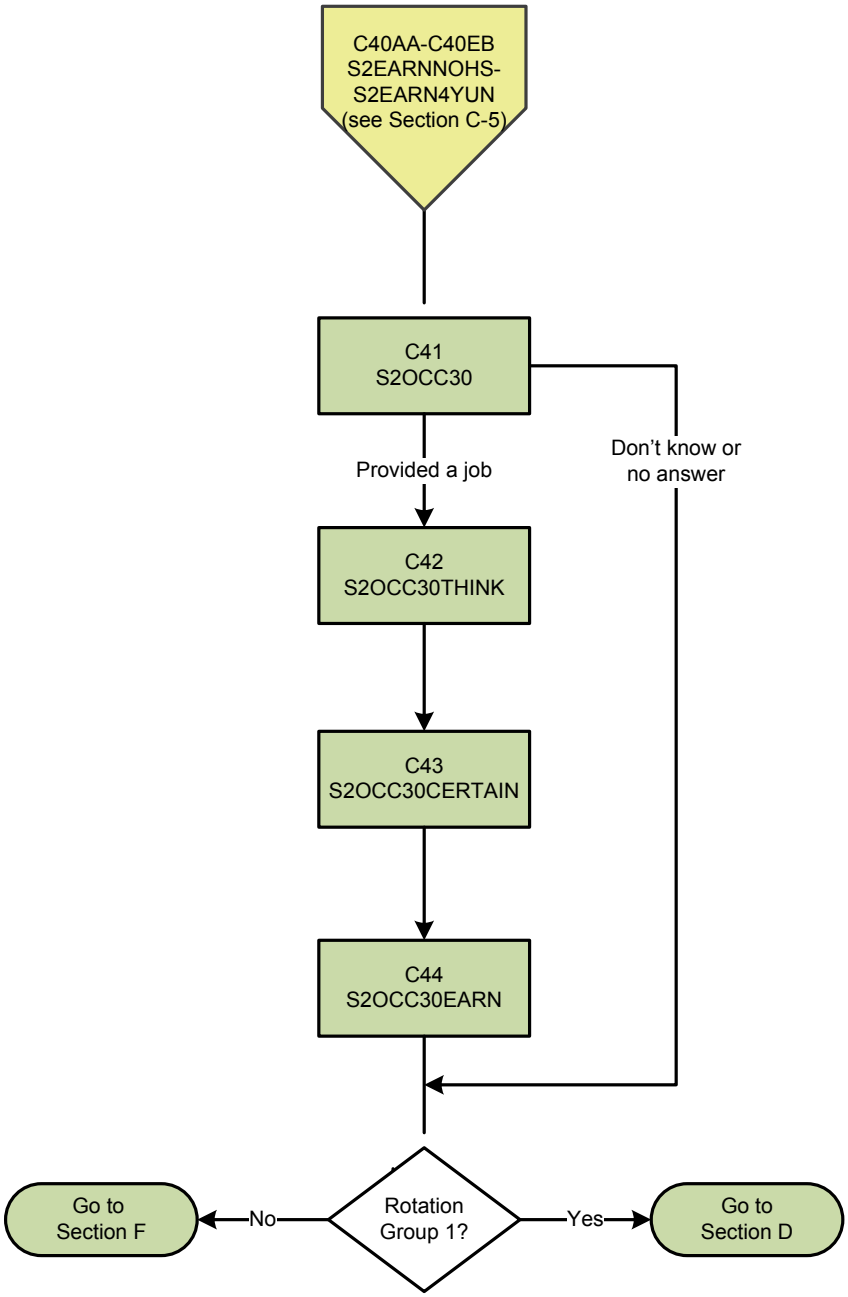


Figure O-12. Student flow chart: Section D-1

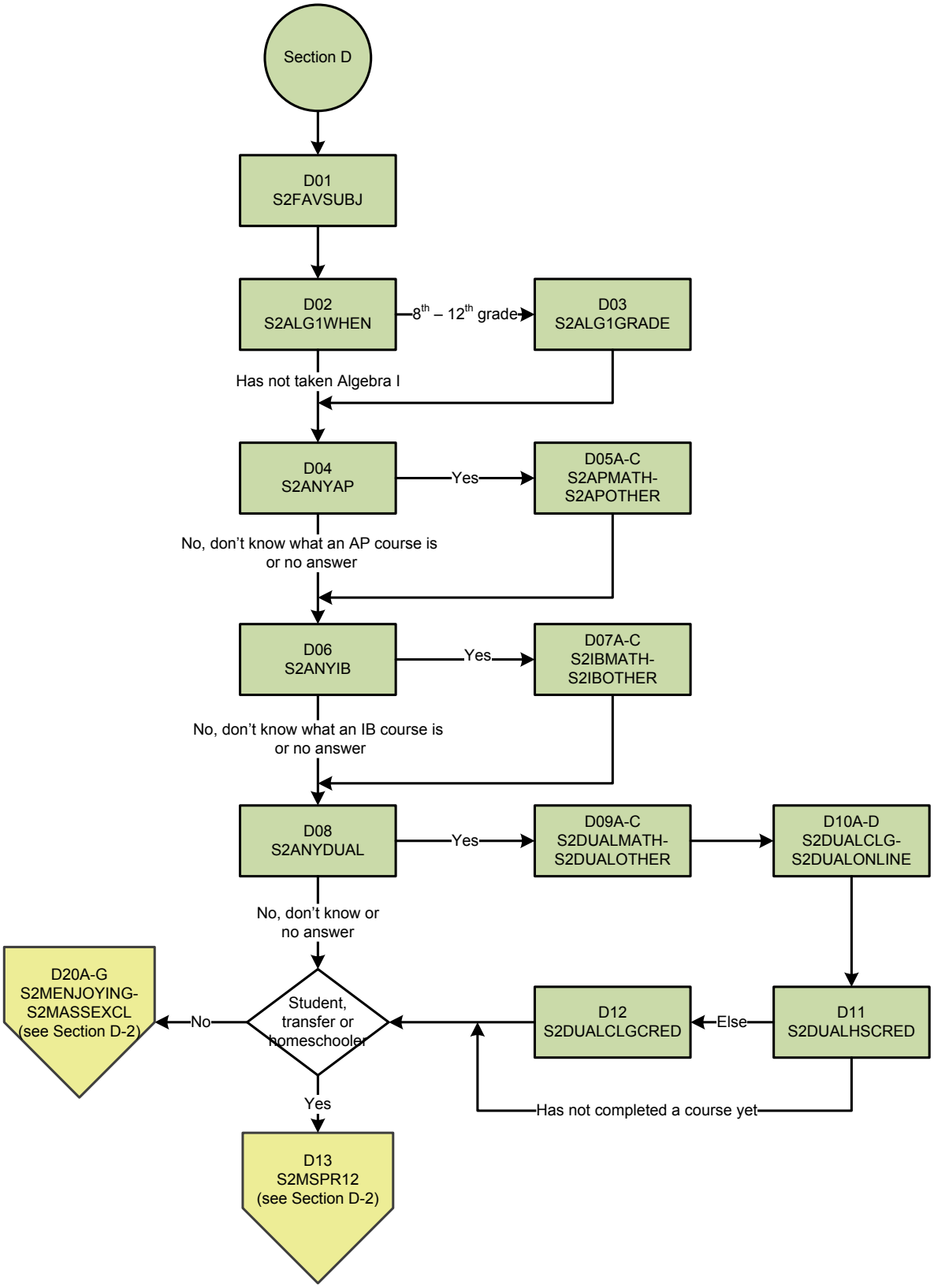


Figure O-13. Student flow chart: Section D-2

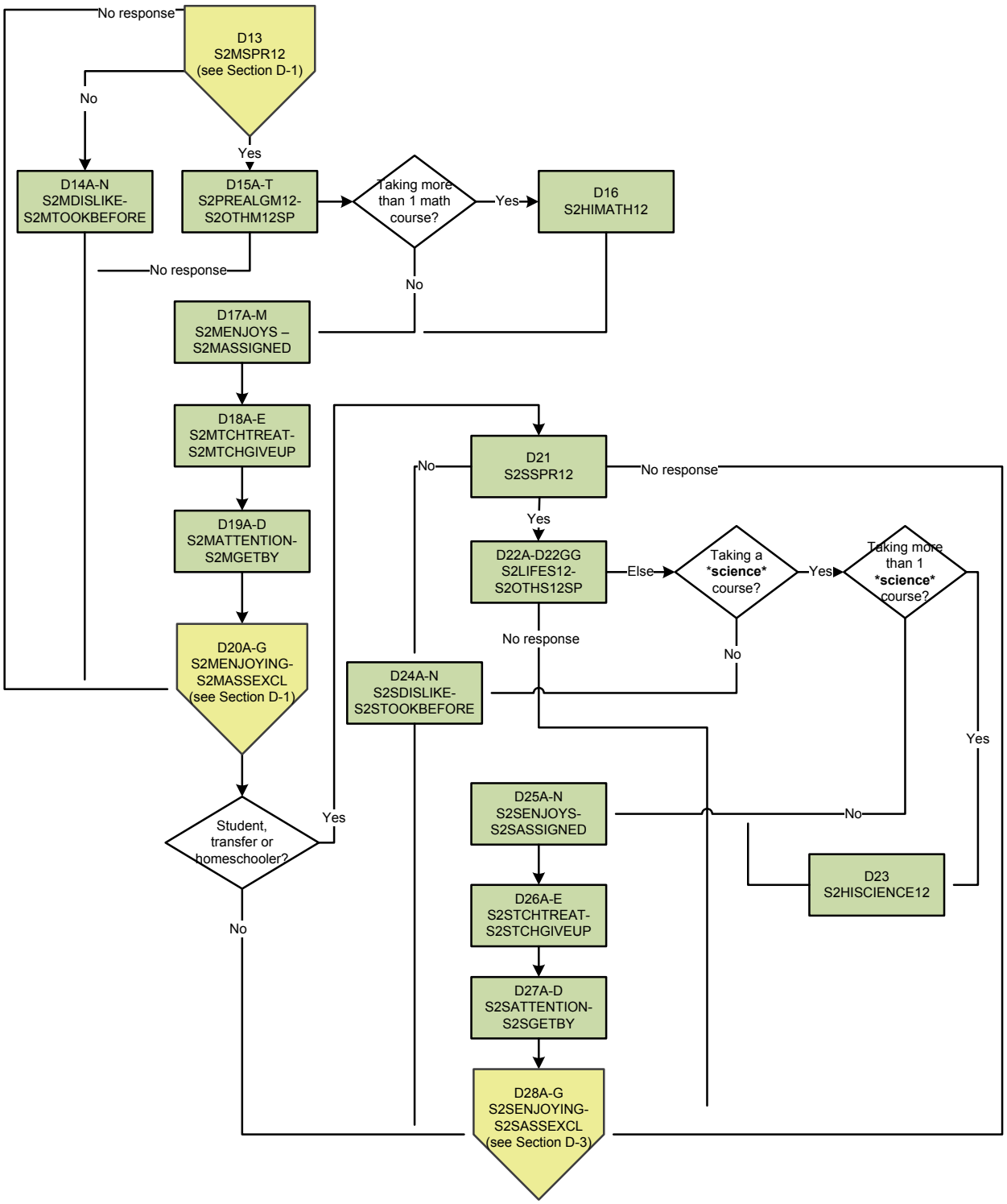


Figure O-14. Student flow chart: Section D-3

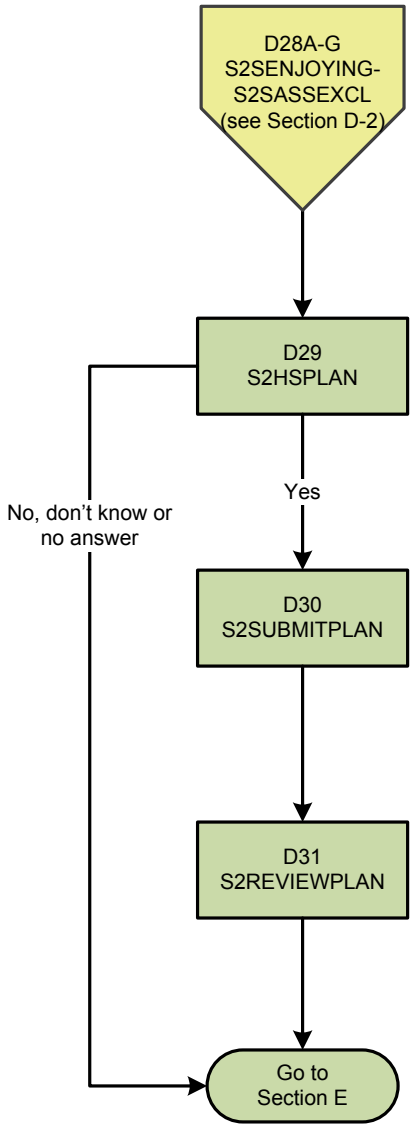


Figure O-15. Student flow chart: Section E-1

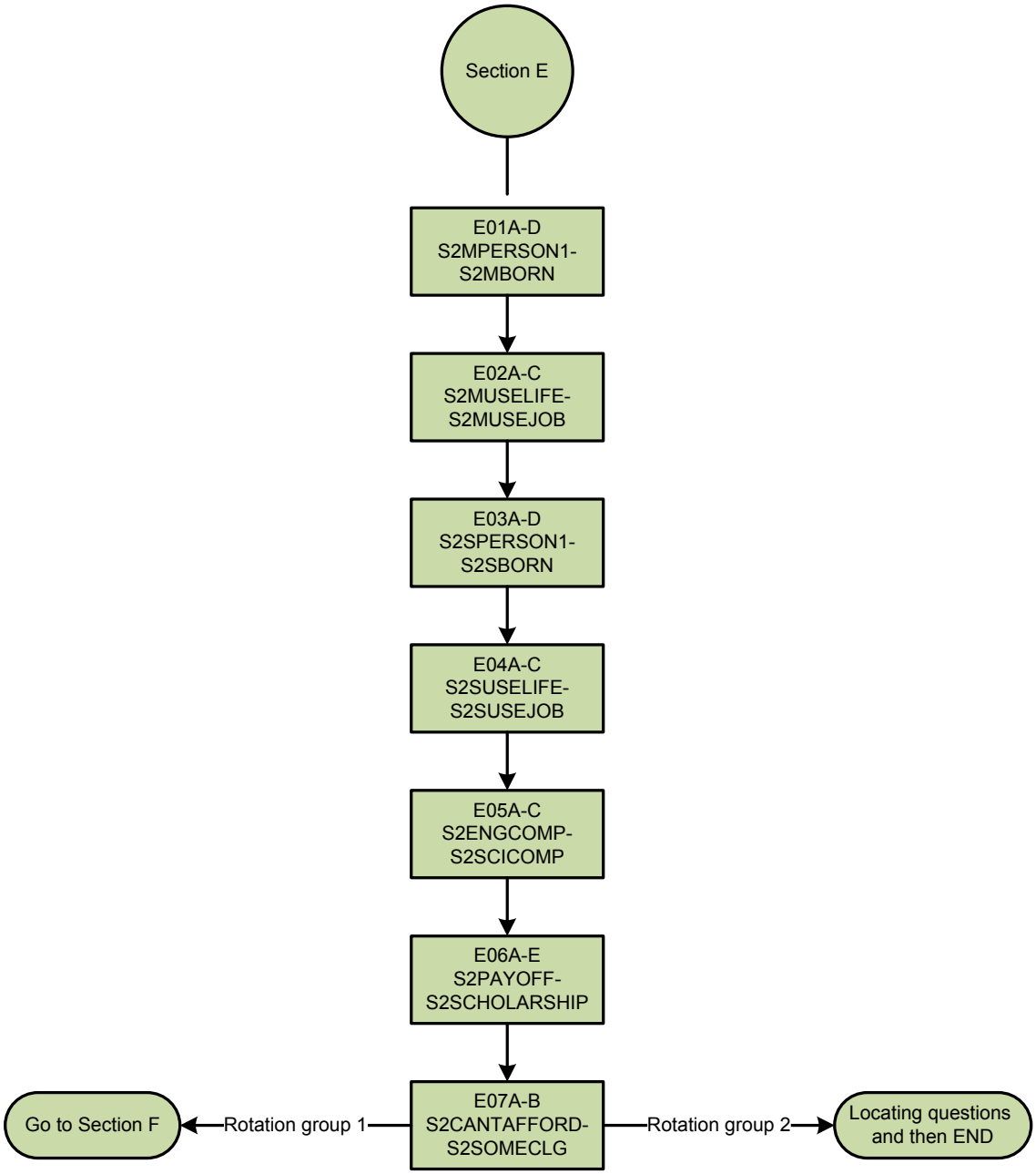


Figure O-16. Student flow chart: Section F-1

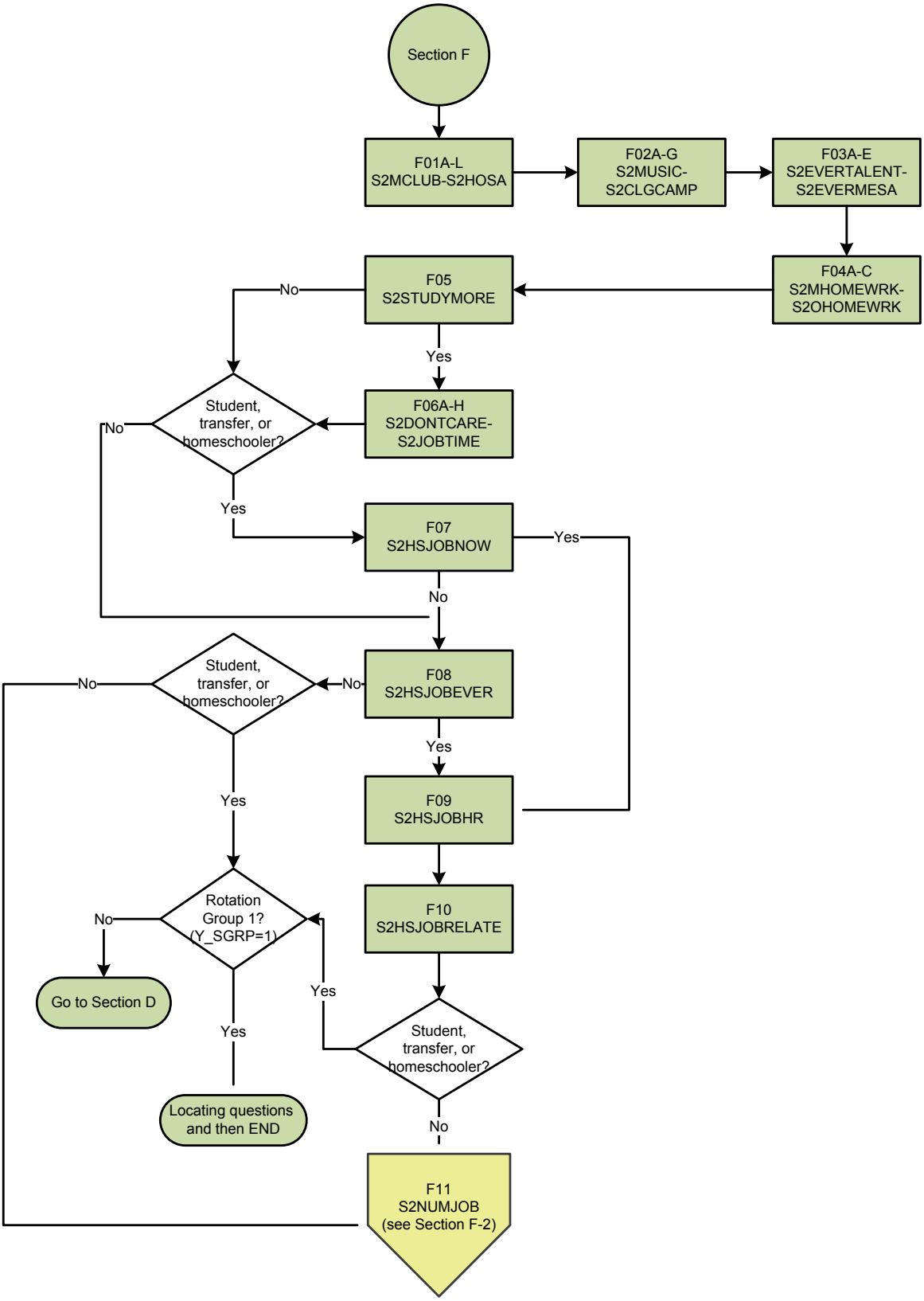


Figure O-17. Student flow chart: Section F-2

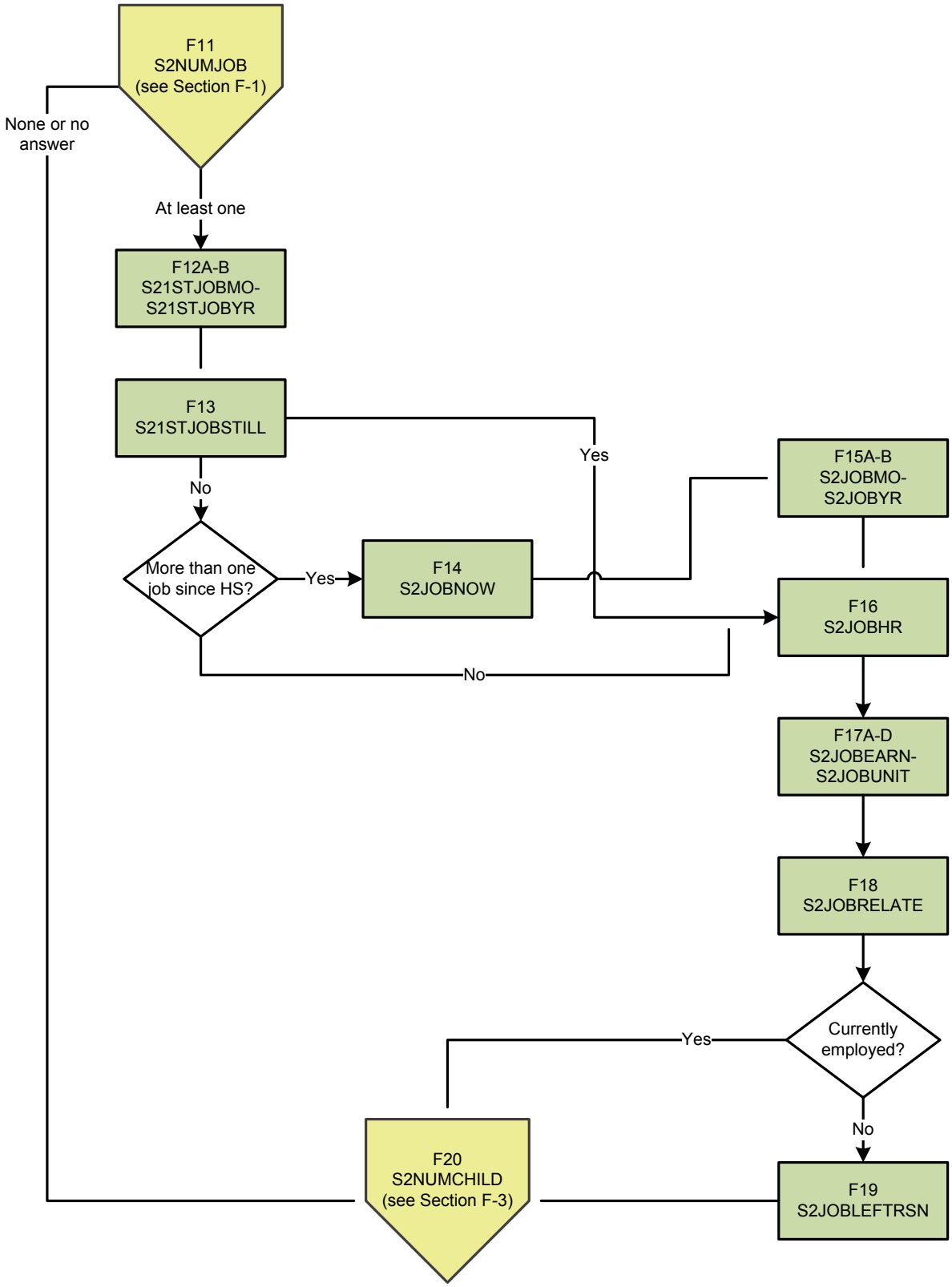
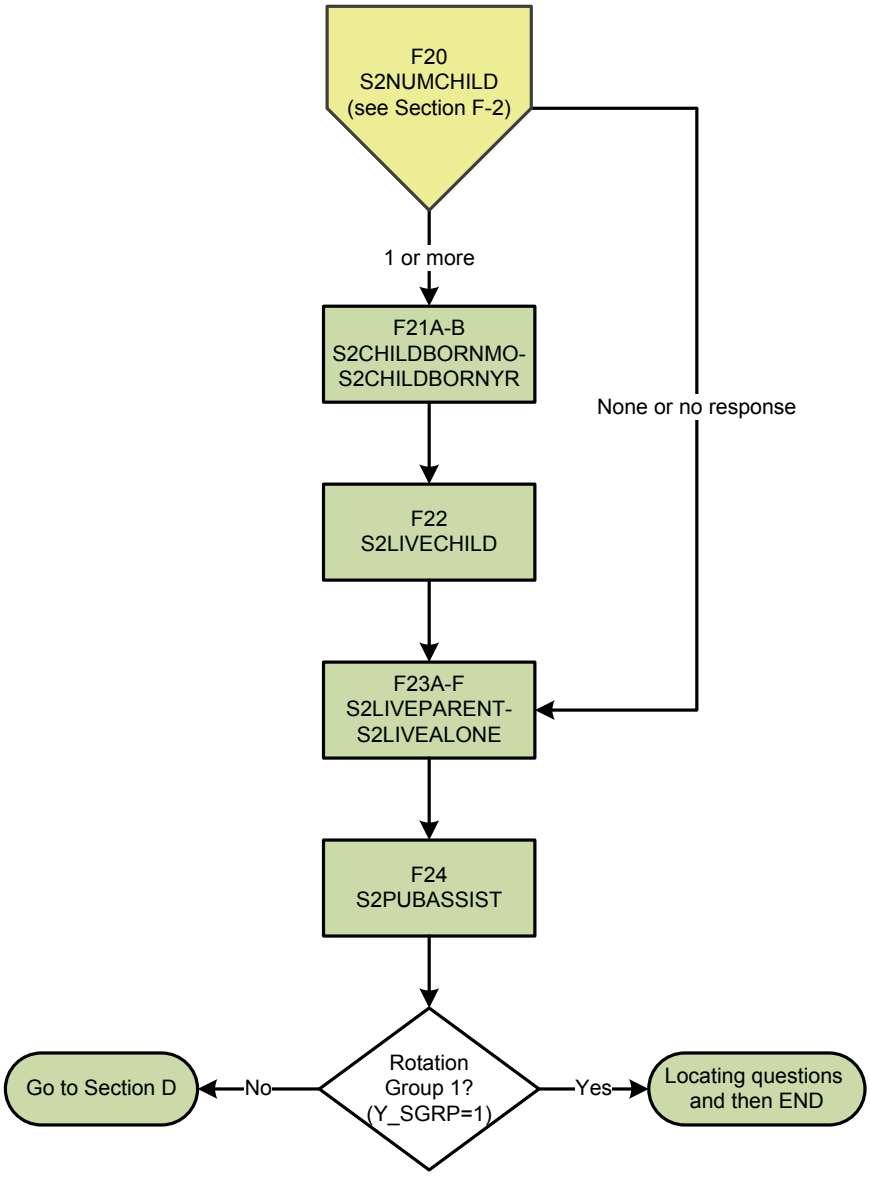
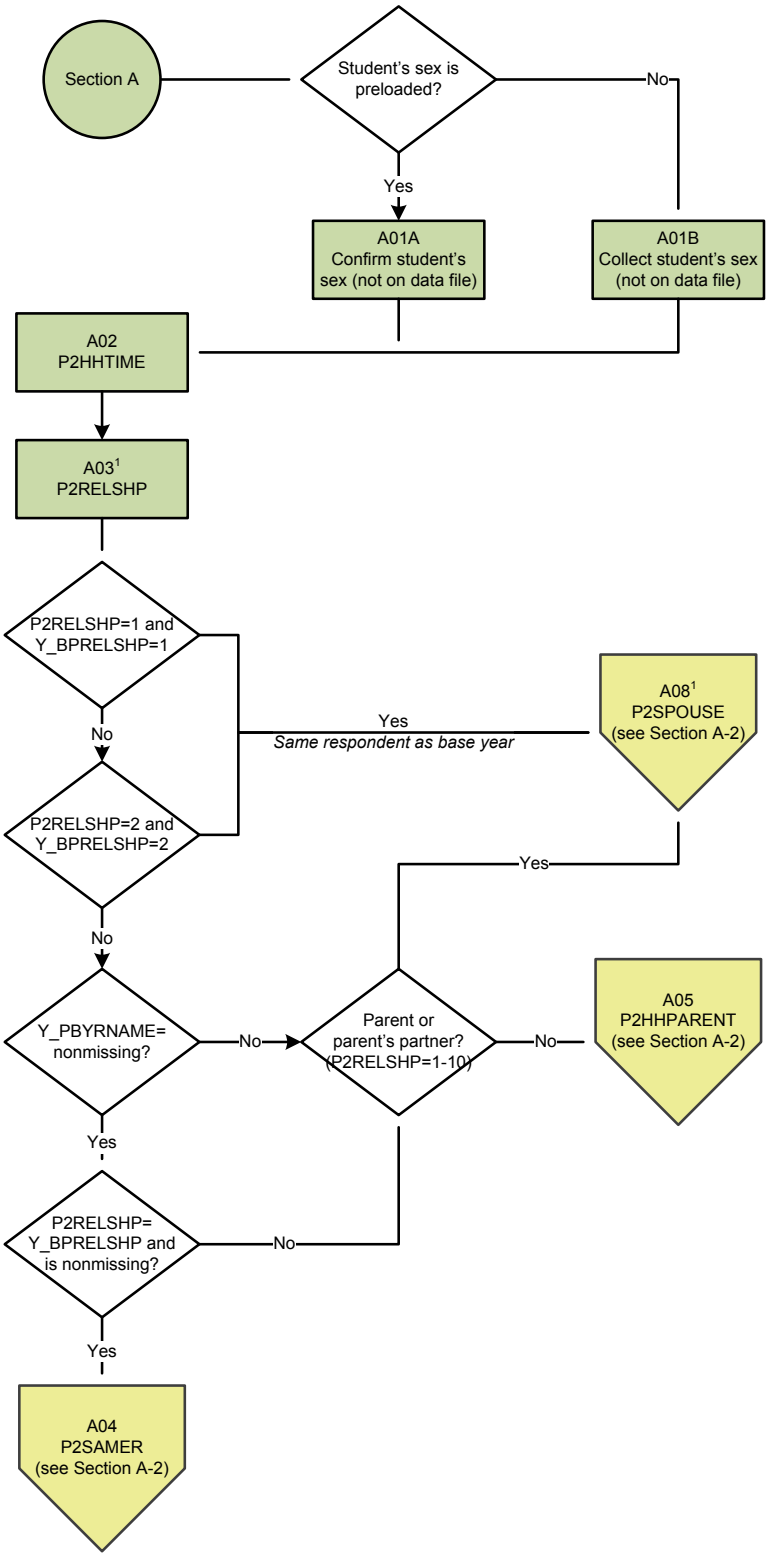


Figure O-18. Student flow chart: Section F-3



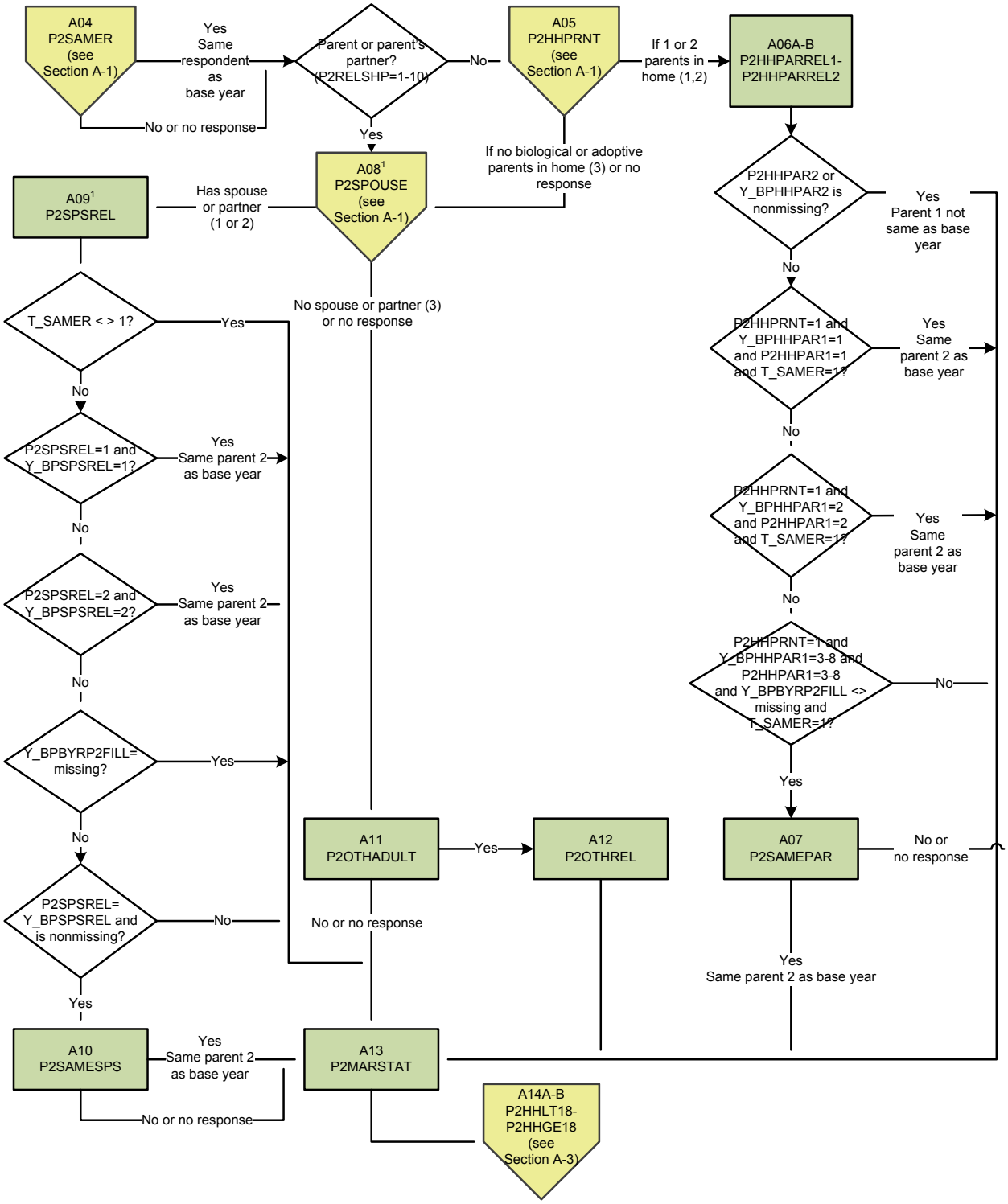
Parent Flow Charts

Figure O-19. Parent flow chart: Section A-1



[1]Included in the abbreviated paper and pencil parent questionnaire.

Figure O-20. Parent flow chart: Section A-2



[1]Included in the abbreviated paper and pencil parent questionnaire.

Figure O-21. Parent flow chart: Section A-3

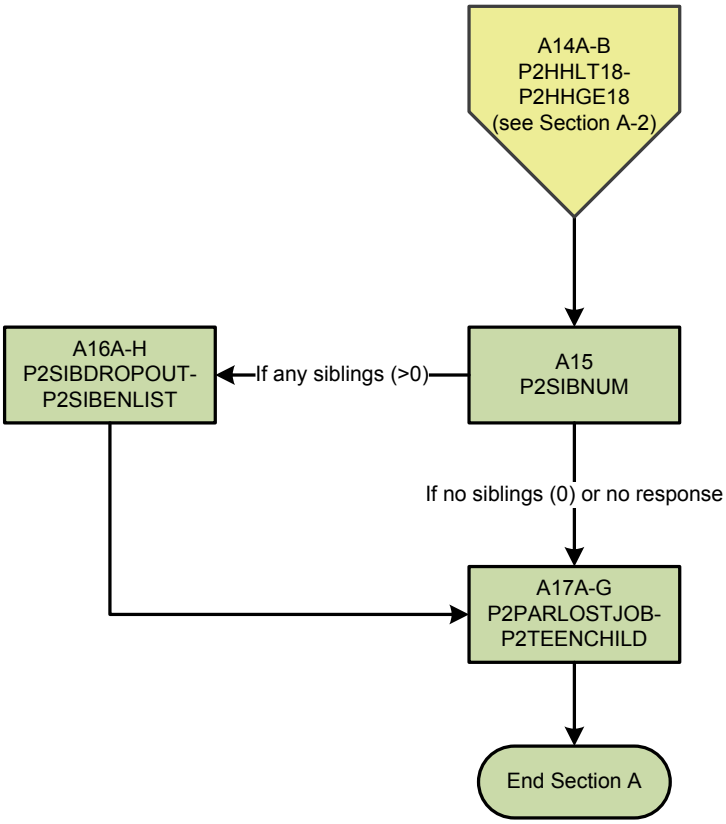


Figure O-22. Parent flow chart: Section B-1

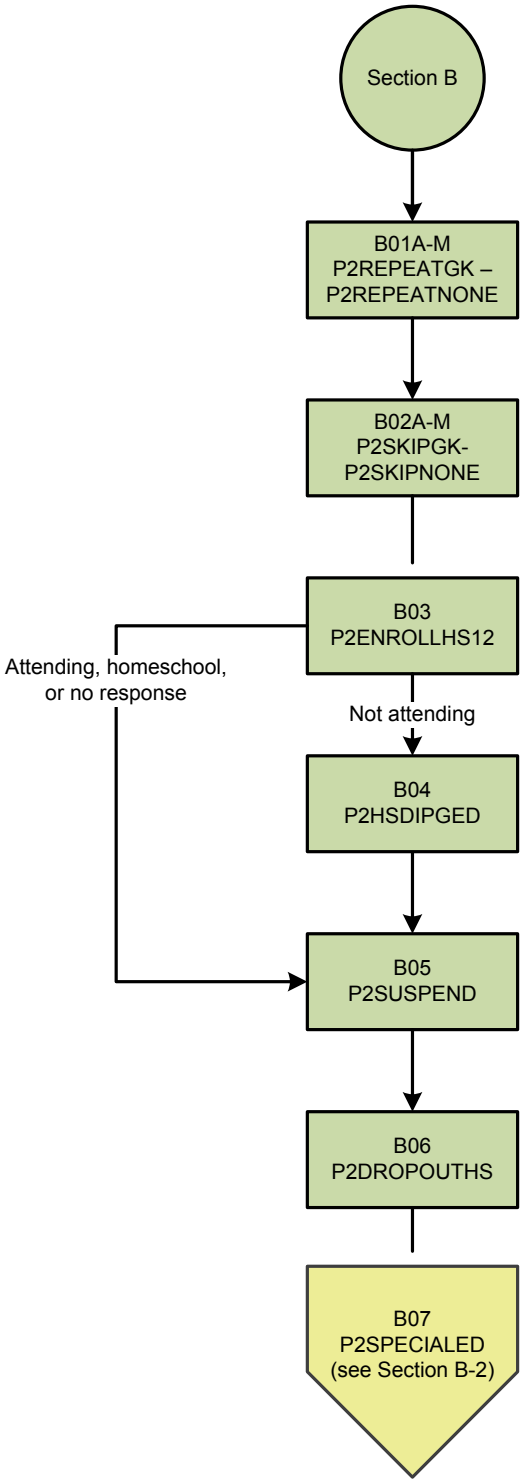


Figure O-23. Parent flow chart: Section B-2

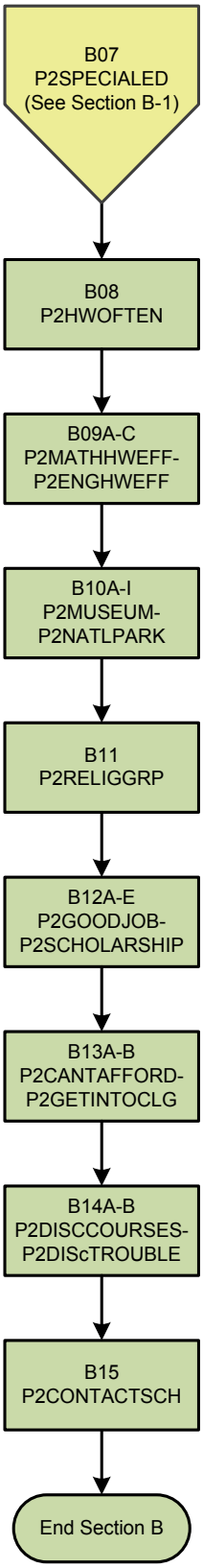


Figure O-24. Parent flow chart: Section C-1

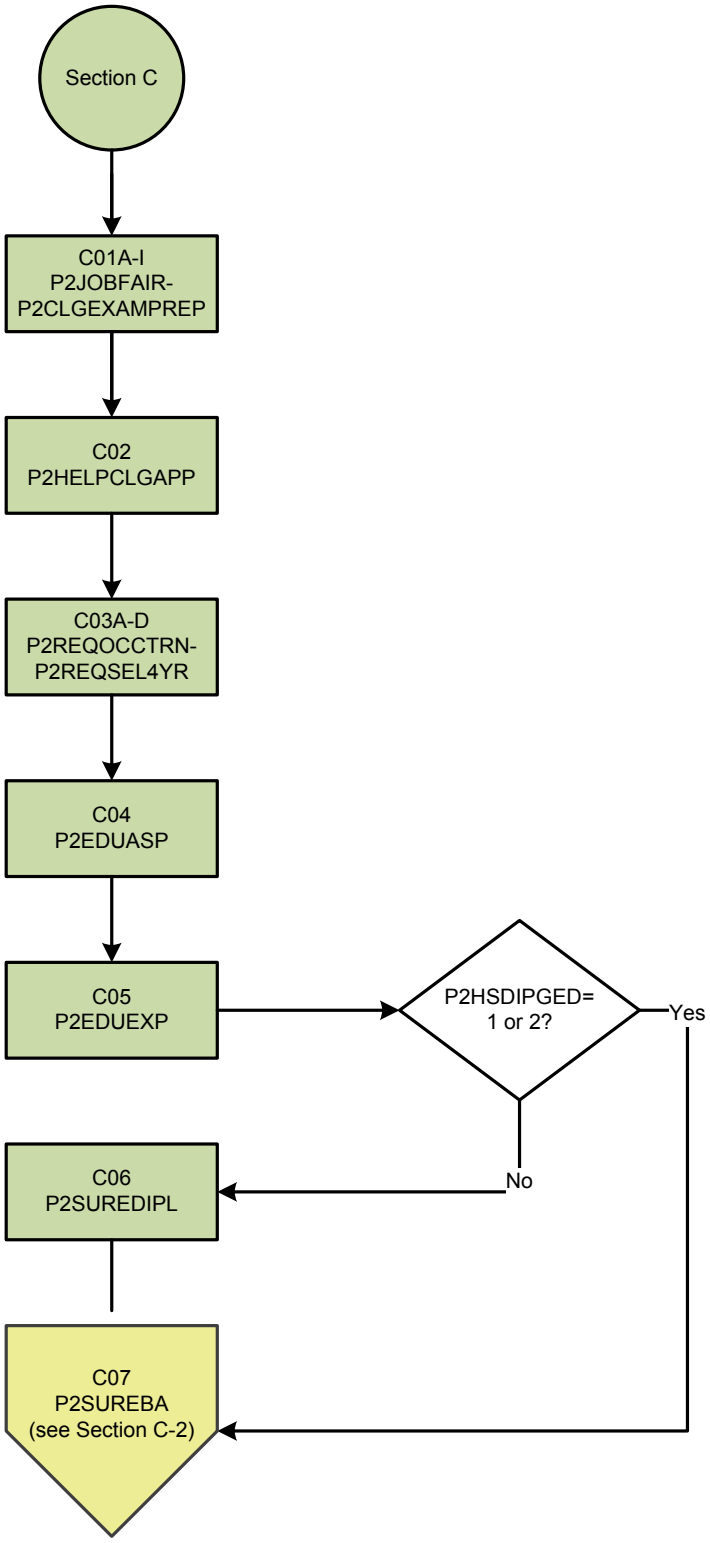


Figure O-25. Parent flow chart: Section C-2

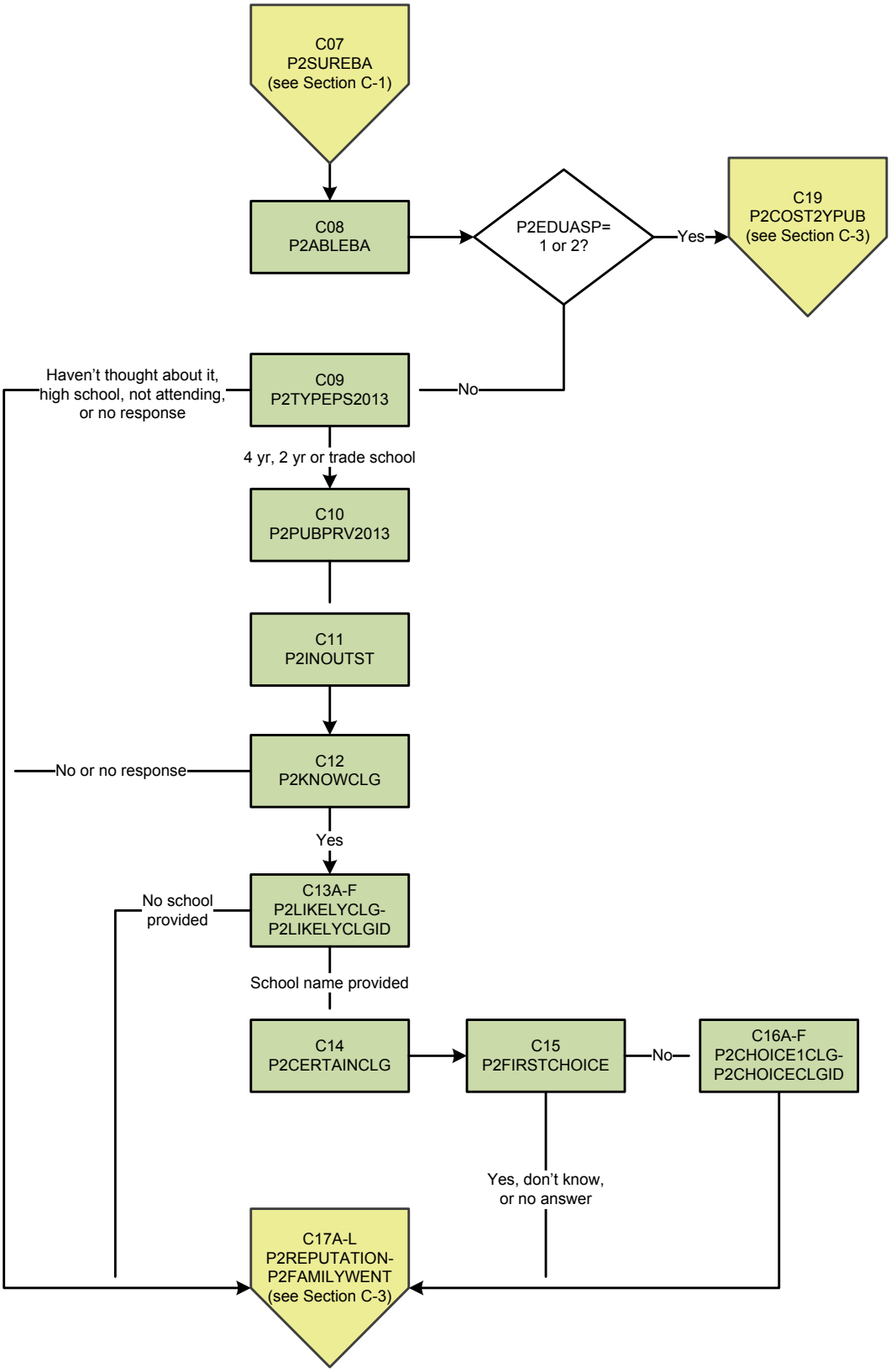


Figure O-26. Parent flow chart: Section C-3

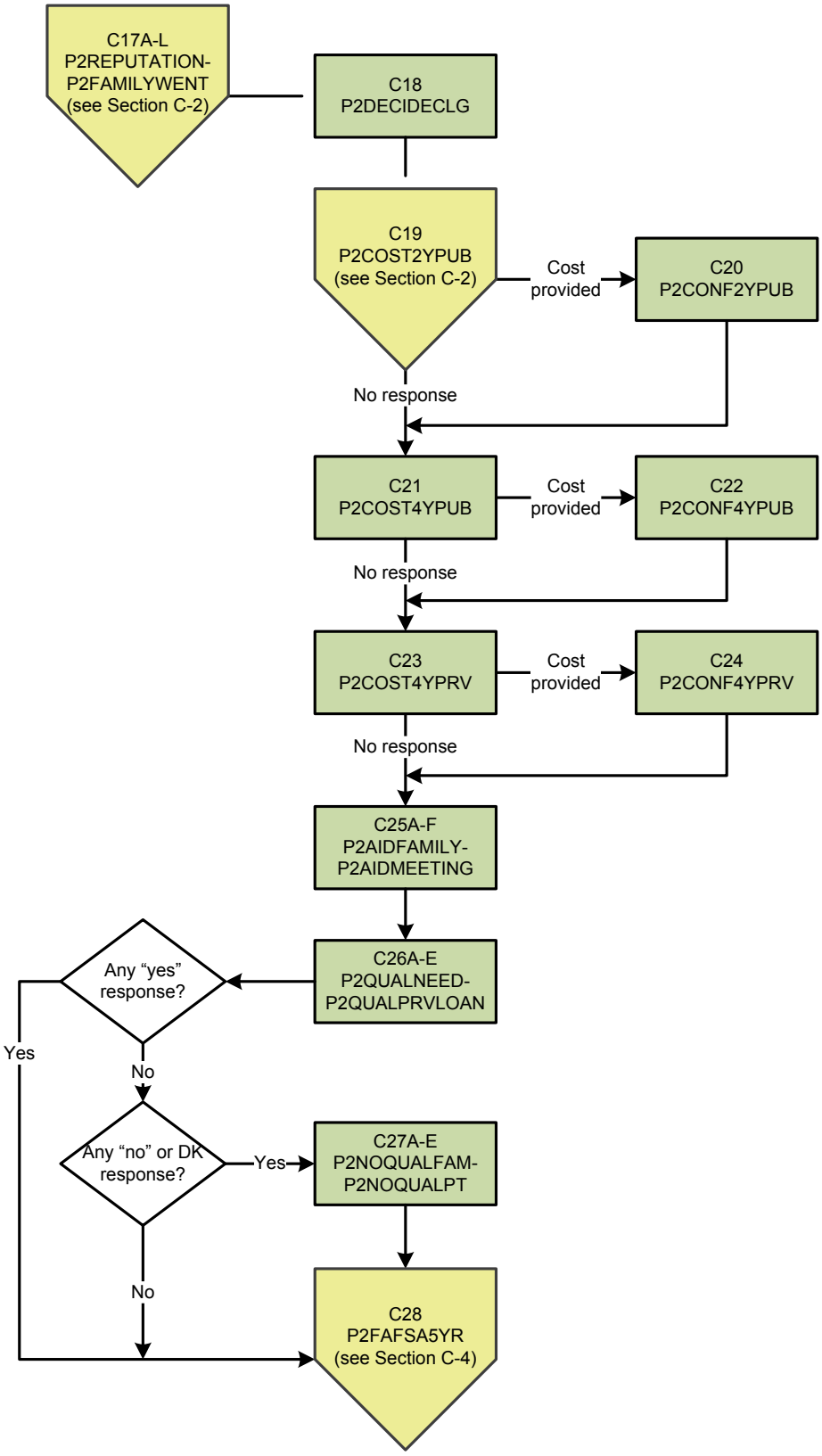


Figure O-27. Parent flow chart: Section C-4

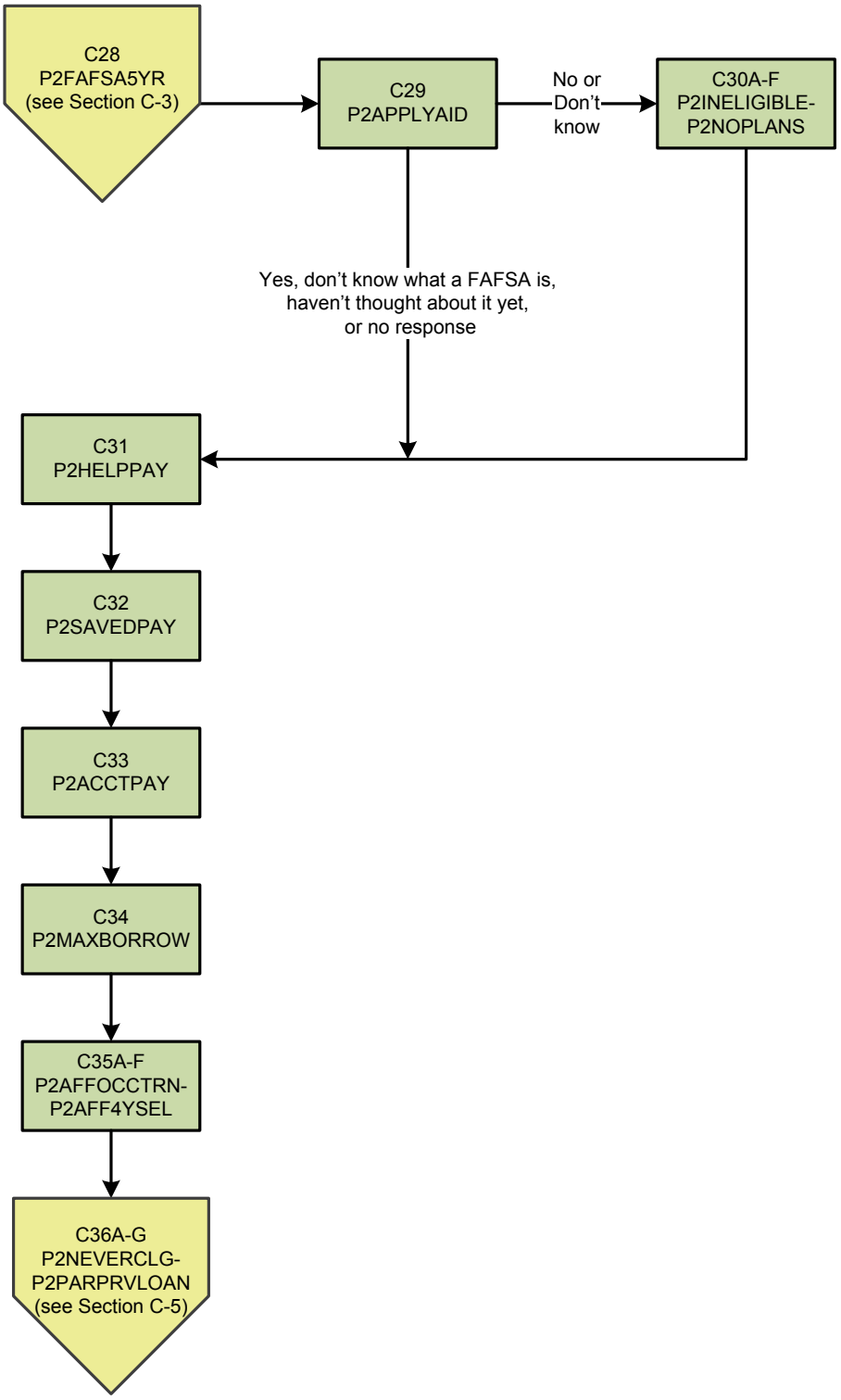


Figure O-28. Parent flow chart: Section C-5

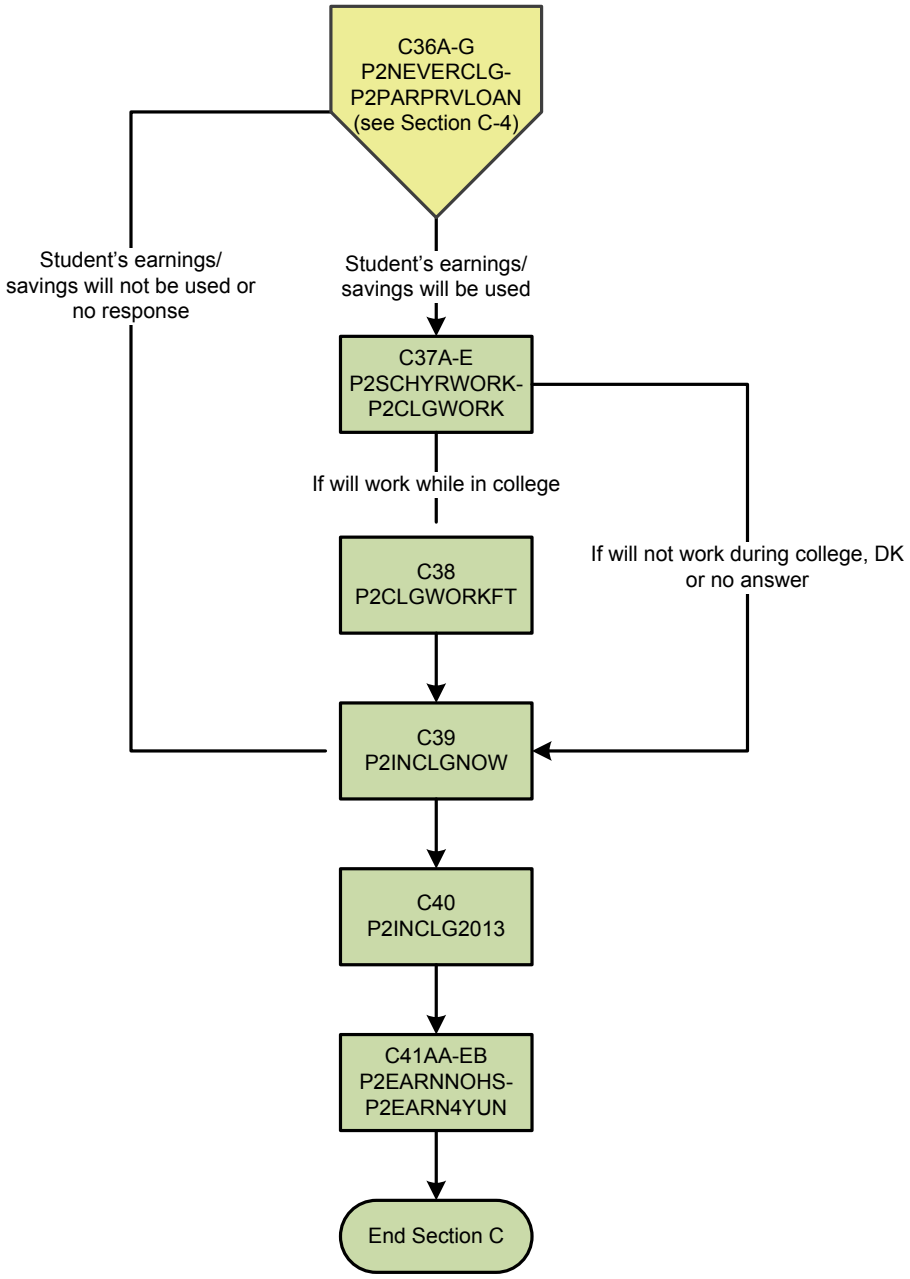
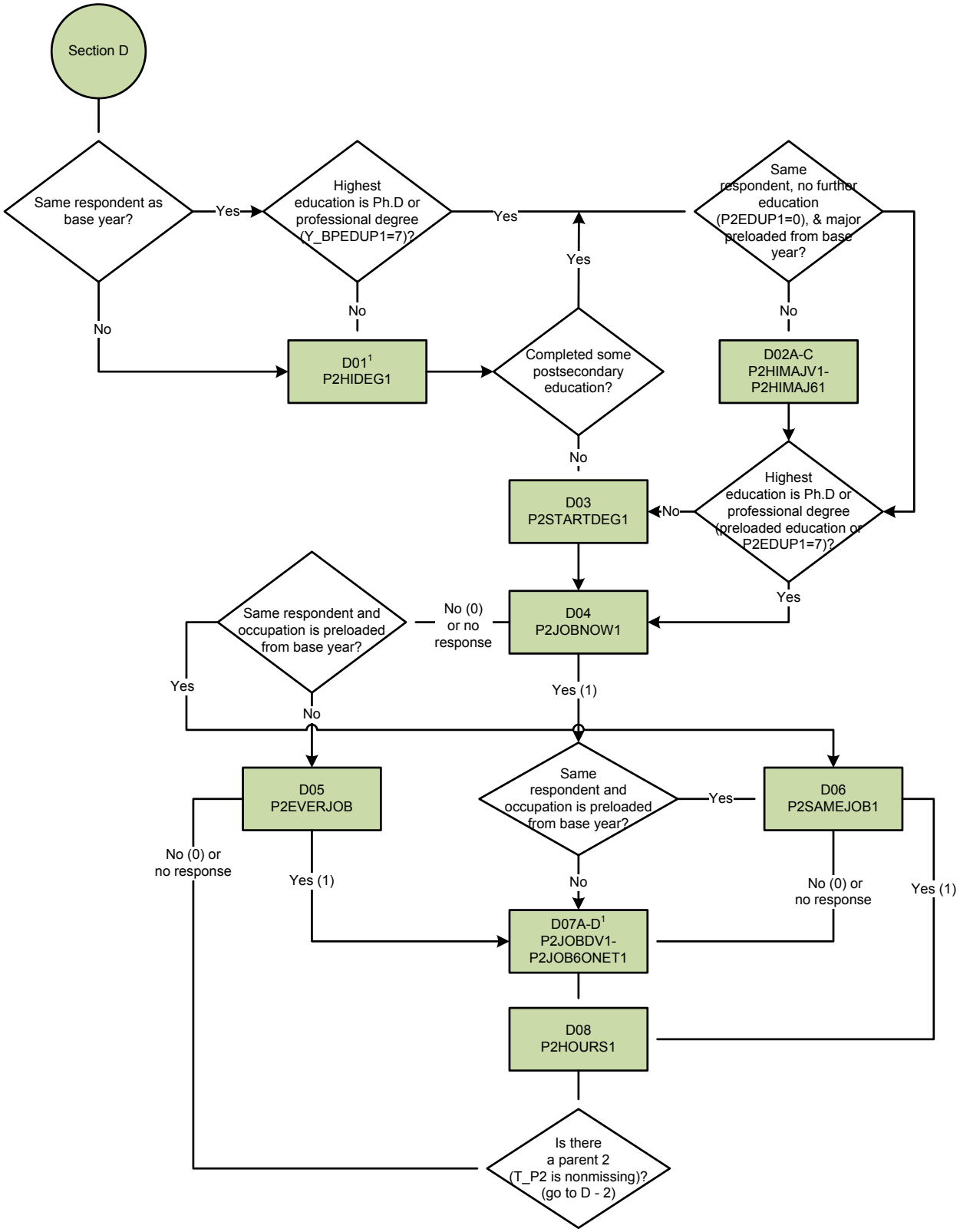
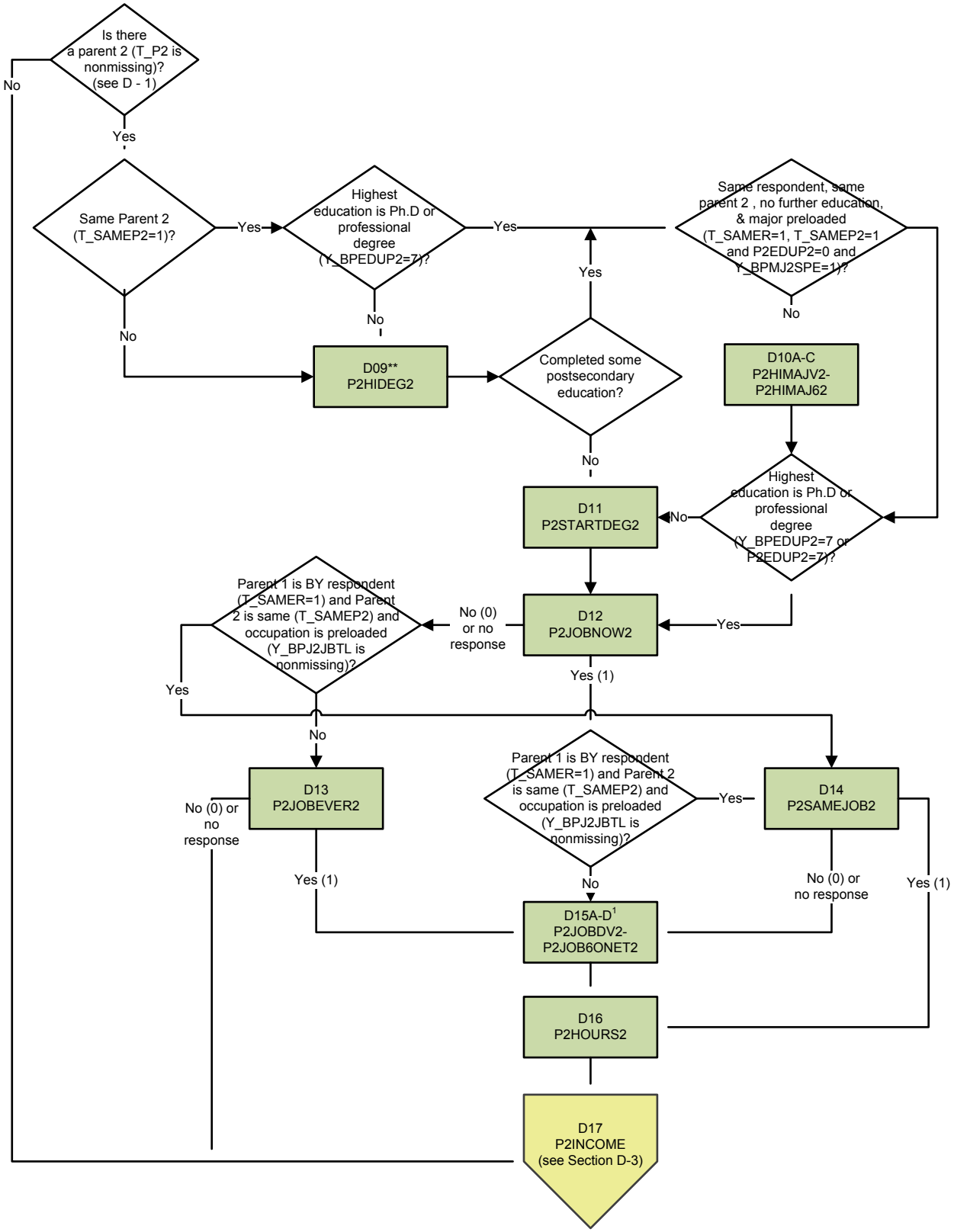


Figure O-29. Parent flow chart: Section D-1



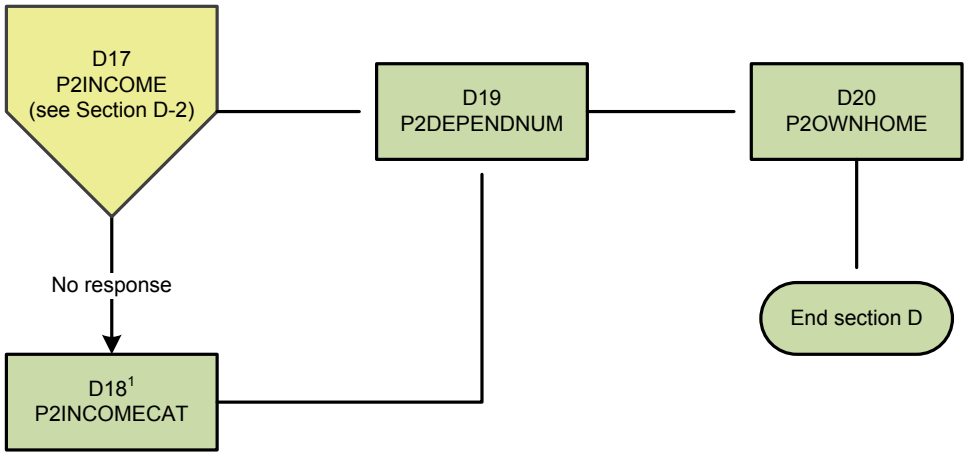
[1]Included in the abbreviated paper and pencil parent questionnaire.

Figure O-30. Parent flow chart: Section D-2



[1]Included in the abbreviated paper and pencil parent questionnaire.

Figure O-31. Parent flow chart: Section D-3



[1]Included in the abbreviated paper and pencil parent questionnaire.

Figure O-32. Parent flow chart: Section E-1

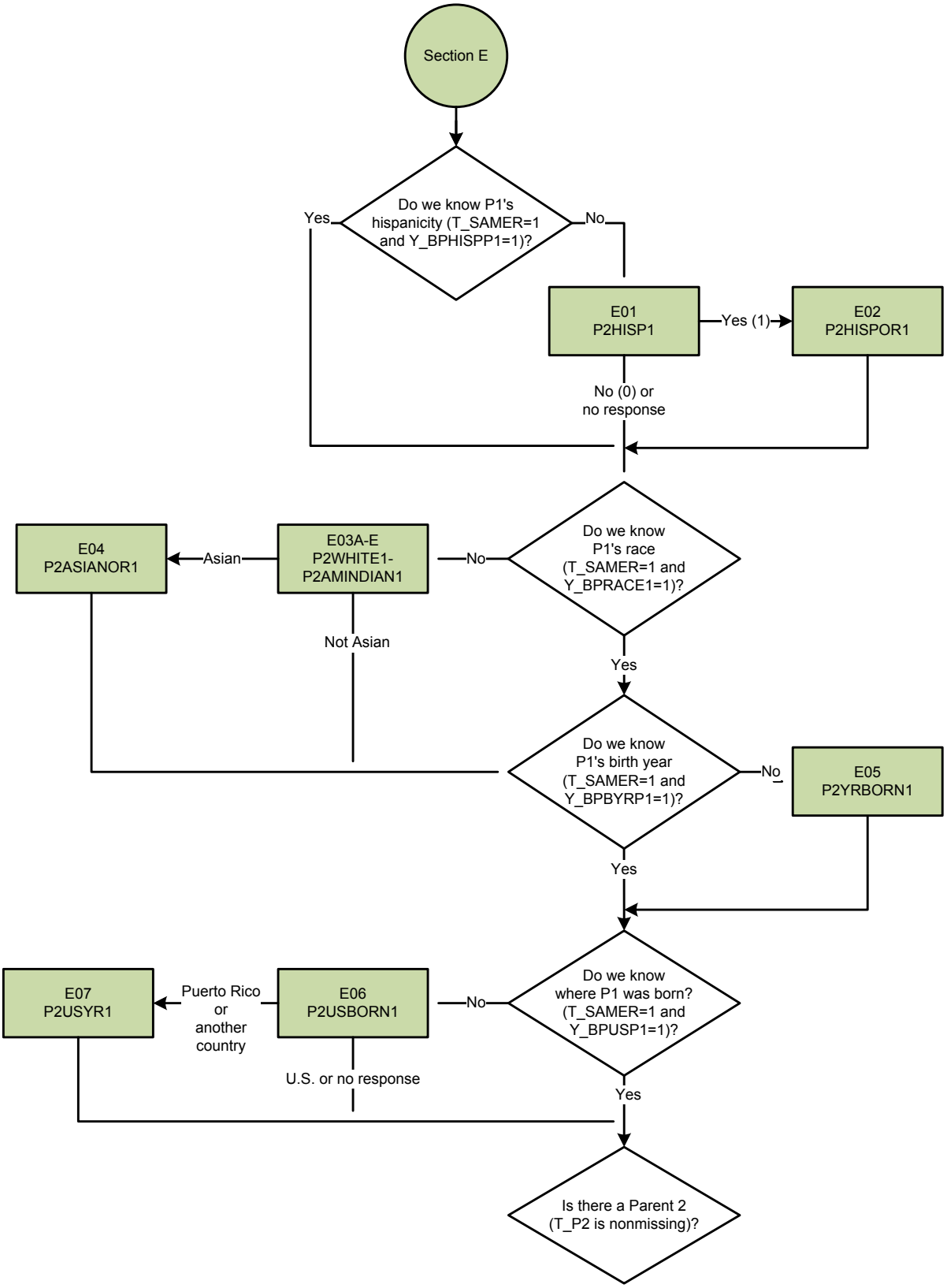


Figure O-33. Parent flow chart: Section E-2

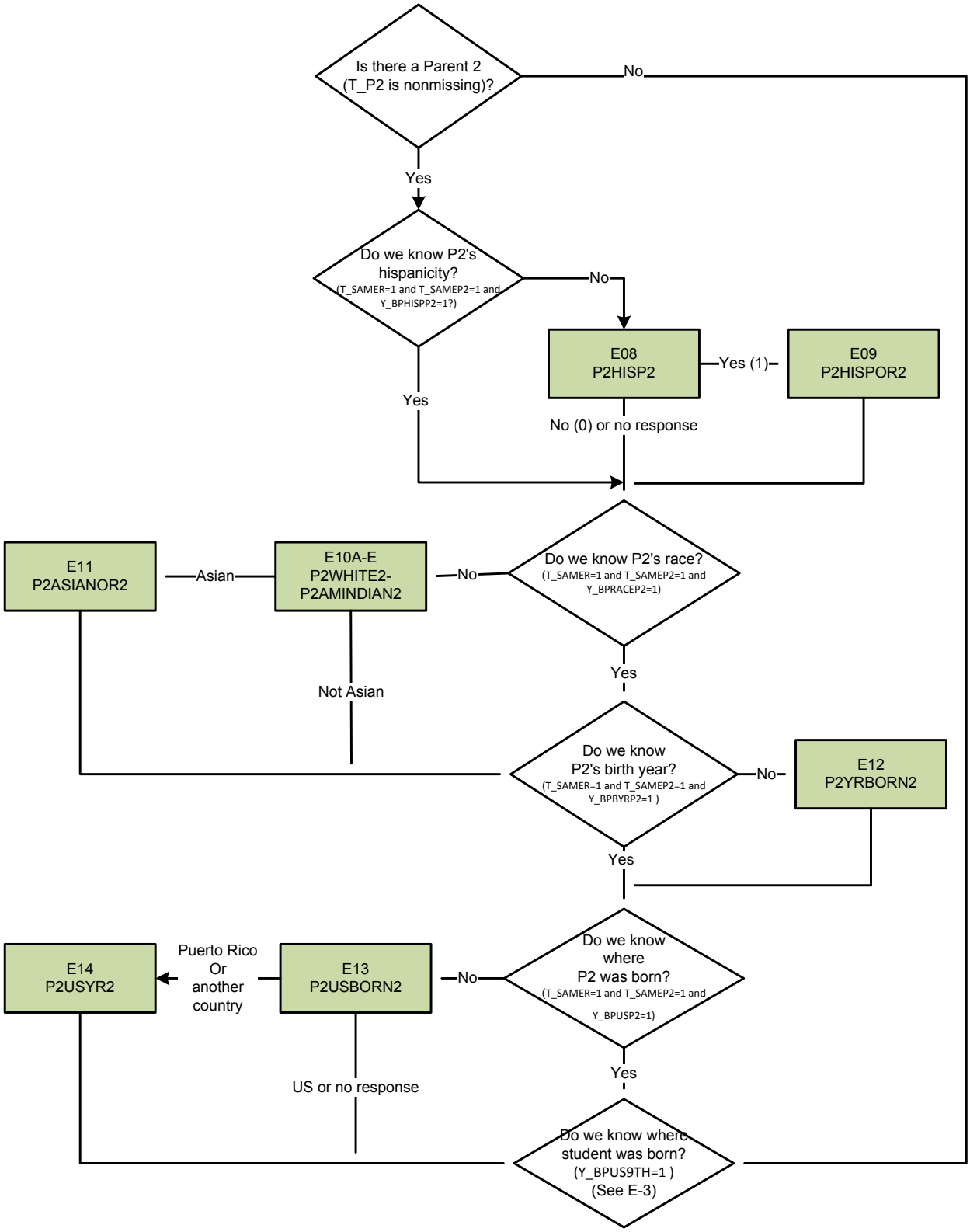


Figure O-34. Parent flow chart: Section E-3

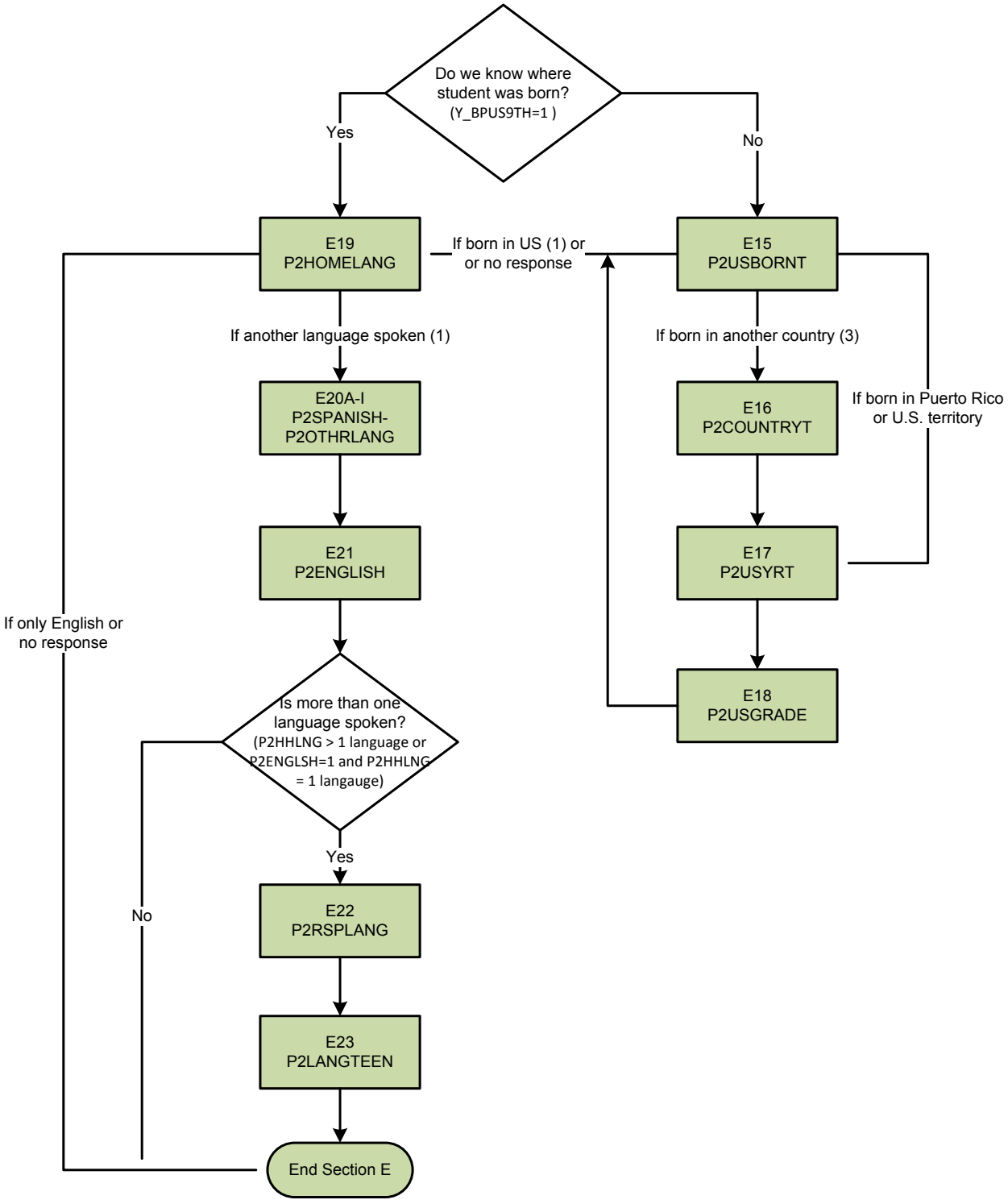
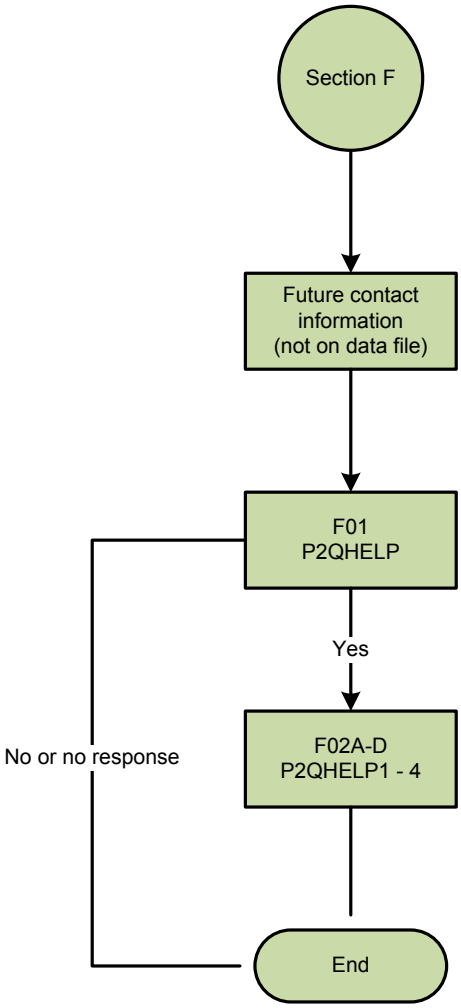


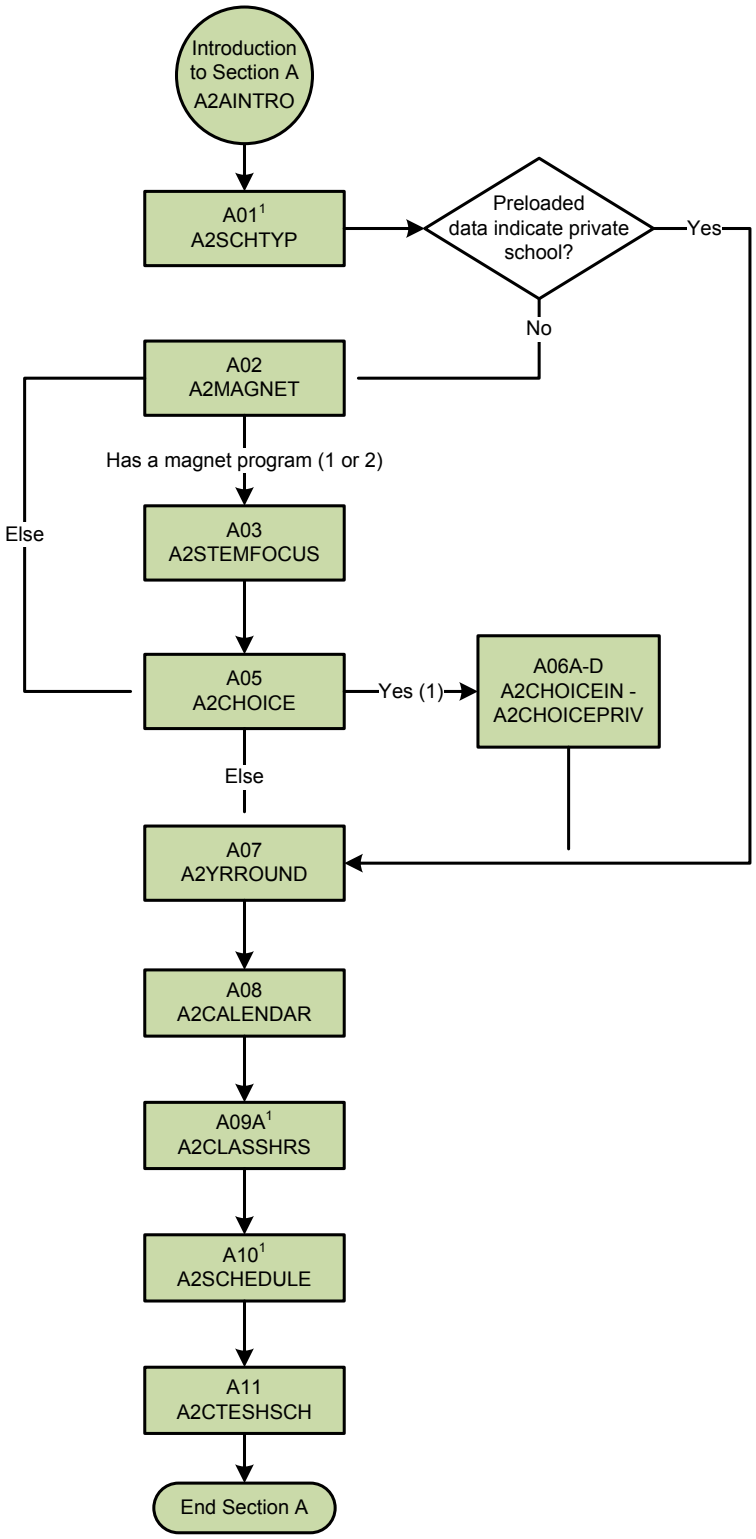
Figure O-35. Parent flow chart: Section F-1



[1]Included in the abbreviated paper and pencil parent questionnaire.

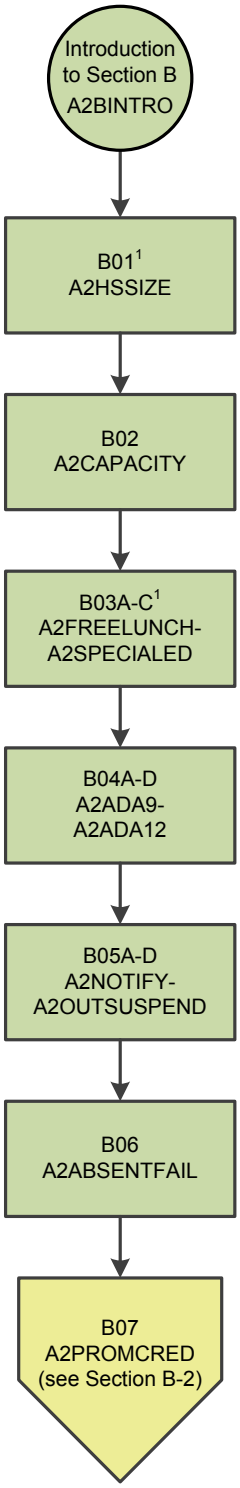
Administrator Flow Charts

Figure O-36. Administrator flow chart: Section A-1



[1]Included in the abbreviated school administrator questionnaire.

Figure O-37. Administrator flow chart: Section B-1



[1]Included in the abbreviated school administrator questionnaire.

Figure O-38. Administrator flow chart: Section B-2

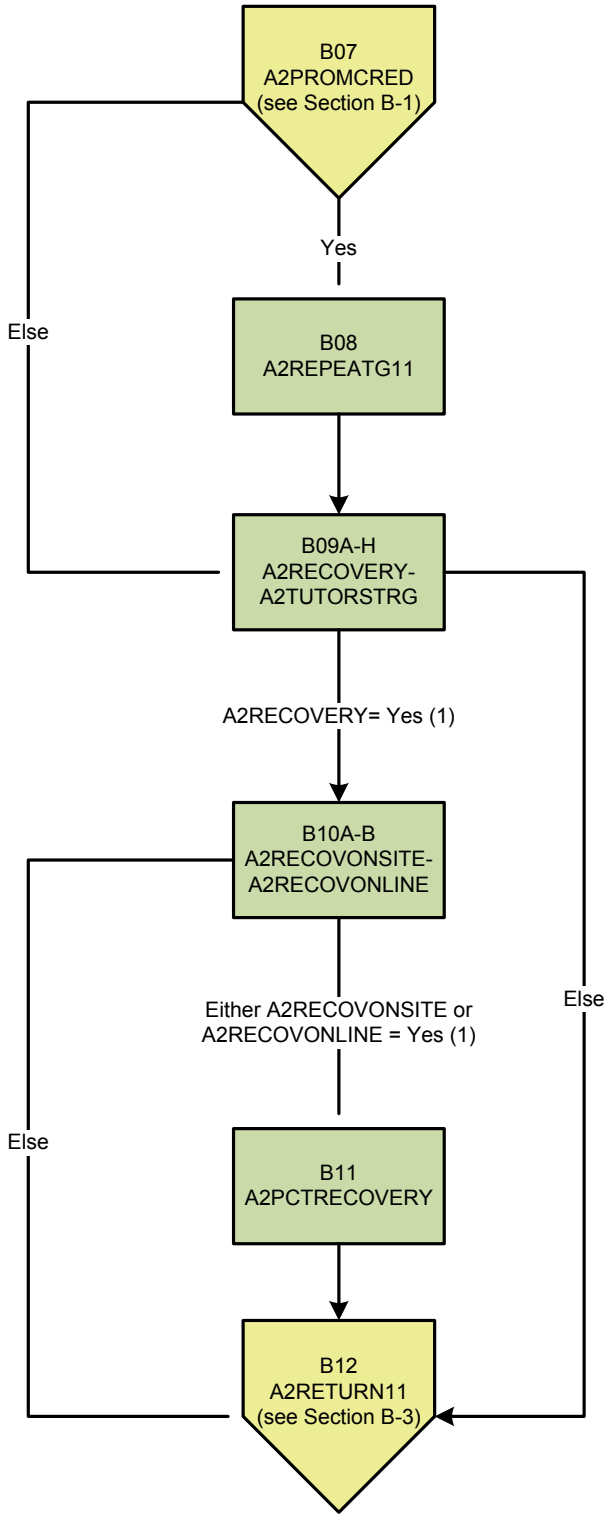
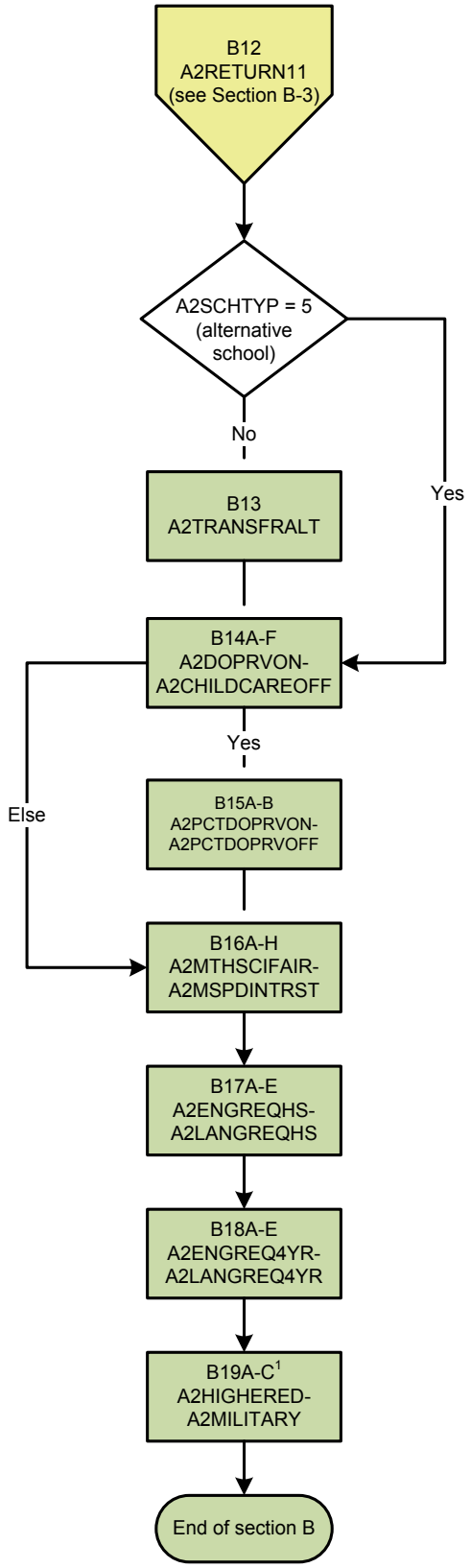
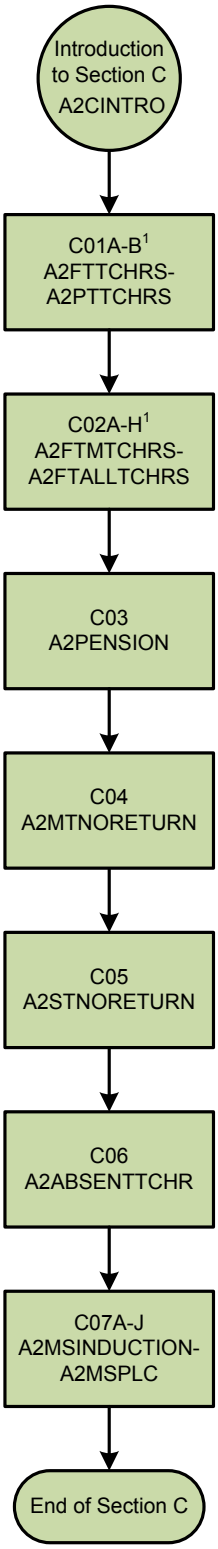


Figure O-39. Administrator flow chart: Section B-3



[1]Included in the abbreviated school administrator questionnaire.

Figure O-40. Administrator flow chart: Section C-1



[1]Included in the abbreviated school administrator questionnaire.

Figure O-41. Administrator flow chart: Section D-1

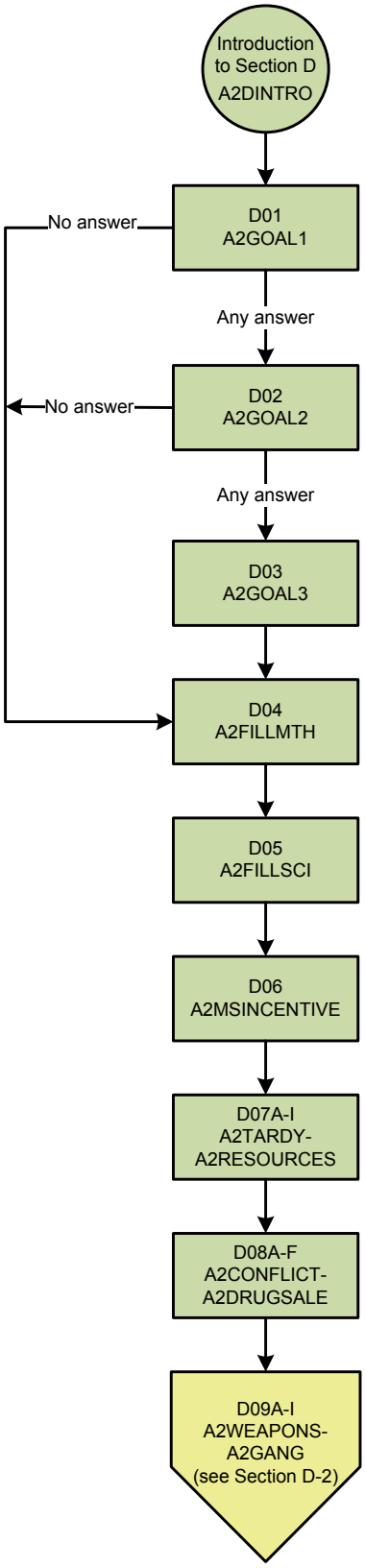


Figure O-42. Administrator flow chart: Section D-2

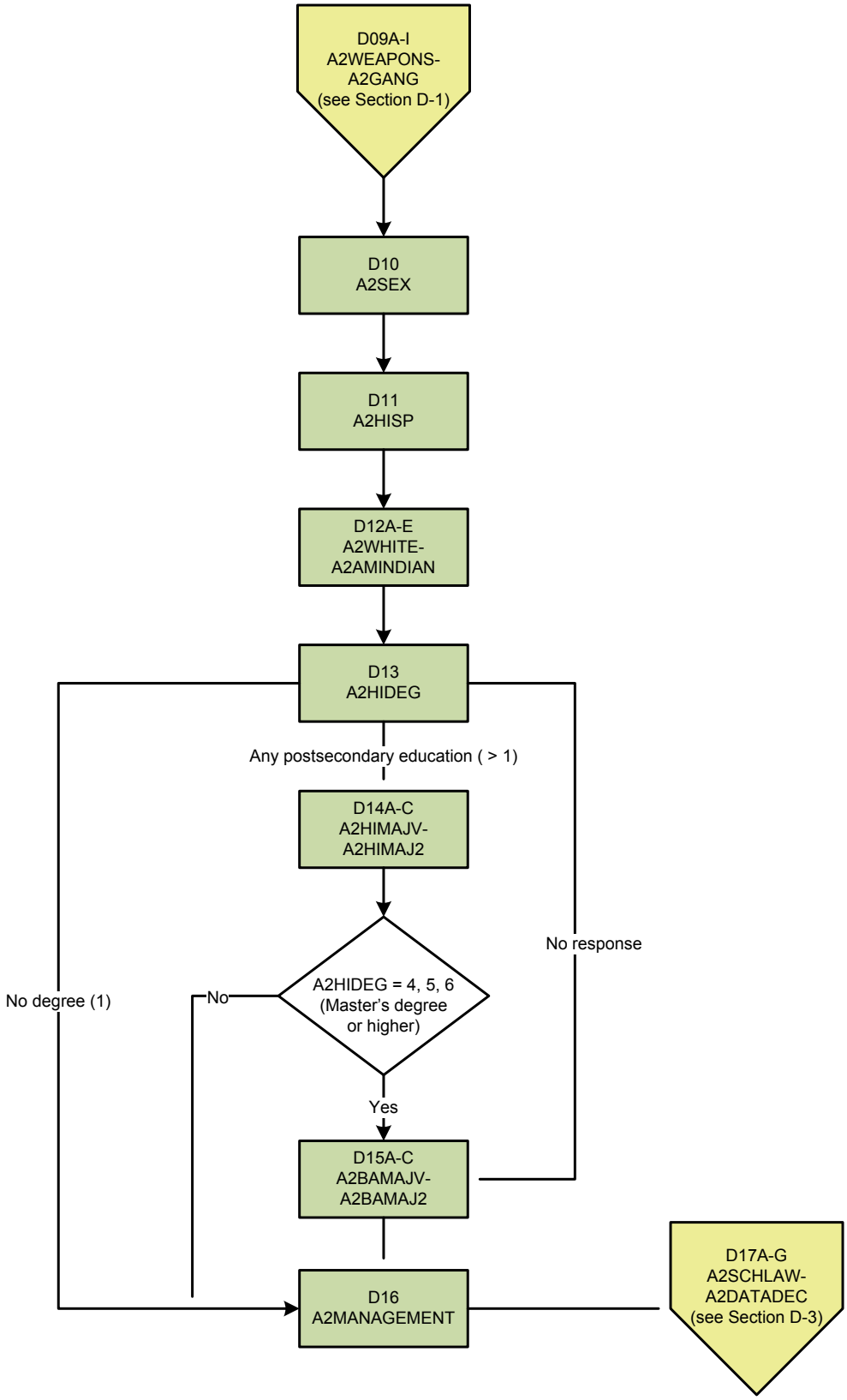
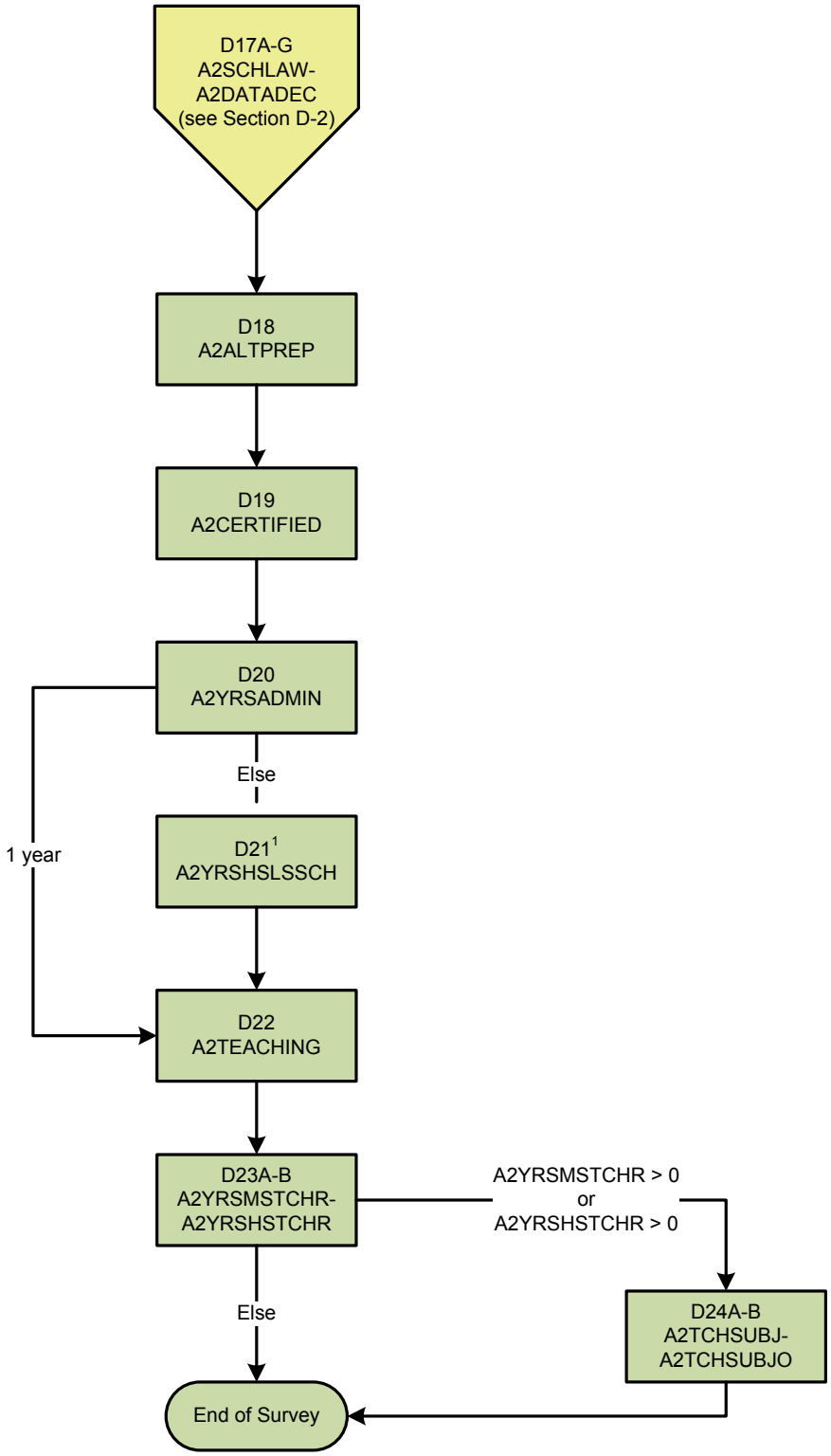


Figure O-43. Administrator flow chart: Section D-3



[1]Included in the abbreviated school administrator questionnaire.

Counselor Flow Charts

Figure O-44. Counselor flow chart: Section A-1

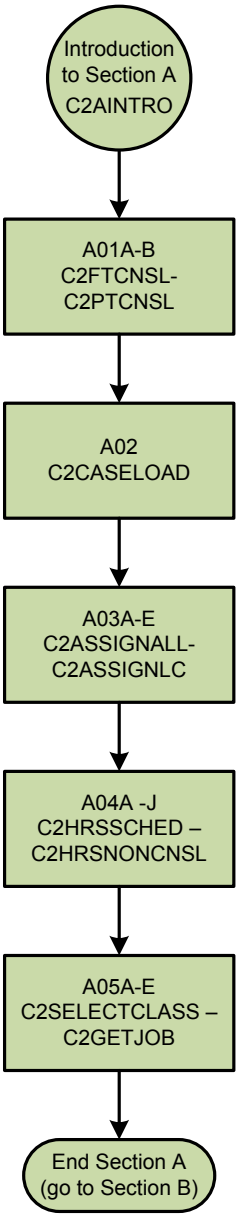


Figure O-45. Counselor flow chart: Section B-1

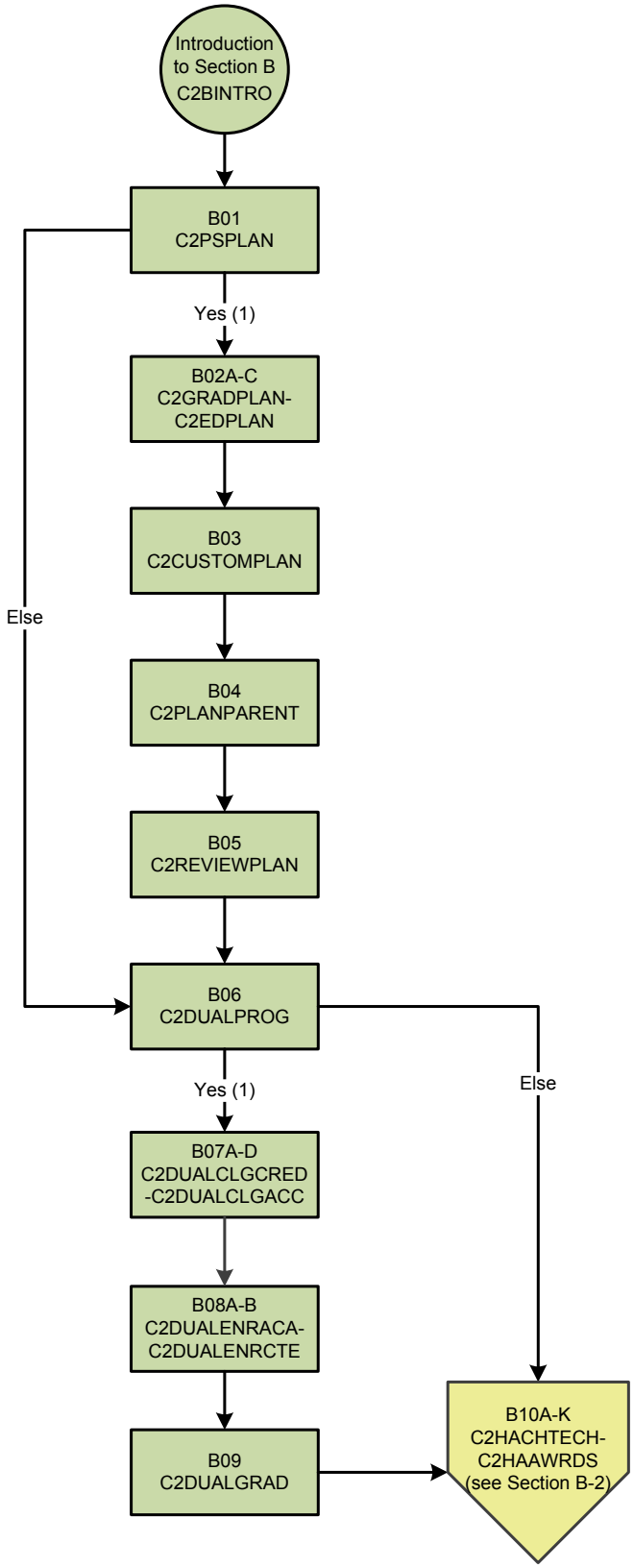


Figure O-46. Counselor flow chart: Section B-2

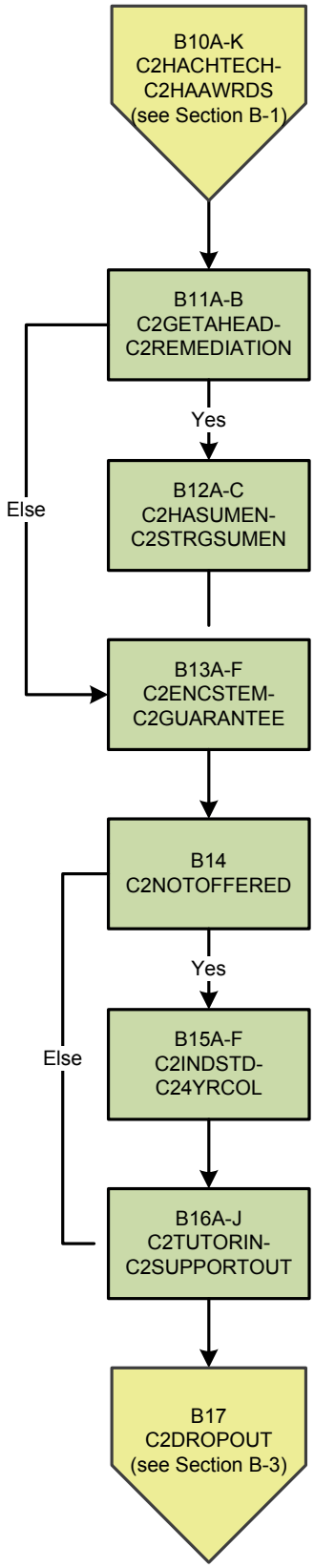


Figure O-47. Counselor flow chart: Section B-3

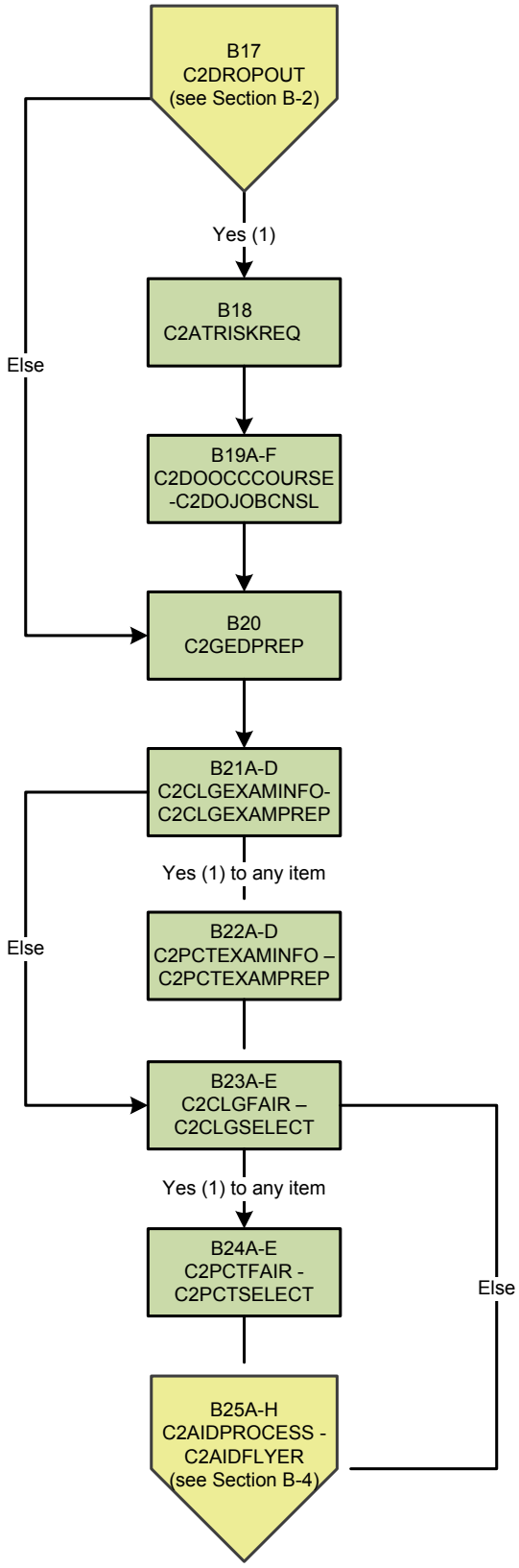


Figure O-48. Counselor flow chart: Section B-4

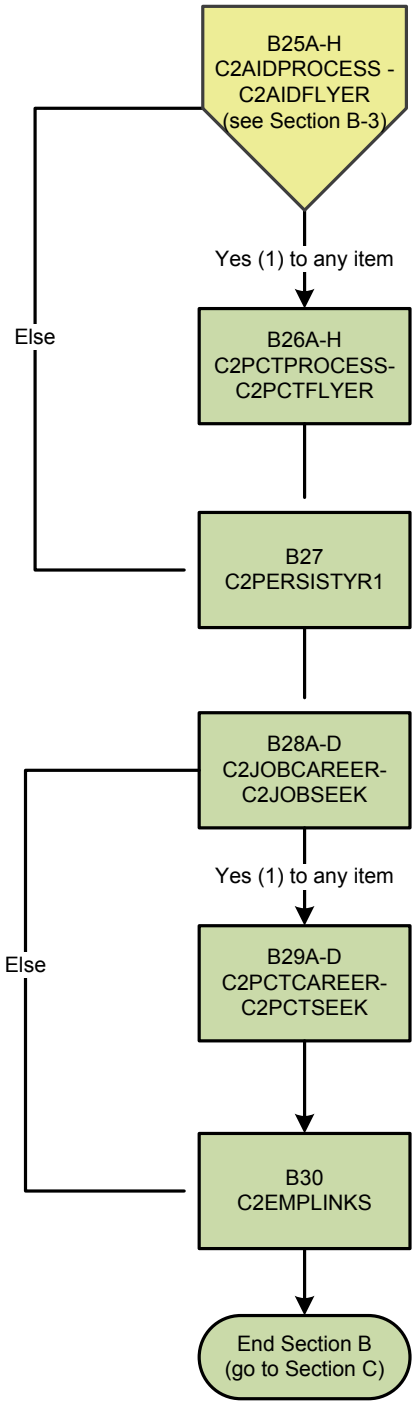


Figure O-49. Counselor flow chart: Section C-1

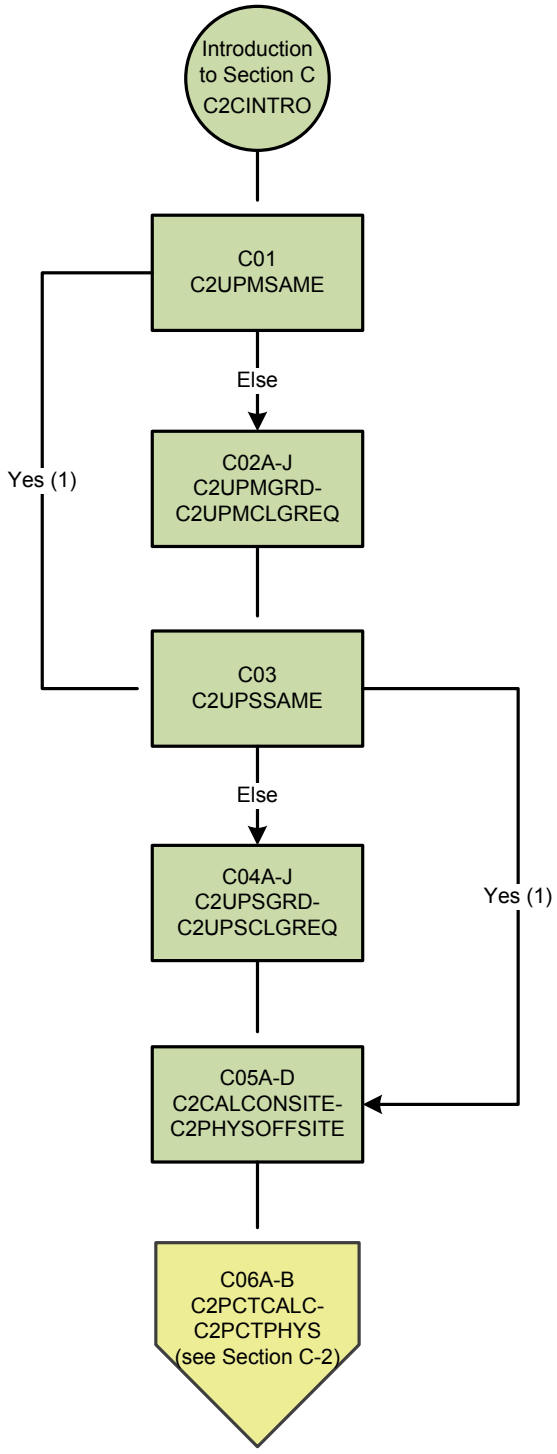


Figure O-50. Counselor flow chart: Section C-2

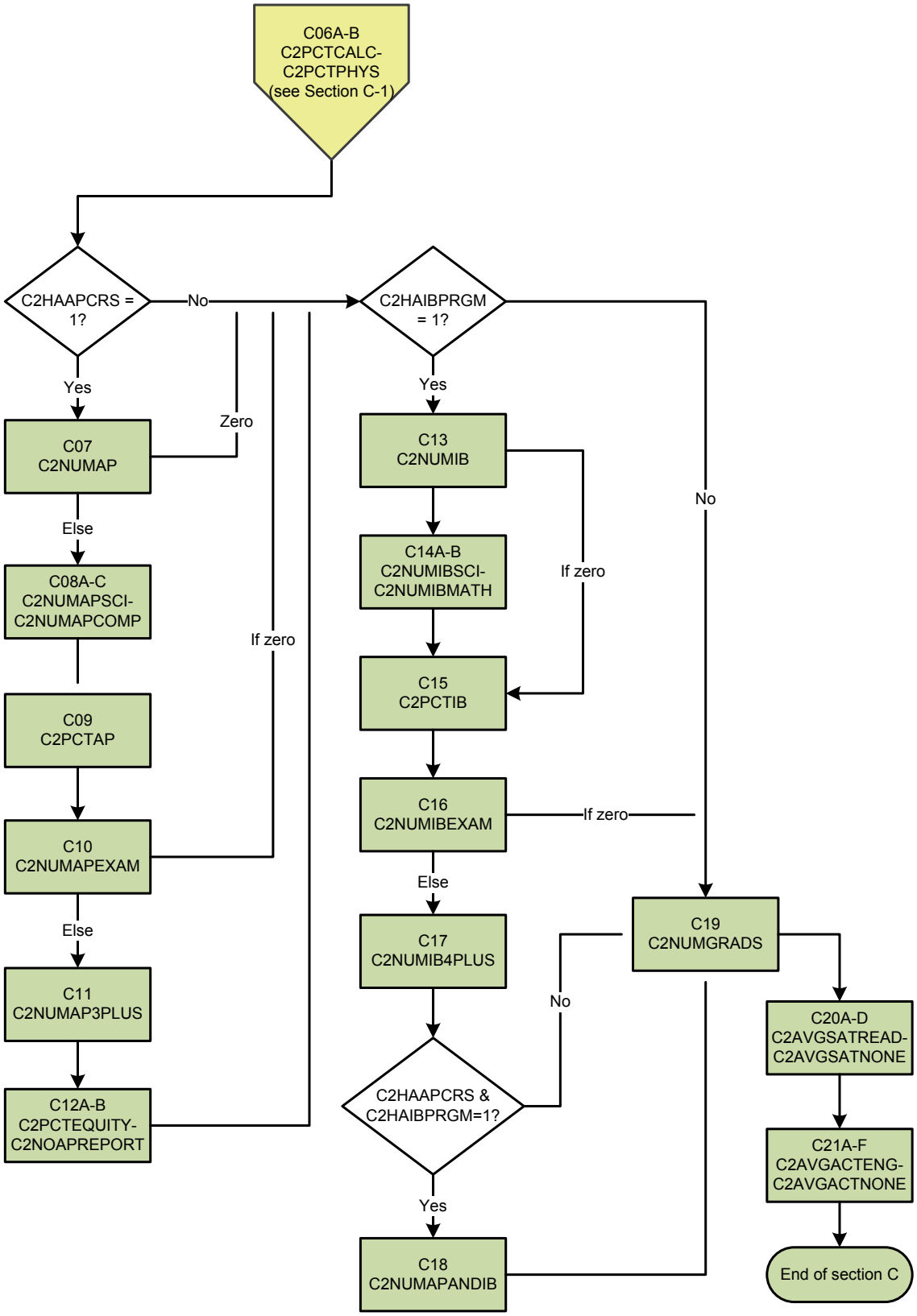
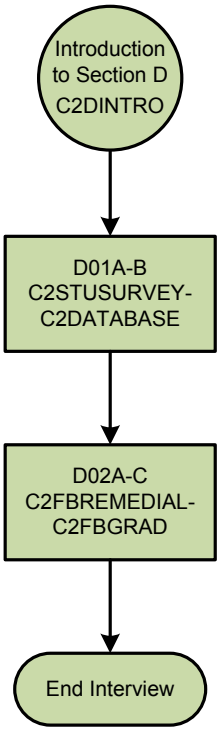



Figure O-51. Counselor flow chart: Section D