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Working Paper Series

The Working Paper Series was created in order to preserve the information contained in these documents and to promote the sharing of valuable work experience and knowledge. However, these documents were prepared under different formats and did not undergo vigorous NCES publication review and editing prior to their inclusion in the series.

NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline

Working Paper No. 96-21

October 1996

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Suggested Citation

U.S. Department of Education. National Center for Education Statistics. *1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline*, Working Paper No. 96-21. Project Officer, Kathryn Chandler. Washington, D.C.: 1996.

October 1996

Foreword

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**1993 National Household Education Survey (NHES:93)
Questionnaires:**

**Screeners, School Readiness, and
School Safety and Discipline**

October 1996

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Overview of the 1993 National Household Education Survey (NHES:93)

The NHES:93 is designed to cover two topical components: **School Readiness** and **School Safety and Discipline**. Each of these components is related to one of the President's and Governors' National Education Goals. The School Readiness component addresses issues of importance to Goal 1, "By the year 2000, all children in America will start school ready to learn." Issues related to Goal 6, "By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning," are addressed in the School Safety and Discipline component.

The NHES:93 is a cross-sectional telephone survey of households with data collection occurring in February through April of 1993. Households were sampled using random digit dialing methods. About 64,000 households were screened to identify eligible respondents.

Target Populations and Sample Sizes

The School Readiness component includes all children between the ages of 3 and 7 years of age as of December 31, 1992, and all other children who are currently enrolled in nursery school, kindergarten, first, or second grade. The parent or guardian who knows the most about the child's care and education was interviewed.

For the School Safety and Discipline component, interviews were conducted with both parents and students. Parents of children who are currently enrolled in grades 3 through 12 were interviewed. In addition, a sample of students enrolled in grades 6 through 12 (generally, youths 11 years or older) whose parent completed a School Safety and Discipline interview was interviewed. The numbers of completed interviews for each component of the NHES:93 are shown in table 1.

Table 1. Number of completed interviews for the NHES:93

Type of interview	Number of completed interviews
School Readiness parent interviews	10,888
School Safety and Discipline parent interviews	12,680
Grades 3 through 5	2,563
Grades 6 through 12	10,117
School Safety and Discipline youth interviews	6,504

Content of the NHES:93 School Readiness Component

The School Readiness component focuses on readiness for school in a broad sense, and examines a wide variety of characteristics important to school readiness. It takes what is referred to as a "whole child" approach.

The School Readiness interview contains three major "paths," or sets of questions, that are appropriate to the three populations of interest: preschoolers (those children not yet enrolled in kindergarten), kindergartners, and primary school students in first or second grade. The topics to be covered for each population are shown in exhibit 1.

**Exhibit 1. NHES:93 School Readiness
Coverage of Topics by Population**

Preschoolers	Kindergartners	Primary Students
Background information: birth date, race/ethnicity, enrollment, grade, household relationships	Background information: birth date, race/ethnicity, enrollment, grade, household relationships	Background information: birth date, race/ethnicity, enrollment, grade, household relationships
Developmental profile		
Current and past participation in center-based programs	Past participation in center-based programs	Past participation in center-based programs
	School adjustment and teacher feedback	School adjustment and teacher feedback
Planned kindergarten enrollment, delayed entry, beliefs about readiness	Kindergarten enrollment, delayed entry, repeating kindergarten, transitional grades	Kindergarten enrollment, delayed entry, repeating kindergarten, primary grade enrollment, repeating grades
Home activities	Home activities	
Health and nutrition	Health and nutrition	Health and nutrition
	Experiences prior to kindergarten	Experiences prior to kindergarten
Parent and household information	Parent and household information	Parent and household information

Content of the NHES:93 School Safety and Discipline Component

The School Safety and Discipline component focuses on school environment, school safety, school discipline policy, and alcohol/other drug use and education. Since certain topics and items within topics are more relevant for children in different grades, there are two "paths" through the parent questionnaire—one for parents of students in grades 3 through 5 and another for parents of students in grades 6 through 12. The youth questionnaire, for students in grades 6 through 12, covers the substantive topics. There is substantial overlap between questions posed for parents and students that will permit comparison of responses. The topics to be covered for each population are shown in exhibit 2.

**Exhibit 2. NHES:93 School Safety and Discipline
Coverage of Topics by Population**

Parents of students in grades 3 through 5	Parents of students in grades 6 through 12	Youth grades 6 through 12
Background information: birth date, race/ethnicity, enrollment, grade, parents in household	Background information: birth date, race/ethnicity, enrollment, grade, parents in household	
School characteristics	School characteristics	
School environment	School environment	School environment
School safety	School safety	School safety
School discipline policy	School discipline policy	School discipline policy
	Tobacco, alcohol and other drug use	Tobacco, alcohol and other drug use
Alcohol/drug education	Alcohol/drug education	Alcohol/drug education
Child characteristics	Child characteristics	Child characteristics
Family characteristics	Family characteristics	Family characteristics
Community characteristics	Community characteristics	Community characteristics
Parent and household information	Parent and household information	

This page is blank.

NHES:93 Screener

S1. Hello, this is (INTERVIEWER) and I'm calling for the U.S. Department of Education. Is this phone number for...

Home use,	1	(CONTINUE)
Home and business use, or	2	(CONTINUE)
Business use only?	3	(GO TO THANK1)
NONWORKING, DISCONNECTED OR CHANGED	4	
GO TO RESULT CODES	5	(INITIAL REFUSAL)
RETRY AUTODIALER	R	

S2. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education. These questions usually take about 5 minutes.

Are you a member of this household and at least 18?

YES	1	(GO TO S5A)
NO	2	(GO TO S3)
GO TO RESULT	3	(GO TO RESULT, INITIAL

REFUSAL)

[HOUSEHOLD (HH) MEMBERS INCLUDE PEOPLE WHO THINK OF THIS HH AS THEIR PRIMARY PLACE OF RESIDENCE. IT INCLUDES PERSONS WHO USUALLY STAY IN THE HH BUT ARE TEMPORARILY AWAY ON BUSINESS, VACATION, IN A HOSPITAL, OR LIVING AT SCHOOL IN A DORM, FRATERNITY OR SORORITY.]

S3. May I please speak with a household member who is at least 18?

AVAILABLE	1	(GO TO S4)
NOT AVAILABLE	2	(GO TO RESULT; CALLBACK APPT)
NO ONE IN HH AT LEAST 18	3	(GO TO S5A)
GO TO RESULT	4	(INITIAL REFUSAL)

S4. Hello, this is (INTERVIEWER) and I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education. These questions usually take about 5 minutes.

Are you a member of this household and at least 18 years old?

YES	1
NO	2
GO TO RESULT	3

S5A. The Department of Education is very interested in people's educational experiences. Are any of the people who normally live in your household 18 or **younger**?

YES 1 (GO TO S6)
 NO 2 (GO TO S5B)
 GO TO RESULT 3 (INITIAL REFUSAL)

S5B. Are there any people who live in your household who are enrolled in 12th grade or below?

YES 1 (GO TO S6)
 NO 2 (GO TO BOX)
 GO TO RESULT 3 (INITIAL REFUSAL)

If S5A = no and S5B = no, go to THANK2.

S6. Starting with yourself, please tell me the ages and first names of all people who normally live in your household.

How old is (he/she)?	What is (his/her) first name?	Is this person male or female? [M-F]	Screener respondent
AGE1-AGE9 ERESPAGE		SEX SEX1-SEX9 ERESPSEX	

S6OVERF1. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS]

NUMBER OF HOUSEHOLD MEMBERS IN MATRIX CORRECT 1
 RETURN TO MATRIX 2
 GO TO RESULT 3

S6VERF2. Have we missed anyone else who usually lives here but is temporarily away on business or vacation, or living in school housing, such as a dorm?

NUMBER OF HOUSEHOLD MEMBERS IN MATRIX CORRECT 1 (GO TO BOX)
 RETURN TO MATRIX 2 (RETURN TO MATRIX)
 GO TO RESULT 3 (GO TO RESULT)

***If the only household members enumerated
above are age 0 to 2 or age 22 and older, go to
THANK3.***

Ask S7-S10 for each person age 3 to age 21.

S7. [Are you/Is (CHILD)] attending or enrolled in school?

YES 1 (GO TO S9)
 NO 2 (GO TO BOX BEFORE S8)

If S7 = no and age => 8, child is ineligible.

Ask S8 if child is age 5, 6, or 7. If age = 3 or 4, go to next child or if none, go to sampling point.

S8. Is (CHILD) having home schooling or tutoring, or going to an alternative educational program?

YES 1 (GO TO S10)
 NO 2 (GO TO NEXT CHILD)

S9. What grade or year of school is [(CHILD)/are you] attending?
 [PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN N (GO TO NEXT CHILD)
 TRANSITIONAL KINDERGARTEN (BEFORE K) T (GO TO NEXT CHILD)
 KINDERGARTEN K (GO TO NEXT CHILD)
 PREFIRST GRADE (AFTER K) P (GO TO NEXT CHILD)
 FIRST GRADE 1 (GO TO NEXT CHILD)
 SECOND GRADE 2 (GO TO NEXT CHILD)
 THIRD GRADE 3 (GO TO NEXT CHILD)
 FOURTH GRADE 4 (GO TO NEXT CHILD)
 FIFTH GRADE 5 (GO TO NEXT CHILD)
 SIXTH GRADE 6 (GO TO NEXT CHILD)
 SEVENTH GRADE 7 (GO TO NEXT CHILD)
 EIGHTH GRADE 8 (GO TO NEXT CHILD)
 NINTH GRADE/FRESHMAN 9 (GO TO NEXT CHILD)
 TENTH GRADE/SOPHOMORE 10 (GO TO NEXT CHILD)
 ELEVENTH GRADE/JUNIOR 11 (GO TO NEXT CHILD)
 TWELFTH GRADE/SENIOR 12 (GO TO NEXT CHILD)
 UNGRADED ELEMENTARY/SECONDARY 13 (GO TO S10)
 SPECIAL EDUCATION 14 (GO TO S10)
 VOCATIONAL/TECHNICAL AFTER HS 15 (INELIGIBLE, GO TO NEXT CHILD)
 COLLEGE 16 (INELIGIBLE, GO TO NEXT CHILD)

[IF T: In this interview, we will be referring to that as "kindergarten."
 IF P: In this interview, we will be referring to that as "prefirst grade."]

S10. What grade would [(CHILD)/you] be attending if (he/she/you) were in a school with regular grades?
 [PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN N
 TRANSITIONAL KINDERGARTEN (BEFORE K) T
 KINDERGARTEN K
 PREFIRST GRADE (AFTER K) P
 FIRST GRADE 1
 SECOND GRADE 2
 THIRD GRADE 3
 FOURTH GRADE 4
 FIFTH GRADE 5
 SIXTH GRADE 6
 SEVENTH GRADE 7
 EIGHTH GRADE 8
 NINTH GRADE/FRESHMAN 9
 TENTH GRADE/SOPHOMORE 10
 ELEVENTH GRADE/JUNIOR 11
 TWELFTH GRADE/SENIOR 12
 UNGRADED/NO EQUIVALENT 13

[IF T: In this interview, we will be referring to that as "kindergarten."

IF P: In this interview, we will be referring to that as "prefirst grade."]

Go to next child; if none, go to sampling point.

Sampling Point:

***Select children for School Readiness and
 School Safety and Discipline components.***

If no one is selected, go to THANK4.

***Ask S11 and S12 for each sampled child if only 1
 household member => 16, auto code S11.***

S11. Who is the parent or guardian in this household who knows the most about (CHILD's) (care and) education? [DISPLAY HOUSEHOLD MEMBERS 16 AND OLDER. IF THERE IS NO PARENT/GUARDIAN IN THE HOUSEHOLD, ENTER THE PERSON NUMBER OF YOUTH RESPONDENT.]

PERSON NUMBER ☐☐

[IF RESPONDENT SAYS BOTH PARENTS KNOW: The computer has selected (CHILD's) mother for the interview. What is her name?]

If person number at S11 = person number of sampled youth, auto code S12 SELF and go to box after S13.

S12. What is (NAME'S) relationship to (CHILD)?

ERESRELN

MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) 1
 FATHER (BIRTH/ADOPTIVE/STEP/FOSTER) 2
 BROTHER/SISTER 3
 GRANDPARENT 4
 OTHER RELATIVE 5
 NONRELATIVE 6
 SELF 7 (NOT SHOWN ON SCREEN)

If S12 = 1 or 2, ask S13. Else, go to next child; if none, go to sampling point.

S13. (Are you/Is that) (CHILD'S) ...

EPARTYPE

MOMTYPE

DADTYPE

Birth (mother/father) 1
 Adoptive (mother/father) 2
 Step (mother/father), or 3
 Foster (mother/father) 4

***GO TO HHSELECT
 SCREEN TO
 SELECT INTERVIEW***

THANK1. Thank you, but we are only interviewing in private residences.

THANK2. Thank you, but we are only interviewing in households with members 18 or younger or enrolled in 12th grade or below.

THANK3. Thank you, but we are only asking about children and youth in certain age or grade ranges.

THANK4. Thank you, but no one in your household has been selected for this study.

This page is blank.

NHES:93 School Readiness Interview

INTRO.

[IF RESPONDENT WAS NOT SCREENER RESPONDENT:]

Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education for children.

[ALL RESPONDENTS:]

I'd like to talk with you now about (CHILD).

R1.

Before we begin, I'd like to confirm (his/her) age. In what month and year was (CHILD) born?

DOBMM

DOBY

MONTH ()

YEAR ()

1	JANUARY	7	JULY
2	FEBRUARY	8	AUGUST
3	MARCH	9	SEPTEMBER
4	APRIL	10	OCTOBER
5	MAY	11	NOVEMBER
6	JUNE	12	DECEMBER

If year of birth is "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, CATI will copy Screener age.

If child is under 3 or over 20, go to CLOSE1.

R2.

Is (CHILD)...

RACE

White 1
 Black 2
 American Indian or Alaskan Native 3
 Asian or Pacific Islander, or 4
 Another race? 91
 What is that? _____

RACEOS/R

R3.

Is (he/she) of Hispanic origin?

HISPANIC

YES 1
 NO 2

***If same Respondent answered enrollment and grade items for this child in Screener, go to box after R7.
 If same Respondent did not answer enrollment and grade questions for this child in Screener, continue.***

NOTE: Response categories shown in mixed cases (upper and lower) were read to the respondent by the interviewer. Those shown in all upper cases were not read. Those shown in italics were added during data cleaning (additional codes were created from among the "specify" responses).

NOTE: Variables designated by /R appear on the restricted file only.

R4. Is (CHILD) attending or enrolled in school?

ENROLL

YES 1 (GO TO R6)
NO 2 (GO TO 2ND BOX)

If "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, CATI will copy Screener age.

If child is 5, 6, or 7, ask R5. Else, go to box after R7.

R5. Is (CHILD) having home schooling or tutoring, or going to an alternative educational program?

HOMESCHL

YES 1 (GO TO R7)
NO 2 (GO TO BOX AFTER R7)

R6. What grade or year of school is (CHILD) attending?

GRADE

[PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN N (GO TO BOX AFTER R7)
TRANSITIONAL KINDERGARTEN (BEFORE K) T (GO TO BOX AFTER R7)
KINDERGARTEN K (GO TO BOX AFTER R7)
PREFIRST GRADE (AFTER K) P (GO TO BOX AFTER R7)
FIRST GRADE 1 (GO TO BOX AFTER R7)
SECOND GRADE 2 (GO TO BOX AFTER R7)
THIRD GRADE 3 (GO TO BOX AFTER R7)
FOURTH GRADE 4 (GO TO BOX AFTER R7)
FIFTH GRADE 5 (GO TO BOX AFTER R7)
SIXTH GRADE 6 (GO TO BOX AFTER R7)
SEVENTH GRADE 7 (GO TO BOX AFTER R7)
EIGHTH GRADE 8 (GO TO BOX AFTER R7)
NINTH GRADE/FRESHMAN 9 (GO TO BOX AFTER R7)
TENTH GRADE/SOPHOMORE 10 (GO TO BOX AFTER R7)
ELEVENTH GRADE/JUNIOR 11 (GO TO BOX AFTER R7)
TWELFTH GRADE/SENIOR 12 (GO TO BOX AFTER R7)
UNGRADED 13 (GO TO R7)
SPECIAL EDUCATION 14 (GO TO R7)
VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL 15 (GO TO CLOSE1)
COLLEGE 16 (GO TO CLOSE1)

If "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exist, code case a problem.

R7. What grade would (CHILD) be attending if (he/she) were in a school with regular grades?
GRADEEQ [PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN	N
TRANSITIONAL KINDERGARTEN (BEFORE K)	T
KINDERGARTEN	K
PREFIRST GRADE (AFTER K)	P
FIRST GRADE	1
SECOND GRADE	2
THIRD GRADE	3
FOURTH GRADE	4
FIFTH GRADE	5
SIXTH GRADE	6
SEVENTH GRADE	7
EIGHTH GRADE	8
NINTH GRADE/FRESHMAN	9
TENTH GRADE/SOPHOMORE	10
ELEVENTH GRADE/JUNIOR	11
TWELFTH GRADE/SENIOR	12
UNGRADED/NO EQUIVALENT	13

If grade/equivalent = N, T, K, P, 1, or 2 or child is 7 or younger, continue School Readiness Survey. If child is enrolled and grade/equivalent is 3 to 12 and child is 8 or older, go to School Safety and Discipline Survey, item P8. Else, go to CLOSE1.

R8. [FOR CHILDREN IN PREFIRST OR IN PRIMARY GRADES:]
 Did (CHILD) attend kindergarten before (transitional kindergarten or prefirst grade/first grade)?

ATNDKIND

YES	1
NO	2

RINTRO. These questions are about (CHILD'S) early educational experiences at home, (and) in early childhood programs, (and in school). These questions usually take about 20 minutes. First, I'd like to ask how the people in your household are related to (CHILD).

R10. [FOR EACH HOUSEHOLD MEMBER EXCEPT RESPONDENT:]
 How is (PERSON) related to (CHILD)?

**RELATN1-
RELATN9**

MOTHER (BIRTH, STEP, ADOPTIVE, FOSTER)	1
FATHER (BIRTH, STEP, ADOPTIVE, FOSTER)	2
BROTHERS AND SISTERS INCLUDING STEP, ADOPTED, AND FOSTER	3
GRANDPARENT	4
AUNT/UNCLE	5
COUSIN	6
OTHER RELATIVE	7
NONRELATIVE	8

Ask R11 and R12 for parents/guardians who are not respondent, and R13 for each sibling, immediately after identifying relationship in R10.

R11. Is (PERSON) (CHILD'S) birth mother, adoptive mother, stepmother, foster mother, or some other kind of guardian?

MOMTYPE

BIRTH	1
ADOPTIVE	2
STEPMOTHER	3
FOSTER	4

If refused (-7) or don't know (-8) go to next household member. If no other household members, go to box before DPINTRO.

R12. Is (PERSON) (CHILD'S) birth father, adoptive father, stepfather, foster father, or some other kind of guardian?

DADTYPE

BIRTH	1
ADOPTIVE	2
STEPFATHER	3
FOSTER	4
OTHER GUARDIAN	5

If refused (-7) or don't know (-8) go to next household member. If no other household members, go to box before DPINTRO.

[FOR EACH SIBLING:]

R13. Is (OTHER CHILD) (THIS CHILD'S)...

**CRELN1-
CRELN9**

Full (brother/sister)	1
Half (brother/sister)	2
Step (brother/sister)	3
Adopted (brother/sister)	4
Foster (brother/sister)	5

If refused (-7) or don't know (-8) go to next household member. If no other household members, go to box before DPINTRO.

DEVELOPMENTAL PROFILE

The developmental profile items are asked for preschoolers; all others go to early childhood programs, ECINTRO.

DPINTRO. These next questions are about things that different children do at different ages. These things may or may not be true for (CHILD).

R14. Can (CHILD) identify the colors red, yellow, blue, and green by name? Would you say...

DPCOLOR

All of them 1
Some of them, or 2
None of them? 3

R15. Can (he/she) recognize...

DPLETTER

All of the letters of the alphabet 1
Most of them 2
Some of them, or 3
None of them? 4

R16. How high can (CHILD) count? Would you say...

DPCOUNT

Not at all 1
Up to five 2
Up to ten 3
Up to twenty 4
Up to fifty, or 5
Up to 100 or more? 6

R17. Can (CHILD) write (his/her) first name, even if some of the letters are backwards?

DPNAME

YES 1
NO 2

R18. Can (he/she) button (his/her) clothes?

DPBUTTON

YES 1
NO 2

R19. Does (he/she) hold a pencil properly?

DPPENCIL

YES 1
NO 2

R20. Does (he/she) mostly write and draw rather than scribble?

DPWRITE

YES 1
NO 2

- R21. Does (he/she) trip, stumble, or fall easily?
DPFALL
- YES 1
 NO 2
- R22. Can (CHILD) be left alone with a babysitter without a big fuss?
DPSITTER
- YES 1
 NO 2
- R23. Does (CHILD) often have temper tantrums?
DPTEMPER
- YES 1
 NO 2
- R24. Is (CHILD) afraid to speak to people (he/she) doesn't know?
DPAFRAID
- YES 1
 NO 2
- R25. Is (he/she) very restless, and does (he/she) fidget a lot?
DPFIDGET
- YES 1
 NO 2
- R26. Does (he/she) have a very short attention span?
DPATTN
- YES 1
 NO 2
- R27. When (he/she) speaks, is (CHILD) understandable to a stranger?
DPSPEAK
- YES 1
 NO 2
- R28. Did (he/she) start speaking later than other children you know?
DPSPELAT
- YES 1
 NO 2
- R29. Does (CHILD) stutter or stammer?
DPSTUTER
- YES 1
 NO 2
- R30. Does (he/she) turn on the television at a very high volume?
DPTV
- YES 1
 NO 2
- R31. Does (he/she) bend over to look very closely at pictures or drawings?
DPBEND
- YES 1
 NO 2

EARLY CHILDHOOD PROGRAMS

***Preschoolers are asked about current participation and past participation if current = no.
Kindergartners (grades T, K, P) and primary students are asked about participation prior to kindergarten (or first grade if they did not attend kindergarten).***

ECINTRO. These next questions are about early childhood programs and organized day care centers. We are not including babysitting or child care provided in private homes.

R32. [PRESCHOOLERS ONLY:]
Is (CHILD) now attending or enrolled in Head Start?

HEADSTR

YES 1 (GO TO R34)
NO 2 (GO TO R33)

If R5 = 1 and R32 = 1, ask R32A.

R32A. Is that Head Start program the same as the home schooling or alternative schooling you told me about earlier, or is it a different program?

*

SAME 1 (GO TO R34)
DIFFERENT 2 (GO TO R34)

R33. [Prior to starting (kindergarten/first grade), did/Has] (CHILD) ever (attend/attended) Head Start?

HEADEVR

YES 1 (GO TO R34)
NO 2 (GO TO BOX)

Go to R36 for preschoolers. Else go to R37.

R34. How old was (CHILD) in years and months when (he/she) first attended any Head Start program?

HEADAGMO

HEADAGYR

YEARS ☐
MONTHS ☐

R35. How long (has/did) (CHILD) (attend/attended) Head Start? Would you say....

HEADATND

Less than 1 school year 1
One school year 2
More than one, but less than two 3
Two school years, or 4
More than two schools years 5

* No respondents received question R32A; the item does not appear on any data files.

R36. [PRESCHOOLERS ONLY:]
(Other than Head Start) Is (CHILD) now attending a nursery school, prekindergarten, preschool, or a day care center?

PREKIND

YES 1 (GO TO R38)
NO 2 (GO TO R37)

If R5 = 1 and R32A NE 1, and R36 = 1, ask R36A.

R36A. Is that program the same as the home schooling or alternative schooling you told me about earlier, or is it a different program?

PREKHOME/R

SAME 1 (GO TO R38)
DIFFERENT 2 (GO TO R38)

R37. [Prior to starting (kindergarten/first grade), did/Has] (CHILD) ever (attend/attended) nursery school, prekindergarten, preschool, or a day care center (other than Head Start)?

PREKEVR

YES 1 (GO TO R38)
NO 2 (GO TO BOX AFTER R39)

R38. Not counting child care in a private home (or Head Start), how old was (CHILD) in years and months when (he/she) first attended any nursery school, prekindergarten, preschool, or day care center?

PREKAGMO

PREKAGYR

YEARS ☐
MONTHS ☐

R39. How long (has/did) (CHILD) attend(ed) any nursery school, prekindergarten, preschool, or day care center? Would you say ...

PREKATND

Less than 1 year 1
1 year, but less than 2 2
2 years, but less than 3 3
3 years, but less than 4, or 4
4 years or more? 5

If child attends or ever attended Head Start, nursery school, preschool, prekindergarten, or a day care center, ask R40. Else, go to next box.

R40. Have any of the (Head Start programs) (or) (nursery schools, prekindergartens, preschools, or day care centers) (CHILD) has gone to had an educational program?

PREKANY

YES 1
NO 2

**Preschoolers: If child attends Head Start, nursery school, or preschool, or day care center other than home schooling, go to R41; else, KINTRO.
Kindergartners (T, K, P) and primary students: Go to SAINTRO. Home schoolers (path H), go to HAINTRO.**

R41. How many (Head Start programs,) (nursery schools, prekindergartens, preschools, or day care centers) does (CHILD) go to now?

PREKNUM

NUMBER ☐

R42. [Let's talk about the program where (CHILD) spends the most time each week.] What do you call that program, for example, preschool, day care center, and so on? [ENTER NAME OR DESCRIPTION UP TO 20 CHARACTERS.]

*

PROGRAM: _____

R43. Is that (PROGRAM) a public or private program?

PREKPUBL

PUBLIC 1
PRIVATE 2

R44. Does the (PROGRAM) (CHILD) goes to have an educational program?

PREKEDUC

YES 1
NO 2

R45. How many days each week does (CHILD) go to (PROGRAM)?

PREKDAY

DAYS ☐

R46. How many hours each week does (CHILD) go to (PROGRAM)?

PREKHRS

HOURS ☐☐

R47. On the days when (CHILD) goes to (PROGRAM), does (he/she) go for a full-day or part-day program?

PREKFULL

FULL-DAY 1
PART-DAY 2

R48. How many children are usually in (CHILD'S) room or group at (PROGRAM)?

PREKID

NUMBER ☐☐

R49. How many adults are usually in (CHILD'S) room or group at (PROGRAM)?

PREKADLT

NUMBER ☐

Preschoolers go to KINTRO1.

* R42 does not appear on any data files for confidentiality reasons.

CHILD ADJUSTMENT TO KINDERGARTEN OR PRIMARY SCHOOL

SAINTRO. Children sometimes have problems adjusting to (kindergarten/school).

R51. On the average, during the first two months of this school year, that is, last September and October...

[1 = MORE THAN ONCE A WEEK; 2 = ONCE A WEEK OR LESS; 3 = NOT AT ALL]

		<u>≥1 WK</u>	<u>1 WK≤</u>	<u>NONE</u>
SACOMPLA	a. Did (CHILD) complain about school more than once a week, once a week or less, or not at all?	1	2	3
SALEAVE	b. Was (CHILD) upset or reluctant to go to school?	1	2	3
SASICK	c. Did (he/she) pretend to be sick to stay home from school?	1	2	3
SAGOOD	d. Did (he/she) say good things about school?	1	2	3
SATEACHR	e. Did (CHILD) say (he/she) liked (his/her) teacher?	1	2	3
SASCHOOL	f. Did (he/she) look forward to going to school?	1	2	3

TEACHER FEEDBACK ON CHILD'S SCHOOL PERFORMANCE AND BEHAVIOR

R52 and R53 are asked about children enrolled in kindergarten and primary grades.

TEACHINT. Here are some things teachers tell parents about how their children are doing in school. For each one, please tell me if a teacher said something like this about (CHILD), or wrote it in a note or on a report card during this school year, even if you didn't agree.

R52. Since the beginning of this school year, has a teacher said or written that...

		YES	NO
TEWELL	a. (CHILD) has been doing really well in school?	1	2
TEABIL	b. (CHILD) has not been learning up to (his/her) capabilities?	1	2
TEATTENT	c. (CHILD) doesn't concentrate, doesn't pay attention for long?	1	2
TEDISRUPT	d. (CHILD) has been acting up in school or disrupting the class?	1	2
TESAD	e. (CHILD) has often seemed sad or unhappy in class? . . .	1	2
TEFIDGET	f. (CHILD) has been very restless, fidgets all the time, or doesn't sit still?	1	2
TESHARE	g. (CHILD) has been having trouble taking turns, sharing, or cooperating with other children?	1	2
TEGROUP	h. (CHILD) gets along with other children or works well in a group?	1	2
TEENTHUS	i. (CHILD) is very enthusiastic and interested in a lot of different things?	1	2
TENONEW	j. (CHILD) lacks confidence in learning new things or taking part in new activities?	1	2
TECLEAR	k. It's hard to understand what (CHILD) is saying?	1	2
TESLEEPY	l. (CHILD) is often sleepy or tired in class?	1	2
TEEXPRES	m. (CHILD) likes to speak out in class and express (his/her) ideas?	1	2

R53. In the past month, how many times have you (or OTHER PARENT/GUARDIAN) had any communication with (CHILD'S) teacher about how (he/she) is doing in school, either in person, on the phone, or in writing? Would you say...

TETALK	One or two times	1
	Three or four times	2
	More than four times, or	3
	Not at all in the past month?	4

**Preschoolers go to KINTRO1.
Kindergartners and primary students who attended
kindergarten go to KINTRO2.
Primary students who did not attend kindergarten go to
PINTRO. Home schoolers go to HAINTRO.**

KINDERGARTEN-RELATED ITEMS

KINTRO1. These next questions are about your plans for enrolling (CHILD) in kindergarten.

R55. When do you expect (CHILD) to start kindergarten?

KPSTART

DON'T PLAN FOR CHILD TO ATTEND	1	(GO TO HAINTRO)
SPRING/SUMMER 1993	2	(GO TO R56)
FALL 1993	3	(GO TO R56)
WINTER/SPRING/SUMMER 1994	4	(GO TO R56)
FALL 1994	5	(GO TO R56)
WINTER/SPRING/SUMMER 1995	6	(GO TO R56)
FALL 1995	7	(GO TO R56)
WINTER/SPRING/SUMMER 1996	8	(GO TO R56)
FALL 1996	9	(GO TO R56)

**KINTRO2 is read for kindergartners and primary students
who attended kindergarten.**

KINTRO2. Now I have some questions about (CHILD's) enrollment in kindergarten (and primary school).

**R56 is asked for preschoolers, kindergartners, and
primary students who attended kindergarten.**

R56. Most school districts have guidelines about when a child can start school based on his or her date of birth. (Do you expect to/Did you) enroll (CHILD) in (kindergarten/ prefirst grade) when (he/she) (is/was) old enough based on (his/her) birthdate, or (will/did) you wait until (he/she) (is/was) older?

KPENROLL

WHEN OLD ENOUGH	1
WILL WAIT/WAILED	2
ENTERED/WILL ENTER EARLY	3

**Preschoolers continue, kindergartners, and primary
students who attended kindergarten go to R59.**

Ask R58 if R55 = 2, 3. Else, go to next box.

R58. Do you (or OTHER PARENT/GUARDIAN) have any concerns about whether (CHILD) will be ready to start kindergarten?

KPCONCRN

YES 1
NO 2

Preschoolers go to HAINTRO. Else, continue.

R59. How old was (CHILD) in years and months when (he/she) first started (kindergarten/prefirst grade)?

KPAGEYR

YEARS ☐

KPAGEMO

MONTHS ☐☐

R60. (Does/Did) (CHILD) attend a public or private school?

KPPUBL

PUBLIC 1 (GO TO R61)
PRIVATE 2 (GO TO R62)

R61. (Is/Was) it (his/her) regularly assigned school or a school that you chose?

KPCHOICE

ASSIGNED 1 (GO TO R63)
CHOSEN 2 (GO TO R63)
ASSIGNED SCHOOL IS SCHOOL OF CHOICE 3 (GO TO R63)

R62. (Is/Was) that school affiliated with a religion?

KPCHURCH

YES 1
NO 2

R63. (Does/Did) (CHILD) go to a full-day or part-day (kindergarten/prefirst grade)?

KPFULDAY

FULL-DAY 1
PART-DAY 2

R64. How many hours each week (does/did) (he/she) spend in (kindergarten/prefirst grade)?

KPHRS

HOURS ☐☐

Go to R65 for kindergarten, R66 for primary.

R65. [KINDERGARTNERS:]
Is this (CHILD'S) first or second year of kindergarten?

KPKYEAR

FIRST 1 (GO TO BOX AFTER R70)
SECOND 2 (GO TO R67)
THIRD OR MORE 3 (GO TO R67)

R66. [PRIMARY STUDENTS:]
Did (CHILD) attend one or two years of kindergarten?

KPSYEAR

ONE	1	(GO TO BOX AFTER R70)
TWO	2	(GO TO R67)
THREE OR MORE	3	(GO TO R67)

R67. When (CHILD) first started kindergarten, were you planning that (he/she) would attend (kindergarten for more than one year/both kindergarten and prefirst grade)?

KPPLAN

YES	1
NO	2

R68. Who first suggested that (CHILD) attend (more than one year of kindergarten/both kindergarten and prefirst grade)?

KPWHO

(CHILD'S) PARENTS/GUARDIANS	1	(GO TO R70)
(CHILD'S) TEACHER	2	(GO TO R69)
(HIS/HER) SCHOOL PRINCIPAL	3	(GO TO R69)
(HIS/HER) GUIDANCE COUNSELOR	4	(GO TO R69)
ANOTHER SCHOOL STAFF MEMBER	5	(GO TO R69)
SOMEONE ELSE	6	(GO TO R69)

R69. Did you agree that (he/she) should attend (more than one year of kindergarten/both kindergarten and prefirst grade)?

KPAGREE

YES	1
NO	2

R70. Do you feel now that it was a good idea for (CHILD) to attend (more than one year of kindergarten/both kindergarten and prefirst grade)?

KPGOOD

YES	1
NO	2

<p><i>If child is in kindergarten go to R80 then HAINTRO. If child is in primary school, continue.</i></p>

PRIMARY ITEMS

PINTRO. Now let's talk about (CHILD'S) enrollment in elementary school.

R71. Does (CHILD) go to a public or private school?

PPUBL

PUBLIC	1	(GO TO R72)
PRIVATE	2	(GO TO R73)

R72. Is it (his/her) regularly assigned school or a school that you chose?

PCHOICE

ASSIGNED	1	(GO TO BOX AFTER R73)
CHOSEN	2	(GO TO BOX AFTER R73)
ASSIGNED SCHOOL IS SCHOOL OF CHOICE	3	(GO TO BOX AFTER R73)

R73. Is that school affiliated with a religion?
PCHURCH

YES 1
NO 2

If child went to kindergarten, ask R74. Else, go to R76.

R74. Did (CHILD) attend kindergarten and first grade at the same school?
PSAME

YES 1 (GO TO R76)
NO 2 (GO TO R75)

R75. When (CHILD) went to first grade, did (he/she) still go to class with some of the same children (he/she) attended kindergarten with, or were all the children in (his/her) class new to (him/her)?

PNEWKIDS

SOME OF THE SAME CHILDREN 1
ALL NEW CHILDREN 2

R76. How many times has (CHILD) changed schools from the start of (kindergarten/first grade) until now?

PCHANGE

NUMBER ☐

R77. Compared to other children in (his/her) class, how would you say (CHILD) is doing in (his/her) schoolwork this year? Would you say (CHILD) is...

PWORK

Near the top of the class 1 (GO TO R79)
Above the middle of the class 2 (GO TO R78)
Around the middle 3 (GO TO R79)
Below the middle, or 4 (GO TO R79)
Near the bottom of the class? 5 (GO TO R79)

R78. Would you say far above the middle or somewhat above the middle?

PWORKMID

FAR ABOVE THE MIDDLE 1
SOMEWHAT ABOVE THE MIDDLE 2

R79. Has (CHILD) received any special help in school this year for children who are having trouble with...

YES NO

PREADING	a.	Reading	1	2
PMATH	b.	Arithmetic	1	2
PADJUST	c.	Adjusting to school	1	2
PSPEECH	d.	Speech	1	2
PENGLISH	e.	English as a second language?	1	2

R80. Has misbehavior by students in (CHILD's) class interfered with (his/her) opportunity to learn?
Would you say...

PMISBHAV

A lot	1
Somewhat	2
A little, or	3
Not at all?	4

**Kindergartners go to HAINTRO. First
graders go to R81.**

R80A. Not counting kindergarten, has (CHILD) skipped any grades?

RSKIP/R	YES	1 (GO TO R80B)
	NO	2 (GO TO R81)

R80B. What grade or grades has (CHILD) skipped? [CODE ALL THAT APPLY.]

RSKIP1/R	FIRST GRADE	1
RSKIP2/R	SECOND GRADE	2
RSKIP3/R	THIRD GRADE	3

REPEATING GRADES

R81. Not counting kindergarten, has (CHILD) repeated any grades?

RREPT	YES	1 (GO TO R82)
	NO	2 (GO TO HAINTRO)

R82. What grade or grades did (CHILD) repeat? [CODE ALL THAT APPLY.]

RREPT1	FIRST GRADE	1 (GO TO BOX)
RREPT2	SECOND GRADE	2 (GO TO BOX)
RREPT3/R	THIRD GRADE	3 (GO TO BOX)

Ask R83-R85 for each grade repeated.

R83. Who first suggested that (CHILD) repeat (GRADE)?

RSUGGES0

RSUGGES1

*

(CHILD'S) PARENTS/GUARDIANS	1 (GO TO R85)
(CHILD'S) TEACHER	2 (GO TO R84)
(HIS/HER) SCHOOL PRINCIPAL	3 (GO TO R84)
(HIS/HER) GUIDANCE COUNSELOR	4 (GO TO R84)
ANOTHER SCHOOL STAFF MEMBER	5 (GO TO R84)
SOMEONE ELSE	6 (GO TO R84)

* No sampled children repeated third grade; R83 does not appear on data files in relation to third grade.

R84. Did you agree that (he/she) should repeat (GRADE)?
RAGREE0
RAGREE1 YES 1
 * NO 2

R85. Do you feel now that it was a good idea for (CHILD) to repeat (GRADE)?
RIDEA0
RIDEA1 YES 1
 * NO 2

<p><i>R83 for next grade or HAINTRO if no other grades are repeated.</i></p>

HOME ACTIVITY

HAINTRO. These next questions are about reading, television viewing, and other activities in your home.

R86. Is (CHILD) able to read story books on (his/her) own now?
HASTORY
 YES 1 (GO TO R87)
 NO 2 (GO TO R89)

R87. Does (CHILD) actually read the words written in the book, or does (he/she) look at the book and pretend to read?
HAWORDS
 READS THE WRITTEN WORDS 1 (GO TO R88)
 PRETENDS TO READ 2 (GO TO R90)
 DOES BOTH 3 (GO TO R88)

R88. How old was (CHILD) in years and months when (he/she) began reading simple, whole sentences?
HAREADYR YEARS ☐
HAREADMO MONTHS ☐☐ (GO TO R91)

R89. [Although (CHILD) doesn't yet read story books on (his/her) own,] Does (he/she) ever look at a book with pictures and pretend to read?
HAPRETD
 YES 1 (GO TO R90)
 NO 2 (GO TO R91)

R90. When (he/she) pretends to read a book, does it sound like a connected story, or does (he/she) tell what's in each picture without much connection between them?
HACONECT
 SOUNDS LIKE CONNECTED STORY 1
 TELLS WHAT'S IN EACH PICTURE 2
 DOES BOTH 3

* No sampled children repeated third grade; R84 and R85 do not appear on data files in relation to third grade.

R91. About how many children's books does (CHILD) have of (his/her) own? Would you say...
HABOOKS

None 1
 1 or 2 books 2
 3 to 9 books 3
 10 to 25 books 4
 26 to 50 books, or 5
 More than 50 books? 6

TVINTRO. Now I'd like to ask you some questions about (CHILD's) television viewing. We are interested in (his/her) television viewing only in your home. We want you to include television shows and video tapes, but not games like Nintendo.

R92. On average, about how many hours of television or video tapes does (CHILD) watch at home each weekday, that is, Monday through Friday? How about...
 [ENTER 95 IF R DOES NOT HAVE TV, GO TO BOX AFTER R93.]

TVBFOR8H	a.	Before 8 am?	Hours <input type="checkbox"/> <input type="checkbox"/>	Min. <input type="checkbox"/> <input type="checkbox"/>	TVBFOR8M
TV8TO3H	b.	Between 8 am and 3 pm?	Hours <input type="checkbox"/> <input type="checkbox"/>	Min. <input type="checkbox"/> <input type="checkbox"/>	TV8TO3M
TV3DINH	c.	Between 3 pm and dinner time?	Hours <input type="checkbox"/> <input type="checkbox"/>	Min. <input type="checkbox"/> <input type="checkbox"/>	TV3DINM
TVAFDINH	d.	After dinner time?	Hours <input type="checkbox"/> <input type="checkbox"/>	Min. <input type="checkbox"/> <input type="checkbox"/>	TVAFDINM

R93. How about on Saturday and Sunday? How many hours does (CHILD) watch television or video tapes at home on...

TVSATH	a.	Saturday?	Hours <input type="checkbox"/> <input type="checkbox"/>	Min. <input type="checkbox"/> <input type="checkbox"/>	TVSATM
TVSUNH	b.	Sunday?	Hours <input type="checkbox"/> <input type="checkbox"/>	Min. <input type="checkbox"/> <input type="checkbox"/>	TVSUNM

***Else, ask R94 for preschoolers and kindergartners.
 Primary students go to R95. Home schoolers go to box
 after R95.***

R94. Please tell me whether (CHILD) watches any of the following television programs once a week or more, either at home or someplace else.

		YES	NO
TVSESAME	Sesame Street	1	2
TVROGERS	Mr. Rogers' Neighborhood	1	2
TVBARNEY	Barney and Friends	1	2
TVRAINBO	Reading Rainbow	1	2

***Ask R95 for kindergartners and primary students.
 Preschoolers go to box after R95.***

R95. Before starting (kindergarten/first grade), did (CHILD) watch Sesame Street either at home or someplace else, at least once a week for a period of three months or more?

TVSESFRQ

YES 1
 NO 2

***One-half of the sample is asked R96A, and one-half is
 asked R96-R98.***

R96A. Now I'd like to talk with you about activities in your home in the past week. How many times have you or someone in your family read to (CHILD) in the past week? Would you say ...

READTIME

Not at all 1
Once or twice 2
3 or more times, or 3
Every day? 4

R96. Now I'd like to talk with you about activities in your home in the past week.
In the past week, have you or has someone in your family read to (CHILD)?

READTO

YES 1 (GO TO R97)
NO 2 (GO TO BOX AFTER R98)

R97. How many times? Would you say...

READTON

One or two times, or 1 (GO TO BOX AFTER R98)
Three or more? 2 (GO TO R98)

R98. Was that every day in the past week?

READDAY

YES 1
NO 2

Preschoolers, kindergartners, and home schoolers with N, K, T, P equivalent, go to R99. Primary student, and home schoolers with grade equivalent not N, T, K, P, go to box before HNINTRO.

R99. In the past week, have you or has someone in your family done the following things with (CHILD)?

[IF YES: How many times? Would you say one or two times or three or more?]

		YES	NO	1-2 TIMES	3+ TIMES	
WKSTORY	a. Told (CHILD) a story	1	2	1	2	WKSTORYN
WKWORDS	b. Taught (him/her) letters, words, or numbers	1	2	1	2	WKWORDSN
WKMUSIC	c. Taught (CHILD) songs or music	1	2	1	2	WKMUSICN
WKCRAFT	d. Did arts and crafts	1	2	1	2	WKCRAFTN
WKPLAYI	e. Played with toys or games indoors	1	2	1	2	WKPLAYIN
WKPLAYO	f. Played games or sports outdoors	1	2	1	2	WKPLAYON
WKERAND	g. Took (CHILD) along while doing errands like going to the post office, the bank, or the store	1	2	1	2	WKERANDN
WKCHORE	h. Involved (CHILD) in household chores like cooking, cleaning, setting the table, or caring for pets	1	2	1	2	WKCHOREN

R100. In the past month, have you or has someone in your family done the following things with (CHILD)?

		YES	NO
MOLIBRAY	a. Visited a library	1	2
MOCONCRT	b. Gone to a play, concert, or other live show	1	2
MOMUSEUM	c. Visited an art gallery, museum, or historical site	1	2
MOZOO	d. Visited a zoo or aquarium	1	2
MOETHNIC	e. Talked with (CHILD) about (his/her) family history or ethnic heritage	1	2
MOCHURCH	f. Attended an event sponsored by a community or religious group	1	2

HEALTH AND NUTRITION

**Preschoolers: All items in this section.
Kindergarten and primary: R101-R106; R110, R113, R114, R118.**

HNINTRO. These next questions are about (CHILD'S) health.

R101. When (he/she) was born, did (CHILD) weigh more than 5 1/2 pounds?

HN5LBS

YES 1 (GO TO R103)
NO 2 (GO TO R102)

R102. Did (he/she) weigh more than 3 pounds?

HN3LBS

YES 1
NO 2

R103. When (CHILD) was born, did (he/she) receive any care in an intensive care unit, premature nursery, or any other type of special care facility?

HNCARE

YES 1
NO 2

R104. Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed?

HNDELAY

YES 1
NO 2

R105. Has (CHILD) ever had any of the following disabling conditions that adversely affected (his/her) ability to learn? Has (he/she) ever had...

		YES	NO
HNLEARN	a. A learning disability?	1	2
HNRETARD	b. Mental retardation?	1	2
HNSPEECH	c. Speech impairment?	1	2
HNBEHAVE	d. Serious emotional disturbance?	1	2
HNDEAF	e. Deafness?	1	2
HNHEAR	f. Other hearing impairment?	1	2
HNBLIND	g. Blindness?	1	2
HNVISUAL	h. Other visual impairment?	1	2
HNORTH0	i. Orthopedic impairment?	1	2
HNOTHER	j. Other health impairment lasting 6 months or more? ...	1	2

Ask R105A-C for each "yes" in R105.

R105A. (Is/Does) (CHILD) (have) (DISABILITY) now?

HHNOW0-	YES	1	(GO TO R105B)
HHNOW9	NO	2	(BOX AFTER R105C)

R105B. Is (CHILD) now receiving services for this condition from your local public school district?

HNPUBL0-	YES	1
HNPUBL9	NO	2

R105C. Is (CHILD) now receiving services for this condition from any other source?

HNSERV0-	YES	1
HNSERV9	NO	2

**Return to R105A to ask about next disability,
or go to R106 after last disability.**

R106. In general, would you say that (CHILD'S) health is...

HNHEALTH	Excellent	1
	Very good	2
	Good	3
	Fair, or	4
	Poor?	5

**If child is preschooler, go to R107. Else, if kindergarten,
and primary, and home schoolers, go to R110.**

R107. Is there a particular clinic, health center, doctor's office, or other place that you (or OTHER PARENT/GUARDIAN) usually take (CHILD) if (he/she) is sick?

HNCLINIC

YES 1 (GO TO R108)
NO 2 (GO TO R109)

R108. Is that place a hospital emergency room?

HNEMERRM

YES 1
NO 2

R109. Is there a particular place that you (or OTHER PARENT/GUARDIAN) usually take (CHILD) for routine care such as getting checkups or shots?

HNDOCTOR

YES 1
NO 2

R110. About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say...

HNDOCWHN

Less than 1 year 1
1 year, but less than 2 years 2
2 years or more 3

***If child is preschooler, go to R111; if kindergarten, primary,
and home schoolers, R113.***

R111. Has (CHILD) ever been to a dentist or dental hygienist for dental care?

HNNTIST

YES 1 (GO TO R112)
NO 2 (GO TO R113)

R112. About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say...

HNNTWHN

Less than 1 year 1
1 year, but less than 2 years 2
2 years or more 3

R113. During the last week, that is, since last (DAY OF WEEK), on how many days did (CHILD) eat breakfast, either at home or somewhere else?

HNBREAK

DAYS ☐

R114. During the last week, on how many days did you or another adult in your family fix a hot meal for (CHILD)?

HNMEAL

DAYS ☐

***If child is preschooler, go to R115.
Else, go to box after R117.***

R115. During the last week, on how many days did the whole family sit down to eat dinner together?
HNDINNER

DAYS ☐

R116. During the last month, has (CHILD) ever not eaten for half a day or more because food was not available?
HNNOFOOD

YES 1
NO 2

R117. Since (CHILD) was born, have you received food, checks, or vouchers for food for (him/her) under the Women, Infants, and Children, or WIC, program?
HNWIC

YES 1
NO 2

If child is a preschooler in a center-based program or a kindergartener or a primary student, go to R118. Else, go to box after R118.

R118. [PRESCHOOLERS IN CENTER-BASED PROGRAMS, KINDERGARTNERS, AND PRIMARY STUDENTS:]
Does (CHILD) receive government funded free or reduced price breakfast or lunch at [(PROGRAM)/school]?
HNFREE

YES 1
NO 2

EXPERIENCE PRIOR TO FIFTH BIRTHDAY/PRESENT

R119 to R131 are asked for kindergartners and primary students. Preschoolers and home schoolers go to LFINTRO.

PKINTRO. These next questions are about your family experiences during the time between (CHILD's) birth and [(his/her) fifth birthday/now].

[NOTE: REFERENCE PERSON IN R119-R124 IS CHILD'S BIRTH MOTHER.]
R119. [Before (his/her) fifth birthday] (did/Has) (CHILD) ever (live/lived) apart from [you/(his/her) birth mother], other than vacations?
PKLIVMOM

YES 1 (GO TO R120)
NO 2 (GOTO BOX AFTER R121)

R120. During how many years or months [before (his/her) fifth birthday] did (CHILD) live apart from [you/(his/her) birth mother]?
PKLIVYR
PKLIVMO

YEARS ☐
MONTHS ☐

R121. With whom did (CHILD) live when (he/she) was not living with [you/(his/her) birth mother]?
[CODE UP TO THREE.]

PKLIVDAD	WITH FATHER (MAY INCLUDE OTHERS)	1
PKLIVGRD	WITH GRANDPARENT(S)	2
PKLIVANT	WITH AUNT OR UNCLE	3
PKLIVREL	WITH OTHER RELATIVE	4
PKLIVFOS	IN FOSTER CARE	5
PKLIVOTH	OTHER	6

If birth mother is not household member, go to R125.

R122. [Before (his/her) fifth birthday] (did/Has) (CHILD) ever (live/lived) with [you/(his/her) mother] as the only parent in the house?

PKMOMONL	YES	1
	NO	2

R123. [Between (CHILD'S) birth and (his/her) fifth birthday/Since (CHILD) was born] did [you/(CHILD'S) mother] work outside the home for pay?

PKWRKMOM	YES	1	(GO TO R124)
	NO	2	(GO TO R125)

R124. During how many years or months [before (CHILD'S) fifth birthday/since (CHILD) was born] [were you/was (CHILD'S) mother] working full-time outside the home for pay?

PKWRKYR	YEARS	<input type="checkbox"/>
PKWRKMO	MONTHS	<input type="checkbox"/> <input type="checkbox"/>

R125. [Between (CHILD'S) birth and (his/her) fifth birthday/Since (CHILD) was born] was there any time in which (CHILD'S) family had serious financial problems or was unable to pay the monthly bills?

PKMONEY	YES	1	(GO TO R126)
	NO	2	(GO TO R127)

R126. During how many years or months [before (his/her) fifth birthday/since (he/she) was born] (did/has) (CHILD'S) family (have/had) serious financial problems?

PKMONYR	YEARS	<input type="checkbox"/>
PKMONMO	MONTHS	<input type="checkbox"/> <input type="checkbox"/>

R127. [Between (CHILD'S) birth and (his/her) fifth birthday/Since (CHILD) was born] was there any time in which (CHILD'S) family received food stamps?

PKFOODST	YES	1	(GO TO R128)
	NO	2	(GO TO R129)

R128. During how many years or months [before (his/her) fifth birthday/since (he/she) was born] (did/has) (CHILD'S) family (get/gotten) food stamps?

PKFOODYR	YEARS	<input type="checkbox"/>
PKFOODMO	MONTHS	<input type="checkbox"/> <input type="checkbox"/>

R129. [Between (CHILD'S) birth and (his/her) fifth birthday/Since (CHILD) was born) was there any time in which (CHILD'S) family was on welfare or received AFDC, or Aid to Families with Dependent Children?

PKAFDC

YES 1 (GO TO R130)
NO 2 (GO TO R131)

R130. During how many years or months [before (his/her) fifth birthday/since (he/she) was born] (did/has) (CHILD'S) family (get/gotten) welfare or AFDC?

PKAFDCYR
PKAFDCMO

YEARS ☐
MONTHS ☐

R131. [Between (CHILD'S) birth and (his/her) fifth birthday,] how many times (did/has) (CHILD'S) family (move/moved) from one home or household to another?

PKMOVE

ENTER NUMBER OF TIMES ☐

PARENT/GUARDIAN INFORMATION

LFINTRO. Now I have some questions about [(you) (and) (CHILD'S) (mother/stepmother/female guardian) (and) (father/stepfather/male guardian)]. [Let's start with (you)/(CHILD'S) mother).]

The parent information is collected only once for each parent/guardian in a household, with the exception of items R132, R133, R146, and R157, which are asked for each School Readiness interview.
If mother/female guardian is household member, go to next box. If there are no parents/guardians in the household and R is female, go to next box. Else, ask LFINTRO and R133 and go to box after R145.

CHILD'S MOTHER OR FEMALE GUARDIAN (IF IN HOUSEHOLD)

Ask R132 if mother/female guardian is not the child's birth mother. Else, go to R133.

R132. How old was (CHILD) when [you/(his/her) (stepmother/adopted mother/foster mother/female guardian)] first lived with (him/her)? [ROUND TO NEAREST MONTH; ENTER 0 IF SINCE BIRTH OR LESS THAN ONE MONTH.]

MOMKIDYR
MOMKIDMO

YEARS ☐
MONTHS ☐

R133. [Were you/Was (CHILD'S) birth mother] married or not married when (CHILD) was born?

MOMMARRY

MARRIED 1
NOT MARRIED 2

If mother/female guardian is a household member, or if there are no parents/guardians in the household and R is female, continue. Else, go to box after R145.

R134. What is [your/(CHILD'S) (mother's/stepmother's/adopted mother's/foster mother's/female guardian's)] marital status now?

MOMSTAT

MARRIED/REMARRIED 1
 SEPARATED 2
 DIVORCED 3
 WIDOWED 4
 LIVING TOGETHER IN A MARRIAGE-LIKE ARRANGEMENT . . . 5
 NOT MARRIED 6

R135. What was the first language that [you/(CHILD'S) (mother/stepmother/adopted mother/foster mother/female guardian)] learned to speak?

MOMLANG

ENGLISH 1 (GO TO R137)
 SPANISH 2 (GO TO R136)
 ASIAN LANGUAGE 3 (GO TO R136)
 OTHER LANGUAGE 4 (GO TO R136)

R136. What language [do you/does (CHILD'S) (mother / stepmother / adopted mother / foster mother /female guardian)] speak most at home?

MOMSPEAK

ENGLISH 1
 SPANISH 2
 ASIAN LANGUAGE 3
 OTHER LANGUAGE 4

R137. What is the highest grade or year of school that [you/(CHILD'S) (mother/stepmother/adopted mother/foster mother/female guardian)] completed?

MOMGRADE

UP TO 8TH GRADE 1 (GO TO R138)
 9TH TO 11TH GRADE 2 (GO TO R138)
 HIGH SCHOOL DIPLOMA/EQUIVALENT 3 (GO TO R139)
 VOCATIONAL/TECHNICAL PROGRAM AFTER HIGH SCHOOL . . 4 (GO TO R139)
 1-2 YEARS OF COLLEGE 5 (GO TO R139)
 ASSOCIATE'S DEGREE 6 (GO TO R139)
 3-4 YEARS OF COLLEGE 7 (GO TO R139)
 BACHELOR'S DEGREE 8 (GO TO R139)
 GRADUATE OR PROFESSIONAL SCHOOL (YEAR/DEGREE) . . . 9 (GO TO R139)

R138. Did (you/she) receive a high school diploma or equivalent?

MOMDIPL

YES 1
 NO 2

R139. During the past week, did [you/(CHILD'S) (mother/stepmother/adopted mother/foster mother/female guardian)] work at a job for pay?

MOMWORK

YES 1 (GO TO R141)
 NO 2 (GO TO R140)

R140. (Were you/Was she) on leave or vacation from a job?

MOMLEAVE

YES 1 (GO TO R141)
NO 2 (GO TO R142)

R141. About how many hours per week (do you/does she) usually work for pay? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

MOMHOURS

WEEKLY HOURS □□

R142. How many months (,if any,) (have you/has she) worked for pay in the past year?

MOMMTHS

MONTHS □□

If R140 = 2, go to R143. Else, go to box after R145.

R143. (Have you/Has she) been actively looking for work in the past 4 weeks?

MOMLOOK

YES 1 (GO TO R144)
NO 2 (GO TO R145)

R144. What (have you/has she) been doing in the past 4 weeks to find work? [CODE ALL THAT APPLY.]

MOMPUBL CHECKED WITH PUBLIC EMPLOYMENT AGENCY 1 (GO TO BOX AFTER R145)
MOMPRIV CHECKED WITH PRIVATE EMPLOYMENT AGENCY 2 (GO TO BOX AFTER R145)
MOMEMPL CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME 3 (GO TO BOX AFTER R145)
MOMREL CHECKED WITH FRIENDS OR RELATIVES 4 (GO TO BOX AFTER R145)
MOMANSAD PLACED OR ANSWERED ADS/SENT RESUME 5 (GO TO BOX AFTER R145)
MOMREAD READ WANT-ADS 6 (GO TO R145)
MOMOTHER OTHER 91
MOMOTHOS/R What was that?

(GO TO R145)

R145. What (were you/was she) doing most of last week? Would you say ...

MOMACTY

Keeping house or caring for children 1
Going to school 2
Retired 3
Unable to work, or 4
Something else? 91
What was that?

MOMACTOS/R

If father/male guardian is a household member, or if there are no parents/guardians in the household and R is male, continue. Else, go to box before R157.

CHILD'S FATHER/MALE GUARDIAN (IF IN HOUSEHOLD)

***If father/male guardian is not birth father, ask R146.
Else, go to R147.***

R146. How old was (CHILD) when [you/(his/her) (stepfather/adopted father/foster father/male guardian)] first lived with (him/her)? [ROUND TO NEAREST MONTH; ENTER 0 IF SINCE BIRTH OR LESS THAN ONE MONTH.]

DADKIDYR YEARS ☐
DADKIDMO MONTHS ☐☐

R147. What was the first language that [you/(CHILD'S) (father/stepfather/adopted father/foster father/male guardian)] learned to speak?

DADLANG ENGLISH 1 (GO TO R149)
SPANISH 2 (GO TO R148)
ASIAN LANGUAGE 3 (GO TO R148)
OTHER LANGUAGE 4 (GO TO R148)

R148. What language [do you/does (CHILD'S) (father/stepfather/adopted father/foster father/male guardian)] speak most at home?

DADSPEAK ENGLISH 1
SPANISH 2
ASIAN LANGUAGE 3
OTHER LANGUAGE 4

R149. What is the highest grade or year of school that [you/(CHILD'S) (father/stepfather/adopted father/foster father/male guardian)] completed?

DADGRADE UP TO 8TH GRADE 1 (GO TO R150)
9TH TO 11TH GRADE 2 (GO TO R150)
HIGH SCHOOL DIPLOMA/EQUIVALENT 3 (GO TO R151)
VOCATIONAL/TECHNICAL PROGRAM AFTER HIGH SCHOOL .. 4 (GO TO R151)
1-2 YEARS OF COLLEGE 5 (GO TO R151)
ASSOCIATE'S DEGREE 6 (GO TO R151)
3-4 YEARS OF COLLEGE 7 (GO TO R151)
BACHELOR'S DEGREE 8 (GO TO R151)
GRADUATE OR PROFESSIONAL SCHOOL (YEAR/DEGREE) ... 9 (GO TO R151)

R150. Did (you/he) receive a high school diploma or equivalent?

DADDIPL YES 1
NO 2

R151. During the past week, did [you/(CHILD'S) (father/stepfather/adopted father/foster father/male guardian)] work at a job for pay?

DADWORK YES 1 (GO TO R153)
NO 2 (GO TO R152)

R152. (Were you/Was he) on leave or vacation from a job?

DADLEAVE

YES 1 (GO TO R153)
NO 2 (GO TO R154)

R153. About how many hours per week (do you/does he) usually work for pay? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

DADHOURS

WEEKLY HOURS ☐☐ (GO TO BOX AFTER R156)

R154. (Have you/Has he) been actively looking for work in the past 4 weeks?

DADLOOK

YES 1 (GO TO R155)
NO 2 (GO TO R156)

R155. What (have you/has he) been doing in the past 4 weeks to find work? [CODE ALL THAT APPLY.]

DADPUBL CHECKED WITH PUBLIC EMPLOYMENT AGENCY 1 (GO TO BOX AFTER R156)
DADPRIV CHECKED WITH PRIVATE EMPLOYMENT AGENCY 2 (GO TO BOX AFTER R156)
DADEMP CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME 3 (GO TO BOX AFTER R156)
DADREL CHECKED WITH FRIENDS OR RELATIVES 4 (GO TO BOX AFTER R156)
DADANSAD PLACED OR ANSWERED ADS/SENT RESUME 5 (GO TO BOX AFTER R156)
DADREAD READ WANT-ADS 6 (GO TO R156)
DADOTHER OTHER (SPECIFY) 91
DADOTHOS/R What was that?

_____ (GO TO R156)

R156. What (were you/was he) doing most of last week? Would you say...

DADACTY

Keeping house or caring for children, 1
Going to school, 2
Retired, 3
Unable to work, or 4
DADACTOS/R Something else? 91
What was that?

***If birth mother or birth father is not household member, ask
R157. If both parents are absent, ask about birth mother.
Else, go to ARINTRO.***

R157. In the past year, how often has (CHILD) seen (ABSENT PARENT)? Would you say...

SEEPARN

Several times a week or more 1
Once a week 2
1 to 3 times a month 3
Several times over the year 4
Once or twice, or 5
Never? 6
ONCE OR TWICE FOR TWO WEEKS OR MORE 7

In the event of multiple School Readiness interviews in a household, R158 and R159 are only administered once.

ARINTRO. I have a few more general questions about issues involving children.

R158. There are many different sources that people go to for information or advice about raising their child or about their child's education. Which of the following sources have you (and OTHER PARENT/GUARDIAN) used for information or advice? How about...

		YES	NO
TEFAMILY	a. Family members?	1	2
TEFRIEND	b. Friends?	1	2
TEBOOKS	c. Books?	1	2
TEMAG	d. Magazines or newspapers?	1	2
TETV	e. Television, video, or radio?	1	2
TEPASTOR	f. A religious advisor such as a pastor, minister, priest, or rabbi?	1	2
TELIBRAN	g. A librarian?	1	2
TETEACHR	h. Your child's teacher?	1	2
TEDOCTOR	i. A doctor or other health care professional?	1	2
TESPECSC	j. A guidance counselor or education specialist at school?	1	2
TESPEC	k. A counselor or social service worker?	1	2
TEPARENT	l. A parent support group?	1	2
TECLASS	m. A class or seminar?	1	2

If the child is a preschooler continue. Else, go to HINTRO.

R159. Now I'm going to ask you how important you think it is for any child to know or do certain things to be ready for kindergarten.

How important do you think it is that a child...

		<u>E</u>	<u>VI</u>	<u>SI</u>	<u>NVI</u>	<u>NI</u>
KPCOUNT	a. Can count to 20 or more? Would you say essential, very important, somewhat important, not very important, or not at all important?	1	2	3	4	5
KPSHARE	b. Takes turns and shares?	1	2	3	4	5
KPCURIOS	c. Is enthusiastic and curious in approaching new activities?	1	2	3	4	5
KPPENCIL	d. Is able to use pencils and paint brushes?	1	2	3	4	5
KPSTILL	e. Sits still and pays attention?	1	2	3	4	5
KPALPHA	f. Knows the letters of the alphabet?	1	2	3	4	5
KPVERBAL	g. Communicates his or her needs, wants, and thoughts verbally?	1	2	3	4	5

HOUSEHOLD CHARACTERISTICS

HINTRO. Finally, a (few questions/last question) about your household.

In the event of multiple interviews in a household the household information is collected only one time.

R160. Do you...

HOWNHOM

Own your home 1
Rent your home, or 2
Have some other arrangement? 3

R161. How many bedrooms are there in your home?

HBEDRMS

NUMBER □□

R162. Was your choice of where you live now influenced by where (CHILD) would go to school?

HLIVE

YES 1
NO 2

R163. Besides (PHONE NUMBER), do you have other telephone numbers in your household?

HPHONE/R

YES 1 (GO TO R164)
NO 2 (GO TO R165)

R164. How many of these additional telephone numbers are for home use?

HPHONCNT/R

NUMBER □□

R165. During the past 12 months, has your household ever been without telephone service for more than 24 hours?

HPHONSVC/R

YES 1 (GO TO R166)
NO 2 (GO TO R167)

R166. What was the total amount of time your household was without telephone service in the past 12 months?

HPHONNUM/R

NUMBER □□

DAYS 1
WEEKS 2
MONTHS 3

R167. So that we can group households geographically, may I have your ZIP code?

HZIPCODE/R

ZIP CODE □□□□□

R168. In studies like this, households are sometimes grouped according to income. Please tell me which group best describes an estimate of the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members. Is your household income...

HINCMRNG

\$25,000 or less, or 1 (READ SET 1)
More than \$25,000? 2 (READ SET 2)

HINCOME

Was it...

[SET 1]

\$5,000 or less 1
\$5,001 to \$10,000 2
\$10,001 to \$15,000 3
\$15,001 to \$20,000, or 4
\$20,001 to \$25,000? 5

[SET 2]

\$25,001 to \$30,000 6
\$30,001 to \$35,000 7
\$35,001 to \$40,000 8
\$40,001 to \$50,000 9
\$50,001 to \$75,000, or 10
Over \$75,000? 11

Go to CLOSE2.

CLOSE1. Thank you, but we are only asking about children in a specific age range. Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with.

CLOSE2. Those are all the questions I have about (CHILD). [IF YOUTH IS TO BE INTERVIEWED FOLLOWING THE PARENT INTERVIEW: After I finish speaking with you, I would also like to interview (CHILD) independently about (his/her) school experiences.] [Please hold on for a moment while I check to see if there is anyone else I need to ask about, or anyone else I need to speak with].

Go to HHSELECT Screen to select interview.

NHES:93 School Safety and Discipline Interview

INTRO.

[IF RESPONDENT WAS NOT SCREENER RESPONDENT:]

Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education for children.

[ALL RESPONDENTS]:

I'd like to talk with you now about (CHILD).

*P1.

Before we begin, I'd like to confirm (his/her) age. In what month and year was (CHILD) born?

DOBMM

MONTH ()

YEAR ()

DOBY

1	JANUARY	7	JULY
2	FEBRUARY	8	AUGUST
3	MARCH	9	SEPTEMBER
4	APRIL	10	OCTOBER
5	MAY	11	NOVEMBER
6	JUNE	12	DECEMBER

If year of birth is "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, CATI will copy Screener age.

If child is under 3 or over 20, go to CLOSE1.

*P2.

Is (CHILD)...

RACE

White 1
 Black 2
 American Indian or Alaskan Native 3
 Asian or Pacific Islander, or 4
 Another race? 91

RACEOS/R

What is that? _____

*P3.

Is (he/she) of Hispanic origin?

HISPANIC

YES 1
 NO 2

If same Respondent answered enrollment and grade items for this child in Screener, go to P7A. If same Respondent did not answer enrollment and grade questions for this child in Screener, continue.

NOTE: Items numbered with *P and *PY were asked of parents of 3rd through 12th graders. Items numbered with P and PY (no asterisk) were asked of parents of 6th through 12th graders. Items numbered with Y, *PY, or PY were asked of youth in 6th through 12th grade.

NOTE: Response categories shown in mixed cases (upper and lower) were read to the respondent by the interviewer. Those shown in all upper case were not read. Those shown in italics were added during data cleaning (additional codes were created from among the "specify" responses).

NOTE: Variables designated by /R appear on the restricted file only.

*P4.
ENROLL

Is (CHILD) attending or enrolled in school?

YES 1 (GO TO P6)
NO 2 (GO TO 2ND BOX)

If "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, code case a problem.

If child is 5, 6, or 7, ask P5. Else, go to first box after P7.

*P5.

Is (CHILD) having home schooling or tutoring, or going to an alternative educational program?

YES 1 (GO TO P7)
NO 2 (GO TO 1ST BOX AFTER

P7)

*P6.
GRADE

What grade or year of school is (CHILD) attending?
[PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN	N	(GO TO 1ST BOX AFTER P7)
TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO 1ST BOX AFTER P7)
KINDERGARTEN	K	(GO TO 1ST BOX AFTER P7)
PREFIRST GRADE (AFTER K)	P	(GO TO 1ST BOX AFTER P7)
FIRST GRADE	1	(GO TO 1ST BOX AFTER P7)
SECOND GRADE	2	(GO TO 1ST BOX AFTER P7)
THIRD GRADE	3	(GO TO 1ST BOX AFTER P7)
FOURTH GRADE	4	(GO TO 1ST BOX AFTER P7)
FIFTH GRADE	5	(GO TO 1ST BOX AFTER P7)
SIXTH GRADE	6	(GO TO 1ST BOX AFTER P7)
SEVENTH GRADE	7	(GO TO 1ST BOX AFTER P7)
EIGHTH GRADE	8	(GO TO 1ST BOX AFTER P7)
NINTH GRADE/FRESHMAN	9	(GO TO 1ST BOX AFTER P7)
TENTH GRADE/SOPHOMORE	10	(GO TO 1ST BOX AFTER P7)
ELEVENTH GRADE/JUNIOR	11	(GO TO 1ST BOX AFTER P7)
TWELFTH GRADE/SENIOR	12	(GO TO 1ST BOX AFTER P7)
UNGRADED	13	(GO TO P7)
SPECIAL EDUCATION	14	(GO TO P7)
VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL	15	(GO TO CLOSE1)
COLLEGE	16	(GO TO CLOSE1)

If "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, code case a problem.

*P7.
GRADEEQ

What grade would (CHILD) be attending if (he/she) were in a school with regular grades?
[PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN	N
TRANSITIONAL KINDERGARTEN (BEFORE K)	T
KINDERGARTEN	K
PREFIRST GRADE (AFTER K)	P
FIRST GRADE	1
SECOND GRADE	2
THIRD GRADE	3
FOURTH GRADE	4
FIFTH GRADE	5
SIXTH GRADE	6
SEVENTH GRADE	7
EIGHTH GRADE	8
NINTH GRADE/FRESHMAN	9
TENTH GRADE/SOPHOMORE	10
ELEVENTH GRADE/JUNIOR	11
TWELFTH GRADE/SENIOR	12
UNGRADED/NO EQUIVALENT	13

***If child is enrolled and grade/equivalent is 3 to 12 and child is 8 or older, continue with School Safety and Discipline Survey. If grade/equivalent = N, T, K, P, 1, or 2 or child is 7 or younger, go to School Readiness Survey, item R8.
Else, go to CLOSE1.***

***If Respondent is a parent and P6 < 6 or (P6 = 13 or 14 and P7 < 6), administer *P and *PY items only.
Else, if Respondent is a parent and P6 or P7 ≥ 6, administer all P and PY items.
If Respondent is a youth, administer PY and Y items. If Respondent is an emancipated youth, administer all Y items except Y98, administer all PY items except PY85-PY88 and PY92-PY95, and administer P1-P7A, P10-P20, and P116-P123.***

If child is 16 or older, ask P7A.

*P7A.

Is (CHILD) enrolled in regular school full time? This does not include night school or a GED program.

YES	1	(GO TO BOX)
NO	2	(GO TO CLOSE1)

If Respondent is mother/female guardian, autocode P8 and ask P9, if there are male household members age 16 or older. If not, autocode P9.
If Respondent is father/male guardian, autocode P9 and ask P8 if there are female household members age 16 or older. If not, autocode P8.
If Respondent is not a parent/guardian and there are other female household members age 16 or older, ask P8.
If Respondent is not a parent/guardian and there are other male household members age 16 or older, ask P9.
If there are no household members of the appropriate gender age 16 or older other than the respondent, autocode P8 and P9.

*P8. Does (CHILD'S) mother live in the household or does (he/she) have a stepmother or foster mother who lives in the household?

MOMHOME

MOTHER 1
 STEPMOTHER 2
 FOSTER MOTHER 3
 NO 4

If P8 = 1, 2, or 3, ask P8A.

*P8A. What is her name? [DISPLAY FEMALE HOUSEHOLD MEMBERS \geq 16 YEARS OLD (OTHER THAN THE SUBJECT OF INTERVIEW) AND ENTER THE NUMBER OF THE PERSON NAMED.]

PERSON NUMBER

*P9. Does (CHILD'S) father live in the household or does (he/she) have a stepfather or foster father who lives in the household?

DADHOME

FATHER 1
 STEPFATHER 2
 FOSTER FATHER 3
 NO 4

If P9 = 1, 2, or 3, ask P9A.

*P9A. What is his name? [DISPLAY MALE HOUSEHOLD MEMBERS \geq 16 YEARS OLD (OTHER THAN THE SUBJECT OF INTERVIEW) AND ENTER THE NUMBER OF THE PERSON NAMED.]

PERSON NUMBER

School Safety and Discipline Introduction

PINTRO. Now I have some questions about (CHILD'S) experiences at school, about how safe students are at school, and about school discipline policy. These questions usually take about (15/20) minutes.

School Characteristics

*P10. Does (CHILD) go to a public or a private school?

SCPUBLIC

PUBLIC	1	(GO TO P11)
PRIVATE	2	(GO TO P12)

*P11. Is it (his/her) regularly assigned school or a school that you chose?

SCASSIGN

ASSIGNED	1	(GO TO P14)
CHOSEN	2	(GO TO P13)
ASSIGNED SCHOOL IS SCHOOL OF CHOICE	3	(GO TO P14)

*P12. Is the school affiliated with a religion?

SCCHURCH

YES	1
NO	2

*P13. What is the main reason (CHILD) goes to this school and not some other school? [PROBE: What is the most important reason?]

SCREASON

FOR SPECIAL COURSES AND/OR ACADEMIC PROGRAMS, E.G., A MAGNET SCHOOL	1
FOR SPECIAL NONACADEMIC PROGRAMS, E.G., AFTER SCHOOL CARE OR SPORTS	2
EXPELLED FROM ANOTHER SCHOOL	3
SENT TO ALTERNATIVE SCHOOL	4
BETTER ACADEMICALLY/BETTER ENVIRONMENT/TEACHERS/STUDENTS	5
SMALLER SCHOOL/CLASSES/INDIVIDUAL ATTENTION	6
SAFER SCHOOL/AREA	7
MORE CONVENIENT LOCATION/SCHEDULE	8
BETTER DISCIPLINE IN THIS SCHOOL	9
RELIGIOUS REASONS/MORAL VALUES	10
CANNOT AFFORD ANOTHER SCHOOL	11
RELATIVES ATTEND(ED)/WORK THERE	12
STAYED IN FORMER SCHOOL AFTER FAMILY MOVE	13
CHILD WANTS TO/FRIENDS/SOCIAL REASONS	14
OTHER (SPECIFY)_____	91

SCREASOS/R

*P14. Is (CHILD'S) school located in the neighborhood where you live?

SCNEIGH

YES	1
NO	2

*P15.
SCLOW

What is the lowest grade taught at (CHILD's) school?

NURSERY/PRESCHOOL/PREKINDERGARTEN	N
KINDERGARTEN	K
FIRST GRADE	1
SECOND GRADE	2
THIRD GRADE	3
FOURTH GRADE	4
FIFTH GRADE	5
SIXTH GRADE	6
SEVENTH GRADE	7
EIGHTH GRADE	8
NINTH GRADE/FRESHMAN	9
TENTH GRADE/SOPHOMORE	10
ELEVENTH GRADE/JUNIOR	11
TWELFTH GRADE/SENIOR	12

*P16.
SCHIGH

What is the highest grade taught at (his/her) school?

NURSERY/PRESCHOOL/PREKINDERGARTEN	N
KINDERGARTEN	K
FIRST GRADE	1
SECOND GRADE	2
THIRD GRADE	3
FOURTH GRADE	4
FIFTH GRADE	5
SIXTH GRADE	6
SEVENTH GRADE	7
EIGHTH GRADE	8
NINTH GRADE/FRESHMAN	9
TENTH GRADE/SOPHOMORE	10
ELEVENTH GRADE/JUNIOR	11
TWELFTH GRADE/SENIOR	12

*P17.
SCFIRST

Is this the first year (CHILD) has attended this school?

YES	1
NO	2

*P18.
SCSTUD

Approximately how many students are enrolled in (CHILD's) school? Would you say...
[PROBE: Do you know the number in (his/her) grade?]

Under 300	1
300 - 599	2
600 - 999, or	3
1,000 or more?	4
NUMBER OF STUDENTS IN GRADE GIVEN	5

<i>If P18 = 5, overlay number of students in grade.</i>
--

SCSTUDGR

NUMBER OF STUDENTS IN GRADE □□□

*P19. Approximately what percent of the students are of the same race or ethnic background as (CHILD)? Would it be...

SCSAMETH

Less than 25 percent 1
 25 to 75 percent, or 2
 More than 75 percent? 3

*P20. Does (CHILD's) school enroll both boys and girls or just (CHILD's SEX)?

SCGENDER

BOYS AND GIRLS 1
 (CHILD'S SEX) 2

School Environment

YINTRO. [IF RESPONDENT IS A YOUTH:] Hello, this is (INTERVIEWER). I'm calling for the Department of Education. We are asking students across the country to volunteer to participate in a study about schools. There are no right or wrong answers; we are interested in your own opinion. Your answers will be kept private and your name will not be associated with them, so you can give your honest answer. Altogether, the questions take about 10 minutes. First, I have some questions about your experiences at school.

*PY21. When you think about [(CHILD's)/your] experiences at [(his/her)/your] school since the beginning of this school year, would you strongly agree, agree, disagree, or strongly disagree with each of the following statements?

[1 = STRONGLY AGREE; 2 = AGREE; 3 = DISAGREE; 4 = STRONGLY DISAGREE]

SA A D SD

SECHALNG	a.	[(CHILD) is/I am] challenged at school	1	2	3	4
SEENJOY	b.	[(CHILD) enjoys/I enjoy] school	1	2	3	4
SETEADIS	c.	[(CHILD's)/My] teachers maintain good discipline in the classroom	1	2	3	4
SERESPCT	d.	In [(CHILD's)/my] school, most students and teachers respect each other	1	2	3	4
SEPRIDIS	e.	The principal and assistant principal maintain good discipline at [(CHILD's)/my] school	1	2	3	4

*PY22. Do (CHILD's/your) friends at school think it is very important, somewhat important, not too important, or not at all important to work hard for good grades?

SEWORKOK

VERY IMPORTANT 1
 SOMEWHAT IMPORTANT 2
 NOT TOO IMPORTANT 3
 NOT AT ALL IMPORTANT 4

*PY23. Do [(CHILD's)/your] friends at school think it is very important, somewhat important, not too important, or not at all important to behave in school?

SEBEHVOK

VERY IMPORTANT 1 (GO TO PY24)
 SOMEWHAT IMPORTANT 2 (GO TO PY24)
 NOT TOO IMPORTANT 3 (GO TO BOX AFTER PY24)
 NOT AT ALL IMPORTANT 4 (GO TO BOX AFTER PY24)

*PY24. Do [(CHILD'S)/your] friends behave in school mainly because they want to or because they will be punished if they do not behave?

SEBEHPUN

WANT TO 1
PUNISHED 2

If Respondent is a youth, go to SSINTRO.

*P25. Has misbehavior by students in (CHILD'S) class this year interfered with (his/her) opportunity to learn? Would you say...

SEMISBEH

A lot 1
Somewhat 2
A little, or 3
Not at all? 4

School Safety

SSINTRO. Sometimes there are serious behavior problems at school or school activities during the day or on the way to or from school.

*PY26. (Have you heard/Do you know) of any of the following things happening during this school year?
Things being stolen from lockers or desks?

SSSTEAL

YES 1
(GO TO PY27)
NO 2
(GO TO PY29)

*PY27. [Was (CHILD)/Were you] worried about that happening to [(him/her)/you]?

SSSTEWOR

YES 1
NO 2

*PY28. Did it happen to [(CHILD)/you] this school year?

SSSTEYOU

YES 1
NO 2

*PY29. (Have you heard/Do you know) of money or other things being taken directly from students or teachers by force or threat of force at school or on the way to or from school this school year?

SSFORCE

YES 1 (GO TO PY30)
NO 2 (GO TO PY34)

*PY30. Did [(CHILD)/you] see an incident like this happen to someone else?

SSFORSEE

YES 1
NO 2

*PY31. [Was (CHILD)/Were you] worried about that happening to [(him/her)/you]?

SSFORWOR

YES 1
NO 2

*PY32. Did it happen to [(CHILD)/you] this school year?

SSFORYOU

YES 1 (GO TO PY33)
NO 2 (GO TO PY34)

*PY33. The last time that happened to [(CHILD)/you], did it happen...

SSFORWHR

In a classroom 1
Somewhere else in school or on
the school grounds, or 2
On the way to or from school? 3

*PY34. (Have you heard/Do you know) of any incidents of bullying during this school year? For example, do some students pick on others a lot or can they make other students do things like give them money?

SSBULLY

YES 1 (GO TO PY35)
NO 2 (GO TO PY39)

*PY35. Did [(CHILD)/you] see an incident like this happen to someone else?

SSBULSEE

YES 1
NO 2

*PY36. [Was (CHILD)/Were you] worried about that happening to [(him/her)/you]?

SSBULWOR

YES 1
NO 2

*PY37. Did it happen to [(CHILD)/you] this school year?

SSBULYOU

YES 1 (GO TO PY38)
NO 2 (GO TO PY39)

*PY38. The last time that happened to [(CHILD)/you], did it happen...

SSBULWHR

In a classroom 1
Somewhere else in school or on
the school grounds, or 2
On the way to or from school? 3

*PY39. (Have you heard/Do you know) of any students or teachers being physically attacked, or involved in fights, during this school year?

SSATTACK

YES 1 (GO TO PY40)
NO 2 (GO TO BOX AFTER PY43)

*PY40. Did [(CHILD)/you] see an incident like this happen to someone else?

SSATTSEE

YES 1
NO 2

*PY41. [Was (CHILD)/Were you] worried about that happening to [(him/her)/you]?

SSATTWOR

YES 1
NO 2

*PY42. Did it happen to [(CHILD)/you] this school year?

SSATTYOU

YES 1 (GO TO PY43)
NO 2 (GO TO BOX AFTER PY43)

*PY43. The last time that happened to [(CHILD)/you], did it happen...

SSATTWHR

In a classroom 1
Somewhere else in school or on
the school grounds, or 2
On the way to or from school? 3

If Respondent is a parent, go to box after Y44.

Y44. Did you do any of the following things because you were worried that someone might hurt or bother you?

YES NO

SSROUTE	a.	Take a special route to get to school? 1	2
SSPLACES	b.	Stay away from certain places in the school? 1	2
SSPARKNG	c.	Stay away from the school parking lots or other places on school grounds? 1	2
SSDANCES	d.	Stay away from school-related events like dances or sports events? 1	2
SSGROUP	e.	Try to stay in a group? 1	2
SSSKIP	f.	Stay home from school sometimes? 1	2

***If Respondent is a youth, go to box after P45.
If Respondent is a parent and PY26 = 1 or PY29 = 1 or
PY34 = 1 or PY39 = 1, ask P45.
Else, go to box after P45.***

*P45. Have any of those incidents that happened at (CHILD'S) school this year interfered with (his/her) opportunity to learn? Would you say...

SSINCDNT

A lot 1
Somewhat 2
A little, or 3
Not at all? 4

If P6 < 6 or (P6 = 13 or 14 and P7 < 6) and respondent is a parent, go to P54. Else, if PY26 = 1 or PY29 = 1 or PY34 = 1 or PY39 = 1, ask PY46. Else, go to PY47.

PY46. Were any of those incidents that happened at [(CHILD'S)/your] school this year racially motivated?

SSRACIAL

YES 1
NO 2

PY47. Do any of the students at [(CHILD'S)/your] school belong to fighting gangs?

SSGANGS

YES 1 (GO TO PY48)
NO 2 (GO TO BOX AFTER

PY49)

PY48. Do they belong to the same gang or different gangs?

SSGANNUM

SAME 1
DIFFERENT 2

PY49. [Does (CHILD)/Do you] belong to a gang?

SSGANYOU

YES 1
NO 2

If PY47 = 1 and (PY26 = 1 or PY29 = 1 or PY34 = 1 or PY39 = 1), ask PY50. Else, if Respondent is a youth, go to Y51, or if Respondent is a parent, go to PY53.

PY50. Were any of those incidents that happened at [(CHILD'S)/your] school this year related to gang activity?

SSGANREL

YES 1
NO 2

If Respondent is a parent, go to PY53.

Y51. During this school year, did you ever bring something to school to protect yourself from being attacked or harmed?

SSWEAYOU

YES 1 (GO TO Y52)
NO 2 (GO TO PY53)

Y52. Did you bring...

		YES	NO
SSGUN	a. A gun	1	2
SSKNIFE	b. A knife	1	2
SSBRASS	c. Brass knuckles	1	2
SSRAZOR	d. Razor blade	1	2
SSJEWELRY	e. Spiked jewelry	1	2
SSMACE	f. Mace	1	2
SSCHUCKS	g. Nunchucks	1	2
SSSTICK	h. A stick, club, or bat, or	1	2
SSOTHER	i. Something else	1	2
	What was that?		

SSOTHEOS/R

PY53. (Have you heard/Do you know) of any (other) students bringing weapons into [(CHILD's)/your] school this year?

SSWEAOTH

YES	1
NO	2

If Respondent is a youth, go to PY55.

*P54. Have you done any of the following things to help (CHILD) avoid trouble:

		YES	NO
SSTRAVEL	a. Told (him/her) not to travel a certain route to school?	1	2
SSTRANS	b. Had (him/her) take a different kind of transportation?	1	2
SSCLOTHE	c. Told (him/her) not to wear certain clothing or jewelry?	1	2
SSMONEY	d. Set limits on the amount of money (he/she) may take to school?	1	2
SSTALK	e. Talked about how to avoid trouble?	1	2

*PY55. [Do you know if (CHILD'S) school takes/Does your school take] any particular measures to ensure the safety of students? For example, does the school have...

		YES	NO
SSGUARDS	a. Security guards?	1	2
SSMETAL	b. Metal detectors?	1	2
SSLOCKS	c. Locked doors during the day?	1	2
SSVISITR	d. A requirement that visitors sign in?	1	2
SSRESTRM	e. Limits on going into restrooms?	1	2
SSHALSUP	f. Teachers assigned to supervise the hallway?	1	2
SSLOCKER	g. Regular locker checks?	1	2
SSHALPAS	h. Hall passes required to leave class?	1	2

If Respondent is a youth, go to Y60.

School Discipline Policy

SDINTRO. Now I have some questions about the school's discipline policy.

*P56. As far as you know, does (CHILD'S) school have a written discipline policy?

SDPOLICY

YES 1 (GO TO P57)
NO 2 (GO TO BOX BEFORE

TADINTRO)

*P57. Were you given a copy of the discipline policy this school year?

SDCOPY

YES 1
NO 2

*P58. [SPANISH INSTRUMENT ONLY.] Was it written in Spanish?

SDSPANSH

YES 1
NO 2

*P59. Does it cover alcohol and other drug possession, use, and distribution?

SDDRUGS

YES 1
NO 2

If Respondent is a parent, go to box before TADINTRO.

Y60. Now I am going to read a list of statements that could describe a school. Thinking about your school this year, would you strongly agree, agree, disagree, or strongly disagree with the following...

[1=STRONGLY AGREE; 2 = AGREE; 3 = DISAGREE; 4 = STRONGLY DISAGREE]

		SA	A	D	SD
SDKNOWS	a. Everyone knows what the school rules are	1	2	3	4
SDFAIR	b. The school rules are fair	1	2	3	4
SDPUNISH	c. The punishment for breaking school rules is the same no matter who you are	1	2	3	4
SDENFORC	d. The school rules are strictly enforced	1	2	3	4
SDKNOPUN	e. If a school rule is broken, students know what kind of punishment will follow	1	2	3	4
SDPADDLE	f. Students are paddled or spanked for rule-breaking	1	2	3	4

If Respondent is a parent and P6 < 6 or (P6 = 13 or 14 and P7 < 6), go to P67. If Respondent is a parent and P6 ≥ 6, give TADINTRO then go to PY62.

Tobacco, Alcohol, and Other Drugs

TADINTRO. The next questions are about tobacco, alcohol, and other drugs.

Y61. Do your friends at school think that it is all right to...

		YES	NO
TASMOKE	a. Smoke cigarettes or chew tobacco?	1	2
TADRINK	b. Drink alcoholic drinks like beer, wine coolers, or liquor?	1	2
TAMARIJ	c. Smoke marijuana?	1	2
TADRUGS	d. Use other drugs?	1	2

PY62. If [(he/she)/you] wanted to, how difficult would it be for [(CHILD)/you] to get the following things at school or on the school grounds? Would you say it is very easy, fairly easy, hard, or nearly impossible to get...

[1 = VERY EASY; 2 = FAIRLY EASY; 3 = HARD; 4 = NEARLY IMPOSSIBLE]

		VERY EASY	FAIRLY EASY	HARD	NEARLY IMPOS- SIBLE
TAGETCIG	a. Cigarettes or tobacco?	1	2	3	4
TAGETBER	b. Beer or wine?	1	2	3	4
TAGETLIQ	c. Liquor?	1	2	3	4
TAGETMAR	d. Marijuana?	1	2	3	4
TAGETDRG	e. Other drugs?	1	2	3	4

PY63. (Have you heard of/Have you seen) any students (having been) drunk or showing the effects of alcohol when they were at [(CHILD'S)/your] school this year?

TADRUNK

YES 1
NO 2

PY64. (Have you heard of/Have you seen) any students (having been) high on other drugs such as marijuana, LSD, or cocaine when they were at [(CHILD'S)/your] school this year?

TAHIGH

YES 1
NO 2

**If PY63 = 1 or PY64 = 1 and Respondent is a parent, ask
P65. Else, go to PY66.**

P65. Have students who were high or drunk on alcohol or other drugs at (CHILD'S) school this year interfered with (his/her) opportunity to learn? Would you say...

TADRUGIN

A lot 1
Somewhat 2
A little, or 3
Not at all? 4

PY66. (Have you heard of/Have you seen) anyone dealing drugs at school or within sight of school property this year?

TADEAL

YES 1
NO 2

If Respondent is a youth, go to PY68.

Alcohol/Drug Education

*P67. Has (CHILD) had any alcohol or other drug education course or program at school during this school year?

EDDRUGS

YES 1 (GO TO PY68)
NO 2 (GO TO CCINTRO)

*PY68. There are many different ways that alcohol or other drug education can be presented to students. Did [(CHILD)/you] receive alcohol or other drug education in school this year...

YES NO

EDPART	a.	As part of one of the regular courses, like science, health, or PE?	1	2
EDCOURSE	b.	A special <u>course</u> about alcohol or other drugs?	1	2
EDDEMO	c.	At assemblies or demonstrations outside of classes? ..	1	2
EDCLUBS	d.	In other school activities or clubs?	1	2

If Respondent is a parent go to CCINTRO.

Y69. Which of the following is the main message about drinking alcoholic beverages that you hear in school education programs about alcohol? [CODE ONE.]

EDMESSAGE

Do not drink 1
Do not drink until you are legally old enough 2
Do not drink and drive 3
Do not drink too much 4
SOME OTHER MESSAGE 5

If Respondent is a youth, go to PY84.

Child Characteristics

CCINTRO. Now I'd like to ask you a few more questions about (CHILD).

*P70. Approximately how many regularly scheduled days of school has (he/she) missed in the past four weeks, not counting any school vacations or holidays?

CCMISSED

DAYS MISSED □□

*P71. Since starting school, has (CHILD) repeated any grades including kindergarten?
CCREPEAT

YES 1
 NO 2

If P6 < 6 or (P6 = 13 or 14 and P7 < 6), go to P75.

P72. Has (CHILD) ever been suspended from school?
CCSUSPND

YES 1 (GO TO P73)
 NO 2 (GO TO P74)

P73. Did that happen during this school year?
CCSUSPYR

YES 1
 NO 2

P74. Has (CHILD) ever been expelled from a school?
CCEXPED

YES 1
 NO 2

*P75. How does (CHILD) get to and from school most of the time? [IF METHOD VARIES, PROBE FOR THE USUAL ONE. IF METHOD IS DIFFERENT TO SCHOOL AND FROM SCHOOL, RECORD FROM SCHOOL.]

CCTRANS

WALK 1
 BICYCLE 2
 SCHOOL BUS 3
 PUBLIC BUS, SUBWAY, TRAIN 4
 STUDENT DRIVES CAR TO SCHOOL 5
 DRIVEN BY SOMEONE ELSE 6
 MOTORBIKE OR MOTORCYCLE 7
 OTHER (SPECIFY) _____ 91

CCTRANOS/R

If P6 < 6 or (P6 = 13 or 14 and P7 < 6), go to P79.

P77. During this school year, has (CHILD) participated in any school activities such as sports teams, band or chorus, school clubs, or student government?

CCSCHL

YES 1
 NO 2
 SCHOOL DOES NOT OFFER ANY 3

P78. During this school year, has (CHILD) participated in any out-of-school group activities such as scouting, church or temple youth group, or non-school team sports like Little League?

CCNOSCHL

YES 1
 NO 2

*P79. Compared with other children in (his/her) class, how would you say (CHILD) is doing in (his/her) schoolwork this year? Would you say...

CCSTATUS

Near the top of the class	1	(GO TO P81)
Above the middle of the class	2	(GO TO P80)
Around the middle	3	(GO TO P81)
Below the middle, or	4	(GO TO P81)
Near the bottom of the class?	5	(GO TO P81)

*P80. Would you say far above the middle or somewhat above the middle?

CCSTATAB

FAR ABOVE MIDDLE	1
SOMEWHAT ABOVE	2

Family Characteristics

*P81. How many times has (CHILD) moved from one home or household to another during the last 5 years?

FCMOVED

NUMBER □□

*P82. Was your choice of where you live now influenced by where (CHILD) would go to school?

FCLIVE

YES	1
NO	2

*P83. Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied...

[1 = VERY SATISFIED; 2 = SOMEWHAT SATISFIED; 3 = SOMEWHAT DISSATISFIED; 4 = VERY DISSATISFIED]

			VS	SS	SD	VD
FCSCHOOL	a.	With the school (CHILD) attends this year?	1	2	3	4
FCTEACHR	b.	With the teachers (CHILD) has this year?	1	2	3	4
FCSTDS	c.	With the academic standards of the school?	1	2	3	4
FCORDER	d.	With the order and discipline at the school?	1	2	3	4

*PY84. Do you think [(CHILD)/you] will...

			YES	NO
FCGRADHS	a.	Graduate from high school?	1	2
FCPOSTHS	b.	Attend school after high school?	1	2
FCGRADCO	c.	Graduate from a 4-year college?	1	2

*PY85. During the last week, have you talked with [(CHILD)/(your (mother/stepmother/foster mother/father/stepfather/foster father)/(ADULT RESPONDENT))] about school activities or events or school projects?

FCACTIVY

YES	1
NO	2

*PY86. During this school year, have you talked with [(CHILD)/(your (mother/stepmother/foster mother/father/stepfather/foster father)/(ADULT RESPONDENT))] about what to do if someone offers [(him/her)/you] alcohol or other drugs?

FCDRUGS

YES 1
NO 2

*PY87. During this school year, have you talked with [(CHILD)/(your (mother/stepmother/foster mother/father/stepfather/foster father)/(ADULT RESPONDENT))] about what to do if [(he/she) is/you are] threatened or in a dangerous situation?

FCTHREAT

YES 1
NO 2

*PY88. During this school year, [has (CHILD) said or done something to indicate/(have you told [your (mother/stepmother/foster mother/father/stepfather/foster father)/have you told (ADULT RESPONDENT)]) that [(he/she) was/you were] worried about being hurt or bothered...

		YES	NO
FCCLASS	a. In a classroom	1	2
FCGROUND	b. Somewhere else at school or on the school grounds, or	1	2
FCTRAVEL	c. On the way to or from school?	1	2

If Respondent is a youth, go to PY92.

*P89. Since the beginning of this school year, have you [or (CHILD'S) (mother/stepmother/foster mother/father/stepfather/foster father)]...

		YES	NO
FCMEETNG	a. Attended a general school meeting, for example, back to school night or a meeting of a parent-teacher organization?	1	2
FCSPORTS	b. Attended a school or class event such as a play, sports event, or science fair?	1	2
FCVOLNTR	c. Acted as a volunteer at the school or served on a school committee?	1	2

*P90. During this school year, has a teacher contacted you about any schoolwork problems (CHILD) has had in school?

FCSCHLWK

YES 1
NO 2

*P91. During this school year, has a teacher contacted you about any behavior problems (CHILD) has had in school?

FCBEHAVE

YES 1
NO 2

If P6 < 6 or (P6 = 13 or 14 and P7 < 6), go to PY96.

PY92. Now I'd like to ask you a few more opinion questions. [Do you/(Do your parents/Does your (mother/stepmother/foster mother/father/stepfather/foster father)/Does (ADULT RESPONDENT))] think it is all right for [(CHILD)/you] to smoke cigarettes?

FCSMOKOK YES 1 (GO TO PY94)
NO 2 (GO TO PY93)

PY93. When, if at all, would it be all right with [you/(them/him/her)] if [(he/she)/you] did?

FCSMOKAG AGE ☐☐
NEVER ALL RIGHT 1
WHEN LEGAL 2
AFTER LEAVING HOME/*WHEN MARRIED* 3
YOUTH'S OWN DECISION 4
AFTER HIGH SCHOOL/AFTER SCHOOL/IN COLLEGE 5
AFTER COLLEGE 6
AT HOME/PARENT SUPERVISION 7
WHEN YOUTH CAN AFFORD TO BUY/AFTER GETTING JOB ... 8
FCSMOKOS/R OTHER (SPECIFY)_____ 91

PY94. [Do you/Do your parents/Does your (mother/stepmother/foster mother/father/stepfather/foster father)/Does (ADULT RESPONDENT))] think it is all right for [(CHILD)/you] to drink alcoholic beverages, for example, beer, wine coolers, or liquor? A small amount on special family occasions or for religious purposes does not count.

FCALCOOK YES 1 (GO TO PY96)
NO 2 (GO TO PY95)

PY95. When, if at all, would it be all right with [you/(them/him/her)] if [(he/she)/you] drank alcoholic beverages?

FCALCOAG AGE ☐☐
NEVER ALL RIGHT 1
WHEN LEGAL 2
AFTER LEAVING HOME/*WHEN MARRIED* 3
YOUTH'S OWN DECISION 4
AFTER HIGH SCHOOL/AFTER SCHOOL/IN COLLEGE 5
AFTER COLLEGE 6
AT HOME/PARENT SUPERVISION 7
FOR RELIGIOUS REASONS/SPECIAL OCCASIONS 8
FCALCOOS/R OTHER (SPECIFY)_____ 91

Community Characteristics

*PY96. The next questions are about your neighborhood. Would you say your neighborhood is...

CONEIGH Safer than most neighborhoods 1
About as safe as any, or 2
Not as safe as most neighborhoods? 3

*PY97. Would you say [(CHILD'S)/your] school

COSCHOOL Is safer than your neighborhood 1
About as safe, or 2
Not as safe as your neighborhood? 3

If Respondent is a parent, go to box before LFINTRO.

Y98. During this interview, were you able to answer these questions privately?

PRIVATE

YES 1
NO 2

If Respondent is a youth, go to CLOSE2.

PARENTS' EDUCATION AND LABOR FORCE PARTICIPATION

Parent information is collected only once for each parent/guardian in a household.

LFINTRO. Now I have some questions about [(you) (and) (CHILD'S) (mother/stepmother/foster mother) (and) (father/stepfather/foster father)]. [Let's start with (you/(CHILD'S) mother).]

Ask P99 to P106 if mother/female guardian resides in the household. Else, if there are no parents/guardians in the household, and respondent is female, ask P99 to P106. Else, go to P107.

*P99. What is the highest grade or year of school that [you/(CHILD'S) (mother/stepmother/foster mother)] completed?

MOMGRADE

UP TO 8TH GRADE 1 (GO TO P100)
9TH TO 11TH GRADE 2 (GO TO P100)
HIGH SCHOOL DIPLOMA/EQUIVALENT 3 (GO TO P101)
VOCATIONAL/TECHNICAL PROGRAM AFTER HIGH SCHOOL .. 4 (GO TO P101)
1-2 YEARS OF COLLEGE 5 (GO TO P101)
ASSOCIATE'S DEGREE 6 (GO TO P101)
3-4 YEARS OF COLLEGE 7 (GO TO P101)
BACHELOR'S DEGREE 8 (GO TO P101)
GRADUATE OR PROFESSIONAL SCHOOL (YEAR/DEGREE) ... 9 (GO TO P101)

*P100. Did (you/she) receive a high school diploma or equivalent?

MOMDIPL

YES 1
NO 2

*P101. During the past week, did [you/(CHILD'S) (mother/stepmother/foster mother)] work at a job for pay?

MOMWORK

YES 1 (GO TO P103)
NO 2 (GO TO P102)

*P102. (Were you/Was she) on leave or vacation from a job?

MOMLEAVE

YES 1 (GO TO P103)
NO 2 (GO TO P104)

*P103. About how many hours per week (do you/does she) usually work for pay? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

MOMHOURS

WEEKLY HOURS ☐☐ (GO TO P107)

*P104. (Have you/Has she) been actively looking for work in the past 4 weeks?

MOMLOOK

YES 1 (GO TO P105)
NO 2 (GO TO P106)

*P105. What (have you/has she) been doing in the past 4 weeks to find work? [CODE ALL THAT APPLY.]

MOMPUBL

CHECKED WITH PUBLIC EMPLOYMENT AGENCY 1 (GO TO BOX AFTER P106)

MOMPRIV

CHECKED WITH PRIVATE EMPLOYMENT AGENCY 2 (GO TO BOX AFTER P106)

MOMEMPL

CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME 3 (GO TO BOX AFTER P106)

MOMREL

CHECKED WITH FRIENDS OR RELATIVES 4 (GO TO BOX AFTER P106)

MOMANSAD

PLACED OR ANSWERED ADS/SENT RESUME 5 (GO TO BOX AFTER P106)

MOMREAD

READ WANT ADS 6 (GO TO P106)

MOMOTHER

OTHER 91

MOMOTHOS/R

What was that?

(GO TO P106)

*P106. What (were you/was she) doing most of last week? Would you say...

MOMACTY

Keeping house or caring for children 1

Going to school 2

Retired 3

Unable to work, or 4

Something else? 91

MOMACTOS/R

What was that?

Ask P107 to P114 if father/male guardian resides in the household. Else, if there are no parents/guardians in the household, and respondent is male, ask P107 to P114. Else, go to HINTRO.

*P107. What is the highest grade or year of school that [you/(CHILD'S) (father/stepfather/foster father)] completed?

DADGRADE

UP TO 8TH GRADE	1	(GO TO P108)
9TH TO 11TH GRADE	2	(GO TO P108)
HIGH SCHOOL DIPLOMA/EQUIVALENT	3	(GO TO P109)
VOCATIONAL/TECHNICAL PROGRAM AFTER HIGH SCHOOL . .	4	(GO TO P109)
1-2 YEARS OF COLLEGE	5	(GO TO P109)
ASSOCIATE'S DEGREE	6	(GO TO P109)
3-4 YEARS OF COLLEGE	7	(GO TO P109)
BACHELOR'S DEGREE	8	(GO TO P109)
GRADUATE OR PROFESSIONAL SCHOOL (YEAR/DEGREE) . . .	9	(GO TO P109)

*P108. Did (you/he) receive a high school diploma or equivalent?

DADDIPL

YES	1
NO	2

*P109. During the past week, did [you/(CHILD'S) (father/stepfather/foster father)] work at a job for pay?

DADWORK

YES	1	(GO TO P111)
NO	2	(GO TO P110)

*P110. (Were you/Was he) on leave or vacation from a job?

DADLEAVE

YES	1	(GO TO P111)
NO	2	(GO TO P112)

*P111. About how many hours per week (do you/does he) usually work for pay? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

DADHOURS

WEEKLY HOURS	<input type="checkbox"/>	(GO TO HINTRO)
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*P112. (Have you/Has he) been actively looking for work in the past 4 weeks?

DADLOOK

YES	1	(GO TO P113)
NO	2	(GO TO P114)

*P113. What (have you/has he) been doing in the past 4 weeks to find work? [CODE ALL THAT APPLY.]

DADPUBL	CHECKED WITH PUBLIC EMPLOYMENT AGENCY	1	(GO TO HINTRO)
DADPRIV	CHECKED WITH PRIVATE EMPLOYMENT AGENCY	2	(GO TO HINTRO)
DADEMP	CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME	3	(GO TO HINTRO)
DADREL	CHECKED WITH FRIENDS OR RELATIVES	4	(GO TO HINTRO)
DADANSAD	PLACED OR ANSWERED ADS/SENT RESUME	5	(GO TO HINTRO)
DADREAD	READ WANT ADS	6	(GO TO P114)
DADOTHER	OTHER	91	
DADOTHOS/R	What was that?		(GO TO P114)

*P114. What (were you/was he) doing most of last week? Would you say...

DADACTY

Keeping house or caring for children 1
Going to school 2
Retired 3
Unable to work, or 4
Something else? 91
What was that?

DADACTOS/R

HOUSEHOLD CHARACTERISTICS

***In the event of multiple interviews within a household,
household information is collected only one time.***

HINTRO. Finally, a few questions about your household.

*P116. Do you...

HOWNHOM

Own your home 1
Rent your home, or 2
Have some other arrangement? 3

*P117. How many bedrooms are there in your home?

HBEDRMS

NUMBER □□

*P118. Besides (PHONE NUMBER), do you have other telephone numbers in your household?

HPHONE/R

YES 1 (GO TO P119)
NO 2 (GO TO P120)

*P119. How many of these additional telephone numbers are for home use?

HPHONCNT/R

NUMBER □□

*P120. During the past 12 months, has your household ever been without telephone service for more than 24 hours?

HPHONSVC/R

YES 1 (GO TO P121)
NO 2 (GO TO P122)

*P121. What was the total amount of time your household was without telephone service in the past 12 months?

HPHONNUM/R

NUMBER □□

DAYS 1
WEEKS 2
MONTHS 3

*P122. So that we can group households geographically, may I have your ZIP code?

HZIPCODE/R

ZIP CODE □□□□□

*P123. In studies like this, households are sometimes grouped according to income. Please tell me which group best describes an estimate of the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members. Is your household income...

HINCMRNG \$25,000 or less or 1 (READ SET 1)
 More than \$25,000? 2 (READ SET 2)

HINCOME Was it ...
 [SET 1]

 \$5,000 or less 1
 \$5,001 to \$10,000 2
 \$10,001 to \$15,000 3
 \$15,001 to \$20,000, or 4
 \$20,001 to \$25,000? 5

 [SET 2]

 \$25,001 to \$30,000 6
 \$30,001 to \$35,000 7
 \$35,001 to \$40,000 8
 \$40,001 to \$50,000 9
 \$50,001 to \$75,000, or 10
 Over \$75,000? 11

Go to CLOSE2.

CLOSE1. Thank you, but we are only asking about children in a specific age range. Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with.

CLOSE2. Those are all the questions I have [about (CHILD)]. [IF YOUTH IS TO BE INTERVIEWED FOLLOWING THE PARENT INTERVIEW: After I finish speaking with you, I would also like to interview (CHILD) independently about (his/her) school experiences.] [Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with].

INTPRIV [IF RESPONDENT WAS A YOUTH:] DURING THIS INTERVIEW, EVEN FOR PART OF THE TIME, DO YOU THINK

 A PARENT WAS LISTENING ON AN EXTENSION 1
 A PARENT WAS IN THE ROOM LISTENING TO THE
 CHILD'S RESPONSES 2
 THE CHILD ANSWERED PRIVATELY 3

Go to HHSELECT screen to select interviews.

Listing of NCES Working Papers to Date

Please contact Ruth R. Harris at (202) 219-1831
if you are interested in any of the following papers

<u>Number</u>	<u>Title</u>	<u>Contact</u>
94-01 (July)	Schools and Staffing Survey (SASS) Papers Presented at Meetings of the American Statistical Association	Dan Kasprzyk
94-02 (July)	Generalized Variance Estimate for Schools and Staffing Survey (SASS)	Dan Kasprzyk
94-03 (July)	1991 Schools and Staffing Survey (SASS) Reinterview Response Variance Report	Dan Kasprzyk
94-04 (July)	The Accuracy of Teachers' Self-reports on their Postsecondary Education: Teacher Transcript Study, Schools and Staffing Survey	Dan Kasprzyk
94-05 (July)	Cost-of-Education Differentials Across the States	William Fowler
94-06 (July)	Six Papers on Teachers from the 1990-91 Schools and Staffing Survey and Other Related Surveys	Dan Kasprzyk
94-07 (Nov.)	Data Comparability and Public Policy: New Interest in Public Library Data Papers Presented at Meetings of the American Statistical Association	Carrol Kindel
95-01 (Jan.)	Schools and Staffing Survey: 1994 Papers Presented at the 1994 Meeting of the American Statistical Association	Dan Kasprzyk
95-02 (Jan.)	QED Estimates of the 1990-91 Schools and Staffing Survey: Deriving and Comparing QED School Estimates with CCD Estimates	Dan Kasprzyk
95-03 (Jan.)	Schools and Staffing Survey: 1990-91 SASS Cross-Questionnaire Analysis	Dan Kasprzyk
95-04 (Jan.)	National Education Longitudinal Study of 1988: Second Follow-up Questionnaire Content Areas and Research Issues	Jeffrey Owings
95-05 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses of NLS-72, HS&B, and NELLS:88 Seniors	Jeffrey Owings

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
95-06 (Jan.)	National Education Longitudinal Study of 1988: Conducting Cross-Cohort Comparisons Using HS&B, NAEP, and NELS:88 Academic Transcript Data	Jeffrey Owings
95-07 (Jan.)	National Education Longitudinal Study of 1988: Conducting Trend Analyses HS&B and NELS:88 Sophomore Cohort Dropouts	Jeffrey Owings
95-08 (Feb.)	CCD Adjustment to the 1990-91 SASS: A Comparison of Estimates	Dan Kasprzyk
95-09 (Feb.)	The Results of the 1993 Teacher List Validation Study (TLVS)	Dan Kasprzyk
95-10 (Feb.)	The Results of the 1991-92 Teacher Follow-up Survey (TFS) Reinterview and Extensive Reconciliation	Dan Kasprzyk
95-11 (Mar.)	Measuring Instruction, Curriculum Content, and Instructional Resources: The Status of Recent Work	Sharon Bobbitt & John Ralph
95-12 (Mar.)	Rural Education Data User's Guide	Samuel Peng
95-13 (Mar.)	Assessing Students with Disabilities and Limited English Proficiency	James Houser
95-14 (Mar.)	Empirical Evaluation of Social, Psychological, & Educational Construct Variables Used in NCES Surveys	Samuel Peng
95-15 (Apr.)	Classroom Instructional Processes: A Review of Existing Measurement Approaches and Their Applicability for the Teacher Follow-up Survey	Sharon Bobbitt
95-16 (Apr.)	Intersurvey Consistency in NCES Private School Surveys	Steven Kaufman
95-17 (May)	Estimates of Expenditures for Private K-12 Schools	Stephen Broughman
95-18 (Nov.)	An Agenda for Research on Teachers and Schools: Revisiting NCES' Schools and Staffing Survey	Dan Kasprzyk
96-01 (Jan.)	Methodological Issues in the Study of Teachers' Careers: Critical Features of a Truly Longitudinal Study	Dan Kasprzyk

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
96-02 (Feb.)	Schools and Staffing Survey (SASS): 1995 Selected papers presented at the 1995 Meeting of the American Statistical Association	Dan Kasprzyk
96-03 (Feb.)	National Education Longitudinal Study of 1988 (NELS:88) Research Framework and Issues	Jeffrey Owings
96-04 (Feb.)	Census Mapping Project/School District Data Book	Tai Phan
96-05 (Feb.)	Cognitive Research on the Teacher Listing Form for the Schools and Staffing Survey	Dan Kasprzyk
96-06 (Mar.)	The Schools and Staffing Survey (SASS) for 1998-99: Design Recommendations to Inform Broad Education Policy	Dan Kasprzyk
96-07 (Mar.)	Should SASS Measure Instructional Processes and Teacher Effectiveness?	Dan Kasprzyk
96-08 (Apr.)	How Accurate are Teacher Judgments of Students' Academic Performance?	Jerry West
96-09 (Apr.)	Making Data Relevant for Policy Discussions: Redesigning the School Administrator Questionnaire for the 1998-99 SASS	Dan Kasprzyk
96-10 (Apr.)	1998-99 Schools and Staffing Survey: Issues Related to Survey Depth	Dan Kasprzyk
96-11 (June)	Towards an Organizational Database on America's Schools: A Proposal for the Future of SASS, with comments on School Reform, Governance, and Finance	Dan Kasprzyk
96-12 (June)	Predictors of Retention, Transfer, and Attrition of Special and General Education Teachers: Data from the 1989 Teacher Followup Survey	Dan Kasprzyk
96-13 (June)	Estimation of Response Bias in the NHES:95 Adult Education Survey	Steven Kaufman
96-14 (June)	The 1995 National Household Education Survey: Reinterview Results for the Adult Education Component	Steven Kaufman

Listing of NCES Working Papers to Date--Continued

<u>Number</u>	<u>Title</u>	<u>Contact</u>
96-15 (June)	Nested Structures: District-Level Data in the Schools and Staffing Survey	Dan Kasprzyk
96-16 (June)	Strategies for Collecting Finance Data from Private Schools	Stephen Broughman
96-17 (July)	National Postsecondary Student Aid Study: 1996 Field Test Methodology Report	Andrew G. Malizio
96-18 (Aug.)	Assessment of Social Competence, Adaptive Behaviors, and Approaches to Learning with Young Children	Jerry West
96-19 (Oct.)	Assessment and Analysis of School-Level Expenditures	William Fowler
96-20 (Oct.)	1991 National Household Education Survey (NHES:91) Questionnaires: Screener, Early Childhood Education, and Adult Education	Kathryn Chandler
96-21 (Oct.)	1993 National Household Education Survey (NHES:93) Questionnaires: Screener, School Readiness, and School Safety and Discipline	Kathryn Chandler