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NATIONAL CENTER FOR EDUCATION STATISTICS

Working Paper Series

Comparison of Estimates in the 1996 National Household Education Survey

Working Paper No. 97-28

October 1997

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October 1997

Foreword

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Comparison of Estimates in the 1996 National Household Education Survey

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Introduction

This report compares selected estimates from the 1996 National Household Education Survey (NHES:96) with estimates from previous NHES collections, the Current Population Survey (CPS), and other relevant extant data sources. The comparisons provide an indication of the reasonableness of selected NHES:96 estimates. Where discrepancies are found between NHES:96 estimates and those from other sources we present possible reasons.

In the NHES:96, three topical components were covered in four interviews--a screening interview, which collected information about each household member and about household public library use, a Parent and Family Involvement in Education/Civic Involvement (PFI/CI) interview, a Youth Civic Involvement (CI) interview, and an Adult Civic Involvement (CI) interview. The three areas of the NHES:96, the Household & Library, Parent and Family in Education (PFI), and Civic Involvement (CI) components, cover a wide variety of topics relating to education. As a result, no single data source can be used for comparative purposes. The various data sources used for this comparative report were selected because they included topical information and samples as similar as possible to those used in the NHES:96.

Background of the NHES

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics (NCES), which has as its legislative mission the collection and publication of data on the condition of education in the nation. The NHES is specifically designed to support this mission by providing information on those educational issues that are best addressed by contacting households rather than schools or other educational institutions. The NHES provides descriptive data on the educational activities of the U.S. population and offers policymakers, researchers, and educators a variety of statistics on the condition of education in the United States.

The NHES is a telephone survey of the noninstitutionalized civilian population of the U.S. Households were selected for the survey using random digit dialing (RDD) methods, and data were collected using computer-assisted telephone interviewing (CATI) procedures. Approximately 45,000 to 64,000 households were screened for each administration, and individuals within households who meet predetermined criteria were sampled for more detailed or extended interviews. The data are weighted to permit estimates of the entire national population. The NHES survey for a given year typically consists of a screener, which collects household composition and demographic data, and extended interviews on two

substantive components addressing education-related topics. In order to assess item reliability and inform future NHES surveys, each administration also includes data quality studies such as a reinterview with a subsample of respondents.

Throughout its history, the NHES has collected data in ways that permit estimates to be tracked across time. This includes repeating topical components on a rotating basis in order to provide comparative data across survey years. In addition, each administration of the NHES has benefited from experiences with previous cycles, resulting in enhancements to the survey procedures and content. Thus, while the survey affords the opportunity for tracking phenomena across time, it is also dynamic in addressing new issues and including conceptual and methodological refinements.

A new design feature of the NHES program implemented in the NHES:96 was the collection of demographic and educational information on members of all screened households, rather than for just those households potentially eligible for a topical component. In addition, this expanded screening feature was designed to include a brief set of questions on an issue of interest to education program administrators or policymakers. The total screener sample size was sufficient to produce state estimates of household characteristics for the NHES:96.

The NHES was conducted in 1991, 1993, 1995, and 1996. Topics addressed by the NHES:91 were early childhood education and adult education. The NHES:93 collected information about school readiness and school safety and discipline. The 1991 components were repeated for the NHES:95, addressing early childhood program participation and adult education. Both components underwent substantial redesign to incorporate new issues and develop new measurement approaches. In the NHES:96, the topical components were parent and family involvement in education and civic involvement. The NHES:96 expanded screening feature included a brief set of questions on public library use.

In addition to its topical components, the NHES system has also included a number of methodological investigations. These have resulted in technical reports and working papers covering diverse topics such as telephone undercoverage bias, proxy reporting, and sampling methods. This series of technical reports and working papers provides valuable information on ways of improving survey methodology.

NHES:96 Survey Topics

The NHES:96 addressed Parent and Family Involvement in Education (PFI) and Civic Involvement (CI). These topics are each related to the National Education Goals. The PFI component was guided by Goal 1 and Goal 8. Specifically, Goal 1, Objective 2, states that "Every parent in the United States will be a child's first teacher and devote time each day to helping such parents' preschool child learn, and parents will have access to the training and support parents need." Goal 8 states that "By the year 2000, every school will promote partnerships that will increase parent involvement..." The CI component was based on two other Goals. Goal 3, applicable to youth, states that students in America's schools will learn to "use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy." Goal 6 maintains that adults should possess ". . . the knowledge and skills necessary to . . . exercise the rights and responsibilities of citizenship."

Screener/Household & Library Interview

The purpose of the NHES:96 Screener was threefold. First, the Screener collected information necessary for identifying and sampling extended interview respondents. Second, the Screener provided estimates of standard educational and sociodemographic characteristics of households and their members. Third, the Screener included a brief set of substantive questions on household use of public libraries. Screeners were completed with 55,838 households. Of these, 130 households were found to include only persons on active duty in the military. To be comparable with CPS and other surveys that publish data only on the civilian population, these households were excluded from the NHES:96. Thus, 55,708 Screeners were completed with households that included members of the civilian population. National and state-level estimates for demographic and educational characteristics and data about household public library use are appropriately based on these households.

Parent and Family Involvement in Education (PFI) Component

The NHES:96 PFI component focused on family involvement in children's education. The core of this survey collected extensive information on family involvement in four areas: children's schools, communication with teachers or other school personnel, children's homework and behavior, and learning activities with children outside of school. Other information collected in this component pertains to student experiences in school, children's personal and demographic characteristics, household characteristics, and

children's health and disability statuses. Interviews were completed for 20,792 children ages 3 through 20 and in 12th grade or below.

Civic Involvement (CI) Component

The NHES:96 Civic Involvement component focused on sources of information about government and national issues, civic participation, and knowledge and attitudes about government. Items were administered to youth in grades 6 through 12 and their parents, as well as a representative sample of U.S. adults. The CI component also addressed the opportunities that youth have to develop the personal responsibility and skills that would facilitate their taking an active role in civic life. Interviews were completed with 9,393 parents of students in grades 6 through 12 (including home-schooled students in those grades), 8,043 youth in grades 6 through 12, and 2,250 adults.

Flow of the Interviews

Interviewing in each household began with a Screener interview in which information was obtained that was used to sample adults or children for extended interviews. (The term "extended interview" refers to the interviews pertaining to the topical components of the study, that is, the Parent PFI/CI, the Youth CI, or the Adult CI interviews.)

In the Parent/Youth part of the sample, if the household contained any children age 3 through 12th grade, up to two Parent PFI/CI interviews were conducted with the parent or guardian most knowledgeable about each child's care and education. In households with one or more children from age 3 through 5th grade, one and only one child in that age/grade range in the household was sampled for the survey. In households with one or more children in 6th through 12th grade, one and only one child in that grade range in the household was sampled for the survey. Thus, two children were sampled only when both a younger and an older child were living in the household. Any youth enrolled in grades 6 through 12 who was sampled was asked to respond to the Youth CI interview after the Parent PFI/CI interview was completed. In the Adult CI part of the sample, one adult was sampled in each household. For more information on the design of the NHES:96, see *Design, Data Collection, Interview Administration Time, and Data Editing in the 1996 National Household Education Survey*, Vaden-Kiernan et al. forthcoming.

Populations of Interest and Data Sources

The estimates presented in this report reflect answers given by respondents representing three populations of interest. First, the NHES:96 collected information about children 3 years old through grade 12. Information on this population is reflected in parent responses to PFI items, and, for parents of 6th through 12th graders, CI items. Second, youth in grades 6 through 12 whose parents had completed a PFI/CI interview, reported on CI items and a small number of PFI items. The third population of interest was adults, defined as persons 18 years old or older, not enrolled in grade 12 or below, and not on active duty in the military. These respondents reported on a number of CI items. While estimates in this report include those from a Parent PFI/CI interview and from a separate Adult CI interview, respondents to the Adult interview may also be parents.

Appendix A contains descriptions of each survey. The descriptions include information about the topics and populations covered, sample sizes, methods of survey design and administration, dates and periodicity of the surveys, sponsorship of the studies, and availability of the data. In the paragraphs that follow, each data source is described briefly. Estimates from the NHES:91, NHES:93, NHES:95, and the CPS supplements contained in this report were generated from their respective data files; estimates from the other surveys were obtained from published sources or personal communication with researchers. All data reported are weighted estimates.

- **The Current Population Survey (CPS).** The CPS is conducted monthly to provide estimates of employment, unemployment, and other characteristics of the labor force. The U.S. Department of Education is a sponsor of the annual October supplement to the CPS, which provides specific information on educational topics. Also, each March, the CPS collects additional information concerning work experience, income, non-cash benefits, and migration. Because they contain information on school enrollment and educational attainment and the March supplement does not, the October 1994 CPS data files were created for multiple purposes including comparison with the Parent PFI/CI, Youth CI and Adult CI files and comparison with the Household & Library file regarding households with children.

The March 1995 CPS data are used to compare estimates of household characteristics unrelated to education from the Household & Library component. The exception to this is household income, a variable that was not obtainable from the March 1995 CPS data file; household income was obtained from the October 1994 CPS data file instead.

- **The National Household Education Surveys: 1991 Early Childhood Education (ECE) component, 1993 School Readiness (SR) and School Safety and Discipline (SS&D) components, and 1995 Early Childhood Program Participation (ECPP) component.** NHES estimates from previous administrations can provide especially

meaningful comparisons. For several NHES:96 estimates from the Parent PFI/CI interview, for example, there exist corresponding estimates from previous NHES administrations that are based on identical or nearly identical item wording and sampling criteria. NHES estimates from previous administrations presented in this report include those measuring family-child reading and storytelling, preschool participation rates, parent involvement in school activities, selected school and family characteristics, and child disabilities.

- **The 1988 National Education Longitudinal Study (NELS:88).** The NELS is a longitudinal study of a cohort of students and their parents, which provides trend data about the transition of students into high school, college, and careers. The base year file contains records on a random sample of students when they were in the 8th grade. The first followup occurred approximately 2 years later, and the second followup occurred approximately 2 years after the first followup. NELS data included in this report are from the parent and student files. Comparisons are made with the NHES:96 PFI/CI data on school contacts to parents (by parent report) and frequency of parents helping the child with his or her homework.
- **The National Adult Literacy Survey (NALS).** The 1992 NALS collected data on adults' activities in daily life that require English literacy skills. Data from the NALS are used in this report for comparison with the NHES:96 Adult CI component. Tables displaying these comparisons present estimates of the frequency of newspaper reading among adults, the number of magazines read regularly by adults, and the percentage of adults reading any books in the last 6 months.
- **The 1989 Citizens' Political and Social Participation Study (CPSP).** The CPSP collected information on civic involvement and community participation from a random sample of adults age 18 and older and from a subsample of the original respondents who were coded as politically active. This report uses data only from the initial screening sample. For this comparative report, the CPSP estimates for membership in an organization and participation in various political activities are provided for comparison with the NHES:96 Parent PFI/CI and adult CI estimates.
- **The 1987 and 1994 General Social Survey (GSS).** The GSS measures trends in adults' attitudes and reports of behaviors regarding a range of issues. Questions vary by topic over survey administrations. In this report, estimates from the GSS are compared with NHES:96 estimates from the Parent PFI/CI and Adult CI components that address membership in an organization, various political or civic activities, and attitudes about whether a speech against churches and religion should be allowed.
- **The National Election Study (NES).** The NES collects data on voting, public opinion, and political participation and knowledge during election years. Respondents must meet U.S. eligibility criteria for voting and are selected through a multistage stratified procedure. Estimates from the 1990-1991 NES are compared in this report to NHES:96 Parent PFI/CI and Adult CI estimates of the political knowledge of parents and adults.
- **The Washington Post/Kaiser Family Foundation/Harvard University Survey Project.** The *Washington Post*/Kaiser Family Foundation/Harvard University Survey

addressed the question, "Why Don't Americans Trust the Government?" In addition to measuring adults' perceptions of various aspects of government, the survey asked respondents a series of political knowledge questions; responses to these items are compared with similar NHES:96 political knowledge questions from the Parent PFI/CI and Adult CI component.

- **The 1965 National Survey of High School Seniors (NSHSS).** In the 1965 NSHSS, high school seniors and their parents were administered an extensive series of questions about political socialization. A followup survey was administered to the sample in 1973. The NHES:96 sample and items are more similar to the original 1965 study, and only comparisons from that NSHSS administration are reported in this paper. Specifically, comparisons between the NHES:96 Parent PFI/CI and Adult CI and the NSHSS address use of the mass media for the national news and whether or not a speech against churches and religion should be allowed. The NSHSS provides particularly important comparisons, since it is the only study focusing on civic issues that includes estimates from youth respondents that may be compared with estimates from NHES:96 Youth CI data.

Methodological Considerations in Data Comparisons

Sample sizes, methods of survey administration, the timing of surveys, and response rates all have methodological impact on the data collected and any comparisons made (Bradburn 1983; Groves 1989). In addition, question wording variation, question order, question context, and respondent recall can have a major impact on survey responses (Bradburn 1983; Groves 1989). As a result, it is important to note some general methodological issues.

One issue is population coverage, particularly for telephone surveys like the NHES:96. Population coverage is an issue that arises in the examination of results of any telephone survey because households without telephones are excluded from the sample. Approximately 6 percent of adults aged 16 years or older (and not enrolled in elementary or secondary school) and about 10 to 11 percent of children age 10 or younger live in households without telephones. Low-income persons, minority group members, and persons who do not own their homes are more likely than others to live in nontelephone households (Groves and Kahn 1979; Thornberry and Massey 1988).

The NHES:96 data were statistically adjusted to reduce the bias resulting from telephone undercoverage. As a result, the estimates from the NHES:96 sum to the total number of persons in all households, not just those in households with telephones¹. Although these statistical adjustments may be

¹ Similar statistical adjustments were made for the NHES:95, the NHES:93 and the NHES:91 data, which are also included in some comparisons in this report.

very useful in reducing biases in aggregates for the whole population, more serious biases may exist for estimates of segments of the population with relatively low telephone coverage rates (Brick, Burke, and West 1992).

Apart from population coverage, responses to survey items can vary depending upon the method of survey administration. Data collection modes differed for several of the survey sources used in this report. The NHES:96, NHES:95, NHES:93, and NHES:91 were conducted by telephone in a centralized facility. The CPS surveys were primarily conducted by telephone from interviewers' homes, but about one-fourth to one-third of CPS interviews were conducted in person. All of the student interviews for the National Survey of High School Seniors took place in-person in high schools. These differences in mode may underlie some of the differences across survey estimates that are presented in this report.

Timing of survey administration in terms of the years in which surveys were conducted or the time of year they were administered also may affect responses. Where possible, we have provided estimates from surveys that were administered close in time to the NHES:96. However, in some cases, wide gaps of time exist among administrations of the NHES:96 and the extant sources most comparable for certain items. In such cases, the historical context of the surveys may vary substantially. For example, several civic involvement items from the NHES:96 were derived from the 1965 National Survey of High School Seniors. Given the time difference of more than 30 years, it is possible that discrepant estimates may reflect the different cultural climates of 1965 and 1996.

Another important consideration is the time of the year when the data are collected, which can affect responses to questions related to specific topics, such as school attendance. For example, the relationship between age and grade in school can be affected by the time of year data are collected. A child at a given age in October (the time of the CPS Education Supplement) is most likely enrolled in the grade appropriate for his or her age during the fall. About one-sixth of those children, however, will have turned a year older by the new year, and would appear in the NHES:96 as being a year older.

Where appropriate, the NHES:96 estimates have been adjusted to account for discrepancies in the timing of the surveys. For example, to facilitate meaningful comparisons between the CPS Education Supplement conducted in October and the NHES:96 conducted in January to April, ages of children whose birthdays fell in October, November, or December in the NHES:96 were recoded to more closely match the CPS convention. Despite these adjustments, it is important to keep in mind that the data collection period can be an important factor to consider when comparing estimates.

Variation in response rates across surveys can also result in differences in the estimates. To the extent that nonrespondents are different from respondents, low response rates may introduce biases into the survey estimates. The NHES:96 Screener response rate, and therefore that of the Household & Library component, was 69.9 percent. The completion rate for the Parent PFI/CI interview was 89.4 percent; the response rate for the Parent PFI/CI interview was 62.5 percent (69.9 percent times 89.4 percent). For the youth interview, the youth completion rate was 76.4 percent, and the overall response rate was 53.4 percent (69.9 percent times 76.4 percent). For the Adult CI interview, the completion rate was 84.1 percent and the response rate was 58.8 percent (69.9 percent times 84.1 percent). The issue of response rates for the NHES:96 is addressed more thoroughly in the next section of this report (for more details, refer to *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey*, Montaquila and Brick forthcoming).

Variations in question wording and operational definitions between surveys are other potential sources of discrepancies between estimates. This issue is discussed for each component in conjunction with the comparisons presented later in this report.

General Comments on the NHES:96 Estimates

The estimates presented here are just some of the infinite number of comparisons that could be made by comparing NHES:96 estimates to those of other sources using different variables and categorizations of those variables. When so many comparisons are made, some will undoubtedly show statistically significant differences. The multiple comparison test adjustments used do not account for the number of comparisons made across variables and different categorizations of them, because it is impossible to estimate the "family size" that is appropriate in this case. Rather, the multiple comparison adjustments are made assuming that the only comparisons being made are those in the particular table. This approach is still useful because the main purpose is to explore the data to determine whether there are some glaring differences in estimates that need to be investigated further.

More and larger differences have been found between the NHES:96 and comparable surveys than were found for previous NHES surveys. This might be due to the lower response rates in the NHES:96. As the response rate decreases, the potential for bias increases. Using the equation presented below, the bias of a mean can be written as a function of the response rate and the difference in the characteristics of respondent and nonrespondents

$$B(\bar{y}) = (1 - P_r)(\bar{y}_r - \bar{y}_{nr})$$

where P_r is the response rate and the subscripts r and nr refer to respondents and nonrespondents, respectively.

Consider how the bias increases as the response rate decreases, assuming a constant difference between respondents and nonrespondents. If this difference is 10 percent, the bias is 2 percent when the response rate is 80 percent and 4 percent when the response rate is 60 percent. As the response rate decreases, the biases may be large enough to be statistically significant even if the differences between the respondents and nonrespondents remain constant. Furthermore, sometimes the differences between respondents and nonrespondents may increase as the response rate decreases, making the biases even larger. Thus, the lower response rate in the NHES:96 might be a source of some statistically significant differences appearing in the comparisons.

One solution to the problem is to adjust for the differences by using population controls in the weighting process. This is, and always has been, a procedure followed in the NHES. The sample weights are raked to totals from the CPS to adjust for differential response propensities (including the difference between respondents and nonrespondents and between telephone and nontelephone households). The control totals are selected by choosing variables expected to be associated with the response propensities for each of the components of the survey. Raking is an iterative weighting procedure similar to poststratification.

Methodology for Significance Testing

Wherever possible, comparisons in this report were examined to ensure that the differences discussed were statistically significant at the 95 percent level of confidence. For comparisons in which NHES:96 data and data from previous NHES studies are involved, the standard errors of estimates could be estimated and are provided in the tables. However, standard errors are not available for the estimates from published data. Assuming that the comparison data set has standard errors about the same as the NHES allows us to make an approximate determination of possible significant differences.

For example, we conducted statistical significance testing, described below, with the assumption that the standard error of the CPS estimates was the same as the standard error for the NHES:96 estimates. Because the CPS used a slightly higher number of sampled households than did the NHES:96, we would expect the CPS standard error estimates to be slightly lower than NHES:96 standard

error estimates. Therefore, using the same standard errors for both surveys provides a conservative statistical indication of the extent to which estimates from the NHES:96 and the CPS differ.

Due to large sample sizes, some relatively small differences (3 to 5 percent) may be significant when all cases are included in the table. For example, standard errors for the Household & Library data file are very small because of the large sample size (more than 55,700), so that very small differences may be statistically significant. The same possibility exists for estimates from the Parent PFI/CI interviews, which yielded responses from 20,792 respondents. In other cases, such as for estimates from the Adult CI file, differences of 3 to 5 percent may not be significant because of somewhat smaller sample sizes or larger numbers of comparisons.

Other Data Considerations

Imputation. As is true for most surveys, responses were not obtained for all the NHES:96 data items for all interviews. Despite the high item response rate, all NHES:96 missing data items were imputed.² The CPS estimates provided as comparison data also contain imputed data.

NHES:96 PFI/CI Parents/Guardians. In the NHES:96 PFI/CI components, the parent or guardian who was identified as the most knowledgeable was designated as the respondent for the interview about the sampled child, and data were collected about the child's parents/guardians who reside in the household. Seventy-seven percent of Parent PFI/CI respondents were reported as the child's mother, either the birth, adopted, step, or foster mother, and 81 percent were female respondents which includes mothers and female guardians. In contrast, data from the NSHSS were collected from approximately equivalent numbers of mothers and fathers, who were selected randomly. One-third of parent respondents consisted of both the mother and father of the sampled high school student. However, in the event that a sampled parent was unavailable at the time of the interview, the other parent in the household (if present) was interviewed instead. This type of distinction in sampling methodology between the NHES and other surveys may contribute to discrepancies in estimates because the response patterns of most knowledgeable parents (usually mothers) may differ from those of randomly selected parents.

² The median item response rate for imputed items in Household & Library interview was 95 percent for household-level characteristics and 99 percent for person-level characteristics. For the Parent PFI/CI, the Youth CI and the Adult CI interviews, the median item response rates were 99 percent. The only variables used in the report that have response rates of lower than 90 percent are household income (83 percent) and number of students in child's grade, a component of school size (88 percent). For more information, see Montaquila, Brick, and Chandler (forthcoming). *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1996 National Household Education Survey.*

NHES:96 Parent PFI/CI Age and Grade Eligibility. For the Parent PFI/CI component, data were collected about children ages 3 through 20 as of December 31, 1995 and in the 12th grade or below. For comparative purposes, either grouped age categories were used, or the NHES:96 data were adjusted to match the comparative data sample as closely as possible, as noted previously.

Parents of children in the 6th through 12th grades, along with students in the 6th through 12th grades, were administered CI items. Several of the comparison sources used more restricted student grade ranges than did the NHES:96. For example, the NELS base year survey contains data only from students in the 8th grade and their parents; the first NELS followup occurred when most of the original sample was in the 10th grade, and the second followup occurred when most of the original sample was in the 12th grade. Likewise, the NSHSS included only high school seniors enrolled in a social studies course. Accordingly, some of the NHES:96 estimates reflect responses of subsamples recoded to match the samples of extant sources. Implications for the findings are noted in that section of the report.

Studies using adult respondents also differed from the NHES:96 Adult CI interview in their age criteria for inclusion in the survey. The CPS includes respondents age 14 and older, and NALS respondents were at least 16 years old, whereas NHES:96 adults were at least 18 years old. Again, whenever possible, NHES comparisons with these sources include estimates from subsamples that most closely match the extant source. However, when such analyses are not possible using the available data, sample age differences may confound comparisons with different data sources.

Comparisons from the Screener/Household & Library Interview

In this section, we provide comparable estimates for a range of demographic items in the NHES:96 Household & Library data file. Included are NHES and CPS estimates of the number of households in the Nation and numerical and proportional comparisons on a variety of characteristics including household size (total, numbers of children and adults); race, ethnicity, and origin of household members (any member black, any member Hispanic, any member born outside the United States); and socioeconomic measures (own/rent home, any member with a bachelor's or more education, household income).

Household Size Measures

Estimates for all households, total persons in households, numbers of children in households, and number of adults in households are very similar for the NHES:96 Household & Library file and the CPS. All of these estimates are within 1 percent (table 1).

Socioeconomic Status

Estimates of home ownership show about 4 percent fewer owners, 2 percent more renters, and 1 percent more with other arrangements in the NHES:96 compared to the CPS, a statistically significant difference (table 1). NHES:96 and CPS income figures are similar (the same percentage or within 1 percent) for all but 3 categories. The NHES:96 has 4 percent fewer households in the income categories \$5,001 to \$10,000 and \$10,001 to \$15,000, and 3 percent more households in the category \$75,000 or more. The CPS data come from the October 1994 survey, a difference in time of about 18 months. In addition, the CPS uses family income, whereas the NHES collects total household income. However, it is likely that the NHES:96, like many surveys, slightly underrepresents low income households and slightly overrepresents high income households³. The NHES:96 estimates show about 6 percent more adults holding bachelor's degrees than the March 1995 CPS (table 2). While the income and degree data suggest an upward socioeconomic bias, the slightly lower rate of home ownership suggests the opposite. Overall, the balance of the evidence suggests a modest bias toward those with more education and higher incomes.

³ The income estimates presented in this section are percentages of households, with each household counted only once. Income estimates presented later in this report are based on different populations (e.g., percent of children and youth in households with given incomes, or percentages of all adults in households with given incomes).

Table 1.—Estimates of household characteristics: NHES: 96 Screener/Household & Library and October 1994 and March 1995 Current Population Survey (CPS)

Household characteristic	NHES:96			CPS	
	Households (thousands)	Percent	s.e.	Households (thousands)	Percent
Total	99,088	100	--	99,088	100
Total persons in household					
one or two	56,688	57	0.17	56,567	57
three or four	32,563	33	0.18	32,150	32
five or more	9,837	10	0.10	10,281	10
Children under 18					
none	62,863	63	0.00	61,602	62
one or two	28,629	29	0.12	29,424	30
three or more	7,596	8	0.12	80,619	8
Adults 18 and older					
own	60,381	<0.5	0.01	11	<0.5
rent	35,474	85	0.20	84,774	86
other arrangement	3,232	15	0.20	14,292	14
Own or rent home					
own	60,381	61	0.07	64,048	65
rent	35,474	36	0.00	33,235	34
other arrangement	3,232	3	0.07	1,804	2
Household income*					
\$5,000 or less	4,474	5	0.10	5,700	6
\$5,001 to \$10,000	6,940	7	0.13	9,720	11
\$10,001 to \$15,000	7,289	7	0.13	10,336	11
\$15,001 to \$20,000	7,239	7	0.12	6,982	8
\$20,001 to \$25,000	7,990	8	0.13	7,955	9
\$25,001 to \$30,000	9,489	10	0.13	7,360	8
\$30,001 to \$35,000	7,847	8	0.13	6,762	8
\$35,001 to \$40,000	8,868	9	0.15	6,055	7
\$40,001 to \$50,000	11,019	11	0.15	8,533	9
\$50,001 to \$75,000	15,084	15	0.18	12,393	14
more than \$75,000	12,885	13	0.17	8,888	10

*CPS income ranges are less than 5,000, 5,000 to 7,499, etc. (i.e., ending in '999' values rather than thousands). About 9 percent of CPS households are missing income data. Other CPS details may not add to totals due to missing data.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Household & Library component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), (estimate of household income), October 1994 ; Current Population Survey (CPS), (other CPS estimates), March 1995.

Table 2.—Estimates of household characteristics: NHES:96 Screener/Household & Library and March 1995 Current Population Survey (CPS)

Household characteristic	NHES:96			CPS	
	Households (thousands)	Percent	s.e.	Households (thousands)	Percent
Total	99,088	100	--	99,088	100
Any household member has B.A.					
Yes	34,780	35	0.22	29,044	29
No	64,288	65	0.22	70,436	71
Any household member is black					
Yes	10,401	11	0.07	12,137	12
No	88,687	90	0.07	86,951	88
Any household member is Hispanic					
Yes	9,135	9	0.12	8,999	9
No	89,952	91	0.12	90,088	91
Any household member born outside U.S.					
Yes	11,234	11	0.13	13,884	14
No	87,853	89	0.13	85,204	86

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Household & Library component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March 1995.

Race and Ethnic Origin

The percentages of households in which at least one person is black is very similar in the NHES:96 and the CPS (11 and 12 percent, respectively). The percentages of households with at least one member of Hispanic origin is identical (9 percent). There is a significant difference of 3 percent between the NHES:96 and CPS estimates of the percentage of households with any member born outside the 50 States or the District of Columbia (11 percent versus 14 percent). This may be associated with the fact that the NHES is conducted only in English and Spanish; non-English, non-Spanish speaking immigrants may be underrepresented even after raking adjustments are made.

Table 3 shows the percentage of parent/youth sample households from the NHES:96 (about 95 percent of the household sample) with children of various ages. The NHES:96 weighted estimates for the presence of children are lower than the October 1994 CPS estimates for the presence of at least one child, children age 3 through 5th grade only, and children in 6th through 12 grades only. The NHES:96 estimate of the percentage of households with at least one child in both the younger and older age groups is higher than the CPS estimate. However, as noted by Montaquila, Brick, and Chandler (forthcoming), there is some variation in the CPS estimates of the presence of children in a household, and the NHES:96 estimate is within that range. Specifically, estimates from the October 1994 CPS showed that about 38 percent of households had children eligible for the Parent PFI/CI interview (i.e. between 3 years of age and 12th grade). The October 1993 CPS estimates indicated that about 33 percent of households had children eligible for the Parent PFI/CI interview. The sample design for the NHES:96 was based on the October 1992 CPS and assumed that about 30 percent of households had children eligible for the Parent PFI/CI interview. The actual percentage of households in the NHES:96 that had children eligible for the Parent PFI/CI interview was 33 percent, within the range of 30 percent to 38 percent reported by the CPS in recent years.

Table 4 shows the percentages of households with various member characteristics for the NHES:96 and the March 1995 CPS, and the differences between these estimates. Most of the differences are 1 percent or less. The exceptions are one-person households (with a difference of 1.7 percent), and households with one or more persons age 65 or older (a difference of 2.7 percent). These findings are consistent with the hypothesis that many surveys tend to underrepresent the elderly and one-person households.

Table 3.—Percentage of households with children: NHES:96 Screener/Household & Library (parent/youth sample) and the October 1994 Current Population Survey (CPS)

	NHES:96 screened parent/youth sample households	CPS
Age/grade of child	Weighted percent	Weighted percent
At least one child age 3 years through 12th grade	33	38
3 years through 5th grade only	15	19
6th through 12th grades only	11	15
Both age 3 years through 5th grade and 6th through 12th grades	8	3

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Household & Library component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 4.—Percentage distribution for households and persons: NHES:96 Screener/Household & Library and March 1995 Current Population Survey (CPS)

Characteristic	NHES:96	CPS	Difference
	Percent	Percent	
Household composition			
1-person	23.3	25.0	-1.7
1-person, female	13.9	14.8	-0.9
1-person, male	9.3	10.3	-1.0
With person 65 years or older	21.0	23.7	-2.7
Person's age			
0 to 2 years	3.8	4.6	-0.8
3 to 5 years	4.7	4.8	-0.1
6 to 9 years	6.2	6.0	0.2
10 to 19 years	14.6	14.3	0.3
20 to 29 years	14.8	14.3	0.5
30 to 39 years	16.8	16.9	-0.1
40 to 49 years	14.8	14.3	0.5
50 to 59 years	9.7	9.2	0.5
60 or more years	14.6	15.7	-1.1
3 to 10 years	12.5	12.2	0.3
11 to 18 years	11.7	11.5	0.2
65 or more years	10.9	11.9	-1.0

NOTE: Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Household & Library component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), March 1995.

Comparisons from the Parent and Family Involvement in Education Component

This section presents a set of tables that compare estimates from the NHES:96 Parent and Family Involvement in Education data from the Parent PFI/CI file to appropriate estimates from several data sets -- (1) the October 1994 Current Population Survey (CPS), (2) other NHES collections, and (3) the 1988 National Educational Longitudinal Survey (NELS).

Enrollment in School

Tables 5 through 9 present univariate comparisons of preschool and school enrollment. Tables 10 to 13 present bivariate enrollment estimates and public and private school enrollment comparisons.

For the most part, the univariate estimates from the NHES:96 school enrollment items appear similar to comparable estimates from CPS data; however, there are some discrepancies between the two data sources. Table 5 shows NHES:96 Parent PFI/CI and October 1994 CPS estimates of enrollment status and grade by children's ages. Standard errors for these estimates are shown in table 5A. Overall, the pattern between children's ages and grades shows that the NHES:96 Parent PFI/CI estimates are similar but somewhat higher for the younger age group in each grade than those for the October 1994 CPS. For example, 56 percent of 4-year-olds in the NHES:96 were reported to be in preschool compared to 54 percent of 4-year-olds in the CPS. Other estimates show more distinct and significant differences. For example, 40 percent of 3-year-olds in the NHES:96 were reported to be in preschool compared to 33 percent of 3-year-olds in the CPS, and 75 percent of 17-year-olds in the NHES:96 were enrolled in 12th grade versus 68 percent in the CPS.

Table 6 presents NHES estimates of preschool participation of 3- to 5-year-olds by high and low family income levels. The estimate of preschool participation among high income households (with incomes over \$50,000) was not significantly different in the NHES:96 Parent PFI/CI than in other NHES surveys. The estimate for preschool participation among low income households (with incomes of \$10,000 or less) was also not significantly different in the NHES:96 Parent PFI/CI than in the NHES:95 ECPP, the NHES:93 SR, and NHES:91 ECE.

Table 5.— Percentage distribution of 2- to 20-year-olds enrolled and not enrolled in school: NHES:96
Parent PFI/CI and October 1994 Current Population Survey (CPS)

Child's age	Not enrolled	Child's current grade													
		Nursery school	K	1	2	3	4	5	6	7	8	9	10	11	12
NHES:96															
2	78	21	1												
3	58	40	1												
4	35	56	9	*											
5	3	6	83	8	*										
6	*	*	10	85	5	*									
7			*	17	78	5									
8			*	1	19	73	7	*							
9					1	18	74	7	*						
10						1	20	72	7	*					
11							1	20	72	5	*				
12								1	21	71	7	*	*		
13						*		*	2	23	69	6	*		*
14										2	22	70	5	*	*
15									*	*	2	24	65	8	*
16								*			*	3	26	63	7
17							*				*	*	4	21	75
18												1	1	12	85
19														12	88
20															100

Table 5.—Percentage distribution of 2- to 20-year-olds enrolled and not enrolled in school: NHES:96
Parent PFI/CI and October 1994 Current Population Survey (CPS)—Continued

Child's age	Not enrolled	Child's current grade													
		Pre-school	K	1	2	3	4	5	6	7	8	9	10	11	12
CPS															
3	66	33	1												
4	40	54	7												
5	4	14	76	6	1										
6	1	2	12	80	5	*									
7		*	*	19	74	5	*	*	*	*	*				
8		*	*	1	21	72	5	*	*		*				
9				2	1	21	70	6	*	*					
10				1	*	2	24	67	6	*	*	*	*	*	
11				1	*	*	2	26	67	4	*	*		*	
12				1	*	*	*	2	26	65	4	*	*	*	*
13				*	*	*	*	*	3	27	63	6	*	*	*
14				*	*	*		*	1	4	26	63	5	*	*
15										*	4	25	64	6	*
16										*	*	5	27	60	7
17										*		1	5	27	68
18										1		1	5	15	78
19										*			1	26	71
20												5	7	5	83

* Less than 1 percent.

NOTE: Percentages may not sum to 100 due to rounding. For the NHES:96 the current grade of kindergarten (K) includes grades classified as kindergarten, transitional kindergarten, and prefirst grade. For the CPS kindergarten includes full-day and part-day kindergarten. Grades reported as nursery school, preschool, or prekindergarten are not included. Only children who were age 3 by December 31, 1995 were considered 3 years old in the NHES. Age was recalculated to match the CPS definition of the child's age as of September 31, 1995.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 5A.—Standard errors of the percentage distribution of 2- to 20-year-olds enrolled and not enrolled in school: NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)

Child's age	Not enrolled	Child's current grade													
		Nursery school	K	1	2	3	4	5	6	7	8	9	10	11	12
NHES:96															
2	2.5	2.3	0.6												
3	1.4	1.4	0.3												
4	1.3	1.3	1.0	*											
5	0.6	0.9	1.4	1.0	*										
6	*	*	1.0	1.0	0.8	*									
7			*	1.0	1.2	0.7									
8			*	0.3	1.1	1.3	0.9	*							
9					0.2	1.1	1.2	0.7	*						
10						0.3	1.1	1.2	0.7	*					
11							0.6	1.2	1.5	0.6	*				
12								0.4	1.2	1.3	0.7	*	*		
13						*		*	0.6	1.2	1.3	0.6	*		*
14										0.5	1.2	1.3	0.6	*	*
15									*	*	0.6	1.3	1.6	1.0	*
16								*			*	0.6	1.4	1.5	1.0
17							*				*	*	0.8	1.2	1.3
18												0.9	0.4	3.0	3.1
19														6.9	6.9
20															0.0

* Estimate was less than 1 percent. The standard error for estimates of less than 1 percent are not presented.

NOTE: Standard errors increase for children who are 18 and 19 years old. This is because there are small numbers of those children in the grade categories shown above.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 6.—Disparity (in percentage points) in preschool¹ participation rates between 3- to 5-year-olds² from high income³ families and 3- to 5- year olds from low-income families⁴: NHES:96 Parent PFI/CI, NHES:95 ECPP, NHES:93 SR, and NHES:91 ECE

Income level	NHES:96		NHES:95		NHES:93		NHES:91	
	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
High income	72	1.59	76	1.82	75	1.36	73	1.6
Low income	43	2.89	49	3.16	45	2.01	45	2.5

¹Includes nursery schools, prekindergarten programs, preschools, daycare centers, and Head Start.

²Excluding those enrolled in kindergarten.

³High income was defined as family income of over \$50,000.

⁴Low income was defined as family income of \$10,000 or less.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Early Childhood Program Participation component, 1995; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness component, spring 1993; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Early Childhood Education component, spring 1991.

Table 7 gives estimates for the percentages of children in public and private schools and the percentage not enrolled and enrolled at different grade levels. Percentages in the NHES:96 Parent PFI/CI were either identical or very similar to the October 1994 CPS, which was expected. The estimated number and percentages of children in grades K through 12 enrolled in public and private schools are presented in table 8. Overall, the percentage estimates are very similar in the NHES:96 Parent PFI/CI and the October 1994 CPS. Some estimates are the same, and most differences in estimates in the table are only 1 percent. The largest discrepancy is observed for 12th graders. In the NHES:96, 88 percent of 12th graders were reported to be in public schools compared to 93 percent of those in the CPS, but this difference is also not significant.

Tables 9 through 12 present bivariate comparisons of public and private school enrollment estimates from the NHES:96 Parent PFI/CI, the October 1994 CPS, and the NHES:93 SS&D. The tables present estimates using five measures: public/private enrollment, race/ethnicity of the child, parent's highest education, household income, and urbanicity. For public versus private school enrollment, no significant differences are observed between public/private enrollment and race/ethnicity (table 9), between public/private enrollment and parent education (table 10), between public/private enrollment and household income (table 11), or between public/private enrollment and urbanicity (table 12). Most comparative estimates are the same or within 2 percent, and the 3 to 4 percent differences (public enrollment for "other" race on table 9, and public enrollment for children with a parent with a graduate education on table 10) are not significant.

Estimates of school size are shown in table 13. These were very similar in the NHES:96 Parent PFI/CI and the NHES:93 SS&D.

Household Characteristics

Tables 14 through 18 present NHES:96 Parent PFI/CI comparisons for selected household characteristics. Table 14 presents estimates of family structure and household urbanicity for NHES:96 Parent PFI/CI and NHES:93 SS&D. These estimates are identical or within one percent.

In table 15, estimates of household income levels in the NHES:96 Parent PFI/CI and October 1994 CPS are compared. The percentage estimates are very similar. Many estimates are the same, most differences are only 1 percent, and none is greater than 2 percent.

Table 7.— School type and grade level estimates: NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)

School type and grade	NHES:96		CPS
	Estimate	s.e.	Estimate
Total number of children age 3 through 12th grade (thousands)	58,997		58,691
School type ¹			
Public	85%	0.3	86%
Private	15	0.3	14
Student grade level ²			
Not enrolled	8	<0.1	8
Preschool	7	<0.1	7
K	7	<0.1	7
1	7	<0.1	7
2	7	<0.1	7
3	6	<0.1	6
4	7	<0.1	7
5	7	<0.1	7
6	7	<0.1	7
7	7	<0.1	7
8	6	<0.1	6
9	6	<0.1	6
10	6	<0.1	6
11	6	<0.1	6
12	6	<0.1	6

¹Preschoolers who are not enrolled and children who are homeschooled are not included.

²One student enrolled in school in ungraded/no grade equivalent is not included.

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 8.—Number and percentage of children in grades K through 12* in public and private schools:
NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)

Child's current grade	School type					
	Public			Private		
	Number (thousands)	Percent	s.e.	Number (thousands)	Percent	s.e.
NHES:96						
K	3,282	85	1.1	576	15	1.1
1	3,815	88	1.1	534	12	1.1
2	3,465	88	1.1	490	12	1.1
3	3,347	89	1.0	408	11	1.0
4	3,535	90	0.8	381	10	0.8
5	3,514	90	0.9	381	10	0.9
6	3,511	89	0.9	416	11	0.9
7	3,525	91	0.9	356	9	0.9
8	3,376	92	0.8	311	8	0.8
9	3,399	91	1.0	336	9	1.0
10	3,300	90	1.1	375	10	1.1
11	3,061	91	0.9	312	9	0.9
12	2,983	88	1.3	394	12	1.3
CPS						
K	3,278	85		585	15	
1	3,764	87		576	13	
2	3,503	88		459	12	
3	3,348	89		432	11	
4	3,479	89		438	11	
5	3,576	91		341	9	
6	3,557	90		393	10	
7	3,526	90		371	10	
8	3,339	90		368	10	
9	3,500	92		293	8	
10	3,445	93		258	7	
11	3,131	93		269	7	
12	3,177	93		232	7	

*Preschoolers who are not enrolled and children who are homeschooled are not included.

NOTE: s.e. is standard error. For the NHES:96 kindergarten (K) includes grades reported as kindergarten, transitional kindergarten, and prefirst grade. For the CPS, kindergarten includes full-day or part-day kindergarten. Grades reported as nursery school, preschool, or prekindergarten are not included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 9.—Public/private enrollment by race/ethnicity, age 3 through 12th grade*: NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)

Race/ethnicity	NHES:96					CPS		
	Number of children (thousands)	Public		Private		Number of children (thousands)	Public	Private
		Percent	s.e.	Percent	s.e.		Percent	Percent
White, non-Hispanic	36,313	83	0.38	17	0.38	36,352	84	16
Black, non-Hispanic	8,790	91	0.54	9	0.54	8,676	92	8
Hispanic	6,929	90	0.75	10	0.75	6,889	92	8
Other	2,251	85	1.32	15	1.32	1,979	89	11

*Preschoolers who are not enrolled and children who are homeschooled are not included.

NOTE: s.e. is standard error. Percentages include only those students for whom public/private enrollment was reported.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES). Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 10.—Public/private enrollment by parent education level, age 3 through 2nd grade*: NHES:96 Parent PFI/CI and NHES:93 SR

Parent education	NHES:96					NHES:93				
	Number of children (thousands)	Public		Private		Number of children (thousands)	Public		Private	
		Percent	s.e.	Percent	s.e.		Percent	s.e.	Percent	s.e.
Less than high school	1,563	93	1.73	7	1.73	1,238	95	0.98	5	0.98
High school graduate	5,227	86	1.02	14	1.02	5,096	87	0.84	13	0.84
Some college	5,186	74	1.25	26	1.25	5,217	75	0.96	25	0.96
College graduate	2,792	62	1.77	38	1.77	2,178	62	1.67	38	1.67
Graduate school	2,267	53	1.89	47	1.89	2,194	54	1.41	46	1.41

Table 10A. —Public/private enrollment by parent education level, 3rd through 12th grade*: NHES:96 Parent PFI/CI and NHES:93 SS&D

Parent education	NHES:96					NHES:93				
	Number of children (thousands)	Public		Private		Number of children (thousands)	Public		Private	
		Percent	s.e.	Percent	s.e.		Percent	s.e.	Percent	s.e.
Less than high school	3,610	96	0.92	4	0.92	3,272	98	0.55	2	0.55
High school graduate	11,249	95	0.43	5	0.43	11,437	95	0.43	5	0.43
Some college	11,159	92	0.57	8	0.57	11,071	91	0.49	9	0.49
College graduate	5,653	85	1.01	15	1.01	4,157	86	1.25	14	1.25
Graduate school	5,576	80	1.34	20	1.34	5,007	83	0.95	17	0.95

*Preschoolers who are not enrolled and children who are homeschooled are not included.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness and School Safety and Discipline components, 1993.

Table 11.—Public/private enrollment by household income, age 3 through 12th grade*: NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)

Household income	NHES:96					CPS		
	Number of children (thousands)	Public		Private		Number of children (thousands)	Public	Private
		Percent	s.e.	Percent	s.e.		Percent	Percent
Less than \$15,000	11,618	94	0.55	6	0.55	12,002	95	5
\$15,001 to \$30,000	12,331	90	0.61	10	0.61	10,130	91	9
\$ 30,001 to \$50,000	13,768	85	0.49	15	0.49	13,126	86	14
More than \$50,000	16,566	76	0.67	24	0.67	14,903	77	23

*Preschoolers who are not enrolled and children who are homeschooled are not included.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 12.—Public/private enrollment by urbanicity of ZIP Code area, age 3 through 2nd grade*: NHES:96 Parent PFI/CI and NHES:93 SR

Urbanicity	NHES:96					NHES:93				
	Number of children (thousands)	Public		Private		Number of children (thousands)	Public		Private	
		Percent	s.e.	Percent	s.e.		Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	11,089	71	0.83	29	0.83	10,248	72	0.74	28	0.74
Urban, outside urbanized area	2,230	79	1.79	21	1.79	2,283	80	1.43	20	1.43
Rural	3,717	82	1.30	18	1.30	3,391	83	1.09	17	1.09

Table 12A.—Public/private enrollment by urbanicity of ZIP Code area, 3rd through 12th grade*: NHES:96 Parent PFI/CI and NHES:93 SS&D

Urbanicity	NHES:96					NHES:93				
	Number of children (thousands)	Public		Private		Number of children (thousands)	Public		Private	
		Percent	s.e.	Percent	s.e.		Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	22,466	88	0.50	12	0.50	20,952	89	1.23	11	1.23
Urban, outside urbanized area	5,042	93	0.78	7	0.78	5,111	95	0.90	5	0.90
Rural	9,739	94	0.54	6	0.54	8,882	95	0.75	5	0.75

*Preschoolers who are not enrolled and children who are homeschooled are not included.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, School Readiness and School Safety and Discipline components, spring 1993.

Table 13.—School size: NHES:96 Parent PFI/CI and NHES:93 SS&D

School size*	NHES:96		NHES:93	
	Percent	s.e.	Percent	s.e.
Under 300	14	0.37	14	0.63
300-599	36	0.56	38	0.60
600-699	24	0.42	23	0.49
1,000 or more	25	0.46	23	0.83

*Percentages that are reported in this table do not include respondents who reported the number of children in their child's grade instead of the number in the school.

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding. The NHES:96 Parent PFI/CI data reported here include only children in grades 3 through 12 in order to match the NHES:93 SS&D data.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Safety and Discipline component, spring 1993.

Table 14.—Family structure and household urbanicity: NHES:96 Parent PFI/CI and NHES:93 SS&D

	NHES:96		NHES:93	
	Percent	s.e.	Percent	s.e.
Family structure				
Mother and father*	69	0.53	70	0.59
Mother	24	0.50	24	0.50
Father	3	0.19	3	0.20
Nonparent guardian(s)	4	0.24	3	0.31
Household urbanicity				
Urban, inside urbanized area	60	0.51	60	0.99
Urban, outside urbanized area	14	0.42	15	0.54
Rural	26	0.29	25	0.94

*"Mother" and "father" refer to birth, adoptive, step, or foster parents.

NOTE: s.e. is standard error. The NHES:96 Parent PFI/CI data reported here include only children in grades 3 through 12 in order to match the NHES:93 SS&D.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Safety and Discipline component, spring 1993.

Table 15.—Percentage of children age 3 through 12th grade by total household income distribution:
NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)

Household Income	NHES:96		CPS
	Percent	s.e	Percent
\$5,000 or less	6	0.23	7
\$5,001 to \$10,000	9	0.23	9
\$10,001 to \$15,000	7	0.23	9
\$15,001 to \$20,000	7	0.24	6
\$20,001 to \$25,000	9	0.23	7
\$25,001 to \$30,000	7	0.18	7
\$30,001 to \$35,000	7	0.21	8
\$35,001 to \$40,000	8	0.23	7
\$40,001 to \$50,000	11	0.32	11
\$50,001 to \$75,000	16	0.32	17
Over \$75,000	14	0.32	12

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

A number of significant differences can be observed in the tabulation of household income and race/ethnicity (table 16). For example, the percentage of Hispanic children in families with incomes under \$15,000 is lower in the NHES:96 Parent PFI/CI than in the October 1994 CPS. The NHES:96 has a higher percentage of non-Hispanic white and non-Hispanic black children in the \$15,001-\$30,000 household income range than the CPS. The NHES:96 also has fewer non-Hispanic black children in high income families, those with more than \$50,000, than does the CPS. The differences between the NHES:96 and the CPS, while significant in some cases, are not substantial. Despite a 6 percentage point discrepancy, there was no significant difference across surveys between those whose race was “other” and whose income was less than \$15,000. The differences between the NHES:96 and the CPS in these race/ethnicity-income estimates are not uniform; that is, they appear in various cells of the table across the various categories of race/ethnicity and income.

In comparisons of income by urbanicity in the NHES:96 Parent PFI/CI and NHES:93 SR and SS&D (tables 17 and 18), many estimates are within 2 percentage points, but some significant differences are also observed. The NHES:96 included a significantly higher percentage of children in families with incomes over \$50,000 across all urbanicity levels than did the NHES:93. These differences were significant for both younger children (table 17) and older children (table 18). The differences observed in tables 17 and 18 tend to be larger than those found in the other household characteristics tables (14-16).

Parent Education

Comparisons of parent education in the NHES:96 Parent PFI/CI and the NHES:93 SR and SS&D are presented in tables 19 through 24. Small but significant differences are observed in crosstabulations of parent education with race/ethnicity (tables 19 and 20). In general, the pattern in these tables is that a higher percentage of children are reported to have parents with a college degree in the NHES:96 than in the NHES:93; however, this does not manifest itself uniformly across all racial/ethnic groups. Significant differences are observed only for white and Hispanic children in the younger age group (table 19), and for white children in the older age group (table 20). The differences in the estimates are not particularly large, and other apparent differences are not significant.

Another area in which differences by parent education are observed is in household income (tables 21 and 22). However, these differences are 5 percent or less and few of them are significant. The differences that are significant are associated with the percentage of younger children whose parents do

Table 16.—Household income level by race/ethnicity, age 3 through 12th grade: NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)

Race/ethnicity	NHES:96								
	Number of children (thousands)	Less than \$15,000		\$15,001 to \$ 30,000		\$30,001 to \$50,000		More than \$50,000	
		Percen t	s.e.	Percen t	s.e.	Percen t	s.e.	Percen t	s.e.
White, non-Hispanic	39,335	13	0.23	21	0.33	29	0.49	37	0.48
Black, non-Hispanic	9,326	45	0.71	26	0.84	18	0.63	10	0.66
Hispanic	7,853	39	0.87	32	0.96	16	0.70	13	0.61
Other	2,483	22	1.56	24	2.01	24	1.57	30	1.57

Table 16.—Household income level by race/ethnicity, age 3 through 12th grade: NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)—Continued

Race/ethnicity	CPS				
	Number of children (thousands)	Less than \$15,000	\$15,001 to \$30,000	\$30,001 to \$50,000	More than \$50,000
		Percent	Percent	Percent	Percent
White, non-Hispanic	34,112	15	18	30	37
Black, non-Hispanic	7,340	47	22	18	13
Hispanic	5,956	43	28	18	11
Other	1,654	28	21	21	31

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 17.—Household income level by urbanicity of ZIP Code area, age 3 through 2nd grade NHES:96
Parent PFI/CI and NHES:93 SR

Urbanicity	NHES:96								
	Number of children (thousands)	Less than \$15,000		\$15,001 to \$ 30,000		\$30,001 to \$50,000		More than \$50,000	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	13,698	26	0.75	22	0.72	23	0.82	29	0.73
Urban, outside urbanized area	2,727	24	1.81	29	1.82	26	1.54	22	1.54
Rural	4,765	23	1.62	27	1.34	30	1.26	20	1.17

Table 17.—Household income level by urbanicity of ZIP Code area age 3 through 2nd grade, NHES:96
Parent PFI/CI and NHES:93 SR—Continued

Urbanicity	NHES:93								
	Number of children (thousands)	Less than \$15,000		\$15,001 to \$30,000		\$30,001 to \$50,000		More than \$50,000	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	12,820	28	0.64	25	0.73	24	0.59	24	0.68
Urban, outside urbanized area	2,860	30	1.91	28	1.68	27	1.50	14	1.36
Rural	4,433	24	1.30	32	1.11	30	1.16	14	0.95

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness component, spring 1993.

Table 18.—Household income level by urbanicity of ZIP Code area, 3rd through 12th grade: NHES:96
Parent PFI/CI and NHES:93 SS&D

Urbanicity	NHES:96								
	Number of children (thousands)	Less than \$15,000		\$15,001 to \$ 30,000		\$30,001 to \$50,000		More than \$50,000	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	22,739	21	0.53	21	0.59	24	0.55	34	0.66
Urban, outside urbanized area	5,148	21	1.67	24	1.32	27	1.34	28	1.42
Rural	9,920	19	1.10	26	1.00	29	0.93	26	1.01

Table 18.—Household income level by urbanicity of ZIP Code area, 3rd through 12th grade: NHES:96
Parent PFI/CI and NHES:93 SS&D—Continued

Urbanicity	NHES:93								
	Number of children (thousands)	Less than \$15,000		\$15,001 to \$ 30,000		\$30,001 to \$50,000		More than \$50,000	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	20,952	23	0.57	23	0.57	25	0.50	29	0.70
Urban, outside urbanized area	5,111	24	1.71	27	1.21	29	1.32	20	1.19
Rural	8,882	19	0.81	31	1.08	31	1.64	19	1.04

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Safety and Discipline component, spring 1993.

Table 19.—Parent education level by race/ethnicity, age 3 through 2nd grade: NHES:96 Parent PFI/CI and NHES:93 SR

Race/ethnicity	NHES:96										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
White, non-Hispanic	13,612	5	0.46	29	0.87	32	0.88	19	0.65	15	0.62
Black, non-Hispanic	3,543	16	1.75	41	2.04	30	1.66	8	0.80	5	0.70
Hispanic	3,180	26	1.46	34	1.43	26	1.66	9	0.87	5	0.65
Other	879	6	1.35	27	2.93	29	2.60	21	2.75	17	1.94

Table 19.—Parent education level by race/ethnicity, age 3 through 2nd grade: NHES:96 Parent PFI/CI and NHES:93 SR—Continued

Race/ethnicity	NHES:93										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
White, non-Hispanic	13,691	4	0.29	32	0.87	34	0.83	16	0.57	15	0.60
Black, non-Hispanic	3,150	15	1.47	41	1.71	33	1.64	6	0.57	4	0.52
Hispanic	2,409	28	1.60	37	1.70	25	1.52	5	0.59	5	0.64
Other	863	7	1.73	25	2.88	28	3.16	16	2.37	24	3.13

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness component, spring 1993.

Table 20.—Parent education level by race/ethnicity, 3rd through 12th grade: NHES:96 Parent PFI/CI and NHES:93 SS&D

Race/ethnicity	NHES:96										
	Number of children (thousands)	Less than high school		High school		Some college		College grad		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
White, non-Hispanic	25,722	4	0.35	28	0.63	32	0.59	18	0.54	18	0.49
Black, non-Hispanic	5,783	15	1.00	40	1.60	30	1.48	9	0.79	5	0.52
Hispanic	4,694	33	1.34	31	1.38	21	1.12	7	0.85	8	0.87
Other	1,608	6	1.12	24	2.21	32	2.43	19	1.76	19	1.86

Table 20.—Parent education level by race/ethnicity, 3rd through 12th grade: NHES:96 Parent PFI/CI and NHES:93 SS&D—Continued

Race/ethnicity	NHES:93										
	Number of children (thousands)	Less than high school		High school		Some college		College grad		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
White, non-Hispanic	24,204	4	0.91	31	1.36	33	0.66	14	0.87	17	1.15
Black, non-Hispanic	5,506	17	4.32	42	4.80	30	3.15	6	3.35	6	2.61
Hispanic	3,921	30	3.99	34	1.52	26	1.89	5	1.61	6	1.54
Other	1,313	9	1.38	26	5.56	27	3.53	17	3.07	22	4.98

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, School Safety and Discipline component, spring 1993.

Table 21.—Parent education level by household income, age 3 through 2nd grade: NHES:96 Parent PFI/CI and NHES:93 SR

Household income	NHES:96										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Less than \$15,000	5,321	25	1.51	43	1.98	28	1.59	3	0.44	2	0.41
\$15,001 to \$30,000	5,075	12	1.05	43	1.31	34	1.49	8	0.74	3	0.58
\$30,001 to \$50,000	5,292	2	0.48	30	1.19	38	1.12	19	1.12	11	0.82
More than \$50,000	5,527	1	0.22	12	0.81	24	1.04	32	1.18	31	1.01

Table 21.—Parent education level by household income, age 3 through 2nd grade: NHES:96 Parent PFI/CI and NHES:93 SR—Continued

Household income	NHES:93										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Less than \$15,000	5,467	22	1.07	48	1.52	26	1.31	2	0.34	3	0.56
\$15,001 to \$30,000	5,397	8	0.62	44	1.50	37	1.37	7	0.72	4	0.50
\$30,001 to \$50,000	5,161	2	0.33	29	0.99	38	1.03	19	0.97	12	0.82
More than \$50,000	4,088	1	0.12	9	0.70	27	1.24	28	1.18	36	1.52

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness component, spring 1993.

Table 22.—Parent education level by household income, 3rd through 12th grade: NHES:96 Parent PFI/CI and NHES:93 SS&D

Household income	NHES:96										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Less than \$15,000	7,694	30	1.20	40	1.36	23	1.38	4	0.74	3	0.49
\$15,001 to \$30,000	8,652	12	0.84	43	1.19	32	1.28	8	0.72	5	0.51
\$30,001 to \$50,000	9,657	3	0.31	31	0.87	38	1.11	17	0.83	11	0.67
More than \$50,000	11,803	1	0.17	13	0.71	26	0.77	26	0.86	34	0.92

Table 22.—Parent education level by household income, 3rd through 12th grade: NHES:96 Parent PFI/CI and NHES:93 SS&D—Continued

Household income	NHES:93										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Less than \$15,000	7,683	25	1.04	45	1.36	24	1.32	3	0.46	2	0.42
\$15,001 to \$30,000	9,052	11	0.81	43	1.41	34	1.10	6	0.66	5	0.59
\$30,001 to \$50,000	9,339	3	1.30	33	0.77	38	1.32	14	0.64	13	0.64
More than \$50,000	8,821	1	0.15	12	0.57	29	0.92	23	0.79	35	0.95

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Safety and Discipline component, spring 1993.

not have a high school diploma in households in the \$15,000-\$30,000 income range (higher in the NHES:96), and the percentage of older children whose parents do not have a diploma in households with incomes of \$15,000 or less (higher in the NHES:96). Among older children, more parents of children in the \$0 to \$15,001 category lack a diploma in the NHES:96.

Most estimates of parent education by urbanicity are the same for the NHES:96 Parent PFI/CI and the NHES:93 SR and SS&D (tables 23 and 24). Only two significant differences are observed -- the percentage of children in "urban/inside urbanized" areas whose parents are college graduates is higher in the NHES:96 for both younger children (table 23) and older children (table 24). However, these differences are not large (only 3 to 4 percent).

Race/Ethnicity

Tables 25 through 27 present comparative estimates of race and ethnicity. Table 25 presents race/ethnicity distributions for the NHES:96 Parent PFI/CI and the October 1994 CPS. Estimates of student race (table 25) are identical.

Tables 26 and 27 present urbanicity by race/ethnicity comparisons. Some differences are observed in estimates for younger children (age 3 to 2nd grade). In the NHES:96 Parent PFI/CI, the percentage of children in "urban, inside urbanized" areas who are white is smaller than in the NHES:93 SR, and the percentage of children in "urban, inside urbanized" areas who are Hispanic is larger. The percentage of children in rural areas who are of other races (e.g., Asian/Pacific Islander, Native American) is larger in the NHES:96 Parent PFI/CI than in the NHES:93 SR. As with many other differences cited here, these are not large (5 percent or less). Furthermore, urbanicity was used as a raking variable in the NHES:96, but was not used for raking in the NHES:93. This may be a factor in the observed differences between the NHES:96 and NHES:93 estimates. Estimates for students in 3rd through 12th grade, however, are identical or within two percent.

Parent and Family Involvement in School

Comparisons of school contact with family and family involvement in selected school activities are presented in tables 28 through 30. Table 28 presents comparisons between the NHES:96 and the NELS:88 for variables concerning school contact. Only 8th grade students were included in the analyses of the NHES:96 data in order to provide comparable estimates for comparisons with data about 8th

Table 23.—Parent education level by urbanicity of ZIP Code area, age 3 through 2nd grade: NHES:96 Parent PFI/CI and NHES:93 SR

Urbanicity	NHES:96										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	13,698	11	0.66	28	0.87	30	0.84	17	0.61	14	0.58
Urban, outside urbanized area	2,727	9	1.22	35	1.76	32	1.67	14	1.17	10	1.03
Rural	4,765	8	1.04	39	1.75	33	1.49	12	0.94	8	0.78

Table 23.—Parent education level by urbanicity of ZIP Code area, age 3 through 2nd grade: NHES:96 Parent PFI/CI and NHES:93 SR
—Continued

Urbanicity	NHES:93										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	12,820	9	0.47	30	0.85	32	0.82	14	0.58	14	0.66
Urban, outside urbanized area	2,860	8	0.88	37	1.75	33	1.61	12	1.14	10	1.00
Rural	4,433	8	1.05	43	1.48	31	1.13	10	0.78	8	0.71

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness component, spring 1993.

Table 24.—Parent education level by urbanicity of ZIP Code area, 3rd through 12th grades: NHES:96 Parent PFI/CI and NHES:93 SS&D

Urbanicity	NHES:96										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	22,739	10	0.44	27	0.66	29	0.78	17	0.51	17	0.59
Urban, outside urbanized area	5,148	9	1.08	33	1.51	31	1.47	14	1.00	13	1.24
Rural	9,920	8	0.86	36	1.10	32	1.01	13	0.78	12	0.69

Table 24.—Parent education level by urbanicity of ZIP Code area, 3rd through 12th grades: NHES:96 Parent PFI/CI and NHES:93 SS&D
—Continued

Urbanicity	NHES:93										
	Number of children (thousands)	Less than high school		High school		Some college		College graduate		Graduate school	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	20,952	9	1.05	30	2.52	31	1.18	13	1.22	17	1.37
Urban, outside urbanized area	5,111	10	1.29	35	2.17	33	1.33	11	1.36	11	1.61
Rural	8,882	9	1.89	38	1.95	32	1.51	10	0.93	11	0.75

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Safety and Discipline component, 1993.

Table 25.—Student race/ethnicity estimates: NHES:96 Parent PFI/CI and October 1994 Current Population Survey (CPS)

	NHES:96		CPS
	Percent	s.e	Percent
Student race/ethnicity			
White, non-Hispanic	67	0.2	67
Black, non-Hispanic	16	0.0	16
Hispanic	13	0.0	13
Other	4	0.2	4

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 26.—Race/ethnicity by urbanicity of ZIP Code area, age 3 through 2nd grade: NHES:96 Parent PFI/CI and NHES:93 SR

Urbanicity	NHES:96								
	Number of children (thousands)	White, non-Hispanic		Black, non-Hispanic		Hispanic		Other	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	13,698	56	0.86	21	0.71	18	0.64	4	0.30
Urban, outside urbanized area	2,727	73	1.80	10	1.25	14	1.40	3	0.59
Rural	4,765	82	1.26	8	0.89	5	0.71	4	0.57

Table 26.—Race/ethnicity by urbanicity of ZIP Code area, age 3 through 2nd grade: NHES:96 Parent PFI/CI and NHES:93 SR—Continued

Urbanicity	NHES:93 SR								
	Number of children (thousands)	White, non-Hispanic		Black, non-Hispanic		Hispanic		Other	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	12,820	61	0.59	19	0.45	15	0.31	5	0.36
Urban, outside urbanized area	2,860	75	2.08	12	1.49	9	1.21	4	0.61
Rural	4,433	85	1.15	8	1.02	5	0.74	1	0.25

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness component, 1993.

Table 27.—Race/ethnicity by urbanicity of ZIP Code area, 3rd through 12th grade: NHES:96 Parent PFI/CI and NHES:93 SS&D

Urbanicity	NHES:96								
	Number of children (thousands)	White, non-Hispanic		Black, non-Hispanic		Hispanic		Other	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	22,739	59	0.62	20	0.43	16	0.39	5	0.25
Urban, outside urbanized area	5,148	77	1.37	9	1.10	11	0.90	3	0.45
Rural	9,920	84	0.82	9	0.71	5	0.53	3	0.36

Table 27.—Race/ethnicity by urbanicity of ZIP Code area, 3rd through 12th grade: NHES:96 Parent PFI/CI and NHES:93 SS&D—Continued

Urbanicity	NHES:93 SS&D								
	Number of children (thousands)	White, non-Hispanic		Black, non-Hispanic		Hispanic		Other	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Urban, inside urbanized area	20,952	60	1.35	20	1.47	15	2.96	5	0.47
Urban, outside urbanized area	5,111	77	2.23	10	2.53	10	3.99	3	0.79
Rural	8,882	86	1.14	9	0.79	4	1.27	2	0.52

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Safety and Discipline component, 1993.

Table 28.—Percentage of 8th grade students whose parents report selected school efforts to contact family: NHES:96 Parent PFI/CI and the National Education Longitudinal Survey of 1988 (NELS:88)

School efforts to contact family	NHES:96		NELS:88
	Percent	s.e.	Percent
School never contacted parents about student's academic performance	66	1.71	45
School never contacted parents about student's behavior	73	1.33	69

NOTE: s.e. is standard error. The NHES:96 includes two questions about school contact, "Have any of (CHILD)'s teachers or (his/her) school consulted you (or other family or adult household members) about any problems (he/she) is having with school work this year?" and "Have any of (CHILD)'s teachers or (his/her) school consulted you (or other family or adult household members) about any behavior problems (he/she) is having in school this year?" The NELS:88 question asked, "Since your eighth grader's school opened last fall, how many times have you been contacted by the school about the following ...your eighth grader's academic performance? ...your eighth grader's behavior in school?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. NELS:88 data published in Epstein, J.L. & Lee, S. 1992. National Patterns of School and Family Connections in the Middle Grades. In *The Family-School Connection: Theory, Research, and Practice*, B. Ryan, G. Adams, T. Gullotta, R. Weissberg, & R. Hamptom (Eds.). Thousand Oaks, CA: Sage Publications, 1995.

graders in the NELS:88. Estimates for the percentages of 8th graders whose parents reported that the school had never contacted the parents about the student's academic behavior varied greatly between the two surveys. A major reason for this discrepancy could be that the NHES:96 question asks about whether teachers or the school have contacted household members about problems, while the NELS:88 question does not ask about problems. It is conceivable that a higher percentage of parents of 8th graders would be contacted about their child's academic performance through routine teacher conferences than would be contacted about their child's problems with academic performance. The estimates for the percentage of 8th graders whose parents reported that the school never contacted them about behavior was more similar between the two surveys, but higher for the NHES:96. Again, the NHES:96 asked about contact regarding behavior problems, while the NELS:88 did not ask about problems.

Tables 29 and 30 present estimates of parents' reports of their involvement in school activities. Specifically, table 29 shows the estimates for the percentage of students in grades 3 through 12 whose parents reported participating in three or more specified activities at the child's school. The school activities used were attending a general school meeting, attending a school or class event, and acting as a volunteer at the school or serving on a school committee. The estimates for all students in grades 3 through

12 are very similar -- 62 percent in the NHES:96 Parent PFI/CI and 63 percent in the NHES:93 SS&D. Estimates by grade category from the NHES:96 Parent PFI/CI and the NHES:93 SS&D are within one percentage point across students in grades 3-5, students in grades 6-8, and students in grades 9-12. (Because the NHES:96 estimates are based on a split-half sample, the standard errors are also based on one-half of the total sample, approximately 9,000 children. The NHES:93 estimate is based on approximately 12,000 children.)

Family Activities in the Home

Tables 31 and 32 present comparisons for various family activities in the home. In table 31, NHES:96 Parent PFI/CI, and NHES:95 ECPP, and NHES:93 SR estimates of reading and story telling to preschoolers age 3 to 5 are compared. The percentage of parents who read to their children regularly was the same in 1996 as it was in 1995 but significantly greater in both those years than in 1993 (72 percent versus 66 percent).

Table 32 shows comparisons for the percentages of 8th graders whose parents reported helping with homework at various frequencies in the NHES:96 Parent PFI/CI and the NELS:88. Differences between the two surveys may be due to the different answer categories used so that the response categories cannot be matched precisely between the two surveys. The only answer category shared by both studies is

Table 29.—Percentage of students in grades 3-12 whose parents reported that they participated in three or more activities* in their child's school during the current school year: NHES:96 PFI/CI and NHES:93 SS&D

Survey	Percent	s.e.
NHES:96	62	0.75
NHES:93	63	0.85

*Activities include attending a general school meeting, attending a school or class event, and acting as a volunteer at the school or serving on a school committee. In the NHES:96, data for all three variables were collected for half of the sample. The other half of the sample were administered items that were worded slightly differently.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education./Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Safety and Discipline component, spring 1993.

Table 30.—Percentage of students in grades 3-12 whose parents reported that they participated in three or more activities * in their child's school during the current school year, by grade level categories: NHES:96 Parent PFI/CI and NHES:93 SS&D

Grade categories	NHES:96		NHES:93	
	Percent	s.e.	Percent	s.e.
Grades 3-5	73	1.3	74	1.1
Grades 6-8	63	1.2	62	1.5
Grades 9-12	53	1.2	53	1.0

*Activities include attending a general school meeting, attending a school or class event, and acting as a volunteer serving on a school committee. In the NHES:96, data for all three variables were collected for a split-half part of the sample. The other split-half of the sample was administered items that were worded slightly differently.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Safety and Discipline component, spring 1993.

Table 31.—Percentage of 3- to 5-year-olds whose parents reported reading to them regularly: NHES:96 Parent PFI/CI, NHES:95 ECPP, and NHES:93 SR

Survey	Percent	s.e.
NHES:96	72	1.20
NHES:95	72	0.07
NHES:93	66	0.08

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Early Childhood Program Participation component, spring 1995; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness component, spring 1993.

Table 32.— Percentage of 8th grade students whose parents reported that they help child with homework at various frequencies: NHES:96 Parent PFI/CI and National Education Longitudinal Survey of 1988 (NELS:88)

Survey	Percent	s.e
NHES:96		
Never	10	1.1
Less than once a week	23	1.5
1 to 2 times a week	44	1.7
3 to 4 times a week	18	1.2
5 or more times a week	7	0.7
NELS:88		
Seldom/never	29	
1 to 2 times a month	28	
1 to 2 times a week	32	
Almost every day	11	

NOTE: s.e. is standard error. The NHES:96 asked how often the respondent or other family members or adult household members helped with homework. The NELS:88 asked how often the respondents or (his/her) spouse/partner helped with homework.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988.

"1 to 2 times a week." This answer was given most frequently by respondents in both surveys; however, the NHES:96 estimate is 12 percentage points higher than that for the NELS:88. This may be because parents are helping with homework at this level now more than in the past. Another possibility is that the NHES:96 estimate is higher because the question allows for help from other persons in the household in addition to parents, whereas the NELS:88 asks about help by the respondent and his/her spouse or partner.

Disabilities

Table 33 presents estimates of the percent of parents reporting various disabilities for their child. Across NHES administrations, the NHES:96 Parent PFI/CI, NHES:95 ECPP, and NHES:93 SR, the estimates for learning disabilities, speech impairments, serious emotional disturbances, deafness, and orthopedic impairments differ by no more than 2 percentage points. However, in the NHES:96 and the NHES:95, more parents reported having a child with "another health impairment lasting 6 months or more" than in the NHES:93 (6 percent in the NHES:96 and 5 percent in the NHES:95 versus 3 percent in the NHES:93). The percentage of parents reporting any disability was higher each survey year (18 percent in the NHES:96 Parent PFI/CI, 15 percent in the NHES:95 ECPP, and 12 percent in the NHES:93 SR). It may be that parents are less reluctant to report disabling conditions as disabling conditions become more visible and more accepted in American society.

The wording of the NHES questions about disability has changed over the course of survey administrations which also may account for some differences between reported disabilities. In the NHES:91, parents were asked about specific disabilities only if they reported that the child had a disability "that adversely affected his/her ability to learn." Because of this very different approach, the NHES:91 disability items are not presented here. In the NHES:93, the entire list of disabling conditions was read to all parents but the stem of the question specified a disability "that adversely affected his/her ability to learn." In the NHES:95 and the NHES:96, parents were simply read the list of disabilities, and if they responded yes to any one of them, they were asked a followup question about whether the condition affected the child's ability to learn. Thus in the NHES:95 and the NHES:96, parents could report a mild disability (e.g., nearsightedness) and then answer that it did not affect their child's ability to learn. In the NHES:93, the same parent might have answered "no" to a visual impairment that did not affect the child's ability to learn because of the way the question was worded.

Table 33.—Percentage of children age 3- to 8-years old with specific disabilities¹: NHES:96 Parent PFI/CI, NHES:95 ECPP, and NHES:93 SR

Disability	NHES:96		NHES:95		NHES:93	
	Percent	s.e.	Percent	s.e.	Percent	s.e.
Learning disability	5	0.3	4	0.2	3	0.2
Mental retardation	*	--	*	--	*	--
Speech impairment	7	0.4	6	0.2	5	0.2
Serious emotional disturbance	2	0.3	1	0.2	1	0.1
Deafness ²	2	0.2	*	--	*	--
Another hearing impairment	*	--	1	0.1	1	0.1
Blindness ²	3	0.2	*	--	*	--
Another visual impairment	*	--	2	0.2	3	0.2
An orthopedic impairment	2	0.2	1	0.1	1	0.1
Another health impairment lasting 6 months or more	6	0.3	5	0.3	3	0.2
Percent with a disability	18	0.6	15	0.4	12	0.3

* Less than 1 percent.

-- Standard errors are not provided for estimates of less than 1 percent.

¹ In the NHES:95 and NHES:96, parents were asked whether the child currently had any of a list of disabilities. In the NHES:93, the list of disabilities was preceded by the statement “that affects (his/her) ability to learn.”

² The NHES:96 combined questions about deafness or another hearing impairment. Questions about blindness or another visual impairment were also combined.

NOTE: s.e. is standard error. The NHES:96 and NHES:95 percentages were recalculated for comparison with the NHES:93. Only children aged 3-8 were included in the analyses.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Early Childhood Program Participation component, spring 1995; U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), School Readiness component, spring 1993.

Comparisons from the Civic Involvement Component

Data from the NHES:96 Civic Involvement Component (CI) are compared with several other data sources including (1) the October 1994 Current Population Survey (CPS), (2) the 1992 National Adult Literacy Survey (NALS), (3) the 1989 Citizens' Political and Social Participation Survey (CPSP), (4) the 1994 General Social Survey (GSS), (5) the 1990-91 National Election Study (NES), (6) the 1965 National Survey of High School Seniors (NSHSS), and (7) the 1988 National Education Longitudinal Study (NELS). The NHES:96 CI data are drawn from the Parent PFI/CI file, the Youth CI file, and the Adult CI file. Comparisons for the adult population are presented first in the CI section, followed by those for parents of 6th through 12th grade students, followed by those for students in 6th through 12th grade, and the tables are numbered in that order.

Adult Demographic Characteristics

The distributions of the adult population by sex, race/ethnicity, age categories, educational attainment and parental status (i.e., living in the same household with one's child or step- or foster- child age 18 or younger) from the NHES:96 were compared with the CPS. Overall, the demographic comparisons for the NHES:96 Adult CI component and the October 1994 CPS, shown in table 34, are very similar. Level of education does show a significant difference between the two data sets, with thirteen percent of adults with less than a high school diploma in the NHES:96 versus 18 percent in the CPS. Table 35 explores this difference further by showing highest level of education by race/ethnicity for the two sources. The NHES:96 contains a significantly lower percentage of white, non-Hispanic persons and a significantly lower percentage of persons of other race/ethnicity with less than a high school diploma than does the CPS. In particular, there is a 9 percentage point difference between the NHES:96 and CPS estimates for those of "other race/ethnicity" who have less than a high school education. The differences suggest fewer minorities of low education in the NHES weighted sample than in the general population

The distributions of age by gender for the two data sources also show some larger-than-expected gender differences for the 18- to 24-year-old category and for the 55 to 69 year old category; however, they are not significant (table 36). Also, as shown in table 37, an alternate breakout by age using raking categories does not reflect gender differences.

Table 34.—Adult demographic characteristics: NHES:96 Adult CI and October 1994 Current Population Survey (CPS)

Adult demographic characteristics	NHES:96		CPS
	Estimate	s.e.	Estimate
Number of adults (thousands)*	188,233		188,575
Sex			
Female	52	2.3	52
Male	48	1.0	48
Race/ethnicity			
White	76	0.4	76
Other races	24	0.4	24
Age			
18-24	11	0.7	13
25-39	34	1.1	33
40-54	27	1.1	27
55-69	17	0.8	16
70 or older	11	0.6	11
Highest education			
Less than high school	13	0.8	18
High school graduate or equivalent	35	1.1	34
Vocational/technical education or some college	29	1.0	27
College graduate	23	1.1	21
Child under 18 in household			
Yes	42	1.0	41
No	58	1.0	59

*Civilian, noninstitutionalized adults, 18 years of age or older, not enrolled in elementary or secondary school at the time of the interview.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 35.—Percentage distribution of the adult population by educational attainment and race/ethnicity:
NHES:96 Adult CI and October 1994 Current Population Survey (CPS)

Race/ethnicity	Number of adults (thousands)	Highest level of education							
		Less than high school		High school		Associate's or some college		Bachelor's or higher	
		Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
NHES:96									
Total	188,233	13	0.8	35	1.1	29	1.0	23	1.1
White, non-Hispanic	143,297	10	0.9	36	1.4	30	1.4	25	1.3
Other race/ethnicity	44,936	22	2.0	34	2.0	26	1.9	18	1.6
CPS									
Total	188,575	18		34		27		21	
White, non-Hispanic	144,156	14		35		28		23	
Other race/ethnicity	44,419	31		31		24		14	

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 36.—Percentage distribution of the adult population by gender and age categories used for reporting: NHES:96 Adult CI and October 1994 Current Population Survey (CPS)

Age	Gender					
	NHES:96				1994 CPS	
	Female	s.e	Male	s.e	Female	Male
Total number of adults (thousands)	98,437		89,795		98,522	90,053
18 to 24	56	3.6	44	3.1	51	49
25 to 39	50	1.6	50	1.6	51	49
40 to 54	52	1.9	48	1.9	51	49
55 to 69	50	2.1	50	2.1	53	47
70 and older	60	2.9	40	2.9	60	40

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 37.—Percentage distribution of the adult population by gender and age categories used for raking: NHES:96 Adult CI and October 1994 Current Population Survey (CPS)

Age	NHES:96		1994 CPS	
	Female	Male	Female	Male
	Percent	Percent	Percent	Percent
18 to 29	51	49	51	49
30 to 49	51	49	51	49
50 and older	55	45	55	46

NOTE: Standard errors are not presented because these age categories are the raking categories for the NHES:96 Adult CI data and the estimates match the presumed population totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 38 presents the household income distribution for adults in the NHES:96 Adult CI and the October 1994 CPS. The estimates are nearly identical. The only significant difference is for the \$10,001 to \$15,000 category where the NHES:96 estimate is 7 percent and the CPS estimate is 10 percent.

Reading Activities of Adults

The NHES:96 Adult CI data on the reading habits of American adults are compared with estimates from the 1992 National Adult Literacy Survey (NALS), the data source from which the NHES questions were adapted (tables 39 through 41). Because of differences in item wording between the two surveys, these comparisons are limited. For instance, the questions about newspaper reading differ in response categories that refer to reading frequency. The NHES:96 responses are “almost every day, at least once a week, at least once a month, hardly ever.” The NALS responses are “every day, a few times a week, once a week, less than once a week, never (table 39).” The questions about the number of books read in the past six months were asked differently as well, with respondents to the NALS having been cued with a lengthy list of types of books they may have read (table 41). Only the questions about magazines were similar (table 40).

Table 39 shows a 10 percentage point difference between those who reported reading a newspaper almost every day in the NHES:96 Adult CI component and in NALS, and nearly the same difference between those who reported reading a newspaper at least once a week in the NHES:96 and once a week in the NALS. The estimates for regular magazine reading, presented in table 40, are closer; however a significantly lower percentage of adults in the NHES:96 reported reading no magazines regularly than did adults in the NALS (14 percent versus 18 percent). Table 41 shows a 17 percentage point difference between adults who reported reading any books in the NHES:96 and adults who said in NALS that they read one or more of a list of types of books that was specified to them. It is probable that the detailed list of types of books cued respondents more efficiently; for example, in NALS, reference books or manuals could be counted by the respondent and NHES respondents may not have thought to include books such as these.

Civic Involvement of Adults

In the NHES:96, civic participation included organizational membership and participation in political activities. Organizational membership reported by adults in the NHES:96 Adult CI

Table 38.—Percentage of adults, by total household income: NHES:96 Adult Civic Involvement component and October 1994 Current Population Survey (CPS)

Household income [*]	NHES:96	CPS	
	Percent	s.e.	Percent
\$5,000 or less	5	0.5	5
\$5,001 to \$10,000	9	0.5	8
\$10,001 to \$15,000	7	0.6	10
\$15,001 to \$20,000	9	0.6	9
\$20,001 to \$25,000	9	0.8	8
\$25,001 to \$30,000	7	0.6	8
\$30,001 to \$35,000	7	0.6	8
\$35,001 to \$40,000	8	0.7	7
\$40,001 to \$50,000	11	0.7	10
\$50,001 to \$75,000	15	0.9	16
Over \$75,000	13	0.8	12

*Categories shown are those of the NHES:96. The CPS categories are: less than \$5,000; \$5,000 to \$9,999, etc.

NOTE: s.e. is standard error. Percentages may not sum to 100 due to rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 39.—Percentage of adults reporting frequency of newspaper reading: NHES:96 Adult CI and 1992 National Adult Literacy Survey (NALS)

Frequency of Newspaper Reading	Percent	s.e.
NHES:96		
Almost every day	59	1.1
At least once a week	26	1.0
At least once a month	4	0.4
Hardly ever	11	0.9
NALS		
Every day	49	
A few times a week	24	
Once a week	14	
Less than once a week	7	
Never	6	

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. Special tabulations of the National Adult Literacy Survey provided by the National Education Data Resource Center.

Table 40.—Percentage of adults reporting number of magazines read regularly: NHES:96 Adult CI and 1992 National Adult Literacy Survey (NALS)

Number of magazines	NHES:96		NALS
	Percent	s.e.	Percent
0	14	0.9	18
1 to 2	32	1.3	35
3 to 5	39	1.3	35
6 or more	14	0.9	11

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. Special tabulations of the National Adult Literacy Survey provided by the National Education Data Resource Center.

Table 41.—Percentage of adults who reported reading any books in the past six months: NHES:96 Adult CI and 1992 National Adult Literacy Survey (NALS)

Survey	Percent	s.e.
NHES:96	66	1.3
NALS	83	

NOTE: s.e. is standard error. The NALS estimate was based on a composite variable measuring the percentages of Americans reporting that they had read any of the following types of books in the past six months: fiction, recreation, history/current affairs, religious, science/social science, reference, manuals, other types of English books. Respondents answered yes or no for each type of book. The NHES:96 was based on a more general question: "Have you read any books (in English) in the past six months?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. Special tabulations of the National Adult Literacy Survey provided by the National Data Resource Center.

component is compared with estimates from two other studies, the 1989 CPSP and the 1994 GSS. Table 42 shows that each of the other estimates differs from the NHES:96 estimate, with the NHES:96 holding the middle position. In the GSS, 70 percent of adults reported that they belonged to an organization as compared with 59 percent who reported organizational membership in the NHES and 45 percent in the CPSP. The GSS included membership in a church, as did the NHES:96, and also cued respondents with a longer list of organizations than did the NHES, which may account for the difference. The CPSP item provided several organizational cues but did not include membership in a church or religious organization.

The estimates for political participation presented in table 43 show some similarities and some differences between the NHES:96 data and the data from the 1983-87 GSS and the 1989 CPSP. Most striking is the difference in the percentage who reported contributing money to a candidate, campaign or political organization in the NHES:96 Adult CI component (15 percent) and the percentage who said they contributed money to a political organization in the CPSP in 1989 (24 percent). However, the NHES:96 respondents reported contributions made only in the 12 months prior to the interview. In contrast, CPSP respondents, interviewed in the fall of 1988 and spring of 1989, were asked to report contributions made since January of 1988, a longer time interval than that used in the NHES:96. In addition, the CPSP elicited responses about contributions close in time to the presidential election of 1988, while the NHES:96 was more removed temporally from the 1996 presidential elections.

In both the CPSP and the GSS, the item about contacting an official specified a “government official at the national, state, or local level,” whereas the NHES:96 specified “an editor or public official,” which may account for the difference. However, the percentage of 1989 CPSP and 1983-87 GSS respondents who reported contacting an official was not significantly different from the percentage of NHES:96 respondents who reported contacting an official or signing a petition (34 and 33 percent, 29 and 33 percent respectively). Significantly more NHES:96 respondents did report having attended a public meeting than GSS respondents reported attending political meetings or rallies (28 versus 19 percent). The NHES:96 question wording allowed a broader definition than did the GSS wording, which probably accounts for the difference. There is also a large difference between the 74 percent of adults who reported in the NHES:96 that they voted and the 62 percent who reported in the NALS that they did so (table 44). This difference might be explained by the explicit inclusion of state elections in the NHES:96 item, whereas the NALS item mentioned only voting in U.S. elections. The context of the survey (civic involvement versus literacy) also may have influenced some responses. Similar differences are shown in tables 48 and 49 between the political participation of parents of students in grades 6 through 12 and the adults surveyed by the CPSP and the GSS. These differences are discussed in a later section of this report.

Table 42.—Percentage of adults reporting membership in any organization: NHES:96 Adult CI, 1989 Citizen Political and Social Participation Study (CPSP), and 1994 General Social Survey (GSS)

Survey	Percent	s.e.
NHES:96	59	1.3
CPSP	45	
GSS	70	

NOTE: s.e. is standard error. NHES:96 wording: “Are you [or another adult in the household] a member of any organizations, like a community group, church or synagogue, union, or professional organization?” CPSP item wording: “There are many kinds of organizations that people join—for example, unions or professional associations, fraternal groups, recreational organizations, critical issue organizations, community or school groups, and so on. Not including membership in a local church or synagogue, are you a member of any organization?” GSS estimate was based on a variable measuring membership in at least one of the following organization types: fraternal groups, service clubs, Veterans’ groups, political clubs, Labor unions, sports groups, youth groups, school service clubs, hobby or garden clubs, school fraternities or sororities, nationality groups, farm organizations, literary/art discussion or study groups, professional or academic societies, church-affiliated groups, any other groups.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. Special tabulations of the Citizen Political and Social Participation Study provided by Dr. Jane Junn. Davis, J. A.; & Smith, T. W. 1994. General Social Surveys, 1982-1994: Cumulative Codebook. National Opinion Research Center: University of Chicago as part of the National Data Program for the Social Sciences Series, No. 14.

Table 43.—Percentage of adults reporting participation in selected political activities: NHES:96 Adult CI, 1989 Citizen Political and Social Participation Survey (CPSP), and 1983-87 General Social Survey (GSS)

Activity	Percent	s.e.
NHES:96		
Contributed money to a candidate, campaign, or political organization	15	0.8
Contacted official/signed petition	33	1.1
Attended public meeting/political rally/neighborhood organization	28	1.1
Participated in protest or boycott	5	0.6
CPSP		
Contributed money to a candidate, campaign, or political organization	24	
Contacted official	34	
Participated in a protest	6	
GSS		
Contacted official	29	
Attended political meeting/rally	19	

NOTE: s.e. is standard error. NHES:96 asked whether, in the past 12 months, the respondent had: “Contributed money to a candidate, a political party, or some political cause?” “Written or telephoned an editor or public official or signed a petition about issues that concern you?” “Attended a public meeting, for example, a town meeting, a political rally, or a meeting of a neighborhood organization?” “Participated in a protest or a boycott?” CPSP wording: “Now we would like to talk about contributions to campaigns. Since January, 1988, did you contribute money to an individual candidate, a party group, a political action committee, or any other organization that supported candidates?” “Int the past 5 years since (interview date), have you initiated any contacts either in person, by phone, or by letter with a government official on the national, state, or local level about a problem or an issue with which you were concerned?” “In the two years since (current month), have you taken part in a protest, march or demonstration on some national or local issue (other than a strike against your employer)?” GSS wording: “What about some representatives or governmental officials outside of the local community -- on the county, state, or national level? Have you ever contacted or written to such a person on some need or problem?” “In the past three or four years, have you attended any political meetings or rallies?” GSS estimates reflect an aggregate of responses to surveys administered in 1983, 1984, 1985, 1986, and 1987.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. Davis, J. A.; & Smith, T. W. 1994. General Social Surveys, 1982-1994: Cumulative Codebook. National Opinion Research Center: University of Chicago as part of The National Data Program for the Social Sciences Series, No. 14. Verba, S.; Scholzman, K.L.; and Brady, H.E. 1995. Voice and Equality: Civic Volunteerism in American Politics. Harvard University Press, Cambridge.

Table 44.—Percentage of adults reporting that they have voted in the past 5 years: NHES:96 Adult CI and 1992 National Adult Literacy Survey (NALS)

Survey	Percent	s.e.
NHES:96	74	0.9
NALS 1992	62	

NOTE: s.e. is standard error. NHES:96 wording: “Have you voted in a national or state election in the United States in the past 5 years, that is, since 1991?” NALS asked respondents, “Have you voted in a U.S. election in the past 5 years?”

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. Special tabulations of the National Adult Literacy Survey provided by the National Data Resource Center.

The estimates for the percentage of adults who agreed that a speech against churches and religion should be allowed differed between the NHES:96 Adult CI and the 1994 GSS (table 45). The wording of the items in the two surveys was slightly different. The NHES:96 wording was, “If a person wanted to make a speech in your community against churches and religion, should he or she be allowed to speak?” The NHES:96 item was adapted from the GSS wording, but it did not include a statement that introduced the GSS item, “There are always some people whose ideas are considered bad or dangerous by other people, for instance, somebody who is against all churches and religion...” This may have predisposed respondents to disagree that such a person should be allowed to speak. The fact that the NHES:96 question did not contain the introductory statement may account for the discrepancy.

Estimates for two knowledge questions were compared among the NHES:96, the NES of 1990-91 and the Post/Kaiser/Harvard survey conducted at approximately the same time as the NHES:96, for adults (table 46). A question about which party had the most members in the House of Representatives was asked in all three surveys. The estimates from the NHES:96 and the Kaiser survey are close (64 percent for the NHES:96 Adult CI component and 61 percent for the Kaiser) and differ from the estimate reported for the NES (55 percent). The publicity attached to the 1994 election, the Contract with America, and the Republican victories may have contributed to the more accurate responses in the NHES:96 and Kaiser surveys. The estimates for the other question, the name given to the first ten amendments to the Constitution, for which only the NES is available for comparison with the NHES:96, are not significantly different (43 percent for the NES and 46 percent for the NHES:96 Adult CI component).

Civic Involvement of Parents of 6th through 12th Graders

Some of the same data sources compared with the NHES:96 Adult CI component were also compared with estimates from the NHES:96 Parent PFI/CI file. However, one survey, the National Study of High School Seniors (NSHSS) is uniquely suited as a comparison source for the Parent PFI/CI data. In table 47, estimates from the Parent PFI/CI file on reported use of mass media are compared with the NSHSS. The population of the Parent PFI/CI file is in these comparisons restricted to parents of students in grade 12 to conform more closely to that of the NSHSS. In addition, the comparative analysis was restricted to parents with a high school equivalent or higher level of education because the NSHSS data included only parents who had at least 12 years of education. In the NHES:96 fewer parents reported reading about national news in a newspaper or newsmagazine (40 percent versus 76 percent for the NSHSS) and more reported viewing television or listening to the radio for the national news (79 percent versus 64 percent for the NSHSS). The differences might be attributable to the time periods of the surveys; approximately 30 years have passed since the NSHSS was conducted, and news consumption methods may have changed in that time to less reliance on newspapers. Also, in the NSHSS, a separate question captured listening to the news on the radio. If those percentages had been combined the responses of parents to the NSHSS might have been closer to the responses of parents to the NHES:96.

Table 45.—Opinion of adults about whether a speech against churches and religion should be allowed:
NHES:96 Adult CI and 1994 General Social Survey (GSS)

	Percent	s.e.
NHES:96		
Yes	81	0.9
No	17	0.9
GSS		
In favor of	73	
Opposed to	26	

NOTE: s.e. is standard error. NHES:96 wording: "If a person wanted to make a speech in your community against churches and religion, should he or she be allowed to speak?" GSS wording: "There are always some people whose ideas are considered bad or dangerous by other people. For instance, somebody who is against all churches and religion...If such a person wanted to make a speech in your (city/town/community) against churches and religion, should he be allowed to speak, or not?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. Davis, J.A.; & Smith, T.W. 1994. General Social Surveys, 1982-1994: Cumulative Codebook. National Opinion Research Center: University of Chicago as part of The National Data Program for the Social Sciences Series, No. 14.

Table 46.—Percentage of adults answering selected political knowledge questions correctly: NHES:96 Adult CI, 1990-1991 National Election Study (NES), and 1995-1996 *Washington Post*/Kaiser Family Foundation/ Harvard University Survey Project.

	NHES:96		NES	Post/Kaiser/Harvard
	Percent	s.e.	Percent	Percent
Party with most members in House of Representatives	64	1.9	55	61
Name of first ten amendments to the U.S. Constitution	46	1.5	43	*

* Not asked.

NOTE: s.e. is standard error.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Adult Civic Involvement component, spring 1996. Delli Carpini, M.X. & Keeter, S. 1993. Measuring Political Knowledge: Putting First Things First. *American Journal of Political Science*, 37(4), 1179-1206. The Henry J. Kaiser Family Foundation, 1996. *The Washington Post*/Kaiser Family Foundation/Harvard University Survey Project: Why Don't Americans Trust the Government? Washington, DC.

Table 47.—Percentage of parents of 12th grade students reporting use of mass media for national news:
NHES:96 Parent PFI/CI and 1965 National Survey of High School Seniors (NSHSS)

Survey	Read national news		Watch or listen to national news*	
	Percent	s.e.	Percent	s.e.
NHES:96				
Almost every day	40	2.0	79	1.6
At least once a week	26	1.7	15	1.6
At least once a month	10	1.2	2	0.5
Hardly ever	25	1.9	3	0.7
NSHSS				
Almost daily	76		64	
2-3 times a week	14		18	
3-4 times a month	2		9	
Not at all	8		8	

*In the NHES:96, parents were asked about watching or listening to the national news in one question. In the NSHSS, parents were asked two separate questions about watching and listening to the national news. Because these responses were not combined in the published NSHSS findings, only the percent who reported watching the national news (which was the greater percentage) is reported here.

NOTE: s.e. is standard error. NHES estimates are for parents of 12th grade students who have a high school diploma or equivalent or higher. NSHSS estimates are for parents of 12th grade students who had at least 12 years of education. NHES:96 wording: "How often do you read about the national news in a newspaper or newsmagazine, like *Newsweek*, *Time* or *U.S. News and World Report*? Would it be. . .almost every day, at least once a week, at least once a month, or hardly ever?" "How often do you watch the national news on television or listen to the national news on the radio? Would it be...every day, at least once a week, at least once a month, or hardly ever?" NSHSS wording: "We're also interested in finding out whether people ordinarily pay much attention to current events, public affairs and politics. Take newspapers, for instance - do you read about public affairs and politics in any newspapers? (If yes) How often do you read news paper articles about public affairs and politics - Almost daily, two or three times a week, three or four times a month, or a few times a year?" "How about television - do you watch any programs about public affairs, politics and the news on television? (If yes) About how often do you watch such programs - Almost daily, two or three times a week, three or four times a month, or a few times a year?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education and Civic Involvement component, spring 1996. NSHSS: Jennings, M. K. and Niemi, R. G. 1974. *The Political Character of Adolescence: The Influence of Families and Schools*. Princeton University Press, Princeton.

Data from the NHES:96 Parent PFI/CI file on the political participation of parents and other adult members of the household were compared with the same data sources as were estimates from the Adult CI component. As was found with that component, significant differences exist between the NHES:96 Parent PFI/CI estimates and other data sources on indicators of political participation (table 48). For instance, 18 percent of respondents reported that they or another adult in the household contributed money to a candidate, campaign, or political organization, versus 24 percent of respondents to the 1989 CPSP who reported contributing money to a political organization. It may be that respondents to the NHES:96 focused on the first items in the list and/or held a more narrow definition of “political organization” than did respondents to the CPSP. Differences in the estimates of the NHES:96 and the 1987 GSS also exist, with respondents from the NHES:96 reporting significantly more political participation. For example, in the NHES:96, 40 percent of parents of 6th through 12 graders said they or another adult in their household contacted an official or signed a petition, while 29 percent of the respondents to the GSS said they contacted an official. More NHES:96 respondents also reported attending a public meeting (37 percent) than did GSS respondents (19 percent). And table 49 shows nearly a 20 percentage point difference between the reports of parents about voting within the past 5 years and the reports of adults in the 1992 NALS. Respondents may have been more likely to say that they voted after answering questions about parent involvement in their children’s education and their own civic involvement. Or the subtle difference in wording between the questions in the two surveys that was noted previously may be responsible.

Differences in the estimates from the NHES:96 and the NSHSS are also notable in table 50. A higher percentage of parents of students in the 12th grade to the NHES:96 indicated that a speech against churches and religion should be allowed than did parent respondents to the NSHSS. In addition to the time that elapsed between the surveys, the NSHSS used the GSS item wording that included the statement about “people whose ideas are considered bad or dangerous by other people,” which may account, in part, for the difference (see discussion for table 45).

The estimates based on parent responses to the NHES:96 to two knowledge items are similar to estimates of at least one other survey (table 51). Parents in the NHES:96 Parent PFI/CI were as likely as adults in the Kaiser survey to name the party with the most members in the House of Representatives, and a higher percentage of parents in the NHES:96 Parent PFI/CI answered that question correctly than did respondents to the 1990-91 NES. As noted in the discussion of table 46, the political climate following the 1994 elections may be responsible for this difference. The percentage of NHES:96 parents who knew the name of the first ten amendments to the U.S. Constitution was not significantly different from that of NES respondents.

Table 48.—Percentage of parents and adults reporting participation in selected political activities:
NHES:96 Parent PFI/CI (parents of students in grades 6 through 12), 1989 Citizen Political
and Social Participation Study (CPSP) (adults), and 1983-87 General Social Survey (GSS)
(adults)

Activity	Percent	s.e.
NHES:96		
Contributed money to a candidate, campaign, or political organization	18	0.5
Contacted official/signed petition	40	0.6
Attended public meeting/political rally/neighborhood organization	37	0.6
Participated in protest or boycott	6	0.3
CPSP		
Contributed money to a candidate, campaign, or political organization	24	
Contacted official	34	
Participated in a protest	6	
GSS		
Contacted official	29	
Attended political meeting/rally	19	

NOTE: s.e. is standard error. NHES:96 asked parents of students in grades 6 through 12 whether, in the past 12 months, the respondent or another adult in the household had: "Contributed money to a candidate, a political party, or some political cause?" "Written or telephoned an editor or public official or signs a petition about issues that concern you?" "Attended a public meeting, for example, a town meeting, a political rally, or a meeting of a neighborhood organization?" "Participated in a protest or a boycott?" CPSP asked all adults: "Now we would like to talk about contributions to campaigns. Since January, 1988, did you contribute money to an individual candidate, a party group, a political action committee, or any other organization that supported candidates?" "In the past 5 years since (interview date), have you initiated any contacts either in person, by phone, or by letter with a government official on the national, state, or local level about a problem or an issue with which you were concerned?" "In the two years since (current month), have you taken part in a protest, march or demonstration on some national or local issue (other than a strike against your employer)?" General Social Survey asked all adults: "What about some representatives or governmental officials outside of the local community -- on the county, state, or national level? Have you ever contacted or written to such a person on some need or problem?" "In the past three or four years, have you attended any political meetings or rallies?" GSS estimates reflect an aggregate of responses to surveys administered in 1983, 1984, 1985, 1986, and 1987.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. Verba, S.; Scholzman, K.L.; and Brady, H.E. 1995. Voice and Equality: Civic Volunteerism in American Politics. Harvard University Press, Cambridge. Davis, J. A.; & Smith, T. W. 1994. General Social Surveys, 1982-1994: Cumulative Codebook. National Opinion Research Center: University of Chicago as part of The National Data Program for the Social Sciences Series, No. 14.

Table 49.—Percentage of parents and adults reporting that they have voted in the past 5 years: NHES:96 Parent PFI/CI (parents of students in grades 6 through 12) and 1992 National Adult Literacy Survey (NALS) (adults)

Survey	Percent	s.e.
NHES:96	80	0.5
NALS	62	

NOTE: s.e. is standard error. NHES:96 asked parents of students in grades 6 through 12 whether the respondent or another adult in the household "...voted in a national or state election in the United States in the past 5 years, that is, since 1991?" NALS asked all adults, "Have you voted in a U.S. election in the past 5 years?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. Special tabulations of the National Adult Literacy Survey provided by the National Education Data Resource Center.

Table 50.—Opinion of parents of students in grade 12 about whether a speech against churches and religion should be allowed: NHES:96 Parent PFI/CI and 1965 National Study of High School Seniors (NSHSS)

Survey	Percent	s.e.
NHES:96		
Yes	87	1.3
No	13	1.3
NSHSS, 1965		
In favor of	72	
Opposed to	27	
Depends	<.5	

NOTE: s.e. is standard error. NHES estimates are for parents of 12th grade students who have a high school diploma or equivalent or higher. NSHSS estimates are for parents of 12th grade students who had at least 12 years of education. NHES:96 wording: "If a person wanted to make a speech in your community against churches and religion, should he or she be allowed to speak?" NSHSS wording: "There are always some people whose ideas are considered bad or dangerous by other people. For instance, somebody who is against all churches and religion...If such a person wanted to make a speech in your (city/town/community) against churches and religion, should he be allowed to speak, or not?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. Jennings, M.K. and Niemi, R.G. 1974. The Political Character of Adolescence: The Influence of Families and Schools. Princeton University Press, Princeton.

Civic Involvement of Youth

The NHES:96 included a survey of students in grades 6 through 12. Estimates of the percentage distributions of 10- to 20-year-olds by grade from the NHES:96 Youth CI Component and the 1994 CPS, shown in table 52, are similar overall. However, some significant differences in the percentage of students of a given age enrolled in a specific grade are apparent. For instance, the NHES:96 Youth CI component contains a greater percentage of 14-year-olds in 9th grade (70 percent) than does the CPS (63 percent). Other differences are also significant. For example, 97 percent of the 10-year-old students in the NHES:96 are in the 6th grade and 88 percent of 10-year-olds in the CPS are in the 6th grade, and only 2 percent of 16-year-olds in the NHES:96 are in the 9th grade, while 5 percent of 16-year-olds in the CPS are in the 9th grade.

NHES:96 Youth CI estimates of the participation of 8th grade students in community service were compared with estimates from the NELS:88, and there were no significant differences (table 53). The percentage distributions for 12th grade students' reading about the national news in a newspaper or newsmagazine reported in the NHES:96 and in the NSHSS differ by a large margin (table 54). Fifteen percent of students responding to the NHES:96 said they read about the national news almost every day versus 46 percent who reported that frequency in the NSHSS. However, in addition to the fact that the surveys are separated by 30 years, the NSHSS students were enrolled in social studies courses, which may have had an important impact on their attention to national issues. Reported use of television or radio for the national news does not differ significantly between the two surveys. The estimates for the opinion of the 12th grade students regarding allowing a speech against churches and religion are different (table 55). Ninety percent of the NHES:96 12th grade students and 86 percent of the NSHSS 12th grade students said such a speech should be allowed. Tolerance of unpopular speech may be more prevalent today than it was 30 years ago.

Table 51.—Percentage of parents and adults answering selected political knowledge questions correctly:
NHES:96 Parent PFI/CI (parents of students in grades 6 through 12), 1990-1991 National Election Study (NES) (adults), and 1995-1996 *Washington Post*/Kaiser Family Foundation/Harvard University Survey Project (adults)

	NHES:96		NES, 1990-1991	Post/Kaiser/ Harvard
	Percent	s.e.	Percent	Percent
Party with most members in House of Representatives	62	0.7	55	61
Name of first ten amendments to the U.S. Constitution	43	0.8	43	*

NOTE: s.e. is standard error. The NHES: 96 Parent PFI/CI interview included these questions for parents of 6th through 12th grades; Post/Kaiser/Harvard survey asked these questions of a sample of all adults; NES asked these questions of a sample of eligible voters.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Parent and Family Involvement in Education/Civic Involvement component, spring 1996. Delli Carpini, M.X. & Keeter, S. 1993. Measuring Political Knowledge: Putting First Things First. *American Journal of Political Science*, 37(4), 1179-1206. The Henry J. Kaiser Family Foundation, 1996. *The Washington Post*/Kaiser Family Foundation/Harvard University Survey Project: Why Don't Americans Trust the Government? Washington, DC.

Table 52.—Percentage distribution 10 - to 20-year-olds in grades 6 through 12: NHES:96 Youth CI and October 1994 Current Population Survey (CPS)

Student's Age	Current Grade						
	6	7	8	9	10	11	12
NHES:96							
10	97	3					
11	93	7	*				
12	20	72	7	*	*		
13	3	22	69	6	*		*
14		2	22	70	5	*	*
15		*	2	24	66	8	*
16			*	2	26	64	7
17			*	*	4	21	75
18				2	*	11	87
19						10	90
20							100
CPS							
10	88	7	1	1	*	2	
11	94	5	*	*	0	*	
12	27	68	4	*	*	*	*
13	3	28	64	6	*	*	*
14	*	4	26	63	5	*	*
15		*	4	25	64	6	*
16		*	*	5	27	60	7
17		*	0	*	5	27	68
18		*	0	*	5	15	78
19		2	0	0	*	26	71
20				5	7	5	83

* Less than 1 percent.

NOTE: Percentages may not sum to 100 due to rounding. Age of youth in the NHES:96 was adjusted to be comparable to age in CPS.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Youth Civic Involvement component, spring 1996. U.S. Department of Commerce, Bureau of the Census, Current Population Survey (CPS), October 1994.

Table 52A—Standard errors of the estimates of the percentage distribution of 10- to 20-year-olds in grades 6 through 12: NHES:96 Youth CI

Student's Age	Current Grade						
	6	7	8	9	10	11	12
NHES:96							
10	2.0	2.0					
11	0.9	0.9	*				
12	1.2	1.4	0.8	*	*		
13	0.8	1.3	1.5	0.7	*		*
14		0.6	1.3	1.4	0.7	*	*
15		*	0.5	1.4	1.6	1.0	*
16			*	0.5	1.5	1.6	1.1
17			*	*	0.8	1.4	1.4
18				1.0	*	3.1	3.1
19						7.0	7.0
20							0.0

*Standard errors are not provided for estimates of less than 1 percent.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Youth Civic Involvement component, spring 1996.

Table 53.—Percentage of 8th grade students reporting any participation in volunteer or community service: NHES:96 Youth CI and the National Educational Longitudinal Study of 1988 (NELS:88)

Participation	Percent	s.e.
NHES:96	48	1.8
NELS:88	44	

NOTE: s.e. is standard error. NHES:96 wording: "During this school year, have you participated in any community service activity or volunteer work in your school or community?" Data were collected from January 3 through April 12, 1996. NELS wording: "During the past 2 years (from January 1, 1990 to the present), have you performed any unpaid volunteer or community service work through such organizations as Little League, scouts, service clubs, church groups, school groups, or social action groups?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Youth Civic Involvement component, spring 1996. U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, Base Year: Student Data file User's Manual, Office of Educational Research and Improvement. NCES 90-464, 1990.

Table 54.—Percentage of 12th grade students reporting use of mass media for national news: NHES:96 Youth CI and 1965 National Survey of High School Seniors (NSHSS)

Frequency of media use	Read national news in newspapers		Watch or listen to national news*	
	Percent	s.e.	Percent	s.e.
NHES:96				
Almost every day	15	1.5	40	2.0
At least once a week	31	1.9	33	2.0
At least once a month	18	1.9	11	1.5
Hardly ever	36	2.3	16	1.5
NSHSS				
Almost daily	46		38	
2-3 times a week	32		31	
3-4 times a month	6		16	
Not at all	16		15	

* In the NHES:96, students were asked about watching or listening to the national news in one question. In the NSHSS, students were asked two separate questions about watching and listening to the national news. Because these responses were not combined in the published NSHSS findings, only the percent who reported watching the national news (which was the greater percentage) is reported here.

NOTE: s.e. is standard error. NHES:96 and NSHSS estimates are for 12th grade students only. NSHSS respondents were enrolled in social studies courses. NHES:96 wording: "How often do you read about the national news in a newspaper or newsmagazine, like *Newsweek*, *Time* or *U.S. News and World Report*? Would it be. . .almost every day, at least once a week, at least once a month, or hardly ever?" "How often do you watch the national news on television or listen to the national news on the radio? Would it be. . .every day, at least once a week, at least once a month, or hardly ever?" NSHSS wording: "We're also interested in finding out whether people ordinarily pay much attention to current events, public affairs and politics. Take newspapers, for instance - do you read about public affairs and politics in any newspapers? (If yes) How often do you read news paper articles about public affairs and politics - Almost daily, two or three times a week, three or four times a month, or a few times a year?" "How about television - do you watch any programs about public affairs, politics and the news on television? (If yes) About how often do you watch such programs - Almost daily, two or three times a week, three or four times a month, or a few times a year?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Youth Civic Involvement component, spring 1996. Jennings, M. K. and Niemi, R. G. 1974. *The Political Character of Adolescence: The Influence of Families and Schools*. Princeton University Press, Princeton.

Table 55.— Opinion of students in 12th grade about whether a speech against churches and religion should be allowed: NHES:96 Youth CI and 1965 National Study of High School Seniors (NSHSS)

Survey	Percent	s.e.
NHES:96		
Yes	90	1.2
No	10	1.2
NSHSS, 1965		
In favor of	86	
Opposed to	14	
Depends	<.5	

NOTE: s.e. is standard error. NHES:96 and NSHSS estimates are for 12th grade students only. NSHSS respondents were enrolled in social studies courses. NHES:96 wording: "If a person wanted to make a speech in your community against churches and religion, should he or she be allowed to speak?" NSHSS wording: "There are always some people whose ideas are considered bad or dangerous by other people. For instance, somebody who is against all churches and religion...If such a person wanted to make a speech in your (city/town/community) against churches and religion, should he be allowed to speak, or not?"

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), Youth Civic Involvement component, spring 1996. Jennings, M.K. and Niemi, R.G. 1974. The Political Character of Adolescence: The Influence of Families and Schools. Princeton University Press, Princeton.

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Appendix A

Summary of Comparative Data Sets

TITLE	Citizens' Political and Social Participation Study (1989) (CPSP)
PURPOSE	The purpose of the survey was to measure the extent and variety of voluntary social and political activity among Americans, and to determine the causes of that engagement.
SPONSORSHIP	The CPSP was sponsored by the National Science Foundation, the Spencer Foundation, the Ford Foundation, and the Hewlett Foundation.
DESIGN	The CPSP used a two-stage sampling procedure. The initial sample consisted of 15,053 adults age 18 and older. Data were collected by phone interview during the last six months of 1989. These respondents were selected randomly from phone exchanges matched to primary sampling units of the National Opinion Research Center's in-person sampling frame, yielding a sample representing the adult American population. The second stage sampling took place in spring of 1990, and this involved reweighting to compensate for a disproportionately high representation of females. This second stage consisted of 2,517 adults who were coded as political activists, based on their responses from the first stage.
PERIODICITY	The CPSP was a one-time data collection; there are no plans for future administrations.
CONTENT	The first-stage screening questionnaire contained demographic items measuring employment and income information, and information on educational attainment, marital status, and political party membership. There are several items assessing respondents' level of interest in politics and government, voting behavior, volunteer work for political candidates, financial contributions to political candidates, service in official government boards or councils, and other types of community service. Also included are questions about organizational membership and religious practices. The followup survey, administered to a subsample of 2,517 of the original respondents, contained more detailed information about political activities, perceptions and attitudes.
LIMITATIONS	The more detailed information about political attitudes and activities from the second-stage sample is not generalizable to the population, since it includes responses only from adults who were classified as politically active. Information from respondents younger than age 18 is not available.
AVAILABILITY	Data from both stages of the CPSP, as well as the Codebook and technical/sampling information are available at the Inter-University Consortium for Political and Social Research at the University of Michigan.

Further information about this survey can be obtained from

Dr. Jane Junn
Department of Political Science
Rutgers University
Hickman Hall
New Brunswick, NJ 08903-0270
908/932-9312

Inter-University Consortium for Political and Social Research at the
University of Michigan
P.O. Box 1248
Ann Arbor, Michigan 48106-1248
313/763-5010

TITLE	Current Population Survey, March (CPS)
PURPOSE	The purpose of the Current Population Survey is to provide estimates of employment, unemployment, and other characteristics of the labor force, the population at large, and various subgroups of the population. The March Supplement provides specific demographic information on work experience, income, noncash benefits, and migration.
SPONSORSHIP	The supplement has been jointly sponsored by the Bureau of Labor Statistics and the Bureau of the Census, with data collection conducted by the Census Bureau for the Bureau of Labor Statistics. Occasionally, the Department of Education sponsors additional questions.
DESIGN	<p>The Current Population Survey (CPS) is designed to be representative of the civilian, noninstitutionalized population of the United States, including Armed Forces personnel living off base or on base with their families. The CPS uses a probability sample based on a multistage stratified sampling scheme. In general, the sample is selected by (a) grouping counties or groups of counties into primary sampling units (PSUs) that are assembled into homogeneous strata; (b) selecting one PSU to represent each strata; and (c) selecting addresses within each PSU for membership in the sample. No oversampling is done of minority or low-income areas.</p> <p>The total sample size is approximately 70,000 households per month; about 57,000 households are successfully interviewed. The household respondent must be a knowledgeable household member aged 14 years or more; this respondent provides information for each household member. The March supplement contains data for Armed Forces members residing on a military base or with their families in civilian housing units. Since 1976, the March supplement has also included a sample of Hispanic households selected the previous November.</p>
PERIODICITY	The supplement is conducted each March. Plans include retaining this supplement in the future.
CONTENT	In addition to the information that is collected monthly, the March supplement collects detailed information on household income, income for agricultural work, Worker's Compensation, and unemployment. This supplement also includes reports of payments received from Union Unemployment and Strike Benefits, and Social Security.

LIMITATIONS

This supplement contains demographic variables that make important comparisons with NHES:96 data. However, information related to the three substantive components of the NHES:96 are not available from this survey.

AVAILABILITY

The Census Bureau usually releases reports on supplement data approximately 3 to 6 months after data collection, and final reports within 12 to 18 months. Published tabulations from the March CPS are available in the Current Population Reports, Series P-20 and P-60.

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

For information about the availability of data for a particular month, contact

Data User Services Division
U.S. Bureau of the Census
Washington, DC 20233
301/457-4100

For further information on the content of CPS files, contact

Current Population Surveys Branch
Demographic Surveys Division
U.S. Bureau of the Census
Washington, DC 20233
301/457-3811

For further information on the Annual Demographic CPS file, contact

Greg Weyland
Demographic Surveys Division
U.S. Bureau of the Census
Washington, DC 20233
301/457-3806

TITLE	Current Population Survey, October School Enrollment Supplement (CPS)
PURPOSE	The purpose of the Current Population Survey is to provide estimates of employment, unemployment, and other characteristics of the labor force, the population at large, and various subgroups of the population. The October School Enrollment Supplement provides specific information on the educational status of individuals in the population by demographic and socioeconomic characteristics.
SPONSORSHIP	The supplement has been jointly sponsored by the Bureau of Labor Statistics and the Bureau of the Census, with data collection conducted by the Census Bureau. Occasionally, the Department of Education sponsors additional questions.
DESIGN	<p>The Current Population Survey (CPS) is designed to be representative of the civilian, noninstitutionalized population of the United States, including Armed Forces personnel living off base or on base with their families. The CPS uses a probability sample based on a multistage stratified sampling scheme. In general, the sample is selected by (a) grouping counties or groups of counties into primary sampling units (PSUs) that are assembled into homogeneous strata; (b) selecting one PSU to represent each strata; and (c) selecting addresses within each PSU for membership in the sample. No oversampling is done of minority or low-income areas.</p> <p>The total sample size is approximately 70,000 households per month; about 57,000 households are successfully interviewed. The household respondent must be a knowledgeable household member aged 14 years or more; this respondent provides information for each household member. The questions in the school enrollment supplement are asked about all persons aged 3 or more in the household. The sample size for children in each one-year age group is approximately 2,000.</p>
PERIODICITY	The supplement has been conducted each October since 1946. Plans include retaining this supplement in the future.
CONTENT	The basic school enrollment supplement contains questions on highest grade completed, enrollment status, grade or level, and type of school (public or private). The 1994 school enrollment supplement included items on school tuition, type of school attended and home schooling. In addition, college students reported on major field of study and degree working toward.

LIMITATIONS

The definition of enrollment in an educational program as enrollment in "nursery school" is problematic at this time. Most child care programs for 3- and 4-year-olds have an educational component, but parents may not classify the program as "nursery school" or "preschool." Consequently, there are no data on children in settings other than "nursery school" or "preschool," and there is probably an undercounting of enrollment in these "educational" programs for this age group. Experience obtained through the NHES suggests that parents are not consistent in classifying day care centers as "school."

AVAILABILITY

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

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

For information about the availability of data for a particular month, contact

Data User Services Division
U.S. Bureau of the Census
Washington, DC 20233
301/457-4100

For further information on the content of CPS files, contact

Current Population Surveys Branch
Demographic Surveys Division
U.S. Bureau of the Census
Washington, DC 20233
301/457-3811

For further information on the October supplement, contact

Bob Kominski or Wendy Bruno
Population Division
U.S. Bureau of the Census
Washington, DC 20233
301/457-2464

TITLE	The General Social Survey (GSS)
PURPOSE	The GSS collects data on social attitudes and behaviors of interest to a broad range of sociologists and political scientists. Its primary purpose is to provide data to facilitate the study of social trends.
SPONSORSHIP	The GSS has been conducted by the National Opinion Research Center (NORC), with primary support from the National Science Foundation. James A. Davis of Harvard and Tom W. Smith of NORC are the principle investigators.
DESIGN	<p>The survey is representative of the total non-institutionalized English-speaking population of the U.S. ages 18 and older. The GSS is a face-to-face interview lasting about an hour and a half. It is conducted among a probability sample of households from which an adult is randomly selected as the respondent, with only one interview conducted per household. Individuals in households containing many adults are less likely to be chosen. There is a weight factor to adjust for this, if desired. African American families were oversampled in 1982 and 1987.</p> <p>The 1991 GSS interview was conducted among 1,517 respondents in all geographic regions and in both urban and rural areas. Respondents included parents with minor children, parents with adult children, and childless adults. In 1993, the GSS interview of 1,500 cases was conducted using a ninety-minute interview. Beginning in 1994 there will be two separate surveys of 1,500 cases each.</p>
PERIODICITY	The General Social Surveys have been conducted annually during February through April of 1972-1978, 1980, 1982-1991, and 1993. Beginning in 1994 and continuing in even-numbered years, there will be biennial, split-sample surveys of 3,000 respondents.
CONTENT	The GSS is a good source of trend data on family related attitudes. The survey contains such measures of adult functioning as score on a brief word knowledge test, hours worked, perceived job stability, spells of unemployment, number of children, and overall life satisfaction. Three types of items are included in the GSS: permanent questions that are identical in each survey; rotating questions that are posed to two-thirds of the respondents every year-, and occasional questions or modules that are included in only one year. Survey content generally covers a variety of topics, including income, social activities, community involvement, political attitudes, race relations, religion, attitude tolerance, political participation, political ideology, and voicing political opinion.
LIMITATIONS	For a study of adult attitudes and behaviors in different family situations, the GSS sample is relatively small. This is especially so as the sample contains a substantial proportion of respondents who do not live in family households. Also, the use of "split-ballot" questionnaires to broaden the range of issues addressed means that not every respondent is asked each item. Only self-report methods are used to assess family-related attitudes and behaviors. Inasmuch as children and adolescents are not eligible to be respondents, no data are available on their attitudes and behaviors.

AVAILABILITY Cumulative tapes, SPSS Control Cards, and a codebook with univariate tabulations for 1972-1993 are available from:

The Roper Center for Public Opinion Research
P.O. Box 440
Storrs, CT 06268
203/486-4440

Inter-University Consortium for Political and Social Research (ICPSR)
P.O. Box 1248
Ann Arbor, MI 48106-1249
313/763-5010

For reprints of published articles, contact:

GSS
National Opinion Research Center (NORC)
1155 East 60th Street
Chicago, IL 60637
312/753-7500

TITLE	National Adult Literacy Survey (NALS)
PURPOSE	The survey was designed to measure the English literacy of adults in the United States, as it relates to activities and demands of daily life. This was achieved using tasks measuring adults' literacy in a variety of every day activities.
SPONSORSHIP	The National Adult Literacy Survey was sponsored by the National Center for Education Statistics and the Division of Adult Education and Literacy of the U.S. Department of Education. It was administered and analyzed by Educational Testing Service. Sampling and field operations were handled by Westat, Inc.
DESIGN	Data were collected from January, 1992 through August, 1992 in in-person household interviews. Approximately 13,600 adults who were age 16 and older were sampled randomly and represented the Nation as a whole. Additional respondents were selected from 12 states which were participating in a study comparing state- and national-level data. Blacks and Hispanics were oversampled to provide reliable estimates of these subpopulations. Also, approximately 11,000 inmates from 80 state and federal prisons were sampled. The total sample size was approximately 26,000. Of those who completed an initial screener instrument and were designated as eligible for the main survey, 82 percent completed the main oral interview. Of those completing the main interview, 95 percent completed a reading test.
PERIODICITY	The NALS used a one-time data collection in order to accommodate requests for data from the U.S. Congress. A second wave of the NALS is under consideration. Previously, the Department of Education (1985) and the Department of Labor (1989-1990) contracted Educational Testing Service to conduct other surveys of adult literacy.
CONTENT	A series of tasks provided measures of respondents' prose literacy, document literacy, and quantitative literacy. Tasks were selected to reflect varying levels of difficulty. Prose literacy was measured by completion of tasks such as locating a piece of information in a sports article, writing a letter explaining an error made on a credit card bill, comparing two metaphors used in a poem, and summarizing two ways lawyers may challenge prospective jurors. In contrast, activities measuring document literacy included locating an expiration date on a driver's license, identifying information on a bar graph, using a bus schedule, and using information in a table to write a summary paragraph. Finally, examples of quantitative literacy included totaling a bank deposit entry, using a calculator for various tasks, determining the correct change using information from a menu, and determining the total cost of carpet to cover a room.
LIMITATIONS	The sample is limited to individuals age 16 and older. The NALS does not directly measure political knowledge, and it does not address perceptions and attitudes about government's role or actual civic involvement of respondents.

AVAILABILITY

Findings from the NALS will be released in a series of reports. The first of these contains an overview of the project and major findings. Other published reports will address literacy in the work force, literacy and education, literacy among older adults, literacy in the prison population, literacy practices, and a technical report.

For more information about this survey, contact:

Andrew Kolstad
NCES
U.S. Department of Education Statistics
555 New Jersey Ave, NW
Washington, DC 20208
202/219-1773

Inter-University Consortium for Political and Social Research (ICPSR)
P.O. Box 1248
Ann Arbor, MI 48106-1249
313/763-5010

TITLE	National Education Longitudinal Study (NELS:88), 1988 base year, 1990 and 1992 follow-up
PURPOSE	The NELS represents a major longitudinal effort designed to provide trend data about critical transitions experienced by students as they leave elementary school and progress through high school and into college or their careers. Data from this study can be used to examine educational issues such as tracking, cognitive growth, and dropping out of school.
SPONSORSHIP	The Department of Education, National Center for Education Statistics sponsored this study. The National Science Foundation co-funded a teacher study and funded the math and science items on the student, parent, and school questionnaires. The National Endowment for the Humanities sponsored questions about the humanities and history in the student, parent, teacher, and school questionnaires. Within the Department of Education, the Office of Planning, Budget, and Evaluation sponsored questions about gifted and talented programs, and the Office of Bilingual Education and Minority Language Affairs funded an oversampling of Asian and Hispanic students.
DESIGN	<p>The NELS:88 is a longitudinal study of a national probability sample of 8th graders. The base year student population excluded students with severe mental handicaps, students whose command of the English language was insufficient to understand survey materials, and students with physical or emotional problems that would limit their participation. A sub-sample of these excluded students were added back into the study during the first followup.</p> <p>The sample was drawn as a two-stage stratified probability design in order to select a nationally representative sample of schools and students. With the inclusion of supplementary components, analyses of geographic and demographically distinct subgroups could be supported. The base year component was of 8th graders with follow-ups done every 2 years.</p> <p>In the two-stage design, the first stage resulted in 1,734 school selections with 1,057 participating schools. This included 815 public and 237 private schools. The second stage produced a random selection of 26,435 students among sampled schools, resulting in participation by 24,599 8th grade students (93 percent response rate). On average, each of the participating schools was represented by 24 (regular) student participants.</p> <p>For the first (1990) followup, all students were surveyed in schools containing 10 or more eligible NELS:88 respondents. Because 90 percent of students changed schools between 8th and 10th grade, it was necessary to sub-sample schools with fewer than 10 NELS:88 students. Weights were developed to adjust for this differential sampling probability. The 1990 sample size was approximately 20,000 students, and the 1992 sample size was about the same.</p> <p>The student constitutes the basic unit of analysis in the NELS:88 study and in the sample design. All other data sets, including the parent, teacher, and school, are intended primarily to supplement the student data set.</p>

The questionnaire design allowed for links to previous and current longitudinal studies (HS&B, NLS-72, and NAEP). This permits certain issues to be monitored over time to examine reliability and changes in trends.

PERIODICITY The base year measurement was in 1988 with plans to continue the collections every 2 years. The base year included questionnaires from students, school administrators, parents, and teachers. The first followup, conducted in 1990, collected information from students, teachers, and school administrators. The second followup, conducted in 1992, collected information from students, math and science teachers, parents, and school administrators.

CONTENT The major features of NELS:88 include the integration of student, parent, teacher, and school components; the initial concentration of 8th grade student cohorts with followup at 2-year intervals; the inclusion of supplementary components to support analyses of geographically or demographically distinct subgroups; and the design linkages to previous longitudinal studies and other current studies.

Items in NELS:88 can be used to assess involvement with the community, knowledge of U.S. history, civics, government, and parent/child communication of the sampled student population.

The student questionnaire also contained items on family background and characteristics, relationship with parents, unsupervised time at home, language use, opinions about self, attitudes, values, educational and career plans, school life, school work, and extracurricular activities. The student achievement test included a section on history and citizenship knowledge.

The parent questionnaire contained items on marital status, household composition, employment status, ethnicity, religion, child's school experiences and attendance, child's family life, child's disabilities, educational experiences for the child, financial information, and educational expenditure.

LIMITATIONS The base year survey is limited to a specific cohort of youth, those in the 8th grade in the spring of 1988. The sample excludes several potentially interesting subgroups of students: those with severe mental handicaps, insufficient command of the English language, limiting physical or emotional conditions, and students who had dropped out of school or were chronically absent as of the 8th grade.

While the completion rate was over 90 percent for all four questionnaires, not all sources of data were available for every student. Parents were not sampled in the first followup of 1990, so detailed family and parent information is not available for this round.

AVAILABILITY Data tapes for the base year and first followup (combined) are available from NCES. Copies of the data collection instruments; a description of the data collection, preparation, and processing procedures; and a guide to the data files and codebook, are contained in four Data File Users' Manuals. Data from the second followup became available in 1993, and in 1994 all three waves were merged on a CD-ROM, facilitating longitudinal analyses. Contact:

Jeffrey Owings
NCES
U.S. Department of Education Statistics
555 New Jersey Ave., NW Room 417A
Washington, DC 20208
202/219-1737

TITLE	National Election Study (NES)
PURPOSE	The purpose of NES is to produce data on voting, public opinion, and political participation. The periodicity of this study allows long-term trends and the political impact of historical events to be identified.
SPONSORSHIP	NES is sponsored through a sequence of grants from the National Science Foundation (NSF). Under the Foundation mandate, NES is carried out by three components: the Principal Investigators and the study staff (located at the Center for Political Studies of the Institute for Social Research at the University of Michigan), an interdisciplinary, national Board of Overseers, and input from the research community of social scientists.
DESIGN	<p>NES used a national area probability sample to select subjects. This sample included approximately 30 to 35 states and national estimates could be ascertained from the data. Regions of the country were stratified by size and SMSAs. There were several stages in the selection process, with the last stage selecting the actual household. Within the household, a random selection was made of a citizen living in the household. The only criteria for subject selection was the eligibility of the person to vote (i.e., 18 years or older and a citizen).</p> <p>The major collections were face-to-face interviews conducted in the even-numbered years. Approximately 2,000 subjects were interviewed in the major years of collection. Pilot studies and ancillary studies were conducted by telephone in the odd numbered years.</p>
PERIODICITY	<p>The design and data collection procedures used for the NES continued the work completed at the University of Michigan on this topic between 1952 and 1976.</p> <p>The NES is conducted in presidential and mid-term election years and carries out research and development work through pilot studies in odd-numbered years. The NES was established in 1977, and has produced fifteen major data collections and seven methodological studies through 1993. The NSF is currently reviewing a proposal to extend the NES data collection through 1998.</p>
CONTENT	Major substantive areas addressed in all NES election studies are quite varied. Areas included are: respondents' expectations about the outcome of the election, perception and evaluation of the major parties and candidates, and perceived importance of the election; respondents' party identification and political history of respondents and their parents; respondents' interest in politics, and their political motivation; respondents' issue positions, the strength of these positions, and perception of the major parties' and candidates' stands on issues; respondents' assessments of the relative importance of major problems facing the country.
LIMITATIONS	The NES does not oversample for minorities. This makes estimating for blacks and Hispanics problematic. Also excluded from the sample are people ineligible to vote (noncitizens and people under 18).

AVAILABILITY To order datasets, contact

Member Services
ICPSR Institute for Social Research
University of Michigan
Ann Arbor, MI 48106-1248
313/763-5010

For substantive questions, contact:

Santa Traugott, Director of Studies
Center for Political Studies
Institute for Social Research
University of Michigan
Ann Arbor, MI 48106
313/763-0141

TITLE	National Household Education Survey (NHES) (1991, 1993, 1995, 1996)
PURPOSE	The NHES was designed to monitor specific educational issues over time and to provide information on education-related issues that are best addressed through contacts with households rather than with schools or other educational institutions.
SPONSORSHIP	The NHES is sponsored by the National Center for Education Statistics of the U.S. Department of Education. The survey is conducted by Westat, Inc.
DESIGN	<p>The NHES is an ongoing telephone survey of the noninstitutionalized civilian population of the U.S. The data are weighted to permit estimates that apply to the entire population, including persons living in households without a telephone. Households are selected using random digit dialing (RDD) methods. Data are collected using computer assisted telephone interviewing (CATI) procedures. These procedures permit more complex interviews to be conducted and enable survey results to be made available shortly after completion of fieldwork.</p> <p>Between 60,000 and 75,000 households are screened for the surveys. Based on information gathered in the screening interview, one or more household members may be selected to complete extended interviews on specific topics that vary from year to year. Extended interviews typically run 15-20 minutes. Within several weeks of the original survey, partial reinterviews are conducted with a subsample of respondents to gather information on overall data quality and the stability of specific responses.</p>
PERIODICITY	The NHES was first implemented in the spring of 1991. In 1991, the survey covered participation in early childhood education by children aged 3 to 8, and adult education of persons 16 and older. In 1993, the early childhood component focused on the school readiness of children from age 3 to age 8, while the School Safety and Discipline component focused on families with children in the third through twelfth grades. Beginning in 1995, the NHES will be conducted annually with a rotating topical focus. The NHES:95 was similar to the 1991 survey, covering participation in early childhood programs and adult education. In 1996, the early childhood component explored parent involvement, and measures of citizenship and civic participation were gathered in a second component.
CONTENT	<p>The NHES was designed to provide a current cross-section of the population. The following topical components contained items on parent involvement and family influences.</p> <p>Early Childhood Education (1991). Parents of children aged 3 to 5 who were not enrolled in kindergarten were asked about preschool educational experiences, frequency of communication with both the child and the child's care provider and/or educator, whether or not the parent felt comfortable to drop in without an appointment, and whether the provider had contacted the parent about problems the child was having. Parents of children who were enrolled in kindergarten, first, or second grade were asked about frequency of communication with the child about school, teacher contacts about how the child was doing in school, parents contacting the child's teacher, perceived availability and willingness of the teacher to talk with parents, in-person meetings with the teacher, and parents' expectations for the child's school</p>

performance. Parents also reported on reading to their child and various educational activities in the home.

School Readiness (1993). Parents of children aged 3 to 8 were asked about preschool educational experiences, feedback from primary school teachers, frequency of contact with primary school teachers, parent concerns about school readiness, decisions about kindergarten/grade repetition, frequency of reading to the child, emerging literacy and educational activities in the home, and visits to educational places.

School Safety and Discipline (1993). Parents of children in grades 3 through 12 were asked if they had attended a school meeting or school event, acted as a volunteer, or served on a school committee. Parent-teacher communication was also assessed regarding teacher-initiated communication about schoolwork and behavior problems. Parents and students in the sixth through twelfth grades were asked about parent-child communication regarding school activities, events, or projects.

Early Childhood Program Participation (1995). Parents of children from birth through 3rd grade were asked about their children's participation in care or education provided by relatives, home-based nonrelatives, Head Start programs, and center-based programs. Additional sections collected information on early school experiences for school-age children, home literacy activities, health and disability status, and parent and family characteristics.

Adult Education (1995). About 19,700 adults were asked about their participation in basic skills courses, English as a second language (ESL) courses, credential (degree or diploma) programs, apprenticeships, work-related courses, and personal development/interest courses. Adults participating in programs or courses provided information about those programs or courses, including the subject matter, duration, cost, location and sponsorship, and employer support. Nonparticipants in selected types of adult education were asked about their interest in educational activities and barriers to participation. Extensive background, employment, and household information was collected for each adult.

LIMITATIONS

Previous NHES surveys have not addressed community-based involvement. Although there are a few items on parent-teacher communication, these sections address school and family partnerships to a very limited extent. Furthermore, no single component has represented the population of preschoolers through twelfth graders.

AVAILABILITY Public use files for each year's NHES are available within a year of data collection from:

Data Systems Branch
Office of Educational Research and Improvement
U.S. Department of Education
555 New Jersey Avenue, NW
Washington, DC 20208-5725
202/219-1847

For substantive questions, contact:

Kathryn A. Chandler, NHES Project Officer
National Center for Education Statistics
555 New Jersey Avenue, NW, Room 417C
Washington, DC 20208-5651
202/219-1767

TITLE	National Survey of High School Seniors
PURPOSE	The primary objective of this survey was to elicit detailed information on political and relevant non-political matters so that parent-child similarities and differences could be assessed. This survey was used to assess the extent to which political socialization had occurred.
SPONSORSHIP	The Danforth Foundation funded the 1965 collection. The National Science Foundation (NSF) funded the 1973 collection.
DESIGN	<p>Longitudinal survey that set out to investigate political orientation of parents and their children in their senior year of high school, and then for two other administrations 8 years apart. The original collection in 1965 occurred in two stages, the longitudinal-panel component, and the mass administration. The panel component was administered in a personal interview format, whereas the mass administration component was self-administered. The intent of this survey was two-fold. The longitudinal component was used to assess the amount of similarity between the youth's and parent's views on political issues. Then, to retest these attitudes 8 years later to examine the trend of change. The mass administration component collected political attitudinal information from a nationally representative sample.</p> <p>High school seniors in 1965 (approximately 17 years old); same cohort 8 years later in 1973 (approximately 25 years old); same cohort about 16 years later in 1982 (approximately 34 years old).</p> <p>There were 1062 related pairs of parents and youth in the longitudinal panel component. The mass administration of youth was sampled to be nationally representative.</p>
PERIODICITY	Data were collected for this survey in three rounds, in 1965, 1973, and 1982.
CONTENT	The degree of parent/child agreement on political issues was measured in 1965 and in 1973, and again in 1982, when the change or durability of these values was assessed. The political issues that were investigated encompassed several aspects of political socialization including orientation, ideology, issues, cynicism, interest, knowledge, influence, and efficacy.
LIMITATIONS	The question remains about whether these results are "normal," or if the findings are unique to the politically turbulent 1965-1982 time period. The only way to determine if these results are generalizable to other time periods is to replicate the survey.

AVAILABILITY For substantive questions or copies of the instrument, contact

Dr. M. Kent Jennings

(during the spring semester)

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313/764-3341 - FAX

TITLE	Washington Post/Kaiser Family Foundation/Harvard University Survey Project (1995-1996)
PURPOSE	The Washington Post/Kaiser Family Foundation/Harvard University partnership combined survey research and newspaper reporting for the purpose of examining and reporting public knowledge, perceptions, and attitudes about the role of American government. Survey results were published in The Washington Post along with facts to correct misperceptions and inform the public.
SPONSORSHIP	The survey was sponsored by The Washington Post, the Henry J. Kaiser Family Foundation, and Harvard University. Data were collected by Princeton Survey Research Associates.
DESIGN	Data were collected by telephone interviews of 1,514 adults age 18 or older. Respondents were randomly sampled from across the Nation, and interviews took place between November 28, 1995 and December 4, 1995.
PERIODICITY	The three-way partnership conducts periodic surveys to examine public knowledge on major national issues. The current survey is the second project under this sponsorship. The first report, <i>The Four Americas: Government and Social Policy Through the Eyes of America's Multi-racial and Multi-ethnic Society</i> , was released by the Kaiser Family Foundation, following survey coverage in <i>The Washington Post</i> .
CONTENT	The survey contained items addressing adults' perceptions of the nation's economy, confidence in various factions of government, personal interest in governmental issues, political participation, and trust in the government. Similar items were asked about respondents' state government. Respondents were also asked a series of items that measured perceptions of American life in 1995 compared with American life twenty years ago and the effectiveness of the Federal government in combating various social programs. Political knowledge was measured with questions about partisan representation in Congress, term limits for public officials, the relative ideology of the Republican and Democratic parties, and the names of current officials overseeing various offices.
LIMITATIONS	The survey utilized a small sample and did not oversample for minorities. Furthermore, it did not include youth as respondents, nor indicate whether sampled adults were also parents. Little information on participation in civic activities was collected.

AVAILABILITY Survey findings were released by The Washington Post on Sunday, January 28, 1996.
A report presenting the survey instrument and estimates is available from

The Henry J. Kaiser Family Foundation
1450 G Street, NW
Suite 250
Washington, DC 20005
202/347-5270

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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 NELS:88 Seniors	Jeffrey Owings

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<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

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<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

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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
96-22 (Oct.)	1995 National Household Education Survey (NHES:95) Questionnaires: Screener, Early Childhood Program Participation, and Adult Education	Kathryn Chandler
96-23 (Oct.)	Linking Student Data to SASS: Why, When, How	Dan Kasprzyk
96-24 (Oct.)	National Assessments of Teacher Quality	Dan Kasprzyk
96-25 (Oct.)	Measures of Inservice Professional Development: Suggested Items for the 1998-1999 Schools and Staffing Survey	Dan Kasprzyk
96-26 (Nov.)	Improving the Coverage of Private Elementary-Secondary Schools	Steven Kaufman
96-27 (Nov.)	Intersurvey Consistency in NCES Private School Surveys for 1993-94	Steven Kaufman

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96-28 (Nov.)	Student Learning, Teaching Quality, and Professional Development: Theoretical Linkages, Current Measurement, and Recommendations for Future Data Collection	Mary Rollefson
96-29 (Nov.)	Undercoverage Bias in Estimates of Characteristics of Adults and 0- to 2-Year-Olds in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
96-30 (Dec.)	Comparison of Estimates from the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-01 (Feb.)	Selected Papers on Education Surveys: Papers Presented at the 1996 Meeting of the American Statistical Association	Dan Kasprzyk
97-02 (Feb.)	Telephone Coverage Bias and Recorded Interviews in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-03 (Feb.)	1991 and 1995 National Household Education Survey Questionnaires: NHES:91 Screener, NHES:91 Adult Education, NHES:95 Basic Screener, and NHES:95 Adult Education	Kathryn Chandler
97-04 (Feb.)	Design, Data Collection, Monitoring, Interview Administration Time, and Data Editing in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-05 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1993 National Household Education Survey (NHES:93)	Kathryn Chandler
97-06 (Feb.)	Unit and Item Response, Weighting, and Imputation Procedures in the 1995 National Household Education Survey (NHES:95)	Kathryn Chandler
97-07 (Mar.)	The Determinants of Per-Pupil Expenditures in Private Elementary and Secondary Schools: An Exploratory Analysis	Stephen Broughman
97-08 (Mar.)	Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey	Kathryn Chandler

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97-09 (Apr.)	Status of Data on Crime and Violence in Schools: Final Report	Lee Hoffman
97-10 (Apr.)	Report of Cognitive Research on the Public and Private School Teacher Questionnaires for the Schools and Staffing Survey 1993-94 School Year	Dan Kasprzyk
97-11 (Apr.)	International Comparisons of Inservice Professional Development	Dan Kasprzyk
97-12 (Apr.)	Measuring School Reform: Recommendations for Future SASS Data Collection	Mary Rollefson
97-13 (Apr.)	Improving Data Quality in NCES: Database-to-Report Process	Susan Ahmed
97-14 (Apr.)	Optimal Choice of Periodicities for the Schools and Staffing Survey: Modeling and Analysis	Steven Kaufman
97-15 (May)	Customer Service Survey: Common Core of Data Coordinators	Lee Hoffman
97-16 (May)	International Education Expenditure Comparability Study: Final Report, Volume I	Shelley Burns
97-17 (May)	International Education Expenditure Comparability Study: Final Report, Volume II, Quantitative Analysis of Expenditure Comparability	Shelley Burns
97-18 (June)	Improving the Mail Return Rates of SASS Surveys: A Review of the Literature	Steven Kaufman
97-19 (June)	National Household Education Survey of 1995: Adult Education Course Coding Manual	Peter Stowe
97-20 (June)	National Household Education Survey of 1995: Adult Education Course Code Merge Files User's Guide	Peter Stowe
97-21 (June)	Statistics for Policymakers or Everything You Wanted to Know About Statistics But Thought You Could Never Understand	Susan Ahmed
97-22 (July)	Collection of Private School Finance Data: Development of a Questionnaire	Stephen Broughman

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97-23 (July)	Further Cognitive Research on the Schools and Staffing Survey (SASS) Teacher Listing Form	Dan Kasprzyk
97-24 (Aug.)	Formulating a Design for the ECLS: A Review of Longitudinal Studies	Jerry West
97-25 (Aug.)	1996 National Household Education Survey (NHES:96) Questionnaires: Screener/Household and Library, Parent and Family Involvement in Education and Civic Involvement, Youth Civic Involvement, and Adult Civic Involvement	Kathryn Chandler
97-26 (Oct.)	Strategies for Improving Accuracy of Postsecondary Faculty Lists	Linda Zimbler
97-27 (Oct.)	Pilot Test of IPEDS Finance Survey	Peter Stowe
97-28 (Oct.)	Comparison of Estimates in the 1996 National Household Education Survey	Kathryn Chandler