



National Household Education Survey Redesign

Report of Spring 2009 Cognitive Research

February 1, 2010

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1. Introduction

Since its inception, the National Household Education Surveys Program (NHES) has been a system of landline random-digit-dial (RDD) telephone surveys sponsored by the National Center for Education Statistics (NCES). Surveys have been conducted approximately every other year from 1991 through 2007. Like virtually all RDD surveys, NHES has experienced declining response rates. In addition, the increase in the percentage of households without landline telephones (mostly due to conversion to cellular-only coverage) raises concerns about population coverage. While studies examining possible biases in the NHES survey estimates have not identified nonresponse bias, some indications of possible coverage bias were detected in a special bias study conducted in 2007 (Van de Kerckhove et al. 2009).

The combination of the continuing declines in RDD survey response and population coverage prompted NCES to undertake a redesign of the NHES program. The goals of the redesign effort are to develop and assess approaches to collecting important information on educational topics from households with improved response and population coverage. The redesign effort is also expected to provide information that will be useful to other government survey programs and the survey methodology field generally. In order to fully test the new methodology, an operational Pilot Test will be conducted in the fall of 2009, followed by a large-scale Field Test in the winter and spring of 2011.

1.1 NHES Background

NHES was developed by the NCES to complement its institutional surveys; it is the principal mechanism for addressing topics that cannot be addressed in institutional data collections. By collecting data directly from households, NHES allows NCES to gather data on a wide range of issues, such as early childhood care and education, children's readiness for school, parent perceptions of school safety and discipline, before- and after-school activities of school-age children, participation in adult and continuing education, parent involvement in education, school choice, homeschooling, and civic involvement. The survey has been conducted by Westat in the winter and spring approximately every other year from 1991 through 2007, and each of these prior administrations used RDD sampling and telephone data collection from landline telephones only. Each survey collection has involved the administration of household screening questions (Screener) and two or three Topical surveys.

NHES provides data for national cross-sectional estimates on populations of special interest to NCES and education researchers. For surveys about children, the population of interest is defined by age or grade in school, or both, for the particular survey topic and research questions. For surveys of adults, the population of interest is persons ages 16 and older who are not enrolled in grade 12 or below, excluding those on active duty military service and those who are institutionalized. NHES targets these populations using specific screening and sampling procedures. The NHES design also yields estimates for subgroups of interest for each survey, as defined by age or grade for children, educational participation status for adults, and Black and Hispanic origin for all populations of interest. In addition to providing cross-sectional estimates, NHES is also designed to provide estimates of change over time in key statistics.

Because of the complexity of the instruments and the complex within-household sampling techniques used, the previous NHES surveys were conducted using computer-assisted telephone interviewing (CATI) technology. Benefits of the CATI administration of the NHES surveys have included improved project administration, online sampling and eligibility checks, scheduling of

interviews according to a priority scheme, managing data quality by controlling skip patterns and checking responses during the interview for range and consistency, and a “help” function for a limited number of items to assist interviewers in answering respondents’ questions during the interview.

Procedures that have been used in an effort to attain high response rates in past NHES surveys included advance and refusal letters, incentives, increased numbers of call attempts, answering machine messages, special training of interviewers to avoid refusals, and changes in the protocol such as increasing total time in the field.

The data collection protocol used in the NHES program evolved over time to meet the challenges of maintaining response rates. Most of the changes were based upon the results of methodological experiments conducted under the NHES program, including those focusing on household screening strategies, mailing by USPS and FedEx, and the use of incentives.

1.2 Motivation for Redesign

Like many other telephone surveys and ongoing periodic survey programs, NHES has been experiencing declining response rates. NHES Screener response rates have declined from above 80 percent in the early 1990s to 53 percent in 2007. Meanwhile, with the increasing prevalence of households having only cellular telephone service, landline telephone coverage rates have declined from about 93 percent of households in early 2004 to about 80 percent of households in the first half of 2008 (Blumberg and Luke 2008).

As a result of the precipitous declines in response and coverage rates, NHES is undergoing a redesign, examining alternatives to a RDD telephone survey methodology. The proposed alternative methodology uses a multi-mode approach with an address-based sample, a contact strategy that relies primarily on mail data collection, and includes several experiments that may affect the cost of and response to NHES. The original plan called for a large-scale Field Test of the new methodology in winter/spring 2010; however, due to a moratorium on Federal household data collection during the decennial census, the data collection for the large-scale Field Test has been delayed to 2011.

1.3 NHES:2009 Pilot Test Surveys

NHES:2009 includes two surveys: the Parent and Family Involvement in Education Survey (PFI), and the Early Childhood Program Participation Survey (ECPPI). These two surveys are repeated administrations of topics shown in the exhibit below, but have been adapted for administration under a new methodological design. The instruments are provided in appendix A.

The surveys that will be fielded in the NHES:2009 Pilot Test are not intended to produce survey estimates for analytical purposes. The goal of the Pilot Test is methodological. However, the assessment of the NHES methodology requires a realistic administration of proposed methods and the use of instruments that reflect topics, length, and complexity that would normally be fielded in an NHES survey. The Pilot Test will also permit the assessment of response patterns (e.g. skip errors) that may suggest instrument changes for the 2011 Field Test.

The design of the Pilot Study was based upon initial design work done at Westat, consultation with NCES, and the input of a Technical Review Panel (TRP) composed of expert survey

methodologists. The TRP recommended a number of strategies and experiments for the Pilot Study, including using telephone follow-up, using rich frames to obtain information about the characteristics of sampled households, and modeling response propensities. A number of survey items were included in the Pilot Study instrument for the purpose of evaluating response propensity, including highest education in the household, home tenure, and the presence of non-English speaking adults in the household.

The topical surveys planned for the 2009 Pilot Test and 2011 Field Test are:

- **The Early Childhood Program Participation Survey (ECP)**, previously conducted in 1991, 1995, 2001, and 2005, provides estimates of children's participation in care by relatives and non-relatives in private homes and in center-based daycare or preschool programs (including Head Start and Early Head Start). Additional topics addressed in ECP interviews have included family learning activities, out-of-pocket expenses for nonparental care, continuity of care, factors related to parental selection of care, parents' perceptions of care quality, child health and disability, and child, parent, and household characteristics. The ECP Survey population includes children ages 6 or younger who are not yet enrolled in kindergarten.
- **The Parent and Family Involvement in Education Survey (PFI)**, previously conducted in 1996, 2003, and 2007, addresses specific ways that families are involved in their children's school, school practices to involve and support families, involvement with children's homework, and involvement in educational activities outside of school. Parents of homeschoolers are asked about their reasons for choosing homeschooling and resources they used in homeschooling. The interviews also include questions about child, parent, and household characteristics. The PFI Survey population includes children and youth enrolled in kindergarten through 12th grade or homeschooled for these grades, with an age limit of 20 years.

1.4 Contents of the Report

In preparation for the 2009 Pilot Test, three rounds of cognitive research were conducted. This report documents the third round of cognitive research conducted to evaluate the NHES:2009 survey materials, including envelopes, letters, Screeners, and Topical questionnaires. The sections that follow address the initial development process and changes arising from rounds 1 and 2 of the cognitive research (section 2), the cognitive methodology employed (section 3), participant recruitment and characteristics (section 4), and both global and detailed findings from round 3 (section 5). The appendices contain the survey questionnaires (appendix A), other survey materials (appendix B), and cognitive protocols (appendix C).

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2. Initial Development Process

To investigate and inform the methodological choices of the redesign, iterative development rounds of cognitive research were conducted. This section describes the changes that resulted from the early explorative rounds of testing. Section 2.1 describes changes made during round 1. Changes made after round 1 are discussed in section 2.2, and changes after round 2 are discussed in section 2.3.

2.1 Round 1 Changes

The instruments tested during round 1 cognitive interviewing were the Engaging Screener (formerly called the Survey Screener) and the Core Screener. Each version included a similar set of common ‘core’ items that gathered information about the household: tenure; years at address; language spoken at home; reading ability; education; phone number; and numbers of persons 21 or older and 20 or younger. The Engaging Screener also included additional questions related to education issues in an effort to increase the perception to respondents the questionnaire was an education survey. A total of 16 interviews were completed; 8 received the Engaging Screener and 8 received the Core Screener. The initial four interviews served as the basis for preliminary changes that were examined in the remaining interviews.

Alternate items were initially tested to obtain information on the design and content that may be most favorable to respondents. The alternate items tested were:

- Screener letter . Three versions of the screener letter were tested, including revisions designed to address initial respondent assumptions about a link between an education study and a focus on children.
- Cover page . An alternate cover page was tested with the Department of Education logo as the graphic of focus.
- Education Policy and Civic Involvement items . NCES had provided an additional set of questions that focused on education policy and civic involvement of the respondent. These items were separate from the survey and were tested to find items that may be of particular interest or do more to engage the respondent in the survey.
- Child enumeration grid . An alternate grid for enumerating children was tested. Unlike the primary grid within some surveys that used vertical columns across an 11 x 17 inch page this grid required respondents to horizontally navigate the page. The layout of this grid was for an 8½ x 11 inch page.
- OMB/confidentiality statements . Three alternate versions of OMB/confidentiality statements were shown to respondents to gain information on the reaction to statements that varied the language used to address circumstances of data disclosure.

After the first four cognitive interviews in round 1, changes were made to the survey questionnaires, the letter that accompanied the questionnaire, and the cover page and alternate cover, and the testing of additional education policy and civic involvement items was discontinued. These first interviews demonstrated that respondents made a cognitive connection between education and children, and thus perceived that the survey did not pertain to households without children. Survey materials were revised in an effort to overcome this assumption and engage all types of households.

While further changes were made to the survey instruments and materials at the conclusion of round 1, the changes discussed in this section only addresses changes made early during round 1 cognitive interviewing. Below are descriptions of the changes made during round 1, and the rationale for each change.

2.1.1 Screener Letter

Three versions of the Screener letter were developed and tested. (These are described below.) Revisions were made during the course of cognitive interviewing in an effort to create a letter that would have broad appeal to households with and without children, and would encourage participation from both types of households. Early findings, based on two interviews for version 1 and two interviews for version 2, indicated that these goals were not accomplished.

Version 1

Version 1 of the letter was tested on two respondents who reported they felt the survey was to be completed by households with children only. The conclusion was the letter and the survey materials strongly communicated a “child only” impression that did not properly encourage all households to participate.

Version 1 of the survey letter was modified in an attempt to make it more “child neutral”. All references to children were removed from the letter and the emphasis on education was diminished. This resulted in a shorter more concise letter: version 2.

Version 2

Version 2 of the letter was a child neutral version with a reduced emphasis on education of children. This version of the letter was tested on two respondents; one respondent felt the letter was short and to the point, and the other respondent stated it was easy to understand. The latter respondent also stated that the letter informed her that the parent of the child should complete the questionnaire.

The conclusion for this version of the letter was that the letter was not appropriately encouraging participation and that in reducing the content of the letter, the result was that respondents were not receiving enough information about the survey and may have been taking cues from the survey materials in order to determine to whom the survey would be most relevant.

A more thorough review of the respondent letter was conducted in an effort to improve the organization and content of the letter, in an effort to better encourage participation and appropriately inform the respondent about the purpose and other aspects of the study as a whole. This resulted in the development of version 3 of the survey letter.

Version 3

Version 3 of the survey letter was used for the remaining 12 round 1 cognitive interviews. This version of the letter, like version 2, was designed to avoid the suggestion that this education survey

was only about children. Editorial changes were made to engage respondents and bullets emphasizing the inclusion of all types of households and persons were added.

2.1.2 Screener Cover

The cover page of the survey has three goals: promote a perception of legitimacy and authority; be visually easily identifiable; and encourage response. A cover using photographs may be visually pleasing and easily identifiable to respondents, which may motivate response. However, it is expected that the Department of Education's sponsorship of NHES may be salient to respondents, and a cover that focuses on this may increase legitimacy and authority.

Three versions of the survey cover were tested during round 1 cognitive interviewing: the standard cover with photographs, a logo cover, and an alternate photograph cover. The standard survey cover displayed pictures in a column on the left-hand side of the page. Included in this version were pictures of the Department of Education headquarters building, school buses, and urban townhouses. The logo survey cover used the Department of Education's logo enlarged to take up most of the page. The alternate photo cover changed the layout so the survey title and sponsor appeared in the center of the page with photographs above and below it. Included in this version were pictures of the Department of Education headquarters building, urban townhouses, and suburban houses. Both cover versions with photographs included a smaller version of the Department of Education logo.

The standard survey cover was used throughout all 16 cognitive interviews. The logo cover was shown to only the first four interviews and was replaced by the alternate photo cover for the remaining 10 interviews. Two respondents did not receive an alternate condition.

Respondents generally preferred the survey cover with photographs over the cover with the Department of Education logo. The logo version of the survey cover gave a business-like impression and had a plain, less finished look. One respondent stated the logo version would be more likely to get lost in a stack of [opened] mail. These findings were counter to the goal of developing a survey cover that: encouraged response, was visually appealing, and was easily identifiable.

As noted above, the logo version of the survey cover was replaced with an alternate photo version of the standard cover. Instead of dropping the alternative cover test another survey cover was tested. During the first four cognitive interviews there were indications that the survey materials were over-emphasizing children and children's education. The alternate photo cover was designed to address this concern by replacing the picture of school buses with a picture of suburban houses. The layout of the alternate cover was altered to a horizontal layout that placed the survey title, sponsor, and Department of Education logo in the center of the page. Legitimacy and authority of the survey was of interest and there was a concern with the vertical layout of the standard cover that they survey sponsor may be lost or not noticed by respondents.

2.1.3 Changes to the Core Screener

The changes described here only address changes to household items in the Core Screener. Layout/formatting changes to the child enumeration section of the Screener are discussed in section 2.1.5.

Household Tenure

The household tenure item within the core instrument was changed from version 1 (National Survey of Family Growth, or NSFG, version) to version 2 (American Community Survey, or ACS, version). While no respondent displayed any difficulty with version 1 (NSFG) there was some concern from NCES that this version could be unclear to some respondents and the long question could increase the perceived burden of the survey to the respondent. The decision to use the ACS version as a replacement was made because the data will be weighted to ACS data. Response to the ACS version is addressed in section 2.2.4.

Version 1 (NSFG)

- X. Is this house owned or being bought, rented, or occupied by some other arrangement by you or someone in your household?**

Mark [X] ONE only.

- Owned or being bought
 Rented
 Some other arrangement

Version 2 (ACS)

- X. Is this house, apartment, or mobile home...**

Mark [X] ONE only.

- Owned by you or someone in this household with a mortgage or loan?
Include home equity loans.
 Owned by you or someone in this household free and clear (without a mortgage or loan)?
 Rented?
 Occupied without payment of rent?

Household Composition (number males/females 21 or older)

Two separate questions asking about the number of males and the number of females age 21 or older were changed. The original wording (version 1) included the term ‘adults’ which was dropped in creating the version 2 wording. There were occurrences during the cognitive interviews where respondents focused on the term adults and included anyone in the household age 18 or older instead of only persons age 21 or older. By removing the term ‘adults’ from the question the focus of the question became the specified age.

Version 1

- X. How many female adults age 21 or older live at this address?**

__|__| number of females age 21 or older

- X. How many male adults age 21 or older live at this address?**

__|__| number of males age 21 or older

Version 2

- X. How many females age 21 or older live at this address?**

__|__| number of females age 21 or older

- X. How many males age 21 or older live at this address?**

__|__| number of males age 21 or older

Additionally, these questions were relocated during the revision. Before the revision, these questions were located near the beginning as questions 4 and 5. After the revision, they were moved near the end of the household items to questions 9 and 10. The Technical Review Panel (TRP) had suggested that items asking about number of adults should not be asked just before asking for the number of children age 20 or younger, because it was believed that this proximity may increase the potential sensitivity of reporting the number of children in the household. The household composition items for males/females 21 or older were relocated so they would instead be grouped together with the question asking about number of children age 20 or younger. Locating these items together prevents the task of reporting household composition from being broken up in to separate tasks and may prevent errors in reporting for each group.

Instruction for Continuing/Not Continuing to Child Enumeration

In the process of making the other revisions to the Screener, it was noticed that the instructions prior to child enumeration provided clear instructions for households with children age 20 or younger, but that households without children were not given any guidance on how to continue. There was concern that this could increase perceived burden and diminishing the relevance of the survey to such households. As a result, guidance for households without children 20 or younger was added to this instruction; version 1 is the original wording of this instruction, and version 2 shows the revised wording.

Version 1

If anyone age 20 or younger usually lives in this household, then fill in the rest of this survey.

Version 2

If anyone age 20 or younger usually lives in this household, then fill in the rest of this survey. If no one in this household is age 20 or younger return this survey in the postage paid envelope that came with the survey.

Child Enumeration Column Headings

The column headings and instructions for continuing with the next child were revised to reduce the focus on children. Before the revision, each column heading was labeled ‘CHILD X’ with columns for up to six children. The revision made changes to each column heading to ‘YOUTH / CHILD X’ with columns for up to six children.

2.1.4 Changes to the Engaging Screener

The engaging screener was developed based on initial design work by Westat and input from the methodological TRP, with the goal increasing the salience of the household screening instrument, thus engaging the respondents. Additional education policy and civic involvement questions were provided by NCES for testing in an effort to identify questions that most interest respondents and increase the perception of the Engaging Screener¹ as an education survey. Only revisions or additions of questions

¹ During round 1 this version of the Screener was referred to as the Survey Screener. The name was changed during round 3 testing to better reflect the goal of this version of the Screener and reduce confusion associated with the term “survey.”

relating to the additional education questions of the Engaging Screener are listed here. Changes made to items listed for the Core Screener (discussed in section 2.1.3) were also made to the same items within the Engaging Screener and are not discussed here. Changes to the layout/format of child enumeration are described in section 2.1.5.

Changes were made to the Engaging Screener that resulted in select items from the policy question group being added to the Engaging Screener. Respondents' reactions to the education policy questions were generally favorable as a whole; however, respondents did not see a connection between the civic involvement questions and education. Three policy questions were added to the Engaging Screener; they were selected to engage respondents by eliciting their perspectives on policy priorities and the role of the federal government. The civic involvement questions did not match the research goals of the questionnaire and were eliminated from further testing. This reduced the burden to respondents during cognitive interviewing and allowed for the remaining questions in the engagement section of the Screener to be tested as one component.

Reorganization and Reordering of Engagement Questions

Three respondents were administered the Engaging Screener before early changes were made. Some of the comments offered by these respondents indicated that these questions were not thematically consistent. The lack of flow and consistent themes prevented a clear message from being conveyed to respondents about a particular area of interest within the survey. For example, one respondent commented these were “just questions”; another commented that the questions were good, but the respondent had a difficult time understanding what these questions had to do with children and school.

While only three respondents were shown this version of the engagement section of the Screener, there was concern during initial development that this section may lack substance and organization. Increasing the sense of organization and communicating the area of interest for these questions required adding new questions, increasing topic grouping (through reordering and reorganization), and adding topic section introductions or transitions.

The groups of engaging questions addressed (1) federal policy; (2) adult education; (3) school quality; and (4) home literacy environment (exhibit 1). Each topic grouping was required to contain at least three questions. The use of transitions was carried through to the questions that are outside the engagement section and shared by both the Core and the Engaging Screener. For the Engaging Screener, this was done to increase the sense of organization of the survey. This new content increased the size of the Engaging Screener by one page. Page 2-8 shows the questions and introductions or transitions that were added.

Exhibit 1. NHES Engaging Screener: Groups of engaging questions and items in each group

Topical question group	Items
Federal policy	Priority for federal focus in next 12 months Federal expenditures for education Role of federal government in policy decisions for schools
Adult education	Course/training to get a new job Course/training for current job Course or training for: computer skills, stress management, health or fitness, English as a second language, hobbies, personal finance
School quality	Quality of public schools nationally Quality of public schools in respondent's community Respondent opinions on school safety, discipline, community relations, gangs, bullying Most important subject for today's students.
Home literacy	Source of information on current events Number of books in home Variety of magazines and other reading material in home Hours of reading per week Computers in the home with web access

SOURCE: National Center for Education Statistics, National Household Education Survey, 2009 Pilot Test

New Questions Added

- X. **What do you feel should be the main focus of federal government over the next 12 months?**

Mark [X] *ONE* only.

- Economy
- Health Care
- Education
- Defense/Security
- Something else

- X. **Do you think that the federal government is spending too much money on education, about the right amount of money, or too little money on education?**

- Too much
- About the right amount
- Too little

- X. **Do you think the federal government should play a major role, a minor role, or no role at all in making policy decisions for schools?**

- Major role
- Minor role
- No role at all

- X. **Where do people in this household look for information about current events?**

Mark [X] *all that apply*.

- Television
- Radio
- Newspapers
- Magazines
- Internet
- Some other source

New Introduction/Transitions

- ▶ **These first questions are about your opinions on the role of the federal government.**
- ▶ **Next we're interested in courses or training that you or someone in this household may have taken in the past 12 months.**
- ▶ **These next questions are about your opinions on schools nationally and in your community.**
- ▶ **Next we would like to know about where you get reading materials, such as books or magazines.**
- ▶ **These next questions are about your home or residence.**
- ▶ **Answer the following questions about the adults who live in this household.**
- ▶ **Think about everyone who lives in this household. Then answer the following questions for all the female and male household members.**

Revised Questions

After the addition of new questions and reorganization, three existing questions within the engaging section were changed. These were questions 6, 7, and 8 (which became questions 4, 5, and 6 after revisions)--questions that asked about educational courses or training taken by anyone in this household. While none of the three respondents who received the Engaging Screener demonstrated any difficulty with these questions, some examples of types of training programs were removed to remove the focus of the questions on these types of programs. The intended goal of this change was to broaden the types of programs respondents may include in order to elicit positive responses from more respondents. The original (version 1) and revised (version 2) wording of these questions are shown below.

Version 1	Version 2																																																
<p>X. In the past 12 months, has anyone in this household taken any type of training session, seminar, or courses to improve the chances of finding a <u>new</u> job?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>X. In the past 12 months, has anyone in this household taken any courses or training to find a <u>new</u> job?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>																																																
<p>X. In the past 12 months, has anyone in this household taken any type of training session, seminar, or courses to improve the chances of keeping a <u>current</u> job?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>X. In the past 12 months, has anyone in this household taken any courses or training for a <u>current</u> job?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>																																																
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2.1.5 Changes to the Child Enumeration

Three versions for enumerating children, with differences primarily in layout, were initially developed. Within the questionnaire respondents received either a column or a grid format for enumerating children. The column format required respondents to navigate vertically, with room for up to two children per 8 ½ x 11 inch page. The grid format also required respondents to navigate vertically with the question stems on the left-hand side of the page and responses for up to six children listed vertically to the right of the question stem. With the grid format, the entire enumeration section was visible on an 11 x 17 inch page.

2.1.5.1 Changes to the Horizontal Grid for Child Enumeration

An alternate grid was developed based on recommendations from the TRP. This grid required respondents to navigate horizontally when enumerating each child and was restricted to an 8 ½ x 11 inch page. To meet the 8 ½ x 11 inch page restriction, questions asking about enrollment and grade level were combined so that questions for each child took up no more than one row. The questions were listed along the top of the first row. This version of the child enumeration grid will be referred to as the 8 ½ x 11 horizontal grid.

Three respondents during the first four interviews received the 8 ½ x 11 horizontal grid as the alternate they saw in addition to what was within their survey. All three respondents felt this version of the grid was visually more pleasing, commenting that “it’s a more obvious list of kids,” “friendlier,” or “easier to follow.”

However, in the 8 ½ x 11 horizontal grid, the combination of questions asking about child’s enrollment and grade was confusing to two respondents for children who were enrolled in college. A third respondent incorrectly marked ‘not enrolled in K-12th’ for their 11th grade child.

While the 8 ½ x 11 horizontal grid was more aesthetically pleasing to respondents, there was evidence that this version is more likely to cause respondents to misreport or to have difficulty reporting their child’s enrollment and grade. For these reasons, further testing of the 8 ½ x 11 inch horizontal grid was revised and retested.

At the request of NCES, a revised horizontal grid was developed to address the difficulty respondents displayed reporting their child’s enrollment and grade. This version used an 11 x 17 inch page instead of an 8 ½ x 11 inch page. This allowed for the original version of questions asking for the child’s enrollment and grade. This 11 x 17 inch horizontal version also incorporated the use of color by using alternating shades of green to differentiate each child between rows. Although the layout varied, the content included in all versions of the child enumeration was the same.

2.1.5.2 Changes to the Vertical Grid for Child Enumeration

For this version of child enumeration, each question was listed along the left-hand side of the page with vertical columns for up to six children extending through the right-hand side of the 11 x 17 inch page. Each question stem lined up with the last response category for child 1, with response categories for each successive child provided at the same level. One respondent became confused with how the

question stem for the enrollment question lined up with the last response category, instead viewing this last response category as part of the next question.

To address this, each question stem was relocated to line up with the first response category. Spacing was also increased between questions to in an effort to more clearly separate response category groupings.

2.1.6 OMB/Confidentiality Statements

Three different versions of confidentiality language (an Office of Management and Budget, or OMB, requirement) were initially tested. The discussion here only describes changes made to this test; specific findings from this test are included in section 5 of this report. Each version included confidentiality and burden language. Amongst the three versions, the only difference was in the statement referring to data disclosure:

- V1. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law
- V2. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except in the case of an authorized investigation or prosecution of national or international terrorism
- V3. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except in the case of terrorism

During testing, it was noted that the confidentiality statements tested included both CIPSEA (i.e., Confidential Information Protection and Statistical Efficiency Act of 2002) and ESRA (i.e., Education Sciences Reform Act) language. The intent had been to test the CIPSEA language against the ESRA language, while varying the data disclosure statement as discussed above. However, due to a miscommunication, eight of the first 10 respondents were shown versions of the confidentiality statements that included both CIPSEA and ESRA language. Two respondents did not receive the confidentiality statements due to lack of time during the interview. The approach was changed for the remaining six respondents. Because there was no desire to test or use the mix of CIPSEA and ESRA language, the confidentiality statements were revised. Version 1 included only CIPSEA language, while versions 2 and 3 included only ESRA language and varied the data disclosure phrasing. The statement discussing burden was dropped from the revision since it did not differ between versions. The revised confidentiality statements are shown below:

- Version 1. The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors, have taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

Version 2. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183].

Version 3. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except in the case of an authorized investigation or prosecution of national or international terrorism [Education Sciences Reform Act of 2002 (ESRA 2002) Public Law 107-279, Section 183].

2.2 Changes After Round 1

The previous section described changes made to the Screener instruments and other materials after the first four cognitive interviews. Cognitive interviews were conducted with 12 respondents using the revised instruments. Round 1 cognitive interviewing concluded with completion of 16 interviews. This section describes the changes made after all round 1 cognitive interviews were completed.

2.2.1 Screener Letter

Version 3 of the Screener letter (administered to 12 respondents during round 1 cognitive interviewing) seemed to overcome some of the expectation that the survey was only about children. However, respondents did not consistently indicate that the letter was adequately informing or motivating respondents. Only one respondent reported that the letter contained enough information to convince her to do the survey.

Following round 1, the letter was revised and shortened to focus on points brought up by respondents:

- Expected response burden;
- Expected benefit to the following groups: Participants, the Department of Education, society, and the (local) school system;
- Value and uses of the data collected;
- The fact that a scientific sample cannot be replaced (the household cannot be replaced);
- A definition of the target population and why this population is important; and
- A toll-free telephone number and Web address.

The revised letter was used for testing in round 3² cognitive interviews and can be found in appendix B.

² Version 3 of the letter was used for round 2 testing of the Bilingual Screener. Topical respondents who were sent a Core Screener received a modified version of Version 3 of the letter that instructed them to bring the survey to their appointment rather than mailing it back.

2.2.2 Screener Cover

Initially, respondents spent very little time looking at the survey cover and quickly continued to the first page of the survey. It appeared that cognitive probes about the cover caused respondents to spend more time examining the pictures than they initially had. Generally, respondents indicated a preference for a cover with pictures over a cover without pictures.

For round 2, the Core Screener was mailed to respondents who had been scheduled for a Topical cognitive interview. Respondents were asked to complete the Screener and bring it with them to their interview. This was done so that respondents would be able to comment or react to the connection between the Screener and the Topical instrument. For round 2, the alternate photo version of the cover from round 1 was used in the survey. This version had a horizontal orientation, with the survey title and sponsor in the center of the page. Above this was a photo of the Department of Education headquarters building, and below were pictures of urban townhouses and suburban houses.

Due to the exploratory nature of round 1 cognitive interviewing, only draft versions of the Screener covers were used. These covers were developed in Microsoft Word using test photographs to help identify content and establish what (if any) meaning is communicated by the cover. As noted above in section 2.1.2, there was some early indication that the picture of school buses was conveying the notion that the survey was focused on childhood education.

The final survey covers for the Core³ and Engaging Screeners were formatted, and proof versions were created by Westat's Graphics Department. These covers kept the horizontal layout with the survey title "National Household Education Survey" in the center of the page. The photos of the Department of Education headquarters building and of urban townhouses were retained. Two additional photographs were selected for placement below the title (next to the photo of urban townhouses): an aerial photo of a suburban neighborhood and a photo of a tree-lined street. These photos were chosen to communicate that the survey is a household survey and not just an education survey. The survey sponsor (Department of Education) and the Department of Education logo were located within a black bar along the bottom of the page. This version was used for testing in round 3 cognitive interviews and can be found in Appendix A as part of the Core and Engaging Screener questionnaires.

2.2.3 Global Changes (All Screener Questionnaires)

Skip Instruction Language

At the request of NCES, all skip instructions were revised to use the instruction 'GO TO' in place of 'SKIP TO.'

2.2.4 Changes to the Core Screener

The changes described here only address changes to household items in the Core Screener. Layout/formatting changes to the child enumeration section of the questionnaire are discussed later.

³ While round 2 included the Core Screener for Topical respondents, no probing was conducted about the Screener cover, as the focus for this group was the connection between the Screener and the Topical survey.

Household Tenure

The revised (ACS) version of household tenure was administered to 12 respondents during round 1. Two of these 12 respondents reported the tenure question was too personal and they would not have answered it. Three other respondents reported some level of confusion they were able to overcome once they saw the response categories or by re-reading the question. One respondent commented this was clearly the longest question to read and gave the impression the rest of the survey may be similar.

For these reasons, the tenure question was replaced with the earlier version (from NSFG). This version had not demonstrated any problems during its use in the first four interviews of round 1 testing and was visually shorter than the ACS version.

Question Reordering

Question 1 (household tenure) and question 2 (years at address) were moved so that question 2 (years at address) was the first question asked.⁴ This change reflected that a few respondents found stating with a question about home ownership off-putting.

Deleted Questions

Two questions were deleted after all round 1 cognitive interviews were completed. These were questions asking about internet access⁵ and if any adult in the household was unable to read English well. These items had been included for use in response propensity modeling, but there are other remaining questions within the Screener that will also be used for that purpose. Other changes (listed below) resulted in a reduction in available space within the survey, creating a crowded or overly compressed look to the survey. To reduce the crowded appearance, the items on internet access and ability to read English (shown below) were removed from the survey.

Internet Access

X. Can you or anyone in this household access the internet from a computer in this household?

- Yes
- No

Ability to Read English

X. Of the adults in this household is there anyone who does not read English well?

- Yes
- No

⁴ In the Engaging screener this was the first question asked within the household items section after all engaging questionnaire items.

⁵ In the Engaging screener a different version of the questions asking about internet access was retained. This item was not within the household section and was a part of the engaging questionnaire items.

Best Phone Number for Future Contact

Most respondents expressed reluctance to provide a telephone number, with only five of the 16 respondents during round 1 one providing their number. Respondents did not have a clear view of why the survey was asking for their phone number. One respondent thought it would be to do another survey; another thought it was to ask her about her responses. Most respondents did not know why the survey was asking for their phone number or that they could potentially receive another follow-up survey. The question was revised to clarify why the survey was asking for a phone number; however, it is still expected that there will be reluctance to provide a phone number. The original (version 1) and the revision (version 2) are shown below:

Version 1	Version 2
<p>X. What is the best phone number to reach you if your household qualified for this study?</p>	<p>X. What is the best phone number to reach you if we have more education questions about someone in your household?</p>

Addition of Introduction

At the request of NCES, a short introduction was added before question 1 after the bulleted instructions. The added introduction text is shown below:

We are interested in learning more about households like yours. Answer the following questions about the people who live in this household

Highest Level of Education

At the request of NCES, a response category was added to this question. The category “some graduate or professional education, but no degree” was added between four-year degree and graduate degree.

2.2.5 Changes to the Engaging Screener

The Engaging Screener included additional questions that were related to education that would increase the perception of the Screener as an education survey. Only revisions or additions of questions related to the additional education questions of the Engaging Screener are listed here. Changes made to items listed for the Core Screener (see section 2.1.3) were also made to the same items within the Engaging Screener and are not listed here. As with the section describing changes to the Core Screener, changes to layout/format of child enumeration are described later.

Most changes to these questions included in the Engaging Screener involved changes to or replacement of questions that were difficult for respondents to answer. The reorganization that was done following the first four interviews of round 1 appeared to do well at grouping questions into themes within the questionnaire. Only five of the 16 respondents in round 1 were administered the revised version of the Engaging Screener. The following changes were made to the engagement questions after round 1 of cognitive interviews.

Question 1: Main Focus of Federal Government

The goal of the first question in the Engaging Screener was to begin with a question that would have broad appeal to respondents. Five respondents received this question in the Engaging Screener; only one of the five respondents had any reaction to this question, leaving it blank because he felt it did not apply to an education survey. This reaction to the first question appeared to be idiosyncratic and no change was suggested. Per NCES' request, a specify box was added for a 'something else' response option.

Questions 4–6: Training or Courses Taken in Past 12 Months

Of the five respondents who received these questions, one thought the list for question 6 was too much to think about, and another respondent thought about classes or courses her children took when answering about question 6.

The goal of the additional questions within the Engaging Screener was to include questions that would have a broad appeal and applicability to, for example, households without children, while promoting an image of the Screener as an education survey. Questions 4 through 6 were intended to focus on training or courses taken by adults in the household. It was determined that the focus on adults was not communicated by these questions; therefore, questions 4 through 6 were revised by replacing 'anyone in this household' with 'any adult in this household.' Additionally, the introduction prior to question 4 was revised by replacing 'you or someone in this household' with "any adult in this household."

For question 6, there was some speculation that the last response option (personal finance) may not be a type of course that would result in a noticeable frequency of responses; therefore, this response option was replaced with 'some other topic' to give respondents a chance to include other courses or training they may have taken.

Question 6 contained a series of seven yes/no response options that were separated by lines. This design was not consistent with the design of similar questions within the Topical questionnaires. Thus, the lines separating the response options were removed and spacing between response options was increased. Version 1 (original) and version 2 (revision) are shown below.

Version 1

X. In the past 12 months, has anyone in this household taken courses or training on the following topics?

	<u>Yes</u> ▼	<u>No</u> ▼
a. Computer skills	<input type="checkbox"/>	<input type="checkbox"/>
b. Stress management	<input type="checkbox"/>	<input type="checkbox"/>
c. Health or fitness	<input type="checkbox"/>	<input type="checkbox"/>
d. Foreign language	<input type="checkbox"/>	<input type="checkbox"/>
e. English as a second language	<input type="checkbox"/>	<input type="checkbox"/>
f. Hobbies	<input type="checkbox"/>	<input type="checkbox"/>
g. Personal finance	<input type="checkbox"/>	<input type="checkbox"/>

Version 2

X. In the past 12 months, has any adult in this household taken courses or training on the following topics?

	<u>Yes</u> ▼	<u>No</u> ▼
a. Computer skills	<input type="checkbox"/>	<input type="checkbox"/>
b. Stress management.....	<input type="checkbox"/>	<input type="checkbox"/>
c. Health or fitness	<input type="checkbox"/>	<input type="checkbox"/>
d. Foreign language	<input type="checkbox"/>	<input type="checkbox"/>
e. English as a second language	<input type="checkbox"/>	<input type="checkbox"/>
f. Hobbies	<input type="checkbox"/>	<input type="checkbox"/>
g. Some other topic.....	<input type="checkbox"/>	<input type="checkbox"/>

Question 9: Community Involvement and Safety of Community Schools

Of the five respondents who received this question, two felt a “don’t know” or “not sure” response option was missing, with one commenting “the answers are not black and white.” The items that induced these responses were items 9e and 9f. To address this issue, this question was revised by dropping items e and f from question 9 and adding a “don’t know” response option to the question.

Question 9 was a series of 6 agree/disagree response options that were separated by lines. This design was not consistent with the design of similar questions within the Topical questionnaires. The lines separating the response options were removed and spacing between response options was increased. Version 1 (original) and version 2 (revision) are shown below.

Version 1

X. Do you agree or disagree with the following statements about schools in your community?

	<u>Agree</u> ▼	<u>Disagree</u> ▼
a. They are safe places during the school day	<input type="checkbox"/>	<input type="checkbox"/>
b. They are safe places during the evening	<input type="checkbox"/>	<input type="checkbox"/>
c. They maintain good discipline among students	<input type="checkbox"/>	<input type="checkbox"/>
f. They maintain good relationships with the community	<input type="checkbox"/>	<input type="checkbox"/>
d. Gangs are a problem in the schools	<input type="checkbox"/>	<input type="checkbox"/>
e. Bullying is a problem in the schools	<input type="checkbox"/>	<input type="checkbox"/>

Version 2

X. Do you agree or disagree with the following statements about schools in your community?

	<u>Agree</u> ▼	<u>Disagree</u> ▼	<u>Don't know</u> ▼
a. They are safe places during the school day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. They are safe places during the evening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. They maintain good discipline among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. They maintain good relationships with the community.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Question 10: Most important school subject

Two of the five respondents who received this question about what school subject is most important demonstrated some difficulty with it. The first respondent liked the question, but felt the response categories lacked clarity and could be interpreted broadly. For example, he felt the response category of 'English' applied to English literature. The other respondent stated she did not know the answer and could not provide an answer; she did not know what was meant by "most important." This question was replaced with a new question about whether schools are teaching skills that students need to be competitive in the workplace. The latter item is more specific, but is related to the same general theme of school quality and performance. Version 1 (original) and version 2 (revision) are shown below.

Version 1

- X. **What do you feel is the most important subject for today's high school students?**

Mark [X] *ONE* only.

- Mathematics
 English
 Science
 History
 Art and music, or
 Some other subject?

Version 2

- X. **Overall, do you think the nation's public schools are teaching students the skills they will need to be competitive in the workplace?**

- Yes
 No

Question 12: Number of Books in Home

At NCES' request, this question was revised to ask if there were 10 or more books in the respondent's home rather than 25, in order to give more respondents an opportunity to respond affirmatively.

Question 14: Hours Reading Per Week

One of the five respondents who received this question demonstrated difficulty providing a response. This respondent stated that the amount of time she reads per week varies. The respondent did not feel the question was asking for her to think of an average week. As a result, this question was revised to ask respondents to answer for a 'typical week.' Version 1 (original) and version 2 (revision) are shown below.

Version 1

- X. **How many hours per week do you spend reading a book, newspaper, or magazine?**

[_][_] hours per week

Version 2

- X. **In a typical week, how many hours per week do you spend reading a book, newspaper, or magazine?**

[_][_] hours per week

Addition of New Question for Literacy Theme

After the changes described above had been made, a blank area resulted in the middle of the Engaging Screener between the additional engaging questions and the core household questions. This blank area appeared around the group of questions that had a literacy theme. There was concern that this blank area could affect the perception of a particular theme (as being incomplete) or cause some

confusion while navigating the questionnaire. Adding a new question to take up this space was determined to be the best solution since it would add content that would contribute to the image of the Engaging Screener as an education survey. The question added is shown below.

New Question

X. How often does anyone in this household visit a bookstore or library?

- Daily
- Weekly
- Monthly
- Once or twice a year
- Never

Number of Males/Females Age 20 or Younger

In the Engaging Screener, two questions were used to ask about the number of youth or children age 20 or younger within the household. One question asked for the number of males, while the other asked for the number of females. This differed from the approach used in the Core Screener—asking simply for the number of youth or children age 20 or younger, and not separately for males and females. At NCES' request, the two questions were removed and replaced with the version used in the Core Screener so that both questionnaires would be consistent.

It was noted that respondents were not provided with a clear instruction on how to account for youth or children 20 or younger who were away at college or some other type of school. No respondents reported any difficulty answering this question without an instruction; however, no respondent reported having any children living away at a college or other school. An instruction was added so respondents would be consistent in who was included in the household count of youth or children 20 or younger. The instruction “Do not include those living in college housing.” was added to both the Engaging and Core Screener questionnaires.

2.2.6 Changes to Child Enumeration

Discontinuation of Grid Formats (Core and Engaging Screeners)

As discussed in section 2.1.5, during round 1 (after early changes), two versions of an 11 x 17 inch grid were administered. One used a vertical layout with columns for up to six children to be enumerated. The other used a horizontal layout with rows for up to six children to be enumerated. The horizontal version also used alternating colors to make each row stand out visually from neighboring rows.

Ten respondents who had children to enumerate were administered the 11 x 17 vertical format of the grid, and five respondents with children were administered the 11 x 17 horizontal version.

Two respondents who received the horizontal grid did not correctly follow the navigational path across to the other side of the page. Instead, they completed each row on the first side, then continued beginning with the first row on the other side of the page. Essentially, these respondents were treating the fold in the page as a stop, either not expecting or ignoring the continuation of the row to the next page.

Since there was no indication that either the column or the grid formats would encourage or discourage participation and there appeared to be potential for navigational errors with the grid formats, the decision was to remove the grid formats. This left only the column format for enumerating children; this format was also favored because it mimicked the layout and navigational flow of the rest of the Screener questionnaire.

Child's Name

During round 1, a field of either 8 or 10 characters (depending upon format) was available for respondents to list their child's name. There was only a description under this field that read "First name/initials/nickname" and nothing else. Of the 12 respondents with children living in the household, no respondent displayed any trouble understanding what was required in this field. However, it was determined that, for consistency, a full sentence should replace the short description for this question; this was placed just above the field for entering the child's name.⁶ The new question read "What is their first name or nickname?"

Child's Age

Two of the 12 respondents wrote the child's age in a combination of years and months or just months instead of whole years. It was unclear whether this was entirely due to a desire to more precisely list the child's age, or whether the question was not clear enough in communicating that only whole years were acceptable responses. As a result, the question was revised to ask for the child's age in years, and the instruction for writing '0' if less than one year old was replaced with a check box for babies less than one year old. If there is any resistance or uncertainty associated with using zero for a child's age, it is expected the use of a check box instead will address both this aspect and any desire to provide more precision than is needed by communicating such precision is not sought by the question. Version 1 (original) and version 2 (revision) are shown below.

Version 1

X. How old is this child?

Write '0' if less than 1 year old.

|_|_| age in years

Version 2

2. How old is this child in years?

Mark for babies less than 1 year old.

|_|_| age in years

⁶ This change was implemented before the start of round 2 cognitive interviewing for Topical respondents who were mailed a Core Screener and respondents who were administered the Bilingual Screener.

Child's Enrollment and Grade

Four of the 12 respondents with children in their household had some difficulty with marking the child's enrollment status and grade. The types of errors these respondents made were generally related to navigation or the child's enrollment status. Navigational errors that were made were failing to notice a skip instruction and completing items out of order (e.g., writing the child's grade then marking the box). Errors related to child's enrollment status were for parents of children who were in preschool or in college, with the issue being that 'public or private school' or 'not in school' were not appropriate responses, and thus respondents would look to the next question for guidance in answering the enrollment question.

During round 2, the same version of the enrollment and grade questions were administered in the Bilingual Screener. The Bilingual Screener is based on the Core Screener. It contains both the English version and the Spanish translation, in "swimlane" format; the left side or column is in English, while the right side or column is in Spanish. Of the four Bilingual Screener respondents with children in their household, three made similar errors. One respondent failed to record the grade of her children while still marking the box for 1st to 12th grade. These questions were revised to address the navigational issues and enrollment definition issues that were demonstrated by respondents. Version 1 (original) and version 2 (revision) are shown below.

Version 1	Version 2
<p>X1. Is this child currently...</p> <p>Mark [X] ONE only.</p> <p><input type="checkbox"/> Attending public or private school,</p> <p><input type="checkbox"/> Home schooled instead of going to public or private school, or</p> <p><input type="checkbox"/> Not currently in school?</p> <p>↳ SKIP to youth / child X.</p> <p>X2. What is this child's current grade or equivalent?</p> <p>Mark [X] ONE only.</p> <p><input type="checkbox"/> Pre-school</p> <p><input type="checkbox"/> Kindergarten</p> <p><input type="checkbox"/> 1st to 12th grade</p> <p>↳ _ _ specify grade</p> <p><input type="checkbox"/> Above 12th grade</p> <p>▶ Continue with youth or child X. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.</p>	<p>X1. Is this child currently in ...</p> <p>Mark [X] ONE only.</p> <p><input type="checkbox"/> Public or private school, or preschool,</p> <p><input type="checkbox"/> Homeschool <u>instead</u> of school for some or all classes, or</p> <p><input type="checkbox"/> Not in school? → GO TO A AT BOTTOM</p> <p>X2. What is this child's current grade or equivalent?</p> <p><input type="checkbox"/> Preschool</p> <p><input type="checkbox"/> Kindergarten</p> <p> _ _ write grade 1 through 12</p> <p><input type="checkbox"/> College or vocational school</p> <p><input type="checkbox"/> None of these</p> <p>Continue with youth or child X. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.</p>

2.3 Round 2 Changes

The instruments tested during round 2 cognitive interviewing included the Bilingual Screener (five respondents) and the three Topical questionnaires: PFI – Enrolled (two respondents); PFI – Homeschool (two respondents); and ECPP (three respondents). The Bilingual Screener was based on the content in the Core Screener formatted with a swimlane layout. This layout used two columns on each page, with the English questions on the left-hand side and the corresponding Spanish questions, in line with the English, on the right-hand side. The English columns were shaded green, while the Spanish columns were shaded brown.

For the cognitive testing of the Topical questionnaires, the recruited respondents were mailed the Core Screener and were asked to complete it and bring it with them to their scheduled interview.

2.3.1 Global Changes (All Questionnaires—Screener and Topicals)

Appearance of Navigational Arrows and Skip Instructions

Some of the navigational errors made by respondents, such as failing to follow a skip arrow or notice a skip instruction, may have been due to the size and appearance of these navigational cues. Arrows directing respondents to the next question or to a skip instruction were generally equivalent in size to the font size used for the survey questions. Skip instructions were in the same font size as the survey question. For all questionnaires (Screener and Topical surveys), all skip arrows were increased in size and adjusted so the start and end of each arrow would be closer to the response box and the skip instruction or next question. Skip instructions were increased in size by two font sizes and bolded to stand out from the survey question.

Confidentiality Statement Replacement

The confidentiality statement used in rounds 1 and 2 included language referencing ESRA. Version 1 (original) and version 2 (replacement) are shown below.

Version 1: The Privacy Act requires us to tell you that we are authorized to collect this information by Section 411.285a, 42 USC. You do not have to provide the information requested. However, the information you provide will help the Department of Education’s ongoing efforts to learn more about the educational experiences of children and families. There are no penalties should you choose not to participate in this study. Your answers may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law [*Education Sciences Reform Act of 2002 (ESRA 2002)* Public Law 107-279, Section 183].

Version 2: The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as

well as every agent, such as contractors, have taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

2.3.2 Changes Affecting Screeners

The questions contained within the Bilingual Screener also appear in the Core and Engaging Screeners. Therefore, changes made to the questions listed below (as a result of the Bilingual Screener testing in round 2) were made to all versions of the Screener questionnaires.

Household Tenure

Per NCES, the household tenure question was revised to reduce the length of the question stem. During round 2, two of the five respondents who received the Bilingual Screener reported they did not like the wording of this question and felt it was too long. Another respondent misreported household tenure as ‘rented.’ In formulating her response, she was considering only herself and her children, when in fact she rented a basement from her grandmother who owned the house. Version 1 (original) and version 2 (revision) are shown below.

Version 1	Version 2
<p>X. Is this house owned or being bought, rented, or occupied by some other arrangement by you or someone in your household?</p> <p><i>Mark [X] ONE only.</i></p> <p><input type="checkbox"/> Owned or being bought</p> <p><input type="checkbox"/> Rented</p> <p><input type="checkbox"/> Some other arrangement</p>	<p>X. Is this house...</p> <p><i>Mark [X] ONE only.</i></p> <p><input type="checkbox"/> Owned or being bought by someone in this household,</p> <p><input type="checkbox"/> Rented by someone in this household, or</p> <p><input type="checkbox"/> Occupied by some other arrangement?</p>

Highest Level of Education

The Screener question asking respondents the highest level of education among the adults in the household was revised. The wording ‘level of education’ had the potential to be unclear to some respondents. Four of the 16 respondents in round 1 cognitive interviewing did not answer this question correctly. In round 2, one of the five respondents who received the Bilingual Screener failed to answer this question correctly, instead marking two responses. While these errors appeared to have been idiosyncratic and not related to question wording, the question wording was revised in an attempt to add clarity. Version 1 (original) and version 2 (revised) are shown below.

Version 1

- X. What is the highest level of education among the adults in the household?**
- 8th grade or less
 - Some high school, but did not graduate
 - High school graduate or GED
 - Some college or an associate's degree
 - Four year college degree (BA or BS)
 - Some graduate or professional education, but no degree
 - Graduate or professional degree beyond a bachelor's degree

Version 2

- X. What is the highest grade or level of school among the adults in the household?**
- 8th grade or less
 - Some high school, but did not graduate
 - High school graduate or GED
 - Some college or an associate's degree
 - Four year college degree (BA or BS)
 - Some graduate or professional education, but no degree
 - Graduate or professional degree beyond a bachelor's degree

2.3.3 Changes Affecting All Topicals

For the three Topical questionnaires there were a total of 7 cognitive interviews conducted: two interviews with the PFI Enrolled questionnaire, two with PFI Homeschool, and three with the ECPP questionnaire.

2.3.3.1 Topical Survey Letter

Two versions of the Topical survey letter were tested during the cognitive interviews. Both version 1 and version 2 of the Topical letter communicated the same message. The substantive differences between the two versions were the salutation used⁷ and text describing how the survey would help provide information on education related to the topic of the survey (public/private K-12 education; homeschooling; early care programs). There were also additional formatting and minor wording differences between the two letters.

⁷ Version 1 salutation was "Dear Parent of {CHILD}", while version 2 used "Dear Parent or Guardian".

Of the seven cognitive interview respondents, only two did not read the letter, only briefly skimming it. When asked which letter was preferred, six of the seven respondents reported preferring the version 2 letter over the version 1. Respondents commented that version 1 of the letter was too official and version 2 was more concise, did a better job explaining where the child's name came from, and was visually more appealing.

With these findings, the Topical survey letter was revised using version 2 as a basis. The version 3 letter used for round 3 cognitive interviews used the text and format from version 2, but used the salutation and the text describing how the survey would help provide information on education related to the topic of the survey (public/private K-12 education; homeschooling; early care programs) from version 1.

2.3.3.2 Global Changes and Changes Within Sections Common To All Topicals

Each Topical instrument contained sets of questions specific to the target population for the Topical survey: children enrolled in grades kindergarten through 12 (PFI Enrolled); children homeschooled in grades kindergarten through 12 (PFI Homeschool); or children who have not yet started kindergarten (ECPP). After the questionnaire-specific items, each Topical questionnaire also included questions that were shared by all Topical questionnaires. The changes described below are global changes (affecting instructions and thank you statements) and changes that were made to sections of questions common to all three Topical questionnaires. For the common questions, the changes are listed by the section heading under which they appear within each Topical questionnaire.

Instructions

In order to simplify and clarify instructions, changes were made to the instructions on all Topical questionnaires. These changes affected instructions dealing with instances in which the questionnaire was mailed to the wrong household and those in which the sampled child was not identified to be in the household. These changes are shown below.

Version 1 (original): This survey is for the household at the address listed at the top of the letter that came with this survey.

If that is not your address please call the toll-free number
1-888-696-5670.

Version 2 (revision): If this survey has reached the wrong household please call
1-888-696-5670.

Version 1 (original): If there is no one in this household who matches this child, or if you are unable to tell which child this survey is about, please call
1-888-696-5670.

Version 2 (revision): If this child or youth does not live here, please call 1-888-696-5670.

Thank You Bullet

Since NHES is a household survey that does not collect screener respondents' names, there was no way to ensure that the topical respondent would be the same as the screener respondent. This item was revised to thank the household rather than the individual.

Version 1 (original): Thank you for your help with the previous survey you completed.

Version 2 (revision): Thank you for your help with the previous survey your household completed.

Child's Health

Three questions in this section asked about a child's Individualized Education Plan (IEP), with one question asking if the child had an IEP. These questions were revised to also include Individualized Family Service Plan (IFSP), to account for services to younger children.⁸ For the PFI Enrolled questionnaire, these are question numbers 39, 40 and 41; for PFI Homeschool, these are question numbers 25, 26 and 27; and for ECPP, these are question numbers 75, 76, and 77. Version 1 (original) and version 2 (revision) are shown below.

Version 1	Version 2
<p>X. Are any of these services provided through an Individualized Educational Program or Plan, or IEP?</p>	<p>X. Are any of these services provided through an Individualized Family Service Plan (IFSP), or an Individualized Educational Program or Plan (IEP)?</p>
<p>X. Did any adult in your household work with the school to develop or change this child's IEP?</p>	<p>X. Did any adult in your household work with the service provider or school to develop or change this child's IFSP or IEP?</p>
<p>X. During this school year, to what extent have you been satisfied or dissatisfied with the following aspects of this child's IEP (Individualized Education Program or Plan)?</p>	<p>X. During this school year, to what extent have you been satisfied or dissatisfied with the following aspects of this child's IFSP or IEP?</p>

The last question of the three questions listed above included four items for the respondent to rate related to their child's IEP: the school's communication with the family, the special needs teacher or therapist; the school's ability to accommodate the child's needs, and the school's commitment to help the child learn. For IFSPs, the child may not receive services from a school for items a, c, and d; therefore, "service provider" was added to each.

⁸ Reference to IFSP was removed from these questions for PFI Enrolled and PFI Homeschool questionnaires after round 3 cognitive interviewing.

Child's Background

During round 2, one respondent had difficulty answering the question about the language the child speaks most at home; in this case, the sampled child was under 2 years of age and the respondent did not consider the child to be able to speak. As a result, for this question (PFI Enrolled - 50; PFI Homeschool - 36; ECPP - 86), the response category “Child does not speak” was added.

This change resulted in another response category (in addition to “English”) that required the respondent to skip the next question. The skip arrow and instruction were removed from the “English” category and a skip box was added below this question to increase visibility. It is expected that most respondents will be required to skip the next question asking about enrollment in English as a second language classes for the child.

To keep items on related topics together, one question was relocated to another section and another question was relocated into this section. The question relocated to another section was the question asking how the respondent is related to the sampled child. This question was relocated to the beginning of the last section within each questionnaire—the “Questions about You” section (PFI Enrolled - 99; PFI Homeschool - 78; ECPP - 129). The question relocated to the Child's Background section was the question asking if the child usually lived at another address during the school year (PFI Enrolled - 49; PFI Homeschool - 35; ECPP - 85). This question was moved from the “Questions about You” section.

The question asking about the child's race was revised after a review of the questionnaire (PFI Enrolled - 48; PFI Homeschool - 34; ECPP - 84). The original wording asked the respondent to report from the child's perspective rather than the respondent's perspective. While none of the seven⁹ Topical respondents during round 2 had any difficulty with this question, the revised wording is believed to be clearer. Version 1 (original) and version 2 (revision) are shown below.

Version 1

- X. What is this child's race? Mark one or more races to indicate what this child considers himself/herself to be.**
- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or other Pacific Islander
 - White

Version 2

- X. What is this child's race? Mark one or more races to indicate what you consider this child to be.**
- American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or other Pacific Islander
 - White

⁹ While there were seven Topical cognitive interviews during round 2, one respondent did not complete this section due to difficulty not related to this section of the questionnaire.

Child’s Mother or Female Guardian/Child’s Father or Male Guardian

At the request of NCES, the questions asking about the female and male parent or guardian’s marital status were revised to include the response category ‘living with a partner’ (PFI Enrolled – 55/73; PFI Homeschool – 41/56; ECPP – 91/106). With the change, the response categories were no longer mutually exclusive; an instruction to “Mark [X] ONE only” was added to this question along with the new category. Version 1 (original) and version 2 (revision) are shown below.

Version 1

X. What is the marital status of this child’s {mother/father} or {female/male} guardian?

- Married
- Separated
- Divorced
- Widowed
- Never married

Version 2

X. What is the marital status of this child’s {mother/father} or {female/male} guardian?

Mark [X] ONE only.

- Married
- Living with a partner
- Separated
- Divorced
- Widowed
- Never married

The question asking about the highest level of education of the female/male parent or guardian was revised to be consistent with how it was asked in the Screener questionnaires. Version 1 (original) and version 2 (revision) are shown below.

Version 1

48. What is the highest grade or year of school that {she/he} completed?

Version 2

48. What is the highest grade or level of school that {she/he} completed?

The questions asking about the employment status of the female/male parent or guardian included two categories for unemployed; one for more than one year and one for less than one year. While none of the round 2 Topical respondents showed any difficulty with these categories the two categories were unnecessary for NHES and combining the two to “Unemployed or out of work” reduced the visual complexity of the skip instruction. Version 1 (original) and version 2 (revision) are shown below.

Version 1

X. Which of the following best describes {her/his} employment status?*Mark [X] ONE only.*

- Employed for pay or income
- Self employed
- Out of work for more than one year
- Out of work for less than one year
- A homemaker
- Retired
- Disabled or unable to work
- } SKIP to question X1.
- } SKIP to question X2.

Version 2

X. Which of the following best describes {her/his} employment status?*Mark [X] ONE only.*

- Employed for pay or income
- Self employed
- Unemployed or out of work
- A homemaker
- Retired
- Disabled or unable to work
- GO TO question X1.
- } GO TO question X2.

Your Household

Several questions that appear within the Core and Engaging Screeners were added to this section. These questions were added due to the development of the Screen-out Screener. The Screen-out Screener is a reduced version that only asks about the presence of youth or children 20 or younger in the household, and then enumerates each youth or child 20 or younger if any are present within the household. In order to collect the same measures for respondents who receive the Screen-out Screener, the questions listed below were added to the Topical questionnaires.

- Household tenure;
- Years at address (This question was placed within the “Questions about You” section.);
- Number of females 21 or older;
- Number of males 21 or older;
- Number of youth or children 20 or younger¹⁰;
- Any adults who do not speak English at home; and
- Highest level of education among adults in household.

¹⁰The question asking about the number of youth or children age 20 or younger was not added, but relocated from the “Questions about You” section.

Questions about You

As listed in the previous section, the question from the Core and Engaging Screener asking how long the respondent had lived at the sampled address was placed within this section. This question fit best within this section as it referenced “you” rather than “household.”

The question asking if anyone else completed or assisted with completing the questionnaire was moved within this section. Due to other changes to this section the location of this question became awkward. Originally this was the last question; after relocation, it became the seventh to last question.¹¹ The changes made to this section, summarized in the following bullets, have been discussed previously:

- Relocation of question asking how the respondent is related to the child from “Child’s Background” section.
- Addition of question asking how long the respondent has lived at the sampled address.
- Relocation within this section of question asking if anyone else completed or assisted with completing the questionnaire.

2.3.4 Changes Affecting PFI Enrolled Questionnaire

Error Box in Question 1

The text within the error box for respondents who marked ‘Child has not yet started kindergarten’ was revised so that Westat could verify the sampling information and send the correct topical survey. The purpose of this box was to identify respondents who received the wrong questionnaire, specifically, households where the sampled child had not yet started grades kindergarten through 12. The change is shown below.

Version 1 (original): Please STOP now and return this survey. We will send another survey for children who are not in school.

Version 2 (revision): Please STOP now and call 1-888-696-5670 so we can verify you received the correct survey.

Instructions to “Mark [X] ONE only”

During a review of the questionnaire for questions or areas where a respondent may make reporting errors, the instruction to “Mark [X] ONE only” was added to the following questions¹²: 19, 55, 65, 73 and 83.

¹¹For the PFI Enrolled questionnaire there are two additional questions at the end in this section that asked for the name of the school the child attends.

¹²Note, the question numbers referred to follow the numbers used after round 2 revisions. This numbering is reflected in versions used for round 3 cognitive interviews

Instructions to “Mark [X] ONE box for each item below”.

Instructions were added to questions that included a series of yes/no items. During round 2 cognitive interviewing there was some indication that some respondents treated series of questions of this format as a check all that apply format. The problem with this is that responses of ‘no’ are left blank and it would not be possible to discern whether missing responses constitute nonresponse or an implied ‘no’ response. For the PFI Enrolled questionnaire these instructions were added to the following questions: 20, 32, 33, 34, 36, 38 and 97.

Revision to Question 20

At the request of NCES, this question was revised to make it child-specific. Version 1 (original) and version 2 (revision) are shown below:

Version 1

X. Since the beginning of this school year, has any adult in this child’s household done any of the following things?

Version 2

X. Since the beginning of this school year, has any adult in this child’s household done any of the following things at this child’s school?

2.3.5 Changes Affecting PFI Homeschool Questionnaire

Error Box in Question 1 and 5

The text within the error box for respondents who marked ‘He/she is not homeschooled at all’ (question 1) or ‘Preschool’ (question 2) was revised so that Westat could verify the sampling information and send the correct topical survey. The purpose of this box was to identify respondents who received the wrong questionnaire, specifically, households where the sampled child is not homeschooled or has not yet started homeschool equivalent grades kindergarten through 12. The change is shown below.

Question 1

Version 1 (original): Please STOP now and return this survey. We will send another survey for children who are not homeschooled.

Version 2 (revision): Please STOP now and call 1-888-696-5670 so we can verify you received the correct survey.

Question 2

Version 1 (original): Please STOP now and return this survey. We will send another survey for children who have not yet started elementary school.

Version 2 (revision): Please STOP now and call 1-888-696-5670 so we can verify you received the correct survey.

Instructions to “Mark [X] ONE box for each item below”.

At NCES’ request, instructions were added to questions that included a series of yes/no items. During round 2 cognitive interviewing there was some indication that some respondents treated series of questions of this format as a check all that apply format. The problem with this is that responses of ‘no’ are left blank and it would not be possible to discern whether missing responses constitute nonresponse or an implied ‘no’ response. For the PFI Homeschool questionnaire these instructions were added to the following questions: 11, 15, 18, 19, 20, 22, 24 and 77.

Question 11

At the request of NCES, this question was revised. Version 1 (original) and version 2 (revision) are shown below.

Version 1

X. Thinking about sources of curriculum or books you use to homeschool this child, please tell us about all the sources that apply to you. In homeschooling this child, have you used materials from any of the following sources?

Version 2

X. Thinking about sources of curriculum or books you use to homeschool this child, please tell us about all the sources that apply to you. In homeschooling this child, have you used materials from...

Question 14

One of the two respondents during round 2 cognitive interviewing who were administered the PFI Homeschool questionnaire did not correctly respond for each grade. While each grade was listed as a yes/no for whether or not the child was homeschooled for that grade, the respondent only marked ‘yes’ for the child’s current grade and did not mark no for any other grade. The respondent also failed to mark the previous grades for which the child was homeschooled. This question was revised so that respondents would only be required to mark only the grade(s) for which the child had or is being homeschooled, rather than marking a yes or a no for every grade. Version 1 (original) and version 2 (revision) are listed below.

Version 1

14. Thinking about typical grade levels, for which grades was this child schooled at home for at least some classes or subjects?

	Yes ▼	No ▼
a. Kindergarten.....	<input type="checkbox"/>	<input type="checkbox"/>
b. First grade	<input type="checkbox"/>	<input type="checkbox"/>
c. Second grade.....	<input type="checkbox"/>	<input type="checkbox"/>
d. Third grade.....	<input type="checkbox"/>	<input type="checkbox"/>
e. Fourth grade.....	<input type="checkbox"/>	<input type="checkbox"/>
f. Fifth grade	<input type="checkbox"/>	<input type="checkbox"/>
g. Sixth grade	<input type="checkbox"/>	<input type="checkbox"/>
h. Seventh grade.....	<input type="checkbox"/>	<input type="checkbox"/>
i. Eighth grade.....	<input type="checkbox"/>	<input type="checkbox"/>
j. Ninth grade.....	<input type="checkbox"/>	<input type="checkbox"/>
k. Tenth grade.....	<input type="checkbox"/>	<input type="checkbox"/>
l. Eleventh grade	<input type="checkbox"/>	<input type="checkbox"/>
m. Twelfth grade	<input type="checkbox"/>	<input type="checkbox"/>

Version 2

14. Thinking about typical grade levels, for which grades was this child schooled at home for at least some classes or subjects?

Mark [X] all that apply.

Elementary through Middle school

- Kindergarten
 First grade
 Second grade
 Third grade
 Fourth grade
 Fifth grade
 Sixth grade
 Seventh grade
 Eighth grade

High School

- Ninth grade - *freshman*
 Tenth grade - *sophomore*
 Eleventh grade - *junior*
 Twelfth grade - *senior*

Question 15h

Respondents who marked yes to this question would be asked to specify their response. The space available in this box appeared to be too small for respondents to record a substantial response. At NCES' request, the specify box was enlarged to allow more room for responses.

2.3.6 Changes Affecting ECPP Questionnaire**Instructions to “Mark [X] ONE box for each item below”.**

At NCES' request, instructions were added to questions that included a series of yes/no items. During round 2 cognitive interviewing there was some indication that some respondents treated series of questions of this format as a check all that apply format. The problem with this is that responses of 'no' are left blank and it would not be possible to discern whether missing responses constitute nonresponse or an implied 'no' response. For the ECPP questionnaire these instructions were added to the following questions: 13, 31, 45, 47, 72, 74, and 127.

Addition of Early Head Start

Questions 11, 29, and 46 were included to ask if each care program reported by the respondent was a Head Start program. Early Head Start was not included in any question; since there is a distinction between the two programs that may affect how respondents answer this question, Early Head Start was added to each question. Version 1 (original) and version 2 (revision) are shown below (the question is the same within each section).

Version 1

X. Is this care arrangement Head Start?

Head Start is a federally sponsored preschool program primarily for children from low-income families.

- Yes
 No

Version 2

X. Is this care arrangement Early Head Start, or Head Start?

Early Head Start and Head Start are federally sponsored preschool programs primarily for children from low-income families.

- Yes
 No

Addition of 'Programs' to Question Stems for Payers of Care Arrangements

Questions 13, 31, and 48 asked if any of the listed persons or organization helped to pay for each care arrangement reported by the respondent. The question stem which only stated people or organizations did not accurately define some of the programs listed as they were neither a person nor an organization. The term 'programs' was added to these questions, and version 1 (original) and version 2 (revision) are shown below.

Version 1

X. Do any of the following people, or organizations help pay for {this relative /that person/this child} to {care for this child/go to that program}?

	Yes ▼	No ▼
a.A relative of this child outside your household who provides money <u>specifically</u> for that care, not including general child support?	<input type="checkbox"/>	<input type="checkbox"/>
b.Temporary Assistance for Needy Families, or TANF?	<input type="checkbox"/>	<input type="checkbox"/>
c.Another social service, welfare, or child care agency?	<input type="checkbox"/>	<input type="checkbox"/>
d.An employer, not including a tax-free spending account for child care?.....	<input type="checkbox"/>	<input type="checkbox"/>
e.Someone else?.....	<input type="checkbox"/>	<input type="checkbox"/>

Version 2

X. Do any of the following people, programs, or organizations help pay for {this relative /that person/this child} to {care for this child/go to that program}?

Mark [X] ONE box for each item below.

	Yes ▼	No ▼
a.A relative of this child outside your household who provides money <u>specifically</u> for that care, not including general child support?.....	<input type="checkbox"/>	<input type="checkbox"/>
b.Temporary Assistance for Needy Families, or TANF?	<input type="checkbox"/>	<input type="checkbox"/>
c.Another social service, welfare, or child care agency?	<input type="checkbox"/>	<input type="checkbox"/>
d.An employer, not including a tax-free spending account for child care?	<input type="checkbox"/>	<input type="checkbox"/>
e.Someone else?	<input type="checkbox"/>	<input type="checkbox"/>

Question 52

At NCES' request, the wording of this question was changed to be consistent with other questions within the survey. Version 1 (original) and version 2 (revision) are shown below.

Version 1

X. How many total hours each week do they spend at those daycare centers or preschools?

|_|_| hours each week

Version 2

X. How many total hours each week does this child spend at those daycare centers or preschools?

|_|_| hours each week

Question 55

This question asked if the respondent reported any care arrangement earlier in the questionnaire. It was used to correctly skip respondents past the next set of questions if they did not report the child was in and type of care arrangement. Of the three respondents who were administered the

ECPP questionnaire, one respondent was confused by the wording of this question, thinking it was asking about “any other programs” other than what she had already reported. Another respondent found the question difficult and had to flip back to the earlier questions to see what he reported. To address these problems, the question was revised to make it clear that the respondent’s answers to earlier questions were being referenced by the question. Version 1 (original) and version 2 (revision) are shown below.

Version 1

- X. In the first part of this questionnaire, we asked about child care arrangements you may now have for this child including arrangements with relatives, non-relatives, day care centers, preschools, and any other early childhood programs.**

Did you report any childcare arrangements or programs?

- Yes
 No **➡** *SKIP to question X.*

Version 2

- X. In the first part of this questionnaire, we asked about child care arrangements you may now have for this child including arrangements with relatives, non-relatives, day care centers, preschools, and any other early childhood programs.**

Did you report any childcare arrangements or programs?

Mark ‘yes’ if you marked yes to question 2, or question 19, or question 37.

- Yes
 No **➡** *GO TO question X.*

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3. Cognitive Interview Methodology

This section describes the cognitive interview methodology used, beginning with an introduction (section 3.1), followed by a discussion of the particular issues associated with self-administration (section 3.2), a discussion of protocol development (section 3.3), and, lastly, a description of the training of the cognitive interviewers (section 3.4).

3.1 Introduction

To ensure that the questions asked in the NHES will be understandable to the entire range of potential respondents, the NHES questions were tested in a laboratory setting. Cognitive interviewing techniques were used. Cognitive testing is a universally applied technique for detecting and correcting problems with survey questions before the survey is implemented in the field. Cognitive interviews collect verbal information on both the respondent's understanding of the questions and the respondent's ability to provide a meaningful response with the response options provided. On a general level, cognitive interviews generate information about how respondents interpret the questions and constructed their answers. Respondents report any difficulty they had in providing an answer and provide elaborations of their perception of question meaning or intent.

More specifically, cognitive interviews gather information about the thought processes respondents use to understand the survey instructions, interpret survey items, and select responses. Such information is useful in evaluating and refining instructions and question wording. Examples of the types of problems cognitive testing can uncover include:

- Instructions that are overlooked, misinterpreted, or difficult to understand.
- Question wording that is misunderstood or understood differently by different respondents.
- Definitions that are vague and interpreted differently by different respondents.
- Items that ask for information that the respondent does not know or cannot access from memory.
- Incomplete or overlapping response options.
- Response formats that fail to map to the respondent's actual answer.

Three rounds of cognitive interviews were conducted from March through June 2009. Round 1 tested the Screeners only and was conducted as a think aloud. Round 2 tested a bilingual ("swim lane") version of the Screener and a limited number of Topicals; this round was also conducted as a think aloud. Round 3 tested the revised Screeners and limited numbers of Topicals and was conducted as a debriefing with probing. Across all three rounds of testing, 51 interviews were conducted. Table 1 shows the distribution of participants by survey instrument and round of testing.

Table 1. Number of participants in cognitive interviews, by type of survey by round

Type of survey	Round 1	Round 2	Round 3
Total	16	12	23
Screeners - Engaging	8		5
Screeners-Core.....	8		6
Screeners-Bilingual.....		5	
Screeners-Screen-Out.....			4
Topical Questionnaires		7	8

3.2 Issues of Self-Administration

Self-administration presents particular challenges for cognitive testing. There is some evidence that asking respondents to think aloud heightens their awareness and as a result, they complete the instrument in a manner different from what they otherwise would have. There are also findings that suggest that asking respondents to think aloud while completing a self-administered instrument divides their attention and creates navigational errors that otherwise would not have occurred.

To glean the wealth of valuable information that a think aloud can generate, and to avoid some navigational errors associated with a think aloud, slightly different methodologies were used in the three different rounds. Round 1 used a strict think aloud where respondents were asked to think aloud and to vocalize anything they were looking at. Round 1 respondents were reminded to think aloud and sometimes even prodded to think aloud. Round 2 also used a think aloud, but the respondents were allowed to be quiet and focus on the instrument if they themselves chose to do so. Round 3 used a debriefing methodology where the respondents were not asked to think aloud, but were asked to complete the instrument in the same way they would at home. The cognitive interviewer observed and took notes as the respondent moved through the instrument. The respondents' answers were then reviewed by the cognitive interviewer and the respondent was debriefed about his/her answers.

3.3 Protocol Development

The protocols used in the three round of testing were developed in accordance with NCES instructions. NCES has specific testing goals that were implemented in the protocols. Round 1, and to a lesser extent, Round 2, tested alternative wordings to a number of questions. The over-reaching goal of protocol development was to discern whether respondents could actually complete the instruments, and if so, with what degree of ease or difficulty. The protocol was also designed to give some indication of respondents' willingness to participate in a two-stage research design. The cognitive interview protocols are given in appendix C.

3.4 Training the Cognitive Interviewers

A total of eight cognitive interviewers conducted the interviews across the three rounds of cognitive testing. Five of the eight were Westat senior methodologists with advanced degrees in survey methodology and many years of experience. The years of experience of the senior cognitive interviewers ranged from approximately 3 to 15 years. The junior and mid-level interviewers all have completed graduate-level course work in cognitive interviewing and have a graduate degree in survey methodology in progress. For the most part, the junior interviewers observed and wrote up the interview summaries.

All of the cognitive interviewers attended a training in which the goals of the project were explained and the instruments and protocols reviewed. A number of mock interviews were conducted with the junior staff. Senior staff critiqued the mock interviews and the group as a whole discussed alternative probing approaches. All parts of the instruments were covered in the training sessions.

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4. Cognitive Interview Recruiting and Profile of Participants

This section describes the participant recruitment process for the cognitive research (section 4.1), gives profiles of the participants (section 4.2), and discusses the incentives offered for cognitive research (section 4.3). Details are given about the number of participants by survey instrument and round of interviewing, and a demographic profile of participant characteristics is provided.

4.1 Participant Recruitment and Screening

Recruiting goals were established for each phase of the cognitive research effort. Taken as a whole, these goals called for considerable variation in the characteristics of participants, including:

- Respondents from households with and without children;
- Respondents from households with specific “mixes” of children (infants/preschooler only, both an infant/preschooler and elementary/secondary student, elementary secondary student only) and numbers of children in these groups;
- Respondents with a range of educational attainment from less than high school through college degree (persons with graduate degrees were not included except to satisfy specific rare requirements such as homeschooling);
- Respondents representing a range of racial and ethnic diversity; and
- Topical questionnaire respondents for children with a variety of enrollment and grade characteristics, including public and private school and homeschooling.

Westat maintains databases of persons who had previously participated or volunteered to participate in focus groups and cognitive interviews at Westat or who had volunteered for their children to participate in assessment trainings or practices. These databases were examined in an effort to identify in-scope individuals. This resulted in the identification of over 100 individuals in the databases. Two research assistants made 106 calls to various individuals identified in the databases.¹ All of these individuals were administered the eligibility screener to determine qualification for the NHES cognitive interviews. Among those who were screened, the number of those without children was greater than needed and the number of those with children was less than needed, particularly when taking the goals of demographic and enrollment variability into account.

Advertisements were placed in the Montgomery County Gazette and the Frederick County Gazette, requesting that respondents call a dedicated telephone number or send an email to a dedicated email address if they were interested in participating in a federally-sponsored education study. In addition, an advertisement was placed on the Craig’s List website (<http://washingtondc.craigslist.org>). A flyer was developed and posted on Westat bulletin boards (in the coffee rooms and lunch rooms around the Westat

¹ Additional potentially eligible persons could not be reached because the contact information on file was out-of-date. This appeared to be more common with persons of lower educational attainment but was also more common among those who had been in the database longer.

campus) and another flyer was posted on bulletin boards at a local laundromat, at two public libraries, and in two grocery stores. Targeted Craig's List advertisements were used for the purpose of filling some specific goals for round 3 topical cognitive interviews. Finally, Westat staff identified two local homeschooling groups through web searches and contacted both groups to identify homeschooling parents.

Ads and flyers specified payment for participation in the study. The general advertisements at the start of recruiting specified the Screener amount of \$40. Later targeted ads for Topical respondents stated the \$60 amount.

Westat received 135 telephone responses and 330 emails in response to the advertisements and flyers. The exact number who responded as a result of each ad is unknown, however, because in the voice messages and emails, the respondents did not necessarily state where they had seen the advertisement.

To deal with this high level of response, four telephone interviewers were trained to administer the Screener to respondents who had called in or sent an email. The completed Screeners were reviewed and categorized as

1. those with no eligible children;
2. those with ECPP-eligible children;
3. those with PFI-eligible children; and
4. an ineligible category that consisted of the very highly educated (graduate degree), no longer interested, not the person who initially responded/wrong person, or not within commuting distance to Westat.

After administering the cognitive interview screener to all interested respondents, respondents were scheduled for interviews based on their educational attainment (lower education preferred), a diverse spread across age, race, ethnicity, gender, and those with and without children. Persons who were bilingual in English and Spanish were selected to test the Swimlane Screener. Given the small number of cognitive interviews, a person who had two or more demographic characteristics or a relatively rare educational level that we were seeking (e.g., less than high school) had a higher likelihood of being invited for a cognitive interview.

When considering the types of respondents that the different sources pulled in, Craig's List tended to attract greater numbers of single individuals without children, suggesting the need for more targeted advertisements in the future to yield more children. The Gazette advertisement tended to attract greater numbers of diverse respondents. Because the interviews were conducted in Montgomery County, many respondents had higher education levels and recruiting for those without postsecondary education required more screening. Again, targeted advertisements might be helpful in the future. However, the risk of targeted advertising is that it may elicit "false positives" from those claiming to have a given characteristics in order to obtain the incentive.

4.2 Number and Characteristics of Participants

The cognitive research for the Pilot Test included 51 cognitive interviews (table 2). This reflects the number actually completed; some scheduled respondents did not attend (i.e., were “no-shows”). Sixteen Screener interviews were completed in round 1. Five Screener interviews and seven Topical interviews were completed in round 2. Fifteen Screener interviews and eight Topical interviews were completed in round 3. Topical respondents completed screeners at home prior to the interview and were asked about the screeners retrospectively during their interviews about the topical survey.

Table 2. Number of participants in cognitive interviews, by type of survey by round

Type of survey	Round 1	Round 2	Round 3
Total	16	12	23
Screener - Engaging	8		5
Vertical Grid-no children in household	1		
Vertical Grid-PFI-Homeschool child in household	1		
Vertical Grid-PFI-Enrolled child in household	1		
Enumeration Column-PFI-Enrolled child in household	3		
Horizontal Grid-PFI-Enrolled child in household	1		
Horizontal Grid-no children in household.....	1		
Screener-Core.....	8		6
Enumeration Column-no child in household	1		
Enumeration Column-PFI-Enrolled child in household	2		
Enumeration Column-ECPP child in household	1		
Horizontal Grid-no children in household.....	1		
Horizontal Grid-PFI-Homeschooled child in household	1		
Horizontal Grid-PFI-Enrolled child in household	1		
Vertical Grid-ECPP child in household	1		
Screener-Bilingual.....		5	
Screener-Screen-Out			4
Topical Questionnaires		7	8
Parent & Family Involvement in Education-Enrolled		2	3
Parent & Family Involvement in Education-Homeschooled ..		2	3
Early Childhood Program Participation.....		3	2

Table 3 shows the demographic characteristics, educational attainment, and family characteristics of the participants in the NHES Pilot Test cognitive interviews.

Table 3. Demographics, education, and family characteristics of cognitive interview participants

Characteristic	Round 1	Round 2	Round 3
Total.....	16	12	23
Race			
White.....	4	4	7
Black.....	6	3	8
White\Black.....	2	1	2
Hispanic.....	2	4	2
Asian.....	2	0	4
Age			
18–24.....	4	1	1
25–34.....	6	3	5
35–49.....	4	7	14
50 and older.....	2	1	3
Gender			
Male.....	6	2	6
Female.....	10	10	17
Education			
Less than high school or GED.....	2	2	1
HS graduate or some college.....	5	4	6
Associates degree.....	2	0	4
4-year college degree.....	7	6	10
Graduate degree.....		0	2
Children 20 or younger in household			
Yes.....	11	11	19
No.....	5	1	4

4.3 Incentive Amounts

As noted above, the Screener incentive rate of \$40 was specified in the initial advertisements and flyers that generated the great majority of participants. Later targeted advertisements for Topical interviews stated a payment of \$60.

Respondents seemed pleased with the incentive amount and none stated that the incentive was too low. Because the amount was stated in the recruiting advertisements and flyers, it is not possible to determine whether a greater yield would have been obtained by offering a higher amount. However, the yield was sufficient to satisfy goals for all but the rarest conditions (e.g., families with very large numbers of children).

5. Detailed Cognitive Research Findings

As discussed in section 1.4, three rounds of cognitive research were conducted in preparation for the 2009 NHES Pilot Test. Revisions to the survey instruments and materials that were made during round 1, after round 1, and after round 2 are discussed in section 2 of this report. This section discusses the findings of round 3 of the cognitive research, including both global and item-specific findings.

Sections 5.1 and 5.2 discuss findings that pertain to the envelope and letters, respectively. Findings about the Screeners and Topical questionnaires are addressed in sections 5.3 and 5.4, respectively; note that in each of these sections, the last sub-section lists the changes made as a result of the round 3 cognitive research findings. Sections 5.5 and 5.6 discuss findings about the Frequently Asked Questions and the OMB/Confidentiality statement, respectively.

5.1 Envelope

Overall, respondents reacted most often to two aspects of the survey packet. First, respondents overwhelmingly noticed the Department of Education as the source of the packet, and in general felt the department was “official” and any information from them was worthy of opening. The packet, being from the Department of Education, appeared “credible” to respondents and most believed that they would open the envelope if they received it at home. When asked what might be inside the envelope, respondents thought of different things associated with the Department of Education. Most respondents who were parents thought the packet might contain information about their children and the school systems in their area, and this sort of information was important to respondents. One respondent thought the packet might contain information about her student loans, while another respondent without children wondered if the packet was applicable to her because she had no children currently in the education system.

The second aspect of the survey packet for which respondents gave the most feedback was the address label. The general phrase “Montgomery County Resident” made some respondents believe the survey was impersonal while others thought the information inside the packet would be very localized and county-specific. One respondent suspected the packet might contain an “ad flyer” because it did not use her name on the label, and another respondent thought anyone in her neighborhood could fill her packet out because it was not addressed to her specifically. On the other hand, because the address label contained the county name, many other respondents thought the packet’s contents would be about the county’s school system or the child’s specific school. Another respondent suspected that different counties would receive different mailings containing information and treatments unique to that county.

5.2 Letters

5.2.1 Letters for the Screeners

There are two different Screener letters that were tested in round 3—one for the Screen-out Screener and a second one that is used for both the Core and Engaging Screeners. The Screen-out Screener letter placed more emphasis on the minimal burden required to fill out the questionnaire, and that households without children should still fill it out. One of the four respondents initially did not notice the letter. After reading the letter, all respondents reported that they did not have any unanswered

questions, and they were able to relay its contents faithfully (e.g., “it’s a survey about families and about education,” “keep going with our education”). Two mentioned the survey’s interest in a certain age category, and the others referred to it in local terms or said it explained why someone should do the survey.

The language for the Core and Engaging Screener letters emphasized that the survey was of households, and solicited participation from households having a diversity of characteristics. All sixteen respondents noticed and read the letter, though some acknowledged their behavior at home would have been different. One respondent said the \$2 bill motivated him to read the letter, while another said not seeing her name or something to catch her attention would lead her to skip over the letter had she been at home.

The most frequently heard positive reaction to the letter content was for the statements: “Your household was chosen as part of this scientific study. We cannot replace you with someone else.” This information made respondents feel that their input was valued; a third respondent mentioned a feeling that her participation could help education in the country. Other parts of the survey that were favorably commented upon by respondents:

- “This survey is about all of us!” – was seen as warmer language than was typical of letters one respondent received,
- The Department of Education sponsorship was cited favorably, and
- The confidentiality language – “that’s actually what motivated me to go ahead and complete the survey.”

One respondent expressed ambivalence about language emphasizing the diversity of people affected:

- “This survey is about everybody – young and old.” She wasn’t sure how it was ‘about’ everyone, but she felt in a position to fill out the survey because it mentioned ‘young’ people as well as old.

Respondents tended to summarize the main message of the letter as ‘this survey is trying to improve education’ (mentioned in some form by six respondents). Others responses to this probe were simply that it was from the Department of Education, or that it was about all households.

Four respondents had some degree of dissatisfaction with the letter. All four thought the letter did not sufficiently address the purpose of the survey – one respondent wanting to know “what the outcome of it’s [the survey] gonna be.” Other problems these respondents cited (that the letter was too long, or lacking in detail) were viewed differently by other respondents (calling the letter succinct, and general but conveying what was important).

Some respondents viewed the letter as having a local focus, with one commenting that it was unusual that something from the county would also have something to do with the federal government. (The address and salutation indicated the county of the respondent.)

Respondents had mixed views of the \$2 bill referenced in the letter. Some said it motivated them to pay attention to the survey request while others saw it as an unnecessary feature. Respondents expressed the following comments:

- It was “cheesy” and unnecessary since the survey was obviously legitimate and wasn’t long;
- It was not an incentive – “When it comes to the education, I’m going to give my feedback and I don’t need \$2 as an incentive;”
- It was paying for her time;
- It caught her attention when opening the package;
- It would make her feel guilty about not responding;
- It (and the pre-paid envelope) made her feel like her time wasn’t being taken for granted, though she wondered, “Does everybody know that this is real money?”;
- It was “pretty cool”; and
- It indicated that the contents of the envelope were valuable if the sponsors were willing to send \$2 to everyone.

5.2.2 Letters for the Topical Surveys

Respondents were administered one of three letters depending on the Topical questionnaire that they received. Five respondents received the letter for enrolled students, six the letter for home-schooled students and four the letter for preschoolers.

In terms of overall impressions, respondents thought the government sponsorship lent the survey legitimacy and importance. Three respondents thought the prospect of helping children would motivate them to do the survey. (One liked that it would help children’s education nationwide while another liked the chance to give personalized input about her child.) Respondents noticed and appreciated the reference to the 15 minutes needed to complete the survey (e.g., one said it was reassuring as the survey looked like it would take longer, and one thought it should be moved to the first sentence of the letter). Four respondents said the letter was basically fine or would make them want to do the survey. While one liked the tailored reference to homeschooling, another did not see how homeschooling parents or organizations would use the information collected. One respondent thought the letter was too long, and thought the reference to providing “information on homeschooling practices” was misleading as she did not feel the questionnaire addressed that specific topic.

In describing the Topical letter’s main message, four respondents said it was a request to fill out the survey (e.g., “You just needed me to fill out a follow-up questionnaire in regards to the educational experiences of our household.”). Three others who responded to this probe described the letter as wanting information about the connection between home and school (e.g., “It will provide much needed information about how schools and families work together.”). One emphasized the time the questionnaire would take, and another said it described a survey that would collect statistics on certain households and their children’s types of education. One respondent would have liked more information on how the findings would help policymakers.

Since the letters included a child's name and grade, respondents were asked for their reactions to seeing this information. Overall reactions were positive; however, findings did suggest the need to ensure a short duration between Screener completion and Topical questionnaire delivery so that respondents might remember how the study was getting their children's names. Two liked seeing the name, as it either appeared to motivate them or piqued their curiosity about the study. Three respondents mentioned noticing the name, but not attaching any particular significance to it. Two respondents were confused about the origins of the child's information. One said that if the letter had appeared in the mail with her child's name on it she would not complete the survey as it would not seem to be random; she would think that the information had been provided by the school, and she did not see how the Screener information would feed into the letter. The other respondent also associated the name with the child's school as she recently enrolled her child in kindergarten. She said she would be agitated if her child's name appeared without her child being enrolled in school because she would not know how the survey sponsors would have gotten that information.

5.3 Screener Questionnaires

5.3.1 Screen-out Screener

Respondents tended to focus on essential task elements of the questionnaire. Two of the four noted the 'Start Here' box and another noted the age limit for qualifying households. One reported jumping immediately to question one.

Respondents thought the questions were clear, if not particularly interesting, describing them as 'basic' and 'concise.' Although one respondent found the questions to be non-applicable, she claimed she would return the survey if time permitted. Others felt motivated to complete the survey because it would help improve children's education. No respondents showed or expressed any difficulties with screen-out questions 1 or 2. Upon probing, a 30 year-old respondent said she tended to think of people age 19 or 20 as being adults and not 'children'; however, she said that the wording in question 2 was not confusing for her.

No respondents exhibited any difficulty with the questionnaire navigation or skips. One said that the yellow shading of box A helped her find the correct box 'at the bottom.' Respondents varied in the extent that they read the content of box A, one noting she should return the survey and another citing the 'prepaid return envelope' and the importance of getting responses from every selected household as factors (along with the incentive) that would motivate her to return the questionnaire.

5.3.2 Core Screener and Core Section from the Engaging Screener

Eleven respondents answered a core set of questions about their household (six as part of the Core Screener and five as part of the Engaging Screener).

Respondents largely were able to answer these questions correctly, with a few exceptions. One respondent mistakenly answered to be in a household with non-English speakers, while another respondent missed the skip instruction for that question. Two respondents had difficulty with the household enumeration questions, reading them too quickly to note that they were asking only for the number of adult males or females over the age of 20. Accordingly, they over-reported their household

size. One of these respondents also had difficulty reporting the number of children in the household, though the eligible children were correctly captured in the child enumeration section.

Number of Years at Address Question

Respondents did not have difficulty with this question, either using cues from life events (i.e. marriage or births) or reporting directly. Two respondents reported rounding up to the nearest year while one answered “2.5” by writing a decimal in-between the two boxes. One respondent was not sure if the question wanted to know how many years ago she first started living at her address or the total number of years she had lived at her address (she had moved back to her address after a few years living elsewhere); she reported the total number of years she had lived at the address.

Home Tenure

Only one respondent found the ‘owned or being bought’ category terms unclear; however, that respondent correctly answered the question. Another respondent preferred one-word answer categories. Most who were probed gave accurate examples of the ‘occupied by some other arrangement’ response category. No one appeared unable to correctly answer this question.

Non-English Language-Spoken in Household

Two respondents were observed to make navigation errors related to the non-English language questions. One respondent, who lived in a household where everyone spoke English, mistakenly answered “Yes,” and wrote “English” for the language spoken in the next question. Another respondent answered “No” but did not initially see the skip and started to write “English” as the other language spoken. The other respondents had no difficulty correctly answering this question.

Highest Education Level Attained Among Household Adults

Most respondents indicated no difficulties with this question, with answers ranging from ‘some college’ to ‘graduate degree.’ One respondent marked graduate degree, thinking of his wife, though she had not yet completed her degree. Another respondent was initially inclined to mark responses for each adult before seeing the instructions. There was one respondent who expressed some frustration, as he did not see the relevance of this question in a survey about children.

Phone Number for Additional Questions

Nine respondents supplied phone numbers without expressing any reservations. One respondent hesitated before giving her phone number and said she would probably provide a fake number if filling out the questionnaire at home because she did not want someone “to bug her” with questions about her answers. Another respondent doubted she would provide a phone number if at home; she thought it would be called to verify locations (for cell phones with non-local area codes). About half of respondents gave landline phone numbers and half provided cell phone numbers.

Number of Adult Females at Address

All respondents correctly answered this question, despite one initially answering incorrectly. She initially reported a number representing all females in the household, including her teenage sister, before correcting her answer. She said she read the question too quickly to note the ‘21 or older’ specification. Another respondent thought the question might be interested in the number of other females in the household besides herself, but answered correctly.

Number of Adult Males at Address

Ten out of eleven respondents correctly answered this question. The respondent who answered incorrectly listed the number of males in the household; he said he was reading too fast and missed the ‘21 or older’ specification.

Number of Youth at Address

Ten out of eleven respondents correctly answered this question. The respondent who answered incorrectly listed three youth, despite providing information for four in the child enumeration section. Another respondent from a large household was able to answer correctly, and excluded the child who was living in college housing.

5.3.3 Engaging Questions

In the third round, five respondents completed the Engaging Screener questionnaire. The results of the cognitive interviews are inconclusive as to whether the added questions in this version succeed in engaging respondents and enticing them to fill out the remainder of the questionnaire.

Two respondents to the questionnaire reported positive impressions of the engaging questions. The survey was described as important with questions that were on-topic. The two respondents appreciated being asked for their opinion. In summarizing the survey the respondents described the survey as being about the education system, its adequacy and necessary changes to it. The survey could be used to let the government know where money needed to go in education compared with other parts of the economy, as well as to make projections about the number of school children in the coming years and the types of activities schools should offer them. For these two respondents, the questions were generally “on the enjoyable side,” and one respondent said she would “feel better after I filled out the whole survey rather than before I filled it out.”

On the other hand, two other respondents had negative impressions of the survey. Despite the inclusion of the policy and opinion questions, one respondent could not see how the questions in the survey fit with the theme of education because “there’s nothing really about education in here.” Instead, the respondent felt the survey contained questions taken from a census. To this respondent, the survey was simply about letting the government know how many people lived in her house and what her opinions of the government were. The second respondent expressed disappointment at not being able to give his opinion on what should be done in education. This respondent also wished the survey collected more “concrete” information rather than just numbers. “I really don’t know what this survey is about,” concluded this respondent.

The fifth respondent did not make any comments about the topic of the survey and had no complaints about the questions until she reached the enumeration section. When the survey asked for the child's first name the respondent says she would have abandoned the survey immediately. This strong response, however, has nothing to do with the engaging questions preceding the enumeration but is mentioned because the engaging questions did not avert a negative reaction to the item asking for the child's first name in this case.

Question-Specific Findings

Q1. Federal Focus. In general respondents had no complaints about this question. One respondent thought it was difficult to pick only one theme for the entire federal government, and another respondent thought individuals without children would answer differently than those with children.

Q2. Federal Expenditures on Education. One respondent felt this question was very important and the question aroused his emotion. In total four respondents responded with "too little" as they thought of poor overall U.S. trends, stories of school children having to share books, and personal expenditures on school supplies which schools can no longer afford to buy. A different respondent did not feel this question adequately captured her feelings about the federal government and education.

Q3. Role of Federal Government in School Policy Decisions. Answers to this question were mixed but overall respondents did not have difficulty in answering it.

Instruction between Q3 and Q4. One respondent suggested the term "adult" be defined by age limits to avoid ambiguity. Another respondent answered she was able to answer this question about herself and her husband, and in thinking about her family she would not count her 19 year-old son as an adult. Overall, respondents said they were able to answer for all adults in the household.

Q4 and Q5. Adult Education Related to Work. In general respondents did not have difficulty answering these questions and were able to answer for the correct time period and people. A respondent admitted that she was answering both questions for only herself and not taking her husband's activities into account. Another respondent commented that both questions were unimportant because they were just statistical questions unrelated to education.

Q6. Type of Courses or Training. All but one of the respondents correctly answered Yes or No for each item in the question. The fifth respondent said he "just went down the list and marked everything that applied" without also marking the things that did not apply. Another respondent changed her initial nonresponse to "Computer skills" because she did not at first consider her husband's advanced information technology skills classes. To ease her confusion, she suggested changing the category to "Computer skills and training." The one respondent with no children described this question and its categories as interesting.

Q7. School Quality Nationally. Responses varied to this question from "Very poor" to "Excellent," but overall respondents seemed to believe this question was an important one. One respondent explicitly said this question was important, while others were willing to discuss in detail their answers.

Q8. School Quality Locally. Responses again varied from “Very poor” to “Excellent” for this question. As with Q7 respondents seemed to believe this question was important with one respondent explicitly describing it to be important and other respondents having significant things to say about it.

Q9. School Safety, Discipline, and Community Relations. There is evidence that at least one respondent broadened her sense of “community” by including schools outside her neighborhood in deciding on answers. Three out of the five respondents did not have trouble answering this question. The remaining two respondents marked “Don’t know” for some or all of the categories. The respondent with no children said she did not know enough about the schools in her area to answer any of these questions. Another respondent with children was unclear about the term “safe” in the first two categories and marked both “Disagree” and “Don’t know” for each of the first two categories. The same respondent identified the words “good” and “discipline” in the third category and said these terms were also confusing to her, although she was able to choose one answer, “Don’t know” for it.

Q10. School Teach Skills Students Need. Respondents did not seem to have difficulty answering this question and either explicitly stated they thought the question was important or had many opinions to share about the question indicating its importance to them.

Q11. Source of Information on Current Events. No repeated themes emerged for this question.

Q12. Books in the Home. Respondents did not have difficulty with this question as all were confident they had more than 10 books in their home. One respondent felt the question was irrelevant because information about reading materials had already been covered in Q11.

Q13. Reading Material in the Home. One respondent questioned the word “variety” and wanted to know how many a variety constituted. The same respondent mentioned in Q11 also felt this question was irrelevant as the information could have been gathered in Q11 and did not warrant a separate question.

Q14. Hours Spent Reading. Four of the five respondents did not have any trouble with this question and made estimations of the number of hours per week by multiplying the time spent reading daily by seven. One respondent was concerned by this question. He wanted to know why the question was about him and not his children, and also he was concerned that the information collected in this question might be used to label households. He stated that labeling would be unfair because it makes parents with busier lives and less time to read seem like worse parents.

Q15. Visits to Library or Bookstore. This question was less straightforward to respondents than other questions in the survey. In general respondents focused only on one of the two locations: bookstore or library. While three respondents – two of whom were only thinking of trips to the bookstore – did not express concern with the question, the other two respondents did. One respondent felt the time gap between weekly and monthly was too large and did not capture her habit of going to the library every couple of weeks. Another respondent was concerned about the purpose of this question and asked aloud, “what is the purpose of this question?”

5.3.4 Child Enumeration

Of the 15 respondents who were selected to be administered one of the three versions of the Screener questionnaire, 11 respondents had at least one child age 20 or younger living within the household. Two of the 11 Screener respondents with children received the Screen-out Screener, four received the Core Screener, and five received the Engaging Screener. In addition, respondents who were selected for a topical cognitive interview were mailed the Screen-out Screener to complete and bring to their interview. There were eight respondents in this group; thus a total of 10 persons completed a Screen-out Screener.

Respondents were generally able to answer all questions correctly and encountered no difficulty with questions asking for the child's name, age, and gender. When it came to questions asking about the child's enrollment and grade level respondents with a child who had not yet started kindergarten or were out of high school (e.g. college age) encountered some confusion as to how to identify the enrollment status for those children. Specific findings are listed below.

Child's Name

No respondent had any difficulty understanding what this question was asking. Four respondents did report some sensitivity with reporting the child's name and two of those respondents stated they would have possibly abandoned the survey. For these two respondents one never puts her children's names on anything that could be open or available to anyone. The other respondent reported that her children's names are so unique that if anyone recognized their names they would know they were her children.

For the other two respondents who reported some sensitivity one respondent looked back through the questionnaire to see what other personal information he had given (for example SSN) before recording the child's name. The other respondent felt the request for the child's name was sensitive in the context of other information she had given, such as, tenure, years at address, phone number, and ending with the child's name.

Among the eight respondents who completed the Screen-out Screener at home, all eight wrote a name for each child in their household, with one respondent using a nickname for some children.

Overall, there is some sensitivity with reporting the name of children within the household. While some respondents stated this would prevent them from completing the Screener, other respondents stated this is similar to information they complete for school forms. It is unclear to what extent the request for the child's name will prevent respondents from completing the Screener.

Child's Age

No respondent had any difficulty recording the child's name correctly and there were not sensitivity issues reported with the child's age. For respondents who completed the Screen-out Screener at home, one respondent failed to record an age for one of the three children (age of the other two children was reported). The respondent did report the child's grade as kindergarten.

Child's Gender

Respondents did not have any difficulty with this question and was answered by all respondents for all children.

Child's Enrollment and Grade

There was some confusion with reporting the child's enrollment status and grade level that was generally associated with reporting for children who have not yet started kindergarten or have completed high school. One respondent who had a 17 month old child reported this child as being homeschooled because the child does puzzles, color and word association. However the respondent did not identify this as formal instruction and appears to be part of the child's general care. Another respondent who was the parent of six children did not have any difficult until reporting for the oldest child who is in college. She was unable to identify which category to mark for enrollment and looked to the next question for help. Once she saw the college category in the question asking the child's grade she then marked 'public or private, or preschool' for this child's enrollment.

For respondents who completed the Screen-out Screener at home, one respondent marked all three categories for enrollment. This respondent indicated error, by completely writing over the first two response boxes for 'public or private school' and for 'homeschool'. The child this respondent was reporting was 2 years old. Another respondent did not mark the enrollment or grade level for one of the two children reported. This child was age 5 and had not yet started kindergarten.

Overall, most respondents were able to report the child's enrollment status and grade correctly with no difficulty. For parents of children in college the potential for some confusion exists, but this is easily overcome when the respondent views the grade choices. The findings here indicate that parents of children who have not yet started kindergarten and are not in preschool may encounter some initial confusion which could lead to some inconsistencies between the child's reported age and enrollment status.

5.3.5 Changes Made Resulting From Round 3 Findings

The changes listed below to the NHES Screener questionnaires are based on the meeting held 6/17/2009. These are changes that were discussed and address issues and behaviors that emerged from cognitive interviews and concerns from NCES. Only changes that will be made to the Screener instruments are discussed in this section; other findings that did not result in changes were addressed in sections 5.3.1 through 5.3.4.

Letters

Screen-out Screener letter: The letter for the Screen-out Screener was revised with suggested wording provided by NCES. These include minor wording changes and insertion of text referencing homeschoolers.

Core/Engaging/Bilingual Screener letter: This letter was revised using the content of the Screen-out letter as a basis. This change used the formatting and language in the Screen-out letter, with a reduced emphasis on children.

The signature name to be used on all letters for all mailings was revised to the current acting commissioner Stuart Kerachsky.

Changes Across All Screeners

The OMB/Confidentiality Statement was revised to language provided by NCES.

FAQs. The order of the third and fourth FAQs was revised. This was done so the FAQ on why more questions about education are not asked would appear earlier in the FAQ list.

The question with child enumeration asking for the child's name was revised to "What is their first name, initials, or nickname?"

The address for returning the NHES survey was bolded across questionnaires.

Changes Across Core/Engaging/Bilingual Screeners

Questions asking for number of males, females were revised to:

- How many females live in this household?
- How many males live in this household?

Question asking for number of youth or children was revised to "Of everyone in this household how many are age 20 or younger."

Question asking educational attainment was revised to "What is the highest grade or level of school completed among the adults in this household?" (The word 'completed' was added.)

Changes Specific to the Screen-out Screener

The child enumeration instruction to list children by age was restored to be consistent across all Screeners.

For the first bulleted instruction: "in item 1" was added to the end of this sentence.

Q1. Presence of children : For the question asking if any children live within the household the term 'youth' was added to be consistent across all Screeners.

Q3. Child's name: The instruction under the entry field for child's name was revised so the 'F' in first name is capitalized to be consistent with other Screeners.

Q4. Child’s age: For the instruction “mark for babies less than 1 year old,” the period was removed to be consistent across all Screeners.

Q7. Child’s grade or equivalent: For the grade write in response box the term ‘write’ was added to “grade 1 through 12” to be consistent with other Screeners.

Thank you box: The term ‘provided’ was added to this sentence after “postage paid envelope” to be consistent with other Screeners.

Changes Specific to the Core Screener

The OMB/Confidentiality Statement was relocated to the FAQ page, under the FAQs to be consistent with other Screeners.

The first item above question 1 under the bulleted instructions was bolded, bulleted and revised to:

“The Department of Education is studying households with and without children. Answer the following questions about your household and the people who live there.”

The following instruction was added above question 7: “For these next questions, please think about everyone who lives in this household.”

Changes Specific to the Engaging Screener

There were no changes specific to the Engaging Screener. All changes to items common to the Core and the Engaging Screeners were made in the Engaging Screener.

Changes to the Bilingual Screener

All changes made to the Core Screener were also made to the Bilingual Screener.

5.4 Topical Questionnaires

5.4.1 ECPP Topical Survey Sections 1–4

5.4.1.1 Section 1. Childhood Care and Programs

General Findings

Several respondents were confused by the mention of Head Start at several locations throughout the questionnaire. There were also incidents of respondents misinterpreting time references given in questions and not understanding the intended definitions of words or phrases. Apart from the

issues respondents had understanding the repetition of Head Start throughout these four sections, however, respondents were generally able to navigate the survey.

Question-by-Question Findings

Q1. Is this child now receiving care from a relative other than a parent on a regular basis, for example, from grandparents, brothers or sisters, or any other relatives?

No respondents displayed difficulty providing an answer to these questions.

Q2. Are any of these care arrangements regularly scheduled at least once a week?

No respondents displayed difficulty providing an answer to this question.

Q3. These next questions are about the care that this child receives from the relative who provides the most care. How is that relative related to this child?

No respondents displayed difficulty providing an answer to this question.

Q4. How old is the relative who provides the most care to this child?

No respondents displayed difficulty providing an answer to this question.

Q5. Is this care provided in your home or another home

No respondents displayed difficulty providing an answer to this question.

Q6. How many days each week does this child receive care from this relative?

No respondents displayed difficulty providing an answer to this question.

Q7. How many hours each week does this child receive care from this relative?

No respondents displayed difficulty providing an answer to this question.

Q8. How old was this child in years and months when this particular regular care arrangement with this relative began?

No respondents displayed difficulty providing an answer to this question.

Q9. What language does this relative speak most when caring for this child?

No respondents displayed difficulty providing an answer to this question.

Q10. Will this relative care for this child when the child is...

No respondents displayed difficulty providing an answer to this question.

Q11. Is this care arrangement Early Head Start, or Head Start?

Finding: Some evidence that respondents use this question as way to identify their child as participating in Head Start in any form, not specifically in the arrangement asked.

Round 2: One respondent answered “Yes” to this question although the arrangement this section of the survey focused on was not Head Start in her case. The child participates in a separate type of Head Start program and it is possible the respondent answered “Yes” to this question because she wanted to make her child’s participation in Head Start in general known.

Q12. Is there any charge or fee for the care this child receives from this relative, paid either by you or some other person or agency?

No respondents displayed difficulty providing an answer to this question.

Q13. Do any of the following people, programs, or organizations help pay for this relative to care for this child?

No respondents displayed difficulty providing an answer to this question.

Q14. How much does your household pay for this relative to care for this child, not counting any money that may be received from others to help pay for care?

No respondents displayed difficulty providing an answer to this question.

Q15. How many children from your household is this amount for, including this child?

No respondents displayed difficulty providing an answer to this question.

Q16. Does this child have any other care arrangements with a relative on a regular basis?

No respondents displayed difficulty providing an answer to this question.

Q17. How many total hours each week does this child spend in those other care arrangements with relatives?

No respondents displayed difficulty providing an answer to this question.

Q18. Is this child now receiving care in your home or another home on a regular basis from someone who is not related to him/her?

Finding: Some evidence of confusion around the definition of “day care center” versus “home care.”

Round 3: A respondent whose child attends a day care operated out of a non-relative’s home answered “yes” to this question, but when she arrived at Q36 which asks about “day care centers” specifically she became confused. The respondent considered Q18 and Q36 to be asking about the same thing because she considers the individual’s home to be a day care center. After reading Q36 the respondent believed she had answered Q18 incorrectly and thought the question was referring instead to

unlicensed people who watch children during the day. She did not go back and change her answer, but she was noticeably confused.

Q19. Are any of these care arrangements regularly scheduled at least once a week?

No respondents displayed difficulty providing an answer to this question.

Q20. These next questions are about the care that this child receives from someone who is not related to him/her who provides the most care.

Is this care provided in your own home or in another home?

Finding: Some evidence of missed skip patterns.

Round 3: One respondent overlooked the brackets asking her to skip to Q22, and erroneously answered Q21.

Q21. Does this person who cares for this child live in your household?

No respondents displayed difficulty providing an answer to this question.

Q22. How many days each week does this child receive care from that person?

No respondents displayed difficulty providing an answer to this question.

Q23. How many hours each week does this child receive care from that person?

Finding: Some evidence of confused time frames.

Round 3: One respondent answered this question as how many hours each day. When probed the respondent thought that because the prior question asked for the number of days she oriented herself to days for this question as well.

Q24. How old was this child in years and months when this particular regular care arrangement with that person began?

No respondents displayed difficulty providing an answer to this question.

Q25. Was this care provider someone you already knew?

No respondents displayed difficulty providing an answer to this question.

Q26. Is this child's care provider age 18 or older?

No respondents displayed difficulty providing an answer to this question.

Q27. What language does this care provider speak most when caring for this child?

No respondents displayed difficulty providing an answer to this question.

Q28. Will this care provider care for this child when this child is...

No respondents displayed difficulty providing an answer to this question.

Q29. Is this care arrangement Early Head Start, or Head Start?

No respondents displayed difficulty providing an answer to this question.

Q30. Is there any charge or fee for the care this child receives from this care provider, paid either by you or some other person or agency?**Q31. Do any of the following people, programs, or organizations help pay for that person to care for this child?**

Finding: Some evidence of confusion about what to include in each item.

Round 3: One respondent was confused about item ‘e.’ She received child support, but item ‘a’ told her not to include child support. Because of her confusion she left the question blank and said she would have done the same at home.

Q32. How much does your household pay for that person to care for this child, not counting any money that may be received from others to help pay for care?

No respondents displayed difficulty providing an answer to this question.

Q33. How many children from your household is this amount for, including this child?

No respondents displayed difficulty providing an answer to this question.

Q34. Does this child have any other care arrangements with someone who is not a relative on a regular basis? Do not include arrangements at day care centers or preschools.

No respondents displayed difficulty providing an answer to this question.

Q35. How many total hours each week does this child spend in those other care arrangements with non-relatives?

No respondents displayed difficulty providing an answer to this question.

Q36. Is this child now attending a day care center, preschool, or prekindergarten?

Finding: Some evidence of confusion around the definition of “day care center” versus “home care.”

Round 3: A respondent whose child attends a day care operated out of a non-relative’s home answered “yes” to this question, but when she arrived at Q36 which asks about “day care centers” specifically she became confused. The respondent considered Q18 and Q36 to be asking about the same thing because she considers the individual’s home to be a day care center. After reading Q36 the

respondent believed she had answered Q18 incorrectly and thought the question was referring instead to unlicensed people who watch children during the day. She did not go back and change her answer, but she was noticeably confused.

Q37. Does this child go to a day care center, preschool, or prekindergarten, at least, once each week?

No respondents displayed difficulty providing an answer to this question.

Q38. The next questions ask about the program where this child spends the most time. Where is that program located?

Finding: Some evidence to of confusion between a center and a day care home.

Round 3: A respondent whose child attends a day care center run out of a private individual's home found it awkward that there was no suitable answer option listed for her child's situation because many children attend day care in private homes. She marked "Some other place" and wrote in "home."

Q39. Is that program run by a church, synagogue, or other religious group?

No respondents displayed difficulty providing an answer to this question.

Q40. Is that program located at your workplace or this child's other parent's workplace?

No respondents displayed difficulty providing an answer to this question.

Q41. How many days each week does this child go to that program?

No respondents displayed difficulty providing an answer to this question.

Q42. How many hours each week does this child go to that program?

No respondents displayed difficulty providing an answer to this question.

Q43. How old was this child in years and months when he/she started going to this particular program?

No respondents displayed difficulty providing an answer to this question.

Q44. What language does this child's main care provider or teacher at that program speak most when caring for this child?

No respondents displayed difficulty providing an answer to this question.

Q45. Does that program provide any of the following services to this child or your family?

Finding: Some evidence respondents will check items they believe are available, not know are available from personal experience.

Round 3: One respondent when answering this question did not know the services provided by the program but answered despite her child's not receiving any of the services.

Q46. Is this program that this child goes to Early Head Start, or Head Start?

No respondents displayed difficulty providing an answer to this question.

Q47. Is there any charge or fee for this program, paid either by you or some other person or agency?

No respondents displayed difficulty providing an answer to this question.

Q48. Do any of the following people, programs, or organizations help pay for this child to go to that program?

Finding: Some evidence of confusion about what to include in each item.

Round 3: One respondent was confused about item 'e.' She received child support, but item 'a' told her not to include child support. Because of her confusion she left the question blank and said she would have done the same at home.

Q49. How much does your household pay for this child to go to that program, not counting any money that you may receive from others to help pay for care?

No respondents displayed difficulty providing an answer to this question.

Q50. How many children from your household is this amount for, including this child?

No respondents displayed difficulty providing an answer to this question.

Q51. Does this child have any other care arrangements at a day care center or preschool on a regular basis?

No respondents displayed difficulty providing an answer to this question.

Q52. How many total hours each week does this child spend at those daycare centers or preschools?

No respondents displayed difficulty providing an answer to this question.

Q53. Has this child ever attended Head Start or Early Head Start?

Finding: Some evidence of respondent confusion as to why the survey asks again about Head Start.

Round 3: One respondent was confused why she was being asked again about Head Start and wondered if this question was different than previous ones. The respondent thought perhaps this question was asking if her child had stopped Head Start and then started again, but she was unclear. Although her child does participate in Head Start she marked “no” because the question was unclear.

5.4.1.2 Section 2. Finding and Choosing Care for Your Child

General Findings

Overall this section had few questions which several respondents had difficulty answering. A couple respondents inappropriately screened out of this section because they were reluctant to report activities already discussed in Section 1. Several respondents were unable to easily and correctly interpret the phrase “told him/her a story” as they were unclear if they should include reading stories.

Question-by-Question Findings

Q54. Do you feel there are good choices for child care or early childhood programs where you live?

No respondents displayed difficulty providing an answer to this question.

Q55. In the first part of this questionnaire, we asked about child care arrangements you may now have for this child including arrangements with relatives, non-relatives, day care centers, preschools, and any other early childhood programs.

Did you report any childcare arrangements or programs?

Finding: Evidence of not reporting programs or arrangements already discussed in the survey.

Round 2: One respondent marked “No” to this question because she thought the question was asking for “any additional” programs. The respondent had already reported her child’s participation in Head Start and was confused why she was being asked to do so again. She pointed to the text “and any other early childhood programs” as the origin of her confusion.

Round 3: A respondent whose child participates in Head Start and is taken care of at home answered “no” to this question because there are “no other arrangements” to report.

Q56. How much difficulty did you have finding the type of child care or early childhood program you wanted for this child?

No respondents displayed difficulty providing an answer to this question.

5.4.1.3 Section 3. Family Activities

General Findings

Respondents were generally able to navigate and provide an answer for each question. For the one error in navigation made the respondent was still able to provide a correct response. There is evidence that some questions lack a clear definition for respondents and for others respondents may use an estimation strategy for their response.

Question-by-Question Findings

Q57. Parents select child care arrangements for a number of reasons. How important was each of these reasons when you chose the child care arrangement for this child.

No respondents displayed difficulty providing an answer to this question.

Q58. About how many books does this child have of his/her own, including those shared with brothers or sisters?

Finding: Respondents estimate their answers and for some children two digits are not enough to provide an accurate number of books.

Round 2: One respondent wrote “50+” in the boxes provided. She said that he child has “hundreds” of books but because there was not space for her to write three digits she instead wrote “50+.”

Q59. How many times have you or someone in your family read to this child in the past week?

Finding: Evidence of missed skip patterns.

Round 3: One respondent missed the skip pattern to go to Q61. She erroneously answered Q60, but with a correct answer of “0.”

Q60. About how many minutes on each of those days do you or someone in your family read to this child?

Finding: Some evidence of misinterpreted time frames.

Round 2: One respondent estimates that someone sits with her child and reads with him three times a day for about 30 minutes each sitting. When she answered this question the respondent wrote “30” because that is how long her child can sit still. She did not add the total number of minutes per day when answering this question.

Q61. In the past week, how many times has anyone in your family done the following things with this child?

Finding: Evidence of confusion about the term “told this child a story.” Also some evidence of confusion about the term “arts and crafts.”

Round 2: For item ‘a’ one respondent interpreted telling a story to be the equivalent of reading the child a story. Another respondent did not include time spent playing puppets with his child as being storytelling time.

Round 3: For item ‘a’ one respondent distinguished between telling a story and reading a story. She said that while she reads to her child every day she has not told him a made-up story in the past week, so she answered “not at all.” When this respondent was probed on item ‘d’ she said that she did not consider coloring to be “arts and crafts.”

5.4.1.4 Section 4. Things Your Child May Be Learning

General Findings

In general this section there was little evidence of respondents having difficulty answering questions. Overall respondents were able to answer the questions as intended with little visible difficulty.

Question-by-Question Findings

Q62. In the past month, have you or someone in your family visited a library with this child?

No respondents displayed difficulty providing an answer to this question.

Q63. Is this child under 2 years old or is he/she 2 years old or older?

No respondents displayed difficulty providing an answer to this question.

Q64. Can this child identify the colors red, yellow, blue, and green by name?

No respondents displayed difficulty providing an answer to this question.

Q65. Can this child recognize the letters of the alphabet?

No respondents displayed difficulty providing an answer to this question.

Q66. How high can this child count?

No respondents displayed difficulty providing an answer to this question.

Q67. Can this child write his/her first name, even if some of the letters are backwards?

No respondents displayed difficulty providing an answer to this question.

Q68. Does this child ever look at a book and pretend to read?

Finding: Some evidence of confusion about the phrase “pretend to read.”

Round 2: One respondent answered “no” to this question because her child does not pretend to read, he reads “in his own way.” The child will pick up a book, remember many of the words from the pages, and “read” the book. To the respondent this is not “pretending” to read. This is actually reading.

Q69. When this child pretends to read a book, does it sound like a connected story, or does he/she tell what's in each picture without much connection between them?

No respondents displayed difficulty providing an answer to this question.

Q70. Is this child able to read story books on his/her own now?

Finding: Evidence of confusion about what “reading” entails.

Round 2: The same respondent with a problem in Q69 answers “yes” to this question because even though her child cannot read she considers the way her child interacts with books to be “reading.”

5.4.2 PFI-Homeschool Sections 1–2

5.4.2.1 Section 1. Child’s Homeschooling

General Findings

In general respondents in this section displayed confusion related to the term “homeschool” and whether all education of their children count towards part of the homeschool education even if the activities take place outside the home. Additionally some respondents had difficulty making generalizations for their children because the schedules vary so much from day to day.

Question-by-Question Findings

Q1. Is this child getting all of his/her instruction at home, or is he/she getting some at school and some at home?

Finding: Evidence of difficulty answering this question due to confusion or legal concerns.

Round 2: One respondent with a fifth grade son hesitated in answering this question. Although her son does participate in scholarly and extracurricular activities not taught, she answered “All at home” because none of the activities were conducted in a school building. A second respondent’s child takes courses at a local community college also, and although she answered “Some at home, some at school” she did not like this answer category because she did not think college was school.

Round 3: A respondent of high school-age children struggled with this question. Although the respondent's child takes courses at a local community college and at a private school, she answered "All at home" because for legal issues in her county students are either entirely homeschooled or enrolled in school without a middle option.

Q2. How many hours each week does this child usually go to a school for instruction? Do not include time spent in extracurricular activities.

Finding: Some evidence of difficulty making generalizations about child's schedule.

Round 3: Because her child's schedule varied by week the respondent did not think she was able to answer this question so she left it blank.

Q3. Who is the person that mainly homeschools this child?

No respondents displayed difficulty providing an answer to this question.

Q4. Is any of this child's home instruction taught by a private tutor or teacher?

Finding: Some evidence of continued confusion about out of home education.

Round 3: A respondent whose high school-age child takes courses at a community college and at a private school for homeschooled children answered "yes" to this question in order to balance out her answer to Question 1 where she answered "All at home." The respondent used this question to cover out-of-home instruction that was not covered in Question 1.

Q5. What grade or year would this child be in if he/she was attending school?

Finding: Other than confusion related to the timing of the cognitive interviews being conducted at the end of the school year when grade level was ambiguous, no evidence of difficulty with this question.

Q6. How many days each week is this child homeschooled?

Finding: Some evidence that respondents have difficulty making generalizations about an average week.

Round 2: A respondent with a high school-age child left this question blank because her child's schedule varies too much by week for her to be able to answer.

Round 3: One respondent with an elementary-age child hesitated before answering this question. She provides formal education about three days a week, but considers interdisciplinary and "experimental" education conducted at other times during the week to be part of her child's education as well.

Q7. About how many total hours per week is he/she homeschooled?

Finding: Some evidence of respondent difficulty making generalizations about an average week, as well as difficulty determining what should count as homeschooling.

Round 2: A respondent with a high school-age child left this question blank because her child's schedule varies too much by week for her to be able to answer.

Round 3: A respondent with a high school-age child reported weekly hours the child is in class at home, as well as at a local community college and private school for homeschooled children. In the respondent's mind there is a dichotomy that exists around the definition of homeschooling: students are either homeschooled or enrolled in school with no in-between. All of her child's education hours count as homeschool hours, regardless of if the education occurred in the home or not.

Q8. Does your family participate in the activities or meetings of a local homeschooling association or other local homeschool group?

No respondents displayed difficulty providing an answer to this question.

Q9. Since September, how many times has your family gone to meetings or participated in the activities of a local homeschooling association or other local homeschool group?

Finding: Some evidence of respondent confusion about what groups and which family members to include in answering this question.

Round 2: One respondent left the question blank because although her answer would have been zero she did not want to appear uninvolved in the organization.

Round 3: One respondent included activities only from her "main" homeschool group but excluded other homeschool groups which meet less frequently. Another respondent when probed thought she would answer this question counting all activities any of her children attended, not just the reference child.

Q10. Since September, has this child participated in activities with other children who are homeschooled?

No respondents displayed difficulty providing an answer to this question.

Q11. Thinking about sources of curriculum or books you use to homeschool this child, please tell us about all the sources that apply to you. In homeschooling this child, have you used materials from...

Finding: Evidence of respondent confusion about time frame of the question, as well as errors in filling out all answer categories to the question.

Round 2: One respondent was unclear about whether this question referred to the entire homeschool experience or only to the current school year.

Round 3: Another respondent mentioned confusion about the time frame of this question – entire homeschool experience versus current school year only. This same respondent wondered about the definition of "private school" in 11g because her child attended a private school targeted only at homeschooled children, not the general population.

A second respondent marked only “yes” responses when she first went through the survey, leaving blank items which should have been marked “no.” The respondent said she noticed the instruction but interpreted it to mean mark only one. After answering question 15, however, the respondent realized her mistake with this question and went back and edited her response, correctly answering all portions of the question.

Q12. Some homeschooled children take courses over the internet taught by people outside the household. Is this child receiving any instruction this way?

Finding: In Round 2 there was some evidence of preference for the alternative version of the question.

Round 2: One respondent preferred the alternative version because the distinction between “internet” and “person outside the home via internet” was clearer.

Q13. Is that instruction provided by your public school?

No respondents displayed difficulty providing an answer to this question.

Q14. Thinking about typical grade levels, for which grades was this child schooled at home for at least some classes or subjects?

NOTE: Round 2 asks respondents to mark Yes/No for each grade, while in Round 3 respondents only needed to mark applicable grades.

Finding: In Round 2 respondents did not mark Yes/No for each item and in Round 3 there was evidence of confusion about whether to include current grade or not.

Round 2: During self-administration of the survey, one respondent failed to mark any box aside from the grade in which her child is currently enrolled. She neither marked “yes” for the previous grades her child had been homeschooled, nor did she mark “no” for grades her child had not yet entered.

A second respondent whose child was in twelfth grade wanted an “All of the above” option because she did not like having to check all of the boxes herself.

Round 3: Two respondents were unclear if they should include current grade in their answer—one did and another did not.

Q15. There are many different reasons that parents choose to homeschool their children. Did you choose to homeschool this child because:

Finding: Evidence that the text box provided for item “h” in this question is too small. Also, some evidence of confusion due to the wording of the question and due to the fact that reasons for choosing to homeschool a child originally often differ from reasons to continue homeschooling today.

Round 2: One respondent only marked her primary reason for homeschooling and although other options also applied to her she left other responses blank.

Round 3: One respondent mentioned difficulty answering the question in general because her reasons for homeschooling her child originally are different than the reasons she continues to homeschool today.

Two respondents mentioned needing more room to write in item “h” and a third respondent filled the box with the simple sentence “I like spending time with my kids.”

Another respondent expressed frustration with item “c” because in her opinion “religious” and “moral” are two separate issues. She does have moral reasons for homeschooling her child but they are not religious. She did not mark this item, however, because she felt researchers would give more weight to “religion” and that was not true in her case.

Q16. Of the reasons you choose to homeschool your child, which one would you say is the most important to you?

NOTE: In Round 2 respondents were shown an alternative version to Q16 which listed all items again.

Finding: In Round 2 one respondent preferred the alternative version of the question. In Round 3 one respondent had difficulty answering this question due to a change in reason for homeschooling.

Round 2: One respondent preferred the alternative version of the question because it was clearer when the answer options were spelled out for her again.

Round 3: One respondent answered this question based on why she began homeschooling her child and chose answer ‘h.’ Had she been answering based on why she continues to homeschool, however, she would have answered ‘a.’

Q17. How far do you expect this child to go in his/her education?

No respondents displayed difficulty providing an answer to this question.

5.4.2.2 Section 2. Family Activities

General Findings

In general respondents were successfully able to answer questions with the correct timeframe in mind for this section.

Question-by-Question Findings

Q18. In the past week, has anyone in the family done the following things with this child?

No respondents displayed difficulty providing an answer to this question – respondents correctly answered about past week.

Q19. In the past week, has anyone in the family done the following things with this child?

Finding: Some evidence of frustration that question was limited to past week.

Round 2: A respondent who correctly skipped Q18 expressed frustration at this question's limited time frame. The respondent left the question blank because she didn't want to convey to the Department of Education that her family does not do these things at all just because they have not done them in the past week.

Round 3: Another respondent who screened out of Q18 found this question fun to answer and said she thought questions like this one and not those from the previous section were what she expected this survey to be about.

Q20. In the past month, has anyone in the family done the following things with this child?

Finding: With some exceptions respondents were able to switch their time reference for this question from "weekly" in previous questions to "monthly" here.

Round 2: One respondent self-corrected her answers to this question because she first answered "weekly" rather than in the past month. A second respondent did not think this question was appropriate to her 17 year-old child because her child drove herself to all of these locations and did not need to be accompanied by an adult.

Round 3: One respondent began answering items with a week time reference in mind, but when she got to item 'c' she realized her mistake and revised her answers. A second respondent noted it was difficult for her to remember all that she has done in the past month and in order to answer this question she would have gotten out her calendar to check her responses.

5.4.3 PFI-Enrolled Sections 1–4

5.4.3.1 Section 1. Child's Schooling

General Findings

Several questions in this section were not straightforward for a couple respondents. For example, some respondents wondered why they were asked for their child's grade when the information was printed on the survey packet. At other points in this section respondents displayed misunderstandings about the definitions of different types of schools, such as "private school," and "charter school."

Question-by-Question Findings

Q1. What grade or year of school is this child attending?

Finding: Some respondents were confused because their child's grade was printed on the survey directly above this question.

Round 3: One respondent refused to answer this question because it was "redundant" as the survey already knew what grade her son was in. Another respondent wondered if it was a "trick question" because the information was printed directly above.

Q2. (If enrolled in 9th–12th grade). Is he/she currently enrolled in advanced placement classes?

Finding: Evidence of confusion about the definition of an Advanced Placement course.

Round 2: One respondent did not know if the term "AP" applied to her daughter's "accelerated" geometry course. She was familiar with the term "AP" but wondered if this question was to be interpreted narrowly to include only "AP" courses or if it should include other advanced classes as well.

Q3. What type of school does this child attend?

Finding: Evidence of confusion about the different categories. Little evidence of difference between different question versions.

Round 2: One respondent answered "Private, not religious," although her child's school was Episcopalian/Ecumenical. She felt her child's school did not fit well into any of the categories because it was Ecumenical and children of any faith could attend. When shown the alternative version of this question the respondent changed her answer to "Private with a religious affiliation other than Catholic."

Round 3: One respondent would have preferred the addition of the response option "charter school."

Q4. Is it his/her regularly assigned school?

Finding: Some evidence of problems with question comprehension, as well as skip pattern difficulties.

Round 2: One respondent answered this question although because she had answered "Private school" she should have skipped out of it. A second respondent responded that the school was her child's regularly assigned school, despite the fact that the respondent had to fill out paperwork claiming the child lived with her grandmother during the day so the child could attend school in her grandmother's town rather than in the town where they live. For the respondent this school was her child's regularly assigned school because it is the school her child has always attended.

Q5. Is this school a charter school?

Finding: The definition of charter school may be unclear to respondents.

Round 3: One respondent was unclear how to answer the question because her son's school was "a public charter school but not a whole charter itself." The respondent struggled to describe her son's school and fit it neatly into any of the provided categories.

Q6. Did you move to your current neighborhood so that this child could attend his/her current school?

No respondents displayed difficulty providing an answer to this question.

Q7. Did you consider other schools for this child?

No respondents displayed difficulty providing an answer to this question.

Q8. In deciding between schools, did you seek information on the performance of the schools you were considering, like test scores, dropout rates, and so on?

Finding: Respondents answered "yes" to the question even if the examples given did not apply to them.

Round 2: One respondent answered "yes" although she did not look at drop out rates because her child will "never drop out." She did, however, look at test scores.

Round 3: A respondent considered neither drop out rates nor test scores but rather was more interested in teaching methods and the overall school environment. She still answered "yes" to this question.

Q9. Is the school this child attends your first choice, that is the school you wanted most him/her to attend?

No respondents displayed difficulty providing an answer to this question.

Q10. Since the beginning of this school year, has this child been in the same school?

No respondents displayed difficulty providing an answer to this question.

Q11. In which month did this child start at his/her current school?

No respondents displayed difficulty providing an answer to this question.

Q12. How much do you agree or disagree with the following statement:

"This child enjoys school."

Finding: One respondent thought of only the child's current situation instead of his overall attitude toward school when answering question.

Round 2: Although one respondent described her child as enjoying school earlier in the interview, she answered "disagree" to this question. When probed about this seeming inconsistency the respondent said that overall her child likes school but right now is having troubles and temporarily does not like school.

Q13. Please tell us about this child's grades during this school year. Overall, across all subjects what grades does this child get?

Finding: Respondents whose children attend schools where grades are given on a numeric scale are answering that their child's school does not give the grades in this question.

Round 2: A respondent whose child attends a school where grades are given on a 1 to 4 scale, with 4 being the best, chose the last answer to this question – “school does not give these grades.”

Round 3: Another respondent understood that her child's numerical grades translate to A's, B's, C's and D's (A=4, B=3, C=2, D=1, 0=F) and that if her child were to receive letter grades they would be mostly A's. However, she still responded with the answer choice, “school does not give these grades” when answering the question.

Q14. Since the beginning of this school year, how many times have any of this child's teachers or his/her school contacted any adult in your household about each of the following:

Finding: Mixed evidence of confusion with this question, as well as leaving question blank to mean zero.

Round 2: A respondent was able to name the three unique instances she was contacted because of a behavioral problem her child was having in school. All three instances were of a similar behavior. The respondent did not have trouble with this question.

Round 3: Another respondent said her child did not have “behavior problems” but rather had “behaviors.” The respondent said she is normally the initiator of contact with her child's teachers, but nevertheless answered “10,” “10,” and “5” to this question. She said these answers were complete guesses and she does not know what the correct answers should be.

Q15. Since starting kindergarten, has this child repeated any grades?

No respondents displayed difficulty providing an answer to this question.

Q16. What grade or grades did he/she repeat?

No respondents displayed difficulty providing an answer to this question.

Q17. Has this child ever had the following experiences?

No respondents displayed difficulty providing an answer to this question.

Q18. How far do you expect this child to go in his/her education?

Finding: Some evidence of difficulty answering what will happen in the future.

Round 2: A respondent marked two answers despite noting the instructions because although she knew her child would go to college she had no way of knowing whether or not the child

would go on to graduate school. She chose both options. She also chose both options when presented with the alternative version of the question.

Q19. How would you describe his/her work at school?

Finding: Some evidence of difficulty of answering the question in a general sense.

Round 2: One respondent was confused about the term “work.” She wondered if work referred to the work the child is given, or how well the child completes the work. In the end she decided the question was about how well the child completes the work. She answered “average.” Her child gets high marks in some subjects and low marks in others.

Round 3: A respondent was unclear if “work” referred to homework, on which her child performs poorly, or test scores, on which her child performs extremely well. Also, she notes that the question is difficult to answer because her child does some things very badly and other things extremely well.

5.4.3.2 Section 2. Families and School

General Findings

Overall despite a couple questions which respondents interpreted in different ways, this section was relatively straightforward for respondents to answer. Respondents also seemed to enjoy this section more than the previous section.

Question-by-Question Findings

Q20. Since the beginning of this school year, has any adult in this child’s household done any of the following things at this child’s school?

Finding: In general reactions to this question were positive and in round 2 there was some evidence of preference for the alternative version.

Round 2: One respondent said this question was easy. “Everyone knows what they do or don’t do at school.” This respondent could not tell the difference between the original and alternate versions to the question. A second respondent, however, thought the two versions were equally clear but that he preferred the alternative.

Round 3: Respondents marked yes/no for each item in the question. One respondent noted that this question felt important because it was an opportunity to talk about her child’s school and the importance of getting involved there. A different respondent felt the term “school committee” was vague and she wished a separate category could be added for “observing in the classroom.”

Q21. During this school year, how many times has any adult in the household gone to meetings or participated in activities at this child’s school?

Finding: Evidence that this question was difficult for respondents to give a definite answer.

Round 2: One respondent said this question was difficult to answer because she is there “all the time.” She wrote “10+” because she didn’t want to write a specific number and have the value be less. “I didn’t want to write 17 and have it be 16.” Another respondent preferred the alternate version of this question because it explicitly linked this question to the preceding question and was easier to answer.

Round 3: Two respondents expressed frustration with trying to estimate their answer to this question. The third respondent did not seem frustrated by the question but did admit to estimating his response.

Q22. During this school year, have you received any of the following:

Finding: For one respondent distinguishing between general and specific notifications was difficult.

Round 2: One respondent replied “yes” to the Q22a, although she admitted that she had not received any emails or notes targeted specifically to her child. She also answered “yes” to Q22b because the school sends out letters and emails often.

Suggestion: Perhaps the confusion about specific and general notifications is evidence of an order effect in this question. It may be that if respondents were asked about general notes first and specific notes second the tendency to erroneously report yes to both would be mitigated.

Q23. How well has this child’s school been doing the following things during this school year?

Finding: One respondent had difficulty answering this question because her opinions about her child’s school are opposite from her opinions about her child’s teachers.

Round 3: A respondent noted that this question was difficult to answer because her child’s school “stinks” but her child’s teachers this year are wonderful. Interestingly, the respondent noted that her child’s teachers last year were bad and then she would have had no trouble distinguishing between school and teachers.

Q24. (If enrolled in 9th – 12th grade). How well has this child’s school been doing at providing information on how to help him/her plan for college or vocational school?

No respondents displayed difficulty providing an answer to this question.

Q25. To what extent would you say you are satisfied or dissatisfied with each of the following:

Finding: Interpreting this question may pose problems because respondent dissatisfaction may be associated with a lack in discipline or too much discipline.

Round 3: One respondent found her child’s school too rigorously academic with too much discipline and consequently replied “somewhat satisfied” to Q25c and Q25d.

5.4.3.3 Section 3. Homework

General Findings

Respondents had minimal difficulty with this section.

Question-by-Question Findings

Q26. How often does this child do homework, either at home, at an after-school program, or somewhere else outside of school?

No respondents displayed difficulty providing an answer to this question.

Q27. In an average week, how many hours does this child spend on homework outside of school?

Finding: Some evidence that respondents will answer per day rather than per week.

Round 3: One respondent answered this question per day because the previous question focused on the number of days so his frame of reference was days for this question as well.

Q28. How do you feel about the amount of homework this child is assigned?

No respondents displayed difficulty providing an answer to this question.

Q29. Is there a place in your home that is set aside for this child to do homework?

No respondents displayed difficulty providing an answer to this question.

Q30. Does any adult in your household check to see that this child's homework is done?

No respondents displayed difficulty providing an answer to this question.

5.4.3.4 Section 4. Family Activities

General Findings

In general respondents displayed little difficulty providing answers to these questions.

Question-by-Question Findings

Q31. During this school year, about how many days in an average week does anyone in your household help this child with his/her homework?

No respondents displayed difficulty providing an answer to this question.

Q32. In the past week, has anyone in the family done the following things with this child?

Finding: There may be some skip errors with this question, as well as respondent difficulty interpreting the phrase “told him/her a story.”

Round 2: One respondent with a 15 year-old daughter erroneously began answering this question. When she got to the second question about coloring, however, she realized her mistake. A second respondent with a younger child did not know what constituted telling a story. The respondent was unsure if reading stories should be included, or if telling her child what happened during the day counted. Because the respondent was confused by Q25a she answered Q25c first, then Q25b and finally came back to Q25a.

Q33. In the past week, has anyone in the family done the following things with this child?

Q34. In the past month, has anyone in the family done the following things with this child?

Finding: The time frames and answer categories were appropriate to respondents for both questions. Respondents marked yes/no for each item listed.

5.4.4 Common Questions in Topical Questionnaires

This section contains findings for questions that appear in all of the Topical surveys. The question numbers in the ECPP, PFI-Enrolled, and PFI-Homeschool questionnaires, respectively, are given in parentheses after the question text.

5.4.4.1 Child’s Health

1. In general, how would you describe this child’s health? (Q71, Q35, Q21)

Findings: No problems or concerns were reported.

Round 2: All seven respondents answered this question.

Round 3: All eight respondents answered this question.

2. Has a health professional told you that this child has any of the following disabilities? (Q72, Q36, Q22)

Findings: Evidence of sensitivity, diagnostic, and navigational issues was reported.

Round 2: Six out of seven respondents answered this question. Two out of seven respondents expressed sensitivity concerns, and two indicated uncertainty about their children’s conditions. **It was noteworthy that one homeschooling respondent declined to respond and did not**

respond to any further questions after Q21, due to sensitivity issues. She said that she thought many other respondents would also decline, and explained that she did not want the government to have all of this personal information.

Another homeschooling respondent said that she felt that this question was sensitive. Although she said that she would mark ‘No’ for all of the response categories, she did not think that a lot of people would like to answer this question, as well as the follow-up questions, even though they did not apply to her.

One respondent with a preschooler answered “No” to all disability categories. However, he almost marked that his son had ADD/ADHD, based on behavioral observations. He commented that he wasn’t sure if these behaviors were just a stage his son was going through. It was noteworthy that this respondent considered marking this condition, even though the child has not been evaluated or diagnosed with ADD/ADHD by a physician or other health care professional.

With probing, another respondent with a preschooler reported that she was familiar with all of the conditions listed in the response categories. She commented that judging from the way her son goes from one thing to another, he might have ADD, but that he was only 4 years old, “...so give the little guy a break.”

Round 3: All eight respondents answered this question. One out of eight respondents expressed sensitivity concerns, one indicated uncertainty about her child’s diagnoses, and one respondent had a navigational problem.

One respondent with a preschool child answered “No” to all disability categories. With probing, she remarked that this question was not difficult for her to answer, since her child did not have any disabilities, but that the question could have been sensitive if her child did have disabilities.

One respondent with an enrolled child said that her son had 6 months of speech/language therapy when he was 2 years old. She noted that he son currently does not have any speech/language issues and wondered if and how she should answer this question. The respondent decided to mark “Yes” to Q36k (“other health impairment lasting 6 months or more). She was uncertain about how to answer this question because at one time, a health professional told her that her son had a speech problem, but since then he has either “outgrown” the problem, or has benefited from the speech/language therapy.

The same respondent, with the enrolled child, reported that her son was also diagnosed with reactive airway disease, but since he is outgrowing it, she did not know how to respond to the question. She decided to mark “Yes,” again for Q36k, because he still has inhalers at home.

A respondent with a preschooler had a minor navigation problem with this question. Although she marked “No” for all disability categories, initially she did not notice the skip box above question 7. Later, she self-corrected and followed the skip instruction.

3. Is this child receiving services for his/her condition? (Q73, Q37, Q23)

Findings: Evidence of a misunderstanding of entitlement to special education services was reported in Round 2. One navigational problem was reported in Round 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions (One homeschooling respondent declined to respond).

One respondent, who homeschooled her child, answered that he was not receiving services for his specific learning disability because he was not enrolled in public school. She thought it would be very difficult to get services for him and that they would be expensive.

Round 3: All eight respondents answered this question or followed skip instructions. One out of eight had a navigational problem.

One respondent did not initially notice the skip box above Q73. However, once she had read Q73, she stated that it did not apply to her. Then she read the skip box and correctly followed the instruction.

4. Are these services provided by any of the following sources? (Q74, Q38, Q24)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

5. Are any of these services provided through an Individualized Family Service Plan (IFSP), or an Individualized Education Program or Plan (IEP)? (Q75, Q39, Q25)

Findings: Evidence of comprehension issues concerning special education terminology, entitlements, and diagnostic criteria were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond). Two respondents were uncertain about special education diagnostic criteria, terminology, and entitlements.

A respondent with a preschooler reported a speech/language disability for his child in Q72. He indicated that the child had an IEP because of emotional disturbances that were due to his speech/language delay, noting that the child would get frustrated. However, the respondent did not mark “Yes” for “A serious emotional disturbance” in Q72, because he felt that this response option did not accurately describe his child’s condition.

A respondent who homeschooled her child said that there would be “no point” in having an IEP for her child since she would be the one responsible for administering it and she is already making every accommodation possible for her son. She questioned the usefulness of writing down all of these accommodations. In her view, the only benefit of documenting his disability would be in the future, such as getting him additional time to take the SAT and other standardized tests. The same respondent said that she was not familiar with the IFSP.

Round 3: All eight respondents answered this question or followed skip instructions. One respondent was unfamiliar with special education terminology.

One respondent, with a daughter in preschool, reported that his child used to have an IEP, but since she no longer had one, he marked “No.” However, he said that the child had a 504 plan, focusing on the “physical requirements” of her condition. The same respondent reported that he was not familiar with the IFSP.

6. Did any adult in your household work with the service provider or school to develop or change this child’s IFSP or IEP? (Q76, Q40, Q26)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

7. During this school year, to what extent have you been satisfied or dissatisfied with the following aspects of this child’s IFSP or IEP? (Q77, Q41, Q27)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

8. Is this child currently enrolled in any special education classes or services? (Q78, Q42, Q28)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

9. Does the child’s disability affect his/her ability to learn? (Q79, Q43, Q29)

Findings: Sensitivity and semantic issues concerning special education terminology and diagnostic criteria were reported in Round 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

One respondent, with a preschooler had a concern about the term “disability.” With probing, the respondent explained that he felt that his daughter had a health condition, concerning her circulation or blood flow to the brain, and that he did not think of this condition as a disability (even though the child once had an IEP and now has a Section 504 plan).

5.4.4.2 Child’s Background

1. In what month and year was this child born? (Q80, Q44, Q30)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions or followed skip instructions. (One homeschooling respondent declined to answer the question).

Round 3: All eight respondents answered this question.

2. Where was this child born? (Q81, Q45, Q31)

Findings: One navigational issue was reported in Round 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question. One out of eight had a navigational problem.

A respondent, with a preschool child, inadvertently did not respond to Q81 and skipped straight to Q83. She recalled that she had skipped it and filled it in later, during the interview.

3. How old was this child when he/she moved to the 50 United States or the District of Columbia? (Q82, Q46, Q32)

Findings: No issues or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

4. What is this child’s ethnicity? (Q83, Q47, Q33)

Findings: Evidence of sensitivity regarding ethnicity was reported in Round 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question. One out of eight expressed concerns about the ethnicity.

A respondent with a preschool child raised several questions about the ethnicity categories in Q83. She remarked, "...Wee, he's a quarter Brazilian, so...there's no South American thing there...Hispanic is different for me than South American...My mother's Brazilian, my father's Haitian, and his father is just African American, so that makes him a quarter Brazilian and a quarter Haitian...but I'll just go ahead and put 'Hispanic'.

When the interviewer asked the same respondent what she would have liked to be able to say, she replied, "...Well, if they're not going to have a specification for South America...'cause Brazil is Portuguese, and it's kinda not like Spanish...I wish they would put something like 'other' so I can fill that in...I mean, they do on other forms..."

The interviewer further probed the respondent to determine if she was comfortable choosing the "Latino" category. The respondent said, "...No, not really...and not because I think it's derogatory...Just because I think that Spanish and Portuguese are different...I feel...like culturally, the country is very different than...Spanish-speaking countries, even though the languages are similar.

5. What is this child's race? Mark one or more races to indicate what you consider this child to be? (Q84, Q48, Q34)

Findings: Evidence of sensitivity regarding race was reported in Round 3

Round 2: Six out of seven respondents answered this question. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered the question. Two out of eight expressed sensitivity about race.

One respondent with an enrolled child considered racial information to be sensitive. Moreover, the respondent questioned why this information was asked, and said that the phrasing of the race question (Q48) was "rude." When she first read the question she did not answer it because initially, she did not realize that she could choose more than one race. Later, when filling in the father's information, the respondent realized that she could choose more than one race. She then returned to Q48 and filled in the information on her son. The respondent felt that it was good that respondents could select more than one race, remarking that most people are more than one race and wouldn't want to leave out part of their race. However, she thought that the phrasing "...considers...to be" was rude. In her view, using the word "consider" implied that race is not a "fact" or that race is something that a person can change if they choose to do so.

A respondent with a preschooler made similar comments concerning the wording used in Q84: "... what you consider this child to be?" She commented, "...It makes it seem as though it's open to interpretation when you say, 'that I consider him to be'. I think it is what it is."

When describing the ethnic and cultural diversity of her family, the same respondent with the preschooler added, "...we are African American because we identify with that race because of the color of our skin...we are all Black." When the interviewer reminded her that she could have selected

more than one racial category, she replied, "...And I do when they have all this stuff together... See, normally on...any application form, this would all be together and I'll...answer that, and in the 'Other', specify something else...Just to be specific, because it's who you are."

Concerning the racial categories listed in Q84, the same respondent remarked, "...Well, I've been trained to think about it this way because that's always how I've seen it. So it does answer how I think about him in a race category. But do I feel that this is as accurate as I want it to be? No, as far as what's there, but I do think of it in these terms."

6. For the current school year, does this child usually live at another address, for example, because of a joint custody arrangement? (Q85, Q49, Q35)

Findings: A mild comprehension problem was observed in Round 3.

Round 2: Six out of seven respondents answered this question. (A homeschooling parent declined to respond).

Round 3: One respondent with a homeschooled child had to re-read this question a few times to figure out how to answer "usually lives at another address" (as opposed to "this address"). The interviewer observed that the respondent's comprehension difficulty concerning this question was similar to problems in understanding double negatives.

7. What language does this child speak most at home? (Q86, Q50, Q36)

Findings: Mild comprehension problem and navigational problems were observed in Round 3.

Round 2: Six out of seven respondents answered this question. (A homeschooling parent declined to respond).

Round 3: All eight respondents answered this question. One respondent had a mild comprehension problem, and another had a navigational problem.

A respondent with a preschooler was concerned about this question. He said that his 18-month-old son wasn't really speaking yet, but that he was spoken to in English, Farsi, and Spanish. He added that his son spoke very few words in Farsi and English. He decided to base his answer on the language that his son uses to communicate most often and marked "English."

A respondent with an enrolled child inadvertently marked "Spanish" as a response, when the correct response was "English." He was surprised that he had answered this question incorrectly. He wondered about the glare from the lights, remarking, "...The paper is quite shiny." Then after changing his response to "English," he crossed it out and changed it to "English and another language equally." The respondent explained that the child prefers English, but they encourage her to speak Bengali as well.

8. Is the child currently enrolled in English as a second language, bilingual education, or an English immersion program? (Q87, Q51, Q37)

Findings: A navigational problem was reported in Round 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (A homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions. One out of eight had a navigational problem.

A respondent with an enrolled child had initially skipped Q51 because he had intended to answer Q50 as “English,” even though he had accidentally answered “Spanish.” He then went back and answered “Yes” for Q51, commenting, “...She is, although I don’t know why.” He surmised that she was enrolled in a program because she has some speech and comprehension issues due to her health problems, and the easiest way for the school to provide her with speech assistance is to claim her as LEP. (For Q50, he changed his response to “English and another language equally.”)

5.4.4.3 Child’s Mother or Female Guardian

1. Does this child have a mother, stepmother, or female guardian living in the same household? (Q88, Q52, Q38)

Findings: Comprehension and navigational issues were reported in Rounds 2 and 3.

Round 2: Six out of seven respondents answered this question. (A homeschooling parent declined to respond). One out of seven had trouble comprehending this question.

One respondent with a preschooler looked confused when she answered this question. When probed, she said that she was a bit confused because Q88 sounded like was asking about an additional mother, other than the one that completed the questionnaire. She added that she, as the mother, was reporting for herself and the child, so to her, the question seemed redundant. In spite of her confusion, she answered the Q88 correctly.

Round 3: All eight respondents answered the question. One out of eight had a comprehension and/or navigational problem.

A respondent with a homeschooled child incorrectly answered “No” to Q38 and skipped the follow-up questions. When she reviewed the item, during the interview, it was evident that she had skimmed the question and focused on the words, “...stepmother or female guardian...”

2. Is this person the child’s... (Q89, Q53, Q39)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

3. How old was this woman when she first became a mother or guardian to any child? (Q90, Q54, Q40)

Findings: Sensitivity concerns were reported in Rounds 2 and 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond). One respondent expressed concerns about sensitivity.

A respondent with an enrolled child wanted to know why the Q54 asked how old the mother was when the child was born, but did not ask how old the father was when the child was born.

Round 3: All eight respondents answered this question or followed skip instructions. One out of eight expressed concerns about sensitivity.

A respondent with an enrolled child answered Q54, but wondered why it this information was important and what it had to do with education. She also thought that the question could be embarrassing if the mother had had her first baby when she was too young. Incidentally, the respondent had her first son when she was 18 and did not appear to be embarrassed when answering Q54.

4. What is the marital status of this child’s mother or female guardian? (Q91, Q55, Q41)

Findings: Issues concerning sensitivity, comprehension, and a problem with the order of response categories were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

One respondent with an enrolled child noticed the ‘partnered’ response category in Q55 and thought that it was good to include this option.

Another respondent with an enrolled child selected “Living with a partner,” but didn’t even look at the “Never married” response category. If she had been able to choose more than one response option, she said she would have chosen both “Living with a partner” and “Never married.” The respondent suggested revising the order of the response options so that “Living with a partner” would be the last option.

A third respondent with an enrolled child said that she didn’t like having to check “Never married,” and would have preferred “single.” She also noted that the term “partner” referred to “alternative arrangements” and that this alternative version was more politically correct. Although her answer wouldn’t have changed between the two versions, she thought that the alternative version was better.

One respondent with a homeschooled child said that the alternative version of (Q41) was more politically correct, but that she preferred the original, more traditional version.

A respondent with a preschooler interpreted the term “partnered” (Q91) as having a child out of wedlock.

Round 3: All eight respondents answered this question or followed skip instructions.

A respondent with a preschooler reported her marital status when she gave birth to her first child. She reported “Living with a partner” because she was living with the child’s father at the time. Currently, she lives only with her children and would have marked ‘never married’.

5. What was the first language this child’s mother or female guardian learned to speak? (Q92, Q56, Q42)

Findings: Mild sensitivity was reported in Round 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

A respondent with an enrolled child felt that question (Q56) and its follow-up questions were very important because they related to the parents and schools. Although the respondent answered “English” to Q56, and skipped out of Q57 through Q60, she scanned the questions and said that she was happy to see that the survey was collecting these data.

6. What language does she speak most at home now? (Q93, Q7, Q43)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

7. How difficult is it for her to participate in activities at this child’s school because she speaks a language other than English? (Q58 – Enrolled only)

Findings: No problems or concerns were reported.

Round 2: The two respondents with enrolled children answered this question or followed skip instructions.

Round 3: All three respondents with enrolled children answered this question or followed skip instructions.

8. Does the school have interpreters who speak her native language for meetings or parent-teacher conferences? (Q59 – Enrolled only)

Findings: No problems or concerns were reported.

Round 2: The two respondents with enrolled children answered this question or followed skip instructions.

Round 3: All three respondents with enrolled children answered this question or followed skip instructions.

9. Does the school have written materials, such as newsletters or school notices that are translated into her native language? (Q60 – Enrolled only)

Findings: No problems or concerns were reported.

Round 2: The two respondents with enrolled children answered this question or followed skip instructions.

Round 3: All three respondents with enrolled children answered this question or followed skip instructions.

10. Where was this child’s mother or female guardian born? (Q94, Q61, Q44)

Findings: One navigational problem was reported in Round 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (A homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

A respondent with a preschooler missed the skip instruction in Q94, which applied to her, and answered Q95.

11. How old was she when she first moved to the 50 United States or the District of Columbia? (Q95, Q62, Q45)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered the question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered the question or followed skip instructions.

A respondent with a preschooler who had inadvertently skipped Q81 recalled her error when she later read similar wording in Q95 and returned to Q81 to fill in her answer correctly.

12. What is her ethnicity? (Q96, Q63, Q46)

Findings: Sensitivity concerning ethnicity was reported in Round 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question. One respondent had a concern about the ethnicity question.

Wording of the ethnicity questions (including Q63), asking only about Hispanic or Latino ethnicity, gave one respondent with an enrolled child the impression that that the survey only focused on Hispanic or Latino respondents. He felt that the wording of ignored individuals from other ethnic backgrounds.

13. What is her race? Mark one or more races to indicate what she considers herself to be? (Q97, Q64, Q47)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered the question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

14. What is the highest grade or level of school that she completed? (Q98, Q65, Q48)

Findings: Issues concerning response categories and sensitivity were reported in Round 3.

Round 2: Six out of seven respondents answered the question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

One respondent with an enrolled child felt that there were too many response categories in Q65. In her view, the “Less than 8th grade” response option seemed unnecessary. She also felt that the different levels of college education (some college, associate’s degree, etc.) were superfluous, as were the many different response options for respondents with more than a college degree.

Another respondent with an enrolled child marked three different alternatives in Q65 before settling for the “Bachelor’s Degree” response category. She explained that it took 1.5 years of full-time study after her B.A. to complete her teaching certificate. She noted that the teaching certificate did not fit into “Some graduate or professional education” because she did not have “some”—hers is completed. The respondent also noted that her teaching certificate was not a “Professional degree beyond Bachelor’s degree.” She said that most educational questions do not allow for the choice of a certificate degree between a Bachelor’s degree and a Master’s or PhD. Additionally, her husband has a Bachelor’s degree

and a certificate in banking. She asked whether a certificate was actually a degree because she could not “put any letters” by her name.

15. Is she currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training? (Q99, Q66, Q49)

Findings: A navigational problem was reported in Round 3.

Round 2: Six out of seven respondents answered the question. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question.

One respondent with a homeschooled child circled the word “she” in Q49. She said that for a brief moment she was thinking about her daughter, but then she remembered that this section of the questionnaire was asking about her (the mother).

16. Which of the following best describes her employment status? (Q100, Q67, Q50)

Findings: Issues concerning comprehension, response categories, and sensitivity were reported.

Round 2: Six out of seven respondents answered the question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions. Five out of eight had various questions and concerns:

One respondent with an enrolled child said that the employment question (Q67) gave her problems. She was technically a stay-at-home mom, but she does have a free-lance job on the side. She marked “Homemaker” and then changed it to “Self-employed. She explained that people send her work and she does it and gets paid, but her “big job” was taking care of the kids. Some weeks she worked 20 hours, but most weeks she did not work at all. The respondent said that about 10 hours a month was a reasonable estimate, but she marked 4 hours a week for Q16 (exceeding her original estimate). The respondent remarked that many women are “homemakers” but have a small job on the side.

A respondent with a homeschooled child paused while answering this question because she was currently in the process of being hired for a part-time job, but has not actually been hired yet. She marked self-employed because she provides tutoring services for pay.

Another respondent with an enrolled child interpreted “Unemployed” as meaning “recession,” since there are many people these days who are involuntarily out of work. The respondent questioned what this information and the follow-up questions had to do with education. As the respondent made her point, she added that she was becoming increasingly annoyed. She noted that with these questions she would begin slowing down and possibly stop taking the survey.

When probed about the use of the term “Homemaker” (Q100), a respondent with a preschooler replied that she thought that the term was appropriate, “...Because...I don’t work for income, but all the work that I do at home with these three is I guess called ‘homemaker’. That’s the title for it.”

A respondent with a homeschooled child said she was about to check “unemployed or out of work” (Q50), but then she saw the “Homemaker” response option and chose that one, noting that the term was acceptable to her. She suggested that for the homeschool version of the survey, it might be a good idea to place the “Homemaker” option earlier in the list.

In contrast, another respondent with a homeschooled child objected to the term “homemaker” (Q50), saying that it was “archaic.” In her view, stay-at-home parent would have been a more palatable term.

17. (If employed or self employed). About how many hours per week does she usually work for pay or income, counting all jobs? (Q101, Q68, Q51)

Findings: Navigational issues in Round 3 were reported

Round 2: Six out of seven respondents answered the question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions. One out of eight had a navigational problem.

A respondent with a homeschooled child became confused by the skip instruction for the “Unemployed” or “Out of work” categories in Q50. Since the last three categories had brackets and one skip instruction, she thought the skip instruction for the third category (“Unemployed or out of work”) applied to the first three response options, and not just the third. When she read the instructions in parentheses for Q51, she realized that this question applied to her, but thought that she was supposed to skip this question. In the end, the respondent was able to correctly answer the appropriate questions for her situation and correctly skipped Q52.

18. (If employed or out of work). Has she been actively looking for work in the past 4 weeks? (Q102, 69 52)

Findings: A sensitivity concern was reported in Round 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions. One out of eight expressed sensitivity concerns regarding the employment status.

A respondent with an enrolled child thought that this question was rude because it implied that if someone is unemployed and not “actively looking for work,” then they are not doing enough. She also remarked that this information was very personal and that she did not like the parents’ information to be linked in a database to the child’s information. The respondent reiterated that she felt that this information was all very personal and that she was annoyed that it was being collected.

19. In the past 12 months, how many months (if any) has she worked for pay or income? (Q103, Q70, Q53)

Findings: A navigational and a comprehension problem were reported in Round 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

One respondent with a homeschooled child missed the skip from Q50 to Q53. When the interviewer asked about the skip, the respondent said that the brackets are not as noticeable as the thick black arrow. She suggested using the arrow format from Q44 in Q50. The respondent also did not understand why Q 53 asked “homemakers” and “retirees” about working for pay or income.

5.4.4.4 Child’s Father or Male Guardian

1. Does this child have a father, stepfather or male guardian living in the same household? (Q104, Q71, Q54)

Findings: Navigational problems were reported in Rounds 2 and 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling parent declined to respond). One respondent had navigational problems.

A respondent with an enrolled child selected the “No” response category in Q71, yet ignored the skip instruction and proceeded to answer the follow-up questions. During the interview, the respondent said that she wished there had been a yellow box to help distinguish this skip pattern. She explained that she made this mistake unintentionally because she was rushing.

Round 3: All eight respondents answered this question, however one responded incorrectly due to navigational problems.

A respondent with an enrolled child inadvertently answered “No” to Q71. Although the child’s biological father is in the household, the respondent focused on the words “stepfather or male guardian” when answering the question.

2. Is this person the child’s... (Q105, Q72, Q55)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

3. What is the marital status of this child’s father or male guardian? (Q106, Q73, Q56)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

4. What is the first language this child’s father or male guardian learned to speak? (Q107, Q74, Q57)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

5. What language does he speak most at home now? (Q108, Q75, Q58)

Findings: A navigational problem was reported in Round 3.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions. One out of eight had a navigational problem.

A respondent with an enrolled child missed the skip instruction. He marked “English,” and instead of skipping from Q75 to Q79, proceeded to answer Q76-Q78.

6. How difficult is it for him to participate in activities at the child’s school because he speaks a language other than English? (Q76 – Enrolled only)

Findings: No problems or concerns were reported.

Round 2: All three respondents with enrolled children answered this question or followed skip instructions.

Round 3: The two respondents with enrolled children answered this question or followed skip instructions.

7. Does the school have interpreters who speak his native language for meetings or parent-teacher conferences? (Q77 – Enrolled only)

Findings: No problems or concerns were reported.

Round 2: All three respondents with enrolled children answered this question or followed skip instructions.

Round 3: The two respondents with enrolled children answered this question or followed skip instructions.

8. Does the school have written materials, such as newsletters or school notices that are translated into his native language? (Q78 – Enrolled only)

Findings: No problems or concerns were reported.

Round 2: All three respondents with enrolled children answered this question or followed skip instructions.

Round 3: The two respondents with enrolled children answered this question or followed skip instructions.

9. Where was this child’s father or male guardian born? (Q109, Q79, Q59)

Findings: A potential navigational problem in Round 2 was reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

A respondent with a preschooler saw and followed the skip to Q111 instruction, but he hesitated and read Q 110 just to make sure he was following the skip instructions correctly.

Round 3: All eight respondents answered this question.

10. How old was he when he first moved to the 50 United States or the District of Columbia? (Q110, Q80, Q60)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

11. What is his ethnicity? (Q111, Q81, Q61)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

12. What is his race? Mark one or more races to indicate what he considers himself to be. (Q112, Q82, Q62)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

13. What is the highest grade or level of school that he completed? (Q113, Q83, Q63)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered the question. (One homeschooling respondent declined to reply).

Round 3: All eight respondents answered this question.

14. Is he currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training? (Q114, Q84, Q64)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling parent declined to respond).

Round 3: All eight respondents answered this question.

15. Which of the following best describes his employment status? (Q115, Q85, Q65)

Findings: Sensitivity concerns were reported in Round 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: A respondent with an enrolled child was distressed about the employment status question (Q85). He did not see how education for his child, which he perceived to be the topic of the survey, was related to the question on employment status.

16. (If employed or self employed). About how many hours per week does he usually work for pay or income, counting all jobs? (Q116, Q86, Q66)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

17. (If unemployed or out of work). Has he been actively looking for work in the past 4 weeks? (Q117, Q87, Q67)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question or followed skip instructions.

18. In the past 12 months, how many months (if any) has he worked for pay or income? (Q118, Q88, Q68)

Findings: A comprehension problem was reported in Round 2

Round 2: Five out of seven respondents answered this question, or followed skip instructions. (One homeschooling parent declined to respond).

One respondent with a homeschooled child erroneously skipped this question because she thought it was referring to how many weeks he had been looking for work.

Round 3: All eight respondents answered this question or followed skip instructions.

5.4.4.5 Your Household

1. Please mark all of the people who live in the household with this child, including yourself and those you have already been asked about. (Q119, Q89, Q69)

Findings: Concerns about the inadequacy of response categories were reported in Rounds 2 and 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

A respondent with a homeschooled child paused when answering this question. She felt that the question (Q69) was not “comprehensive,” because she had two sisters. She recommended that the question be reworded to indicate that a child can have multiple siblings of the same gender [e.g. Sister(s) and Brother(s)]. To include additional siblings, the respondent considered checking the “Other relative” box, in addition to the three she had already checked. In the end, she decided not to do so, because she decided that “other relatives” were restricted to aunts or uncles or other non-sibling relatives.

Round 3: All eight respondents answered this question.

A respondent with a homeschooled child pointed out that if someone had multiple children of the same gender, it would take a little longer to respond to Q69. She commented that a person filling out the questionnaire might look on the list to find an appropriate response category for that situation. She explained that if she could not find a category that allowed her to include multiple siblings, she would just check one box to represent all of the brothers or sisters in the household.

2. Other than this address does anyone in this household currently receive mail at another address including P.O. Boxes? (Q120, Q90, Q70)

Findings: No problems or concerns reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

3. Is this house... (Q121, Q91, Q71)

Findings: A comprehension problem was reported in Round 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: Seven out of eight respondents answered this question. One respondent skipped it because she misunderstood the wording.

A respondent with a homeschooled child skipped this question. She answered Q70 as “Yes” (...Does anyone...receive mail at another address including P.O. Boxes?). She explained that she thought that Q71 had to do with the “other address, so she left Q71 blank, since it was not a house.

4. How many females age 21 or older live at this address? (Q122, Q92, Q72)

Findings: A comprehension problem was reported in Round 2.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

A respondent with an enrolled child did not answer Q92 only for household members older than 20. Instead, she included her daughter, son, and nephew.

Round 3: All eight respondents answered this question.

5. How many males age 21 or older live at this address? (Q123, Q93, Q73)

Findings: A comprehension problem was reported in Round 2.

Round 2: Six out of seven respondents answered this question. (A homeschooling respondent declined to respond).

A respondent with an enrolled child did not answer Q93 only for household members older than 20. Instead, she included her daughter, son, and nephew.

Round 3: All eight respondents answered this question.

6. How many youth or children age 20 or younger live at this address? (Q124, Q94, Q74)

Findings: A comprehension problem was reported in Round 3.

Round 2: Six out of seven respondents answered this question. (A homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question. One out eight had a comprehension problem.

A respondent with an enrolled child inadvertently answered 0 1 during his initial run-through of the survey. Then, while reviewing the answers, he realized that he had made an error. He explained that he was thinking of those “other than” the reference child, specifically, his two-year-old daughter. He suggested adding the following text in bold letters: “Include the child selected for the survey.

7. Are there any adults in this household who do not speak English at home? (Q125, Q95, Q75)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. One homeschooling respondent declined to respond.

Round 3: All eight respondents answered the question.

8. What is the highest grade or level of school among the adults in this household? (Q126, Q96, Q76)

Findings: Concerns about sensitivity and navigation were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

A respondent with an enrolled child questioned the purpose of this question, although she did answer it. She said that she wished that questions like this one had been placed closer to the questions about parents.

9. In the past 12 months did your family ever receive benefits from any of the following programs? (Q127, Q97, Q77)

Findings: Comprehension, sensitivity, and navigational problems were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond). Two respondents had comprehension problems due to difficulty in understanding the question itself, unfamiliarity with program benefits, names, and acronyms used in the question.

A respondent with a preschooler understood and checked benefits she had received (Q127), but she did not understand benefits that she had not received. She did not check “No” for the benefits she had not received, and instead left them blank. She did not know what TANF was, and thought it was “...food panty, clothes donation, stuff like that.” The respondent referred to Medicaid as health insurance for her kids.

Another respondent with a preschooler thought that (Q127) item b (Your state welfare or family assistance program) was too broad. The respondent could not say what he thought the question meant, and since he didn’t know, he marked “No.”

Round 3: All eight respondents answered this question. Two respondents had comprehension problems due to unfamiliarity with the programs and/or acronyms in the question. Also, two respondents had difficulties with navigation, and one expressed concerns about sensitivity.

A respondent with a preschooler was confused about items ‘e’ and ‘f’ (Q127). She was not sure whether to mark “Yes” for item ‘f’ (CHIP). The respondent marked “Yes” for Medicaid, then scratched it out. She had MCHIP; a Maryland child health insurance program that she thought was a Medicaid program. Although she marked “Yes” for item ‘f’ (CHIP), and scratched out her “Yes” response to item ‘e’ (Medicaid), she never corrected her error by marking “No” for item ‘e’.

A respondent with a homeschooled child responded either “Yes” or “No” for each response category (Q77), except item ‘f’ (CHIP). She explained that she left item ‘f’ blank because she was not familiar with the program listed and did not know whether or not she had participated in it. She said that she had health insurance from Medicaid, and was told she needed to sign up for an HMO, but she has

never received anything in the mail notifying her that she was part of this program. The respondent said that if she were completing the questionnaire at home, she would have left item 'f' blank.

One respondent with a preschooler did not mark the “No’s” for the response categories in Q127 that did not apply to her. Instead, she left them blank.

During his initial run-through of the survey, a respondent with an enrolled child checked four response items (Q97) “Yes,” and left three blank. Probing revealed that the items left blank were meant to be “No’s. The respondent went back and checked the “No” responses.

The same respondent felt that this question (Q97) was extra sensitive. He did not see how they were related to his child’s education. He added that perhaps he could understand the questions about WIC and Food Stamps, but not the others.

10. Which category best fits this total income of all persons in your household over the past 12 months? (Q128, Q98, Q78)

Findings: Concerns about sensitivity, navigation, and calculating household income were reported in Round 3.

Round 2: Six out of seven respondents answered this question. Probing revealed that three respondents (once from each category: preschool, enrolled, and homeschooled) did not feel that reporting income was sensitive. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

A respondent with an enrolled child felt that this question (Q98) was extra sensitive. He did not see how it was related to his child’s education. He added that perhaps he could understand the purpose of questions about WIC and Food Stamps (Q97), but not the others.

In contrast, a respondent of a homeschooled child said that the income question was fine. The respondent commented that the range of incomes within each category was wide enough so that the question did not seem too intrusive.

After answering Q78, respondent with a homeschooled child continued to the next page of the questionnaire without noticing the instruction (at the top of the right column on p. 13) to “Continue with Section 8 (Questions about You) on the next page.”

A respondent with a preschooler asked if she should include her mother’s income when calculating household income (Q128). She decided to include her mother’s income since the question read, “...the total income of all persons in your household...”

5.4.4.6 Questions about You

1. How are you related to this child? (Q129, Q99, Q79)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (A homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

2. Are you male or female? (Q130, Q100, Q80)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (A homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

3. How old are you? (Q131, Q101, Q81)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

4. How many years have you lived at this address? (Q132, Q102, Q82)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

5. Are you the person in this household who usually opens the mail? (Q133, Q103, Q83)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

6. Did anyone else complete or help with any part of this survey? (Q134, Q104, Q84)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: All eight respondents answered this question.

For Q104, a respondent with an enrolled child said that if the questionnaire had been mailed to his home, he would have been the one to complete it and he would have done it on his own.

For Q84, a respondent with a homeschooled child indicated that if she had received the questionnaire at home, she would have answered it with no assistance.

7. Do you have access to the internet at this address? (Q135, Q105, Q85)

Findings: Mild sensitivity concerns were reported.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

Round 3: A respondent with a homeschooled child was surprised at Q85. She was not sure why she was being asked if she had internet access. However, she said that if she were completing the questionnaire at home, she would have still answered this question.

8. What type of internet access do you have? (Q136, Q106, Q86)

Findings: Some concerns about the adequacy of response categories were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond).

For Q 36, a respondent with a preschooler marked “Other” for internet access. Probing revealed that the respondent had access to the internet through a neighbor’s wireless connection.

Round 3: All eight respondents answered this question or followed skip instructions.

For Q106, a respondent with an enrolled child chose “Other” and wrote in “Cell wireless card” next to the question. The respondent felt that an additional category for cell wireless cards should be added to the response categories in the question.

9. Is there at least one telephone inside this home that is currently working and not a cell phone? (Q137, Q107, Q87)

Findings: A navigation issue was reported in Round 2. Sensitivity issues were reported in Round 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

For Q110, a respondent with an enrolled child mistakenly marked that she accessed the internet on her cell phone (item ‘c’). In fact, she used the phone for calls text messaging (item ‘b’) but not for the internet. The respondent could not explain why she made this error.

Round 3: All eight respondents answered this question. Two respondents expressed sensitivity concerns.

For Q87, a respondent with a homeschooled child circled the words “cell phone” in the text of Q87, and wrote in the word “weird.” She remarked that she could understand the background questions, but that the series of questions on cell phones seemed very odd to her. She further questioned how this was related to homeschooling. She thought perhaps the cell phone companies had paid for these extra questions, commenting that it really turned her off. Furthermore, she saw no connection between the cell phone questions and education, and said these questions left a “bad feeling.”

Another respondent with a preschooler wondered why the questionnaire asked Q137, and commented, “That’s weird!”

10. Do you have a working cell phone? (Q138, Q108, Q88)

Findings: A mild issue concerning question specificity was observed in Round 3.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond.)

Round 3: All eight respondents answered this question.

A respondent with a preschooler checked “Yes” for Q138. She was referring to her husband’s cell phone, but did not have a separate phone for herself.

11. Of all the telephone calls that you receive are... (Q139, Q109, Q89)

Findings: No problems or concerns were reported.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond.)

Round 3: All eight respondents answered this question or followed skip instructions.

12. During the last month have you used your cell phone to do any of the following things? (Q140, 110, 90)

Findings: Some navigational problems were reported in Round 2.

Round 2: Six out of seven respondents answered this question or followed skip instructions. (One homeschooling respondent declined to respond.)

One respondent with a preschooler marked the “Yes” responses in Q140, but left the “No” response blank.

Round 3: All eight respondents answered this question or followed skip instructions.

13. We would like to identify this child’s school so we can include information about the school in our study. (Q111 – Enrolled only)

Findings: Concerns about incomplete school listings were reported.

Round 2: Five out of seven respondents answered this question. (One homeschooling parent declined to respond).

A respondent with an enrolled child said that her child’s school was not listed, and consequently, the respondent said she would not answer the question because none of them applied. She noticed all of the schools were in Frederick, so she immediately knew that none of the schools were her daughter’s school.

Round 3: All eight respondents answered this question.

13. To help us identify the school this child attends, write the name and address of this child’s school in the spaces below. (Q112 – Enrolled only)

Findings: No problems or concerns were reported. Two respondents could not recall their children’s school addresses, but said they would have looked them up at home.

Round 2: Six out of seven respondents answered this question. (One homeschooling respondent declined to respond).

A respondent, whose daughter’s school was not listed in Q111, completed Q112 and filled in the information about her daughter’s school. She knew the street name, but not the address number or zip code. She said that if she had filled the questionnaire out at home, she would have looked up the missing information.

Round 3: All eight respondents answered this question.

A respondent with an enrolled child found that his child’s school was not listed in Q111. For Q112, he entered the name of the school, and left the street address blank. He said that if he had filled out the questionnaire at home, he would have looked up the missing information.

5.4.5 Changes Made Resulting From Round 3 Findings

The changes listed below to the NHES Topical Questionnaires are based on the meeting held 6/17/2009. These are changes that were discussed and address issues and behaviors that emerged from cognitive interviews and concerns from NCES. Only changes that will be made to the Topical instruments are discussed in this section, findings are addressed in later sections.

Letters & Covers

The topical letters were modified with revisions provided by NCES.

The signature name to be used on all letters for all mailings was revised to the current acting commissioner Stuart Kerachsky.

A comma was added between survey and we're on the topical covers.

Global Issues

Global issues refer to anything that occurs to all three topical questionnaires (sometimes in multiple places within a questionnaire).

Where possible blank columns were removed by starting new sections in the next available full column. This revision did not apply to the PFI Enrolled questionnaire due to specific formatting requirement for printing.

Instructions to continue to the next page were added at the end of sections where a large gap appeared within the questionnaire between questions or the next section.

The OMB/Confidentiality Statement was revised to language provided by NCES.

The address for returning the NHES survey was bolded across questionnaires.

Instructions. The second bullet of the instructions was revised to:

“We ask that this survey be filled in by a parent or guardian who knows about:”

Child's Health. References to IFSP's were removed from PFI Enrolled and Homeschool instruments.

Child's Background. For the question asking what language the child speaks at home the last category was revised to:

- ECPP—“Child has not started to speak.”
- PFI (Enrolled and Homeschool)—“Child is not able to speak.”

Mother or Female Guardian Section. For the question asking the age when the child's mother or female guardian first became mother, the word “any” was underlined.

Mother/Father or Female/Male Guardian Sections

The question asking about marital status was revised to:

“What is the current marital status of this child’s ... ?”

The questions asking ethnicity and race were revised for the child, mother, and father series to:

“Is {this child/she/he} of Spanish, Hispanic or Latino origin?”

“What is {this child’s/her/his} race? You may mark one or more races.”

For all questions asking employment status:

- The term “homemaker” was replaced with “stay at home mother or father (context specific).”
- Bracketed skip instructions were replaced with line specific arrows and GO TO instructions.

For the questions asking for the mother/father or female/male guardian’s educational attainment the response category “Up to 8th grade” was revised to “8th grade or less.”

Your Household Section

The order of the section labeled “Your Household” was revised to reflect new question order. The revised order is shown below (question numbers: ECPP/PFI-Enrolled/PFI-Homeschool):

119/89/69 – Mark all people in household
 122/92/72 – Number of females
 123/93/73 – Number of males
 124/94/74 – Number youth or children
 125/95/75 – Any adults who do not speak English at home
 126/96/76 – Highest grade or level of school completed
 121/91/71 – Household tenure
 120/90/70 – Mail at other addresses
 127/97/77 – Receipt of benefits from programs
 128/98/78 – Household Income

The question asking for highest level of education among adults was revised to:

“What is the highest grade or level of school completed among the adults in this household?”
 (The word ‘completed’ was added.)

Questions About You Section

The introduction for this series was revised to:

“These questions are about the adult that filled in this survey. Your responses to these questions will help describe the homes children live in.”

The response categories for the respondents relationship to the sampled child was revised to:

Mother/Father – birth, adoptive, step, or foster
Aunt/Uncle
Grandparent
Girlfriend/Boyfriend
Other relationship

Specific relationships can be determined from the gender question asked following the relationship question.

The question asking about internet access was revised to include “AirCard” as a response option.

The second cell phone use question in the methodological section (Questions about you) was removed. This is the item on using the cell phones to email, text, etc.

PFI - Homeschooled Questionnaire

Instructions. The first sentence of the last bullet of the instructions was revised to include “for at least some classes.”

Question-Specific Items

Q11. Materials/curricula used in homeschooling. This question was revised by keeping the introduction, adding a blank line, and beginning the next sentence with “Since September, have you used materials from: ...a public library?” etc.

Items b & c within this same question had the phrase “Any obtained from” deleted.

Q15h. Homeschooling reasons (other). The other specify box was enlarged for this item.

Q16. Most important reason for homeschooling. The word “choose” was corrected to “chose.”

Q23. Is child receiving services? An arrow for yes responses was added to be consistent with other topical instruments.

ECPP Questionnaire

Question-Specific Items

The second sentence of the instruction above question 1 was deleted.

For the questions listed below the phrase “that person” was revised to “this person.”

22 – Days each week child receives care

23 – Hours per week child receives care

24 – Age of child when care arrangement started

31 – Programs that help pay for care arrangement

32 – Amount household pays for care arrangement

For the questions listed below the phrase “that program” was revised to “this program.”

38 – Where care program is located

39 – Is program run by a religious group

40 – Is program located at parent’s workplace

41 – Days each week child attends program

42 – Hours per week child attends program

44 – Language spoken by teacher at program

45 – Health services provided by program

48 – Programs that help pay for care program

49 – Amount household pays for program

For Q32 the instruction for writing ‘0’ was corrected to reference “non-relative” instead of “relative.”

For Q36 the instruction above Q36 was revised to add: “This does not include care provided in a private home.” The question stem will be revised to:

“Is this child now attending a day care center, preschool, or prekindergarten not in a private home.”

For Q37 the missing skip arrows were added to skip out for no responses and continue if yes.

For Q41 the word “week” was underlined in addition to “hours.”

New Head Start Series

The end of section 1 was revised to include a brief series of Head Start questions. This resulted in the deletion of Q11, Q29, Q46, and Q53 in the relative care, nonrelative care, and center-based program subsections.

The new Head Start series includes the following questions:

- 1) In the past has this child ever attended Head Start or Early Head Start (current Q53)?
 - a) Yes
 - b) No

- 2) Current Q55 (Any care reported, which is revised as shown below)
 - a) Yes
 - b) No (skip to Section 3):

- 3) Are any of those current arrangements you reported Head Start or Early Head Start?
 - a) Yes
 - b) No (skip to current question 56)

- 4) (If Yes) Which type of care or program you reported is part of the Head Start or Early Head Start program? (All that apply)
 - a) relative care Y/N
 - b) non-relative care Y/N
 - c) Day care center or preschool Y/N

Finding and Choosing Care Section

The new order of section 2, which was due to the addition of the new Head Start section described above, was revised as shown below – no content changes were made to these questions.

- 1) Current Q56 – Difficulty finding type of program wanted
- 2) Current Q57 – Reasons of importance in choosing care
- 3) Current Q54 – Do you feel there are good choices

Q55 was revised and moved to the new Head Start series described above. The revision to the question text is shown below:

“Earlier we asked about child care arrangements you may now have for this child.

Did you report any child care arrangements with relatives, non-relatives, day care centers, preschools, and any other early childhood programs?”

For Q56 the response options were revised to have “difficulty” added to each option to be consistent with 4th response option.

For Q57 the instruction above this question had the second sentence deleted from this introduction. The question text for this question was revised to:

“How important was each of these reasons when you chose the child care arrangement or program where this child spends the most time?”

For Q58 the response box was revised to allow for a three digit response instead of a two digit response.

PFI Enrolled Questionnaire

Instructions. Text in the last instruction bullet was revised from “kindergarten or higher” to “kindergarten or a higher grade.”

Question-Specific Items

For Q1 the wording was revised to: “This child’s grade may be shown above. To confirm this child’s grade please mark the grade or year of school this child is attending.”

The brackets for skips from question 1 were removed and replaced by a yellow skip box after question 1 with skip instructions directing any respondents whose child is NOT in high school to skip to Q3.

For Q9 a comma was added between “that is” and “the school.”

For Q11 a comma was added between subjects and what.

For Q14 the italicized instructions “Write ‘0’ if none” was added.

For Q27 the word “week” was underlined in addition to average in the question. Also, after the response boxes “per week” was added to “number of hours.”

5.5 Frequently Asked Questions

Of the 35 interviews conducted over the course of the second and third rounds of research, in 28 interviews the FAQ section was mentioned in some capacity. Seven interviews out of 12 in the second round and 21 interviews out of 23 in the third round discussed the FAQ section.

Overall half of the respondents (14 out of 28) read the FAQ section while interacting with the survey materials. Five respondents read the section before completing the survey, 6 read the section after completing the survey and 3 read the section at some undetermined point during the survey process. In the third round three respondents opened the survey packet in such a way that the FAQ section was the first thing they saw.

Four respondents noticed the FAQ section on their own, but they chose not to read them. When probed as to why she didn’t read the questions, one respondent to the preschool topical questionnaire said, “I didn’t have any questions. Everyone has your address. I know who Westat is.”

Another respondent to the preschool topical questionnaire said she chose not to read the questions because they appeared similar to those on the questionnaire she had filled out at home.

Interviewers pointed out the FAQ section to 14 respondents who did not read the section, either because they did not notice it or chose not to read it by themselves, and discussed their reactions to the questions.

The evidence is inconclusive as to whether respondents to different questionnaires were more or less likely to read the FAQ section. In the second round, two out of five respondents to the Bilingual Screener, and one out of two respondents to the PFI-Enrolled Topical survey read the FAQ section. In the third round, two out of four respondents given the Screen out Screener, four out of six respondents given the Core Screener, and five out of five respondents given the Engaging Screener read the FAQ section. Also in the third round, none of the respondents to the Topical questionnaires read the FAQ section, although three noticed the section but chose not to read it on their own.

Many respondents found the FAQ section to contain useful or helpful information, but some did not see the FAQ section without assistance. Across the two rounds of interviews, 12 respondents explicitly said they thought the FAQ section was helpful. Of these twelve, five respondents who did not read the FAQ section on their own said the section contained information that was helpful for them to better understand the survey.

5.5.1 Findings from the Second Round

In the second round no question-specific remarks were made by respondents. After reading the FAQ section, one respondent to the enrolled topical questionnaire was still unclear how people would be selected to participate in the survey. She did not understand if respondents would respond to an advertisement or be selected at random.

A respondent to the Bilingual Screener chose to read the FAQ section in Spanish. The respondent said, however, that had she been at home she would have read the English version to practice her language skills but read the Spanish in the lab because it was faster. This respondent read the FAQ section after completing the survey and mentioned it would have been more beneficial to her if she had read it before completing the survey.

5.5.2 Question-Specific Findings from the Third Round

Q: How did you get my address?

In the third round, five respondents explicitly named this question as an important and good FAQ. One respondent also in the third round, however, felt that this question and its answer were unclear.

Q: If there are no children or anyone currently in school in my household, should I respond? [Question was presented only in Screener questionnaires.]

In the third round three respondents named this question as either good or important. Two of these respondents did not have children themselves and this question helped clarify that they should

answer the survey. One of these two did not notice the FAQ section on her own, however, and would have missed the information had she not taken the survey in the lab.

Q: Why should I take part in this study? Do I have to do this?

Overall in the third round five respondents made comments specific to this question. Three respondents said this question provided useful information to them. One respondent to the Engaging Screener said this question was the most important of the FAQ section. A respondent to the topical homeschool survey who found this question useful wished that language was added to this question to specifically name homeschool families.

One respondent to the Core Screener in the third round found this question unclear. A respondent to the enrolled topical survey in the third round simply noted that she was “fine with it [this question].”

Q: Why don't you ask more questions about education in this questionnaire?

One respondent emphasized that this question was very important and did a good job of answering his questions about why the survey he received (the Core Screener) did not ask for more of his opinions on education. This respondent did not notice the FAQ section on his own, however, and had he not been in the lab he would have missed this information.

Q: Will my answers to the survey be kept confidential?

In round three, eight respondents named this question to be important. This question received the most positive mentions of any of the FAQ section in the third round. An additional respondent to the preschool topical survey, however, felt that this question and the issue of confidentiality were still unclear.

Q: Who is sponsoring the study? Is this study conducted by the Federal Government?

Two respondents in round three named this question as useful or important. One of these two respondents believed that the Office of Management and Budget was the survey's sponsor because it is mentioned in the first line of the question's answer.

Q: Who is Westat?

Three respondents thought this question was good or important.

5.6 OMB/Confidentiality Statement

5.6.1 Findings for Round 1

During round 1 different variations of OMB confidentiality wording were tested. A total of 14 out of the 16 round 1 respondents were shown these statements. Overall, respondents reported that they were not likely to read such a statement on the survey, and put little effort into reading the statement even when asked in this setting. Of the 14 respondents, 6 respondents volunteered they normally would not read the confidentiality statement in the survey. Two respondents stated that this was because the

survey was from the Department of Education. When the respondents did read the items they understood they were intended to inform them that their responses were protected by the government, and statements that included any reference to jail terms, fines or terrorism were the only ones that generally elicited a reaction from respondents.

For all respondents, excluding the 6 respondents who were specifically given only confidentiality statements to review (described below), the burden statement was presented together with the confidentiality statement since the two are together in the instruments. As a result, when respondents were asked to comment they tended to respond to two statements as one concept. For example, in commenting two respondents said they liked knowing their data would be protected, another said the OMB number reference meant that she was required to respond or she would be punished with a fine. One respondent said that she did not know what an OMB number was or where to find it.

As described in section 2.1.6 the testing of the confidentiality statements was revised. The first 8 respondents received statements that incorrectly combined CIPSEA and ESRA statements, where only the language referring to terrorism varied. The last 6 respondents received statements that compared CIPSEA with ESRA with ESRA including a reference to terrorism. The last 6 are the ones for whom the confidentiality statement alone was assessed.

Of the first 8 respondents who were all shown three version (see section 2.1.6), 3 did not notice the reference to terrorism in version 2; only 1 respondent did not notice it in version 3. For the 7 who noted a reference to terrorism, 2 respondents explicitly stated they would not complete the survey because of the terrorism reference. Two other respondents stated the reference would not affect their participation. These 2 respondents also stated they would not have normally read the confidentiality statement.

For the remaining 6 respondents who received revised confidentiality statements (without the burden statement), 4 explicitly pointed out the reference to terrorism (ESRA with terrorism reference). One respondent stated he did not see how the terrorism reference was relevant to an education survey; another stated she did not understand why terrorism needed to be mentioned, and felt it was very negative.

The CIPSEA version was the only statement for this group that mentioned a jail term or fines. Two respondents reacted favorably to this reference, with one saying it gained his confidence and another saying it offered specificity. There were two other respondents who had negative reactions to this reference; one stated it was scary, while another felt that someone should not have to go to jail if her data were distributed. This same respondent also said that she felt that her data was secure.

With regard to each version of the confidentiality statement and any stated preference, three respondents preferred the CIPSEA version and three preferred the ESRA version (without terrorism reference). No version of the CIPSEA statement was tested that included a reference to terrorism. Some of the comments respondents offered who preferred the CIPSEA were that it gave the respondent reassurance; gained his confidence; or had increased specificity. For respondents who preferred the ESRA version some comments were that it was easier to read; provided just enough information especially given people's propensity to skim; and it was shorter.

Overall when respondents were asked to read the confidentiality statement there was a general understanding that it related to the protection of their data. The level of understanding of the protection varied among the respondents; however, specific levels of understanding were not examined.

Generally, respondents stated they would not read the statement. When respondents did read the statement they tended to react negatively to any reference to terrorism.

5.6.2 Findings for Rounds 2 and 3

During rounds 2 and 3 respondents were not asked to compare different versions of confidentiality pledges. The general ESRA confidentiality statement was contained in the questionnaire:

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

More respondents did not notice or noticed but chose not to read the confidentiality statement than saw and read the statement. Of the respondents who did not see the statement, it largely appeared to be the case that respondents were searching only for the necessary instructions and questions to complete the survey. Respondents who saw the statement but chose not to read it expressed either a lack of concern about the survey and its contents, or, in the case of a respondent to the Engaging Screener survey, confessed being too tired to read the additional text after reading the survey and the Frequently Asked Question section above the statement.

After reading the statement, either of their own volition or after being asked to do so by an interviewer, respondents felt the language of the statement was unclear. Several respondents commented that the statement was the “fine print” and was filled with “mumbo-jumbo.” Other respondents focused on the statement’s mention of fines and jail terms.

At the point in the cognitive interview where the confidentiality statement was discussed, respondents indicated that they would have already made the decision of whether or not to participate. It is unclear whether the confidentiality statements would affect the decision to participate.

References

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Appendix A.

Survey Instruments



National Household Education Survey



Sponsored by

U.S. Department of Education
National Center for Education Statistics



The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors, have taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

Public reporting burden for this collection of information is estimated to average 7 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Andrew Zucker National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. Do not return the completed form to this address.



National Household Education Survey

Start Here

- ▶ This survey should be filled out by an adult household member living at this address.
- ▶ Please use blue or black pen if available.

We are interested in learning more about households like yours. Answer the following questions about the people who live in this household.

1. How many years have you lived at this address?

Write "0" if less than 1 year.

years at this address

2. Is this house...

Mark ONE only.

- Owned or being bought by someone in this household,
- Rented by someone in this household, or
- Occupied by some other arrangement?

3. Are there any adults in this household who do not speak English at home?

No → **GO TO question 5.**

Yes

4. What language do they speak at home?

Spanish

Another language

Specify:

5. What is the highest grade or level of school among the adults in this household?

Mark ONE only.

- 8th grade or less
- Some high school, but did not graduate
- High school graduate or GED
- Some college or associate's degree
- Four year college degree (BA or BS)
- Some graduate or professional education but no degree
- Graduate or professional degree beyond a bachelor's degree

6. What is the best phone number to reach you if we have more education questions about someone in your household?

() -

7. How many females age 21 or older live at this address?

number of females age 21 or older

8. How many males age 21 or older live at this address?

number of males age 21 or older

9. How many youth or children age 20 or younger live at this address?

Do not include those living in college housing.

number age 20 or younger

- ▶ If anyone age 20 or younger usually lives in this household, then fill in the rest of this survey. If no one in this household is age 20 or younger return this survey in the postage paid envelope that came with the survey.



YOUTH / CHILD 1

▶ Start with the youngest youth or child who is age 20 or younger.

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? ➡ GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

A. Continue with youth or child 2. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.

YOUTH / CHILD 2

▶ Continue with the next youngest youth or child who is age 20 or younger.

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? ➡ GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

A. Continue with youth or child 3. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.



YOUTH / CHILD 3

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? → GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

A. Continue with youth or child 4. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.

YOUTH / CHILD 4

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? → GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

A. Continue with youth or child 5. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.

► Youth/child 5 and 6 continue on the next page.



YOUTH / CHILD 5

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? → GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

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YOUTH / CHILD 6

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? → GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

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NHES Study
Westat
1650 Research Blvd.
Rockville, MD 20850



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Commonly Asked Questions about the National Household Education Survey

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Q: Who is sponsoring the study? Is this study conducted by the Federal Government?

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National Household Education Survey



Sponsored by

U.S. Department of Education
National Center for Education Statistics





National Household Education Survey

Start Here

- ▶ *This survey should be filled out by an adult household member living at this address.*
- ▶ *Please use blue or black pen if available.*
- ▶ **These first questions are about your opinions on the role of the federal government.**

1. What do you feel should be the main focus of federal government over the next 12 months?

Mark ONE only.

- Economy
- Health Care
- Education
- Defense/Security
- Energy
- Something else

Specify:

2. Do you think that the federal government is spending too much money on education, about the right amount of money, or too little money on education?

- Too much
- About the right amount
- Too little

3. Do you think the federal government should play a major role, a minor role, or no role at all in making policy decisions for schools?

- Major role
- Minor role
- No role at all

▶ **Next we're interested in courses or training that any adult in this household may have taken in the past 12 months.**

4. In the past 12 months, has any adult in this household taken any courses or training to find a new job?

- Yes
- No

5. In the past 12 months, has any adult in this household taken any courses or training for a current job?

- Yes
- No

6. In the past 12 months, has any adult in this household taken courses or training on the following topics?

	Yes ▼	No ▼
a. Computer skills.....	<input type="checkbox"/>	<input type="checkbox"/>
b. Stress management.....	<input type="checkbox"/>	<input type="checkbox"/>
c. Health or fitness.....	<input type="checkbox"/>	<input type="checkbox"/>
d. Foreign language.....	<input type="checkbox"/>	<input type="checkbox"/>
e. English as a second language.....	<input type="checkbox"/>	<input type="checkbox"/>
f. Hobbies.....	<input type="checkbox"/>	<input type="checkbox"/>
g. Some other topic.....	<input type="checkbox"/>	<input type="checkbox"/>



► These next questions are about your opinions on schools nationally and in your community.

7. How would you rate the quality of public schools nationally?

- Excellent
- Good
- Fair
- Poor
- Very poor

8. How would you rate the quality of your community's public schools?

- Excellent
- Good
- Fair
- Poor
- Very poor

9. Do you agree or disagree with the following statements about schools in your community?

	Agree	Disagree	Don't know
	▼	▼	▼
a. They are safe places during the school day.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. They are safe places during the evening.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. They maintain good discipline among students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. They maintain good relationships with the community.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Overall, do you think the nation's public schools are teaching students the skills they will need to be competitive in the workplace?

- Yes
- No

► Next we would like to know about where you get reading materials, such as books or magazines.

11. Where do people in this household look for information about current events?

Mark all that apply.

- Television
- Radio
- Newspapers
- Magazines
- Internet
- Some other source

12. Are there 10 or more books in your home right now?

- Yes
- No

13. Are there a variety of magazines and other reading materials in your home?

- Yes
- No

14. In a typical week, how many hours per week do you spend reading a book, magazine, or newspaper?

hours per week

15. How often does anyone in this household visit a bookstore or library?

- Daily
- Weekly
- Monthly
- Once or twice a year
- Never

16. How many computers are in this household that can access the internet?

number



► These next questions are about your home or residence.

17. How many years have you lived at this address?
Write "0" if less than 1 year.

years at this address

18. Is this house...

Mark ONE only.

- Owned or being bought by someone in this household,
- Rented by someone in this household, or
- Occupied by some other arrangement?

► Please answer the following questions about the adults who live in this household.

19. Are there any adults in this household who do not speak English at home?

No → GO TO question 21.

Yes

20. What language do they speak at home?

- Spanish
- Another language

Specify:

21. What is the highest grade or level of school among the adults in this household?

Mark ONE only.

- 8th grade or less
- Some high school, but did not graduate
- High school graduate or GED
- Some college or associate's degree
- Four year college degree (BA or BS)
- Some graduate or professional education but no degree
- Graduate or professional degree beyond a bachelor's degree

22. What is the best phone number to reach you if we have more education questions about someone in your household?

() -

► Think about everyone who lives in this household. Then answer the following questions for all the female and male household members.

23. How many females age 21 or older live at this address?

number of females age 21 or older

24. How many males age 21 or older live at this address?

number of males age 21 or older

25. How many youth or children age 20 or younger live at this address?

Do not include those living in college housing.

number age 20 or younger

► If anyone age 20 or younger usually lives in this household, then fill in the rest of this survey. If no one in this household is age 20 or younger return this survey in the postage paid envelope that came with the survey.



YOUTH / CHILD 1

- ▶ Start with the youngest youth or child who is age 20 or younger.

1. What is their first name or nickname?

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

First name/initials/nickname

2. How old is this child in years?

- Mark for babies less than 1 year old

--	--

age in years

3. What is this child's sex?

- Male
 Female

4. Is this child currently in...

Mark ONE only.

- Public or private school, or preschool,
 Homeschool instead of school for some or all classes, or
 Not in school? ➡ **GO TO A AT BOTTOM**

5. What is this child's current grade or equivalent?

Mark ONE only.

- Preschool
 Kindergarten

--	--

write grade 1 through 12

- College or vocational school
 None of these

A. Continue with youth or child 2. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.

YOUTH / CHILD 2

- ▶ Continue with the next youngest youth or child who is age 20 or younger.

1. What is their first name or nickname?

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

First name/initials/nickname

2. How old is this child in years?

- Mark for babies less than 1 year old

--	--

age in years

3. What is this child's sex?

- Male
 Female

4. Is this child currently in...

Mark ONE only.

- Public or private school, or preschool,
 Homeschool instead of school for some or all classes, or
 Not in school? ➡ **GO TO A AT BOTTOM**

5. What is this child's current grade or equivalent?

Mark ONE only.

- Preschool
 Kindergarten

--	--

write grade 1 through 12

- College or vocational school
 None of these

A. Continue with youth or child 3. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.

- ▶ Youth/child 3 through 6 continue on the next pages.



YOUTH / CHILD 3

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? ➔ GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

A. Continue with youth or child 4. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.

YOUTH / CHILD 4

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? ➔ GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

A. Continue with youth or child 5. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.



YOUTH / CHILD 5

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? → GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

A. Continue with youth or child 6. If no one else age 20 or younger lives here return this form in the postage paid envelope provided.

YOUTH / CHILD 6

1. What is their first name or nickname?

First name/initials/nickname

2. How old is this child in years?

Mark for babies less than 1 year old

age in years

3. What is this child's sex?

Male

Female

4. Is this child currently in...

Mark ONE only.

Public or private school, or preschool,

Homeschool instead of school for some or all classes, or

Not in school? → GO TO A AT BOTTOM

5. What is this child's current grade or equivalent?

Mark ONE only.

Preschool

Kindergarten

write grade 1 through 12

College or vocational school

None of these

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NHES Study
Westat
1650 Research Blvd.
Rockville, MD 20850



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Q: Who is Westat?

A: Westat is a research company located in Rockville, Maryland. Westat is conducting this survey under contract to the U.S. Department of Education.

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Public reporting burden for this collection of information is estimated to average 7 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Andrew Zukerberg National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9085, Washington, DC 20008-5650. Do not return the completed form to this address.

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National Household Education Survey



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National Household Education Survey



Thank you for helping us with this survey. Based on the information we received from your household in your last survey we're asking you to complete this final step.

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Instructions

- ◆ If this survey has reached the wrong household, please call toll-free 1-888-696-5670.
- ◆ We ask that this survey be filled in by any adult who knows about:

Please answer all the survey questions thinking about this child or youth. This information is also at the top of each page for your reference.

If this child or youth does not live here, please call 1-888-696-5670.

- ◆ Not all of the questions will apply to you – you will sometimes be asked to skip one or more questions based on your answers.
 - ◆ To answer a question, simply mark the box that best represents your answer.
 - ◆ Use a black or blue pen, if available to complete this survey.
 - ◆ In response to our first survey, we recorded that the child/youth has not yet started kindergarten. If this child is attending either public or private school or is homeschooled in grades Kindergarten through 12th or equivalent please call 1-888-696-5670 so we can verify you received the correct survey.
-
-

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Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Andrew Zuberberg National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. Do not return the completed form to this address.



1. Childhood Care and Programs

▶ Thank you for your help with the previous survey your household completed.

▶ Answer all the survey questions thinking about the child listed below:

▶ Care Your Child Receives from Relatives

These questions ask about different types of child care this child may now receive on a regular basis from someone other than his/her parents or guardians. This includes regular care and early childhood programs, whether or not there is a charge or fee, but not occasional babysitting.

1. Is this child now receiving care from a relative other than a parent on a regular basis, for example, from grandparents, brothers or sisters, or any other relatives?

- Yes
- No → GO TO question 18.

2. Are any of these care arrangements regularly scheduled at least once a week?

- Yes
- No → GO TO question 18.

3. These next questions are about the care that this child receives from the relative who provides the most care. How is that relative related to this child?

Mark ONE only.

- Grandmother/Grandfather
- Aunt/Uncle
- Brother/Sister
- Another relative

4. How old is the relative who provides the most care to this child?

--	--

age

5. Is this care provided in your home or another home?

- Own home
- Other home
- Both

6. How many days each week does this child receive care from this relative?

--

days each week

7. How many hours each week does this child receive care from this relative?

--	--

hours each week

8. How old was this child in years and months when this particular regular care arrangement with this relative began?

--	--	--	--

years months

9. What language does this relative speak most when caring for this child?

- English
- Spanish
- A language other than English or Spanish
- English and Spanish equally
- English and another language equally



► **Care Your Child Receives from Non-relatives**

The next questions ask about any care this child receives from someone not related to him/her, either in your home or someone else's home. This includes home child care providers or neighbors, but not day care centers or preschools.

18. Is this child now receiving care in your home or another home on a regular basis from someone who is not related to him/her?

- Yes
- No → **GO TO question 36.**

19. Are any of these care arrangements regularly scheduled at least once a week?

- Yes
- No → **GO TO question 36.**

20. These next questions are about the care that this child receives from someone who is not related to him/her who provides the most care.

Is this care provided in your own home or in another home?

- Own home
 - Other home
 - Both
- } **GO TO question 22.**

21. Does this person who cares for this child live in your household?

- Yes
- No

22. How many days each week does this child receive care from that person?

days each week

23. How many hours each week does this child receive care from that person?

hours each week

24. How old was this child in years and months when this particular regular care arrangement with that person began?

years months

25. Was this care provider someone you already knew?

- Yes
- No

26. Is this child's care provider age 18 or older?

- Yes
- No

27. What language does this care provider speak most when caring for this child?

- English
- Spanish
- A language other than English or Spanish
- English and Spanish equally
- English and another language equally

28. Will this care provider care for this child when this child is...

	Yes ▼	No ▼
a. Sick but does not have a fever?.....	<input type="checkbox"/>	<input type="checkbox"/>
b. Sick and has a fever.....	<input type="checkbox"/>	<input type="checkbox"/>



► **Daycare Centers and Preschool Programs your Child Attends**

The next questions ask about any day care centers and early childhood programs that this child attends.

36. Is this child now attending a day care center, preschool, or prekindergarten?

Yes

No → **GO TO question 53.**

37. Does this child go to a day care center, preschool, or prekindergarten, at least, once each week?

Yes

No

38. The next questions ask about the program where this child spends the most time. Where is that program located?

Mark ONE only.

Church, synagogue, or other place of worship
worship

Public preschool or school (K-12)

Private preschool or school (K-12)

College or university

Community center

Public library

It's own building, or storefront

Some other place

Specify:

39. Is that program run by a church, synagogue, or other religious group?

Yes

No

40. Is that program located at your workplace or this child's other parent's workplace?

Yes

No

41. How many days each week does this child go to that program?

days each week

42. How many hours each week does this child go to that program?

hours each week

43. How old was this child in years and months when he/she started going to this particular program?

years months

44. What language does this child's main care provider or teacher at that program speak most when caring for this child?

English

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally



45. Does that program provide any of the following services to this child or your family?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Hearing, speech, or vision testing?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Physical examinations?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Dental examinations?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Formal testing for developmental or learning problems?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Sick child care when this child is sick but does not have a fever?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Sick child care when this child is sick and has a fever?..... | <input type="checkbox"/> | <input type="checkbox"/> |

46. Is this program that this child goes to Early Head Start, or Head Start?

Early Head Start and Head Start are federally sponsored preschool programs primarily for children from low-income families.

- Yes
- No

47. Is there any charge or fee for this program, paid either by you or some other person or agency?

- Yes
- No → **GO TO question 51.**

48. Do any of the following people, programs, or organizations help pay for this child to go to that program?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. A relative of this child outside your household who provides money <u>specifically</u> for that care, not including general child support?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Temporary Assistance for Needy Families, or TANF?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Another social service, welfare, or child care agency?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. An employer, not including a tax-free spending account for child care?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Someone else?..... | <input type="checkbox"/> | <input type="checkbox"/> |

▶ **Continue with question 49 on the next page.**



49. How much does your household pay for this child to go to that program, not counting any money that you may receive from others to help pay for care?

Write '0' if your household does not pay this relative for care.

\$.00

Is that amount per...

- Hour
- Day
- Week
- Month
- Year
- Every 2 weeks
- Other → Specify:

50. How many children from your household is this amount for, including this child?

- This child only
- 2 children
- 3 children
- 4 children
- 5 or more children

51. Does this child have any other care arrangements at a day care center or preschool on a regular basis?

- Yes
- No → GO TO question 53.

52. How many total hours each week does this child spend at those daycare centers or preschools?

hours each week

53. Has this child ever attended Head Start or Early Head Start?

- Yes
- No

▶ Continue with section 2, question 54 on the next page.



2. Finding and Choosing Care for Your Child

54. Do you feel there are good choices for child care or early childhood programs where you live?

- Yes
- No
- Don't know / Have not tried to find care

55. In the first part of this questionnaire, we asked about child care arrangements you may now have for this child including arrangements with relatives, non-relatives, day care centers, preschools, and any other early childhood programs.

Did you report any childcare arrangements or programs?

Mark 'yes' if you marked yes to question 2, or question 19, or question 37.

- Yes
- No → **GO TO question 58.**

56. How much difficulty did you have finding the type of child care or early childhood program you wanted for this child?

- A lot
- Some
- A little
- No difficulty
- Did not find the child care program you wanted

The next question asks about how you decided on the child care arrangements and early childhood programs you now have for this child. If you have more than one care arrangement or program for this child, think about the one where this child spends the MOST time.

57. Parents select child care arrangements for a number of reasons. How important was each of these reasons when you chose the child care arrangement for this child.

a. The location of the arrangement?

- Not at all important
- A little important
- Somewhat important
- Very important

b. The cost of the arrangement?

- Not at all important
- A little important
- Somewhat important
- Very important

c. The reliability of the arrangement?

- Not at all important
- A little important
- Somewhat important
- Very important

d. The learning activities at the arrangement?

- Not at all important
- A little important
- Somewhat important
- Very important



e. The child spending time with other kids his/her age?

- Not at all important
- A little important
- Somewhat important
- Very important

f. The times during the day that this caregiver is able to provide care?

- Not at all important
- A little important
- Somewhat important
- Very important

g. The number of other children in the child's care group?

- Not at all important
- A little important
- Somewhat important
- Very important

► **Continue with section 3 on the next page.**



3. Family Activities

The next questions ask about this child's activities with family members in the past week.

58. About how many books does this child have of his/her own, including those shared with brothers or sisters?

number of books

59. How many times have you or someone in your family read to this child in the past week?

Not at all → **GO TO question 61.**

1 or 2 times

3 or more times

Every day

60. About how many minutes on each of those days do you or someone in your family read to this child?

minutes

61. In the past week, how many times has anyone in your family done the following things with this child?

a. Told this child a story?

Not at all

1 or 2 times

3 or more times

b. Taught this child letters, words, or numbers?

Not at all

1 or 2 times

3 or more times

c. Taught this child songs or music?

Not at all

1 or 2 times

3 or more times

d. Worked on arts and crafts with this child?

Not at all

1 or 2 times

3 or more times

62. In the past month, have you or someone in your family visited a library with this child?

Yes

No

▶ Continue with section 4, question 63 on the next page.



4. Things Your Child May be Learning

These next questions ask about things that different children do at different ages. These things may or may not be true for this child.

63. Is this child under 2 years old or is he/she 2 years old or older?

Under 2 years → **GO TO question 71.**

2 years or older

64. Can this child identify the colors red, yellow, blue, and green by name?

Yes, all of them

Yes, some of them

No

65. Can this child recognize the letters of the alphabet?

Yes, all of them

Yes, most of them

Yes, some of them

No

66. How high can this child count?

This child cannot count

Up to 5

Up to 10

Up to 20

Up to 50

Up to 100 or more

67. Can this child write his/her first name, even if some of the letters are backwards?

Yes

No

68. Does this child ever look at a book and pretend to read?

Yes

No → **GO TO question 70.**

69. When this child pretends to read a book, does it sound like a connected story, or does he/she tell what's in each picture without much connection between them?

Sounds like connected story

Tells what's in each picture

Does both

70. Is this child able to read story books on his/her own now?

Yes

No

► **Continue with section 5, question 71 on the next page.**



5. Child's Health

71. In general, how would you describe this child's health?

- Excellent
- Very good
- Good
- Fair
- Poor

72. Has a health professional told you that this child has any of the following disabilities?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|---|--------------------------|--------------------------|
| a. A specific learning disability..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Mental retardation..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. A speech or language delay..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. A serious emotional disturbance | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Deafness or another hearing impairment..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Blindness or another visual impairment not corrected with glasses..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. An orthopedic impairment..... | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Autism..... | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Attention deficit disorder, ADD or ADHD..... | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Pervasive Developmental Disorder or PDD..... | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Another health impairment lasting 6 months or more..... | <input type="checkbox"/> | <input type="checkbox"/> |

! If you marked yes for any disability in question 72 continue with question 73. If you marked no for all disabilities then GO TO question 80, the next section.

73. Is this child receiving services for his/her condition?

- Yes
- No → **GO TO question 78.**

74. Are these services provided by any of the following sources?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Your local school district..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A state or local health or social service agency..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. A doctor, clinic, or other health care provider..... | <input type="checkbox"/> | <input type="checkbox"/> |

75. Are any of these services provided through an Individualized Family Service Plan (IFSP), or an Individualized Educational Program or Plan (IEP)?

- Yes
- No → **GO TO question 78.**

76. Did any adult in your household work with the service provider or school to develop or change this child's IFSP or IEP?

- Yes
- No



77. During this school year, to what extent have you been satisfied or dissatisfied with the following aspects of this child's IFSP or IEP?

a. The service provider's or school's communication with your family?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

- Does not apply

b. The child's special needs teacher or therapist?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

- Does not apply

c. The service provider's or school's ability to accommodate the child's special needs?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

- Does not apply

d. The service provider's or school's commitment to help your child learn?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

- Does not apply

78. Is this child currently enrolled in any special education classes or services?

- Yes
- No

79. Does this child's disability affect his/her ability to learn?

- Yes
- No

► **Continue with section 6, question 80 on the next page.**



6. Child's Background

80. In what month and year was this child born?

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
month			year			

81. Where was this child born?

One of the 50 United States or the District of Columbia

→ **GO TO question 83.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa,
U.S. Virgin Islands, or Mariana Islands)

Another country

82. How old was this child when he/she first moved to the 50 United States or the District of Columbia?

<input type="text"/>	<input type="text"/>
age	

83. What is this child's ethnicity?

Hispanic or Latino

Not Hispanic or Latino

84. What is this child's race? Mark one or more races to indicate what you consider this child to be.

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White

85. For the current school year, does this child usually live at another address, for example because of a joint custody arrangement?

Do not include vacation properties.

Yes

No

86. What language does this child speak most at home?

Mark ONE only.

English

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

Child does not speak

! If you marked 'English' or 'Child does not speak' in question 86 GO TO question 88, otherwise continue with question 87.

87. Is this child currently enrolled in English as a second language, bilingual education, or an English immersion program?

Yes

No



7. Child's Mother or Female Guardian

88. Does this child have a mother, stepmother or female guardian living in the same household?

No → **GO TO question 104.**

Yes

89. Is this person the child's...

Birth mother,

Adoptive mother,

Stepmother,

Foster mother,

Grandmother, or

Other female guardian?

90. How old was this woman when she first became a mother or guardian to any child?

age

91. What is the marital status of this child's mother or female guardian?

Mark ONE only.

Married

Living with a partner

Separated

Divorced

Widowed

Never married

92. What was the first language this child's mother or female guardian learned to speak?

Mark ONE only.

English → **GO TO question 94.**

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

93. What language does she speak most at home now?

Mark ONE only.

English

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

94. Where was this child's mother or female guardian born?

One of the 50 United States or the District of Columbia

→ **GO TO question 96.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, or Mariana Islands)

Another country

95. How old was she when she first moved to the 50 United States or the District of Columbia?

age



96. What is her ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

97. What is her race? Mark one or more races to indicate what she considers herself to be.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White

98. What is the highest grade or level of school that she completed?

Mark ONE only.

- Up to 8th grade
- High School, but no diploma
- High school diploma or equivalent (GED)
- Vocational diploma after high school
- Some college, but no degree
- Associates degree (AA, AS)
- Bachelor's degree (BA, BS)
- Some graduate or professional education but no degree
- Master's degree (MA, MS)
- Doctorate Degree (PhD, EdD)
- Professional degree beyond Bachelor's degree (MD, DDS, JD, LLB)

99. Is she currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training?

- Yes
- No

100. Which of the following best describes her employment status?

Mark ONE only.

- Employed for pay or income
- Self employed
- Unemployed or out of work → GO TO question 102.
- A homemaker
- Retired
- Disabled or unable to work } GO TO question 103.

101. (If employed or self employed). About how many hours per week does she usually work for pay or income, counting all jobs?

→ GO TO question 103.
hours

102. (If unemployed or out of work). Has she been actively looking for work in the past 4 weeks?

- Yes
- No

103. In the past 12 months, how many months (if any) has she worked for pay or income?

months



8. Child's Father or Male Guardian

104. Does this child have a father, stepfather or male guardian living in the same household?

No → **GO TO question 119.**

Yes

105. Is this person the child's...

- Birth father,
- Adoptive father,
- Stepfather,
- Foster father,
- Grandfather, or
- Other male guardian?

106. What is the marital status of this child's father or male guardian?

Mark **ONE** only.

- Married
- Living with a partner
- Separated
- Divorced
- Widowed
- Never married

107. What was the first language this child's father or male guardian learned to speak?

Mark **ONE** only.

- English → **GO TO question 109.**
- Spanish
- A language other than English or Spanish
- English and Spanish equally
- English and another language equally

108. What language does he speak most at home now?

Mark **ONE** only.

- English
- Spanish
- A language other than English or Spanish
- English and Spanish equally
- English and another language equally

109. Where was this child's father or male guardian born?

One of the 50 United States or the District of Columbia

→ **GO TO question 111.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa, U.S. Virgin Islands, or Mariana Islands)

Another country

110. How old was he when he first moved to the 50 United States or the District of Columbia?

age

111. What is his ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

112. What is his race? Mark one or more races to indicate what he considers himself to be.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White



113. What is the highest grade or level of school that he completed?

Mark ONE only.

- Up to 8th grade
- High School, but no diploma
- High school diploma or equivalent (GED)
- Vocational diploma after high school
- Some college, but no degree
- Associates degree (AA, AS)
- Bachelor's degree (BA, BS)
- Some graduate or professional education but no degree
- Master's degree (MA, MS)
- Doctorate Degree (PhD, EdD)
- Professional degree beyond Bachelor's degree (MD, DDS, JD, LLB)

114. Is he currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training?

- Yes
- No

115. Which of the following best describes his employment status?

Mark ONE only.

- Employed for pay or income
 - Self employed
 - Unemployed or out of work → **GO TO question 117.**
 - A homemaker
 - Retired
 - Disabled or unable to work
- } **GO TO question 118.**

116. (If employed or self employed). About how many hours per week does he usually work for pay or income, counting all jobs?

hours

→ **GO TO question 119.**

117. (If unemployed or out of work). Has he been actively looking for work in the past 4 weeks?

Yes

No

118. In the past 12 months, how many months (if any) has he worked for pay or income?

months

► **Continue with section 9, question 119 on the next page.**



9. Your Household

119. Please mark **all** of the people who live in the household with this child, **including** yourself and those you have already been asked about.

Mark all that apply.

- Mother – birth, adoptive, step, or foster
- Father – birth, adoptive, step, or foster
- Brother – full, half, adoptive, step, or foster
- Sister – full, half, adoptive, step, or foster
- Aunt
- Uncle
- Grandmother
- Grandfather
- Cousin
- Other relative
- Same sex parent
- Girlfriend or partner of this child's parent or guardian
- Boyfriend or partner of this child's parent or guardian
- Other nonrelatives

120. Other than this address does anyone in this household currently receive mail at another address including P.O. Boxes?

- Yes
- No

121. Is this house...

Mark ONE only.

- Owned or being bought by someone in this household,
- Rented by someone in this household, or
- Occupied by some other arrangement?

122. How many females age 21 or **older** live at this address?

number of females age 21 or older

123. How many males age 21 or **older** live at this address?

number of males age 21 or older

124. How many youth or children age 20 or **younger** live at this address?

Include the child selected for this survey.

Do not include those living in college housing.

number age 20 or younger

125. Are there any adults in this household who do not speak English at home?

- Yes
- No

126. What is the highest grade or level of school among the adults in this household?

Mark ONE only.

- 8th grade or less
- Some high school, but did not graduate
- High school graduate or GED
- Some college or associate's degree
- Four year college degree (BA or BS)
- Some graduate or professional education but no degree
- Graduate or professional degree beyond a bachelor's degree



127. In the past 12 months did your family ever receive benefits from any of the following programs?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Temporary Assistance for Needy Families, or TANF..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Your state welfare or family assistance program..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Women, Infants, and Children, or WIC..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Food Stamps..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Medicaid..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Child Health Insurance Program (CHIP)..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Section 8 Housing assistance..... | <input type="checkbox"/> | <input type="checkbox"/> |

128. Which category best fits the total income of all persons in your household over the past 12 months?

Include your own income.

Include money from jobs or other earnings, pensions, interest, rent, Social Security payments, and so on.

- \$0 to \$10,000
- \$10,001 to \$20,000
- \$20,001 to \$30,000
- \$30,001 to \$40,000
- \$40,001 to \$50,000
- \$50,001 to \$60,000
- \$60,001 to \$75,000
- \$75,001 to \$100,000
- \$100,001 to \$150,000
- \$150,001 or more

10. Questions about You

These questions are about the adult that filled in this survey.

129. How are you related to this child?

Mark ONE only.

- Mother – birth, adoptive, step, or foster
- Father – birth, adoptive, step, or foster
- Grandmother
- Grandfather
- Girlfriend or partner of this child's parent or guardian
- Boyfriend or partner of this child's parent or guardian
- Other relationship

Specify:

130. Are you male or female?

- Male
- Female

131. How old are you?

--	--

age

132. How many years have you lived at this address?

Write "0" if less than 1 year.

--	--

years at this address



133. Are you the person in this household who usually opens the mail?

- Yes
- No

134. Did anyone else complete or help with any part of this survey?

- Yes
- No

135. Do you have access to the internet at this address?

- Yes
- No → **GO TO question 137.**

136. What type of internet access do you have?

Mark ONE only.

- Cable
- DSL
- FIOS
- Satellite
- Dial-up
- Other

137. Is there at least one telephone inside this home that is currently working and not a cell phone?

- Yes
- No

138. Do you have a working cell phone?

- Yes
- No → **GO TO END OF SURVEY.**

139. Of all the telephone calls that you receive are...

- all or almost all calls received on cell phones,
- some received on cell phones and some on regular phones, or
- very few or none on cell phones?

140. During the last month have you used your cell phone to do any of the following things?

	Yes ▼	No ▼
a. Send or receive email.....	<input type="checkbox"/>	<input type="checkbox"/>
b. Send or receive text messages.....	<input type="checkbox"/>	<input type="checkbox"/>
c. Access the internet.....	<input type="checkbox"/>	<input type="checkbox"/>

Thank you.

Please return this questionnaire in the postage-paid envelope provided. If you have lost the envelope, mail the completed questionnaire to:

**National Household Education Survey
1650 Research Blvd. Room XXXX
Rockville, MD 20850**



Commonly Asked Questions about the National Household Education Survey

Q: How did you get my address?

A: Your address was randomly selected from among all of the home addresses in the nation. It was selected using scientific sampling methods to represent other households in the U.S.

Q: Why should I take part in this study? Do I have to do this?

A: You represent thousands of other households like yours, and you cannot be replaced. Your answers and opinions are very important to the success of this study. You may choose not to answer any or all questions in this survey. In order for the survey to be representative, it is important that you complete and return this questionnaire.

Q: Will my answers to the survey be kept confidential?

A: The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors, have taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

Q: Who is sponsoring the study? Is this study conducted by the Federal Government?

A: This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is XXXX-XXXX. You may send any comments about this survey, including its length, to the Federal Government. Write to Andrew Zukerberg, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. You may send e-mail to nhes@ed.gov.

Q: Who is Westat?

A: Westat is a research company located in Rockville, Maryland. Westat is conducting this survey under contract to the U.S. Department of Education.

National Household Education Survey



Thank you for helping us with this survey. Based on the information we received from your household in your last survey we're asking you to complete this final step.

Sponsored by

U.S. Department of Education
National Center for Education Statistics





Instructions

- ◆ If this survey has reached the wrong household, please call toll-free 1-888-696-5670.
- ◆ We ask that this survey be filled in by the adult who knows the most about:

Please answer all the survey questions thinking about this child or youth. This information is also at the top of each page for your reference.

If this child or youth does not live here, please call 1-888-696-5670.

- ◆ Not all of the questions will apply to you – you will sometimes be asked to skip one or more questions based on your answers.
- ◆ To answer a question, simply mark the box that best represents your answer.
- ◆ Use a black or blue pen, if available to complete this survey.
- ◆ In response to our first survey, we recorded that the child/youth attends school. If this child is homeschooled instead of attending public or private school, or if this child has not yet started kindergarten or higher please call 1-888-696-5670 so we can verify you received the correct survey.

The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors, have taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Andrew Zukerberg National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. Do not return the completed form to this address.



1. Child's Schooling

- ▶ Thank you for your help with the previous survey your household completed.
- ▶ Answer all the survey questions thinking about the child listed below:

1. What grade or year of school is this child attending?

If this child is not assigned a specific grade select the grade he/she would be in at a school with regular grades.

Mark ONE only.

Child has not yet started kindergarten

Please STOP now and call 1-888-696-5670 so we can verify you received the correct survey.

Kindergarten - Including Transitional K and Pre-first grade

- Full-day kindergarten
 - Partial-day kindergarten
- } GO TO question 3.

Elementary through Middle school

- First grade
 - Second grade
 - Third grade
 - Fourth grade
 - Fifth grade
 - Sixth grade
 - Seventh grade
 - Eighth grade
- } GO TO question 3.

High School

- Ninth grade - *freshman*
- Tenth grade - *sophomore*
- Eleventh grade - *junior*
- Twelfth grade - *senior*

2. (If enrolled in 9th - 12th grade). Is he/she currently enrolled in advanced placement classes?

- Yes
- No

3. What type of school does this child attend?

- Private, Catholic
 - Private, religious but not Catholic
 - Private, not religious
 - Public school
- } GO TO question 6.

4. Is it his/her regularly assigned school?

- Yes
- No

5. Is this school a charter school?

- Yes
- No

6. Did you move to your current neighborhood so that this child could attend his/her current school?

- Yes
- No

7. Did you consider other schools for this child?

- Yes
- No → GO TO question 9.

8. In deciding between schools, did you seek information on the performance of the schools you were considering, like test scores, dropout rates, and so on?

- Yes
- No



9. Is the school this child attends your first choice, that is the school you wanted most him/her to attend?

Yes

No

10. Since the beginning of this school year, has this child been in the same school?

Yes → **GO TO question 12.**

No

11. In which month did this child start at his/her current school?

month (1 through 12)

12. How much do you agree or disagree with the following statement:

"This child enjoys school."

Strongly agree

Agree

Disagree

Strongly disagree

13. Please tell us about this child's grades during this school year. Overall, across all subjects what grades does this child get?

Mostly A's

Mostly B's

Mostly C's

Mostly D's and lower

This child's school does not give these grades

14. Since the beginning of this school year, how many times have any of this child's teachers or his/her school contacted any adult in your household about each of the following:

Number

a. Any behavior problems this child is having in school?.....

b. Any problems this child is having with school work?.....

c. Anything this child is doing particularly well or better in school?

15. Since starting kindergarten, has this child repeated any grades?

No → **GO TO question 17.**

Yes

16. What grade or grades did he/she repeat?

Mark all that apply.

Elementary through Middle school

Kindergarten

First grade

Second grade

Third grade

Fourth grade

Fifth grade

Sixth grade

Seventh grade

Eighth grade

High School

Ninth grade - *freshman*

Tenth grade - *sophomore*

Eleventh grade - *junior*

Twelfth grade - *senior*



17. Has this child ever had the following experiences?

Yes No
▼ ▼

- a. An out of school suspension?.....
- b. An in school suspension not counting detentions?.....
- c. Expelled from school?.....

18. How far do you expect this child to go in his/her education?

Mark ONE only.

- Complete less than a high school diploma
- Graduate from high school
- Attend a vocational or technical school after high school
- Attend two or more years of college
- Earn a bachelor's degree
- Earn a graduate degree or professional degree beyond a bachelor's

19. How would you describe his/her work at school?

Mark ONE only.

- Excellent
- Above average
- Average
- Below average
- Failing

► Continue with section 2, question 20 on the next page.



2. Families & School

20. Since the beginning of this school year, has any adult in this child's household done any of the following things at this child's school?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Attended a general school meeting, for example, an open house, or a back-to-school night..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Attended a meeting of the parent-teacher organization or association..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Gone to a regularly scheduled parent-teacher conference with this child's teacher..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Attended a school or class event, such as a play, dance, sports event, or science fair..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Served as a volunteer in this child's classroom or elsewhere in the school..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Participated in fundraising for the school..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Served on a school committee..... | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Met with a guidance counselor in person..... | <input type="checkbox"/> | <input type="checkbox"/> |

21. During this school year, how many times has any adult in the household gone to meetings or participated in activities at this child's school?

number of times

22. During this school year, have you received any of the following:

a. Notes or emails specifically about this child from his/her teachers or school administrators?

- Yes
- No

b. Newsletters, memos or notices addressed to all parents?

- Yes
- No

c. Phone calls specifically about this child from his/her teachers or school administrators?

- Yes
- No

23. How well has this child's school been doing the following things during this school year?

a. Letting you know how this child is doing in school between report cards.

- Very well
- Just ok
- Not very well
- Does not do it at all

b. Providing information about how to help this child with homework.

- Very well
- Just ok
- Not very well
- Does not do it at all



c. Providing information about why this child is placed in particular groups or classes.

- Very well
- Just ok
- Not very well
- Does not do it at all

d. Providing information on your expected role at this child's school.

- Very well
- Just ok
- Not very well
- Does not do it at all

! If the child is enrolled in 9th grade or higher (high school) answer question 24, otherwise GO TO question 25.

24. (If enrolled in 9th - 12th grade). How well has this child's school been doing at providing information on how to help him/her plan for college or vocational school?

- Does it very well
- Just ok
- Not very well
- Doesn't do it at all
- Does not apply

25. To what extent would you say you are satisfied or dissatisfied with each of the following:

a. The school this child attends this year?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

b. The teachers this child has this year?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

c. The academic standards of the school?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

d. The order and discipline at the school?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

e. The way that school staff interacts with parents?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

► **Continue with section 3, question 26 on the next page.**



3. Homework

26. How often does this child do homework, either at home, at an after-school program, or somewhere else outside of school?

- Less than once a week
- 1 to 2 days a week
- 3 to 4 days a week
- 5 or more days a week
- Never
- Child does not have homework

} **GO TO section 4.**

27. In an average week, how many hours does this child spend on homework outside of school?

--	--

 number of hours

28. How do you feel about the amount of homework this child is assigned?

- The amount is about right
- It's too much
- It's too little

29. Is there a place in your home that is set aside for this child to do homework?

- Yes
- No
- Child does not do homework at home

30. Does any adult in your household check to see that this child's homework is done?

- Yes
- No

31. During this school year, about how many days in an average week does anyone in your household help this child with his/her homework?

- Less than once a week
- 1 to 2 days a week
- 3 to 4 days a week
- 5 or more days a week
- Never

► Continue with section 4 on the next page.



4. Family Activities

! If this child is in kindergarten, 1st, 2nd, 3rd, 4th, or 5th grade continue with question 32. If he/she is in any other grade GO TO question 33.

32. In the past week, has anyone in the family done the following things with this child?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|---|--------------------------|--------------------------|
| a. Told him/her a story | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Done activities like coloring, painting, pasting, or using clay..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Played board games or did puzzles with him/her..... | <input type="checkbox"/> | <input type="checkbox"/> |

33. In the past week, has anyone in the family done the following things with this child?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Worked on a project with him/her like arts and crafts, building, making, or fixing something..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Played sports, active games, or exercised together..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Discussed with him/her how to manage time..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Talked with him/her about the family's history or ethnic heritage..... | <input type="checkbox"/> | <input type="checkbox"/> |

34. In the past month, has anyone in the family done the following things with this child?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|---|--------------------------|--------------------------|
| a. Visited a library..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Visited a bookstore..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Gone to a play, concert, or other live show..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Visited an art gallery, museum, or historical site..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Visited a zoo or aquarium..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Attended an event sponsored by a community, religious, or ethnic group..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Attended an athletic or sporting event outside of school in which this child was not a player..... | <input type="checkbox"/> | <input type="checkbox"/> |

► **Continue with section 5, question 35 on the next page.**



5. Child's Health

35. In general, how would you describe this child's health?

- Excellent
- Very good
- Good
- Fair
- Poor

36. Has a health professional told you that this child has any of the following disabilities?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|---|--------------------------|--------------------------|
| a. A specific learning disability..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Mental retardation..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. A speech or language delay..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. A serious emotional disturbance | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Deafness or another hearing impairment..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Blindness or another visual impairment not corrected with glasses..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. An orthopedic impairment..... | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Autism..... | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Attention deficit disorder, ADD or ADHD..... | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Pervasive Developmental Disorder or PDD..... | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Another health impairment lasting 6 months or more..... | <input type="checkbox"/> | <input type="checkbox"/> |

! If you marked yes for any disability in question 36 continue with this section. If you marked no for all disabilities then GO TO question 44, the next section.

37. Is this child receiving services for his/her condition?

- Yes
- No → GO TO question 42.

38. Are these services provided by any of the following sources?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Your local school district..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A state or local health or social service agency..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. A doctor, clinic, or other health care provider..... | <input type="checkbox"/> | <input type="checkbox"/> |

39. Are any of these services provided through an Individualized Family Service Plan (IFSP), or an Individualized Educational Program or Plan (IEP)?

- Yes
- No → GO TO question 42.

40. Did any adult in your household work with the service provider or school to develop or change this child's IFSP or IEP?

- Yes
- No



41. During this school year, to what extent have you been satisfied or dissatisfied with the following aspects of this child's IFSP or IEP?

a. The service provider's or school's communication with your family?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- Does not apply

b. The child's special needs teacher or therapist?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- Does not apply

c. The service provider's school's ability to accommodate the child's special needs?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- Does not apply

d. The service provider's school's commitment to help your child learn?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied
- Does not apply

42. Is this child currently enrolled in any special education classes or services?

- Yes
- No

43. Does this child's disability affect his/her ability to learn?

- Yes
- No

► Continue with section 6, question 44 on the next page.



6. Child's Background

44. In what month and year was this child born?

<input type="text"/>	<input type="text"/>	/	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
month			year			

45. Where was this child born?

One of the 50 United States or the District of Columbia

↳ **GO TO question 47.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa,
U.S. Virgin Islands, or Mariana Islands)

Another country

46. How old was this child when he/she first moved to the 50 United States or the District of Columbia?

<input type="text"/>	<input type="text"/>
age	

47. What is this child's ethnicity?

Hispanic or Latino

Not Hispanic or Latino

48. What is this child's race? Mark one or more races to indicate what you consider this child to be.

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White

49. For the current school year, does this child usually live at another address, for example because of a joint custody arrangement?

Do not include vacation properties.

Yes

No

50. What language does this child speak most at home?

Mark ONE only.

English

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

Child does not speak

! If you marked 'English' or 'Child does not speak' in question 50 GO TO question 52, otherwise continue with question 51.

51. Is this child currently enrolled in English as a second language, bilingual education, or an English immersion program?

Yes

No



7. Child's Mother or Female Guardian

52. Does this child have a mother, stepmother or female guardian living in the same household?

No → GO TO question 71.

Yes

53. Is this person the child's...

Birth mother,

Adoptive mother,

Stepmother,

Foster mother,

Grandmother, or

Other female guardian?

54. How old was this woman when she first became a mother or guardian to any child?

--	--

age

55. What is the marital status of this child's mother or female guardian?

Mark ONE only.

Married

Living with a partner

Separated

Divorced

Widowed

Never married

56. What was the first language this child's mother or female guardian learned to speak?

Mark ONE only.

English → GO TO question 61.

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

57. What language does she speak most at home now?

Mark ONE only.

English → GO TO question 61.

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

58. How difficult is it for her to participate in activities at this child's school because she speaks a language other than English?

Very difficult

Somewhat difficult

Not at all difficult

59. Does the school have interpreters who speak her native language for meetings or parent-teacher conferences?

Yes

No



60. Does the school have written materials, such as newsletters or school notices that are translated into her native language?

Yes

No

61. Where was this child's mother or female guardian born?

One of the 50 United States or the District of Columbia

↳ **GO TO question 63.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa,
U.S. Virgin Islands, or Mariana Islands)

Another country

62. How old was she when she first moved to the 50 United States or the District of Columbia?

--	--

age

63. What is her ethnicity?

Hispanic or Latino

Not Hispanic or Latino

64. What is her race? Mark one or more races to indicate what she considers herself to be.

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White

65. What is the highest grade or level of school that she completed?

Mark ONE only.

Up to 8th grade

High School, but no diploma

High school diploma or equivalent (GED)

Vocational diploma after high school

Some college, but no degree

Associates degree (AA, AS)

Bachelor's degree (BA, BS)

Some graduate or professional education
but no degree

Master's degree (MA, MS)

Doctorate Degree (PhD, EdD)

Professional degree beyond Bachelor's
degree (MD, DDS, JD, LLB)

66. Is she currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training?

Yes

No



67. Which of the following best describes her employment status?

Mark ONE only.

Employed for pay or income

Self employed

Unemployed or out of work → **GO TO question 69.**

A homemaker

Retired

Disabled or unable to work

} **GO TO question 70.**

68. (If employed or self employed). About how many hours per week does she usually work for pay or income, counting all jobs?

hours

→ **GO TO question 70.**

69. (If unemployed or out of work). Has she been actively looking for work in the past 4 weeks?

Yes

No

70. In the past 12 months, how many months (if any) has she worked for pay or income?

months

▶ Continue with section 8, question 71 on the next page.



8. Child's Father or Male Guardian

71. Does this child have a father, stepfather or male guardian living in the same household?

No → **GO TO question 89.**

Yes

72. Is this person the child's...

Birth father,

Adoptive father,

Stepfather,

Foster father,

Grandfather, or

Other male guardian?

73. What is the marital status of this child's father or male guardian?

Mark **ONE** only.

Married

Living with a partner

Separated

Divorced

Widowed

Never married

74. What was the first language this child's father or male guardian learned to speak?

Mark **ONE** only.

English → **GO TO question 79.**

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

75. What language does he speak most at home now?

Mark **ONE** only.

English → **GO TO question 79.**

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

76. How difficult is it for him to participate in activities at this child's school because he speaks a language other than English?

Very difficult

Somewhat difficult

Not at all difficult

77. Does the school have interpreters who speak his native language for meetings or parent-teacher conferences?

Yes

No

78. Does the school have written materials, such as newsletters or school notices that are translated into his native language?

Yes

No



79. Where was this child's father or male guardian born?

One of the 50 United States or the District of Columbia

↳ **GO TO question 81.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa,
U.S. Virgin Islands, or Mariana Islands)

Another country

80. How old was he when he first moved to the 50 United States or the District of Columbia?

--	--

age

81. What is his ethnicity?

Hispanic or Latino

Not Hispanic or Latino

82. What is his race? Mark one or more races to indicate what he considers himself to be.

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White

83. What is the highest grade or level of school that he completed?

Mark ONE only.

Up to 8th grade

High School, but no diploma

High school diploma or equivalent (GED)

Vocational diploma after high school

Some college, but no degree

Associates degree (AA, AS)

Bachelor's degree (BA, BS)

Some graduate or professional education
but no degree

Master's degree (MA, MS)

Doctorate Degree (PhD, EdD)

Professional degree beyond Bachelor's
degree (MD, DDS, JD, LLB)

84. Is he currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training?

Yes

No



85. Which of the following best describes his employment status?

Mark ONE only.

Employed for pay or income

Self employed

Unemployed or out of work → **GO TO question 87.**

A homemaker

Retired

Disabled or unable to work

} **GO TO question 88.**

86. (If employed or self employed). About how many hours per week does he usually work for pay or income, counting all jobs?

hours

→ **GO TO question 88.**

87. (If unemployed or out of work). Has he been actively looking for work in the past 4 weeks?

Yes

No

88. In the past 12 months, how many months (if any) has he worked for pay or income?

months

► Continue with section 9, question 89 on the next page.



9. Your Household

89. Please mark all of the people who live in the household with this child, including yourself and those you have already been asked about.

Mark all that apply.

- Mother – birth, adoptive, step, or foster
- Father – birth, adoptive, step, or foster
- Brother – full, half, adoptive, step, or foster
- Sister – full, half, adoptive, step, or foster
- Aunt
- Uncle
- Grandmother
- Grandfather
- Cousin
- Other relative
- Same sex parent
- Girlfriend or partner of this child's parent or guardian
- Boyfriend or partner of this child's parent or guardian
- Other nonrelatives

90. Other than this address does anyone in this household currently receive mail at another address including P.O. Boxes?

- Yes
- No

91. Is this house...

Mark ONE only.

- Owned or being bought by someone in this household,
- Rented by someone in this household, or
- Occupied by some other arrangement?

92. How many females age 21 or older live at this address?

number of females age 21 or older

93. How many males age 21 or older live at this address?

number of males age 21 or older

94. How many youth or children age 20 or younger live at this address?

Include the child selected for this survey.

Do not include those living in college housing.

number age 20 or younger

95. Are there any adults in this household who do not speak English at home?

- Yes
- No

96. What is the highest grade or level of school among the adults in this household?

Mark ONE only.

- 8th grade or less
- Some high school, but did not graduate
- High school graduate or GED
- Some college or associate's degree
- Four year college degree (BA or BS)
- Some graduate or professional education but no degree
- Graduate or professional degree beyond a bachelor's degree



97. In the **past 12 months** did your family ever receive benefits from any of the following programs?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Temporary Assistance for Needy Families, or TANF..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Your state welfare or family assistance program..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Women, Infants, and Children, or WIC..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Food Stamps..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Medicaid..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Child Health Insurance Program (CHIP)..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Section 8 Housing assistance..... | <input type="checkbox"/> | <input type="checkbox"/> |

98. Which category best fits the total income of all persons in your household over the past 12 months?

Include your own income.

Include money from jobs or other earnings, pensions, interest, rent, Social Security payments, and so on.

- \$0 to \$10,000
- \$10,001 to \$20,000
- \$20,001 to \$30,000
- \$30,001 to \$40,000
- \$40,001 to \$50,000
- \$50,001 to \$60,000
- \$60,001 to \$75,000
- \$75,001 to \$100,000
- \$100,001 to \$150,000
- \$150,001 or more

10. Questions about You

These questions are about the adult that filled in this survey.

99. How are you related to this child?

Mark ONE only.

- Mother – birth, adoptive, step, or foster
- Father – birth, adoptive, step, or foster
- Grandmother
- Grandfather
- Girlfriend or partner of this child's parent or guardian
- Boyfriend or partner of this child's parent or guardian
- Other relationship

Specify:

100. Are you male or female?

- Male
- Female

101. How old are you?

--	--

age

102. How many years have you lived at this address?

Write "0" if less than 1 year.

--	--

years at this address



103. Are you the person in this household who usually opens the mail?

- Yes
- No

104. Did anyone else complete or help with any part of this survey?

- Yes
- No

105. Do you have access to the internet at this address?

- Yes
- No → **GO TO question 107.**

106. What type of internet access do you have?

Mark ONE only.

- Cable
- DSL
- FIOS
- Satellite
- Dial-up
- Other

107. Is there at least one telephone inside this home that is currently working and not a cell phone?

- Yes
- No

108. Do you have a working cell phone?

- Yes
- No → **GO TO question 111.**

109. Of all the telephone calls that you receive are...

- all or almost all calls received on cell phones,
- some received on cell phones and some on regular phones, or
- very few or none on cell phones?

110. During the last month have you used your cell phone to do any of the following things?

	Yes ▼	No ▼
a. Send or receive email.....	<input type="checkbox"/>	<input type="checkbox"/>
b. Send or receive text messages.....	<input type="checkbox"/>	<input type="checkbox"/>
c. Access the internet.....	<input type="checkbox"/>	<input type="checkbox"/>



111. We would like to identify this child's school so we can include information about the school in our study.

Using the list of schools below mark the box next to the school this child attends. If this child's school is not in this list, GO TO question 112.

School Name	Address	City
<input type="checkbox"/> Butler School	15951 Germantown Rd	Darnestown
<input type="checkbox"/> Clopper Mill Elementary	18501 Cinnamon Dr	GERMANTOWN
<input type="checkbox"/> Fox Chapel Elementary	19315 Archdale Rd	Germantown
<input type="checkbox"/> Germantown Elementary	19110 Liberty Mill Rd	Germantown
<input type="checkbox"/> Kingsview Middle	18909 Kingsview Rd	Germantown
<input type="checkbox"/> Lake Seneca Elementary	13600 Wanegarden Dr	Germantown
<input type="checkbox"/> Longview School	13900 Bromfield Rd	Germantown
<input type="checkbox"/> Mary of Nazareth School	14131 Seneca Road	Darnestown
<input type="checkbox"/> Northwest High School	13501 Richter Farm Rd	Germantown
<input type="checkbox"/> Roberto W. Clemente Middle	18808 Waring Station Rd	Germantown
<input type="checkbox"/> Ronald A. McNair Elementary	13881 Hopkins Rd	Germantown
<input type="checkbox"/> S. Christa McAuliffe Elementary	12500 Wisteria Dr	Germantown
<input type="checkbox"/> Seneca Valley High	12700 Middlebrook Rd	Germantown
<input type="checkbox"/> Spark M. Matsunaga Elementary School	13902 Bromfield Rd	Germantown
<input type="checkbox"/> Waters Landing Elementary	13100 Waters Landing Dr	Germantown



Commonly Asked Questions about the National Household Education Survey

Q: How did you get my address?

A: Your address was randomly selected from among all of the home addresses in the nation. It was selected using scientific sampling methods to represent other households in the U.S.

Q: Why should I take part in this study? Do I have to do this?

A: You represent thousands of other households like yours, and you cannot be replaced. Your answers and opinions are very important to the success of this study. You may choose not to answer any or all questions in this survey. In order for the survey to be representative, it is important that you complete and return this questionnaire.

Q: Will my answers to the survey be kept confidential?

A: The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors, have taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

Q: Who is sponsoring the study? Is this study conducted by the Federal Government?

A: This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is XXXX-XXXX. You may send any comments about this survey, including its length, to the Federal Government. Write to Andrew Zukerberg, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. You may send e-mail to nhes@ed.gov.

Q: Who is Westat?

A: Westat is a research company located in Rockville, Maryland. Westat is conducting this survey under contract to the U.S. Department of Education.

National Household Education Survey



Thank you for helping us with this survey.
Based on the information we received from
your household in your last survey we're
asking you to complete this final step.

Sponsored by

U.S. Department of Education
National Center for Education Statistics





Instructions

- ◆ If this survey has reached the wrong household, please call toll-free 1-888-696-5670.
- ◆ We ask that this survey be filled in by the adult who knows the most about:

Please answer all the survey questions thinking about this child or youth. This information is also at the top of each page for your reference.

If this child or youth does not live here, please call 1-888-696-5670.

- ◆ Not all of the questions will apply to you – you will sometimes be asked to skip one or more questions based on your answers.
- ◆ To answer a question, simply mark the box that best represents your answer.
- ◆ Use a black or blue pen, if available to complete this survey.
- ◆ In response to our first survey, we recorded that the child/youth is currently homeschooled. If this child attends either public or private school instead of homeschooling, or is not in homeschool grades Kindergarten through 12th or equivalent please call 1-888-696-5670 so we can verify you received the correct survey.

The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors, have taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

Public reporting burden for this collection of information is estimated to average 20 minutes per response, including the time for reviewing instructions, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Andrew Zukerberg National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. Do not return the completed form to this address.



1. Child's Homeschooling

- ▶ Thank you for your help with the previous survey your household completed.
- ▶ Answer all the survey questions thinking about the child listed below:

1. Is this child getting all of his/her instruction at home, or is he/she getting some at school and some at home?

- All at home → **GO TO question 3.**
- Some at school & some at home
- He/she is not homeschooled at all

Please STOP now and call 1-888-696-5670 so we can verify you received the correct survey.

2. How many hours each week does this child usually go to a school for instruction? Do not include time spent in extracurricular activities.

--	--

hours

3. Who is the person that mainly homeschools this child?

- Mother
- Father
- Grandparent
- Brother/sister
- Another person

Who is that:

4. Is any of this child's home instruction taught by a private tutor or teacher?

- Yes
- No

5. What grade or year would this child be in if he/she was attending school?

Mark ONE only.

Preschool

Please STOP now and call 1-888-696-5670 so we can verify you received the correct survey.

Elementary through Middle school

- Kindergarten (Including transitional K and Pre-first grade)
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade
- Sixth grade
- Seventh grade
- Eighth grade

High School

- Ninth grade - *freshman*
- Tenth grade - *sophomore*
- Eleventh grade - *junior*
- Twelfth grade - *senior*

6. How many days each week is this child homeschooled?

--	--

days each week

7. About how many total hours per week is he/she homeschooled?

--	--

hours per week



8. Does your family participate in the activities or meetings of a local homeschooling association or other local homeschool group?

Yes

No → GO TO question 10.

9. Since September, how many times has your family gone to meetings or participated in the activities of a local homeschooling association or other local homeschool group?

--	--

number of times

10. Since September, has this child participated in activities with other children who are homeschooled?

Yes

No

11. Thinking about sources of curriculum or books you use to homeschool this child, please tell us about all the sources that apply to you. In homeschooling this child, have you used materials from...

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. A public library?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Any obtained directly from a homeschooling catalog, publisher, or individual who specializes in homeschooling materials?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Any obtained directly from another educational publisher?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. A homeschooling organization?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. A church, synagogue, or other religious organization?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Your local public school or school district?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. A private school?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| h. A retail bookstore or other store?..... | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Internet sites?..... | <input type="checkbox"/> | <input type="checkbox"/> |

12. Some homeschooled children take courses over the internet taught by people outside the household. Is this child receiving any instruction this way?

Yes

No → GO TO question 14.

13. Is that instruction provided by your public school?

Yes

No

14. Thinking about typical grade levels, for which grades was this child schooled at home for at least some classes or subjects?

Mark all that apply.

Elementary through Middle school

- Kindergarten
- First grade
- Second grade
- Third grade
- Fourth grade
- Fifth grade
- Sixth grade
- Seventh grade
- Eighth grade

High School

- Ninth grade - *freshman*
- Tenth grade - *sophomore*
- Eleventh grade - *junior*
- Twelfth grade - *senior*



15. There are many different reasons that parents choose to homeschool their children. Did you choose to homeschool this child because:

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. You are concerned about the school environment, such as safety, drugs, or negative peer pressure..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. You are dissatisfied with the academic instruction at other schools..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. You prefer to teach this child at home so that you can provide religious or moral instruction..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. This child has a physical or mental health problem that has lasted six months or more..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. This child has a temporary illness that prevents him/her from going to school..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. This child has other special needs that you feel the school can't or won't meet..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. You are interested in a nontraditional approach to children's education..... | <input type="checkbox"/> | <input type="checkbox"/> |
| h. You have another reason for homeschooling your child..... | <input type="checkbox"/> | <input type="checkbox"/> |

Specify:

16. Of the reasons you choose to homeschool your child, which one would you say is the most important to you?

Write the letter from question 15 for the most important reason you choose to homeschool your child.

letter from question 15

17. How far do you expect this child to go in his/her education?

Mark ONE only.

- Complete less than a high school diploma
- Graduate from high school
- Attend a vocational or technical school after high school
- Attend two or more years of college
- Earn a bachelor's degree
- Earn a graduate degree or professional degree beyond a bachelor's

► **Continue with section 2 on the next page.**



2. Family Activities

! If this child's grade or equivalent is kindergarten, 1st, 2nd, 3rd, 4th, or 5th continue with question 18. If he/she is in any other grade GO TO question 19.

18. In the past week, has anyone in the family done the following things with this child?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|---|--------------------------|--------------------------|
| a. Told him/her a story..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Done activities like coloring, painting, pasting, or using clay..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Played board games or did puzzles with him/her..... | <input type="checkbox"/> | <input type="checkbox"/> |

19. In the past week, has anyone in the family done the following things with this child?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Worked on a project with him/her like arts and crafts, building, making, or fixing something..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Played sports, active games, or exercised together..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Discussed with him/her how to manage time..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Talked with him/her about the family's history or ethnic heritage..... | <input type="checkbox"/> | <input type="checkbox"/> |

20. In the past month, has anyone in the family done the following things with this child?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|---|--------------------------|--------------------------|
| a. Visited a library..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Visited a bookstore..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Gone to a play, concert, or other live show..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Visited an art gallery, museum, or historical site..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Visited a zoo or aquarium..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Attended an event sponsored by a community, religious, or ethnic group..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Attended an athletic or sporting event outside of school in which this child was not a player..... | <input type="checkbox"/> | <input type="checkbox"/> |

► **Continue with section 3, question 21 on the next page.**



3. Child's Health

21. In general, how would you describe this child's health?

- Excellent
- Very good
- Good
- Fair
- Poor

22. Has a health professional told you that this child has any of the following disabilities?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|---|--------------------------|--------------------------|
| a. A specific learning disability..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Mental retardation..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. A speech or language delay..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. A serious emotional disturbance | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Deafness or another hearing impairment..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Blindness or another visual impairment not corrected with glasses..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. An orthopedic impairment..... | <input type="checkbox"/> | <input type="checkbox"/> |
| h. Autism..... | <input type="checkbox"/> | <input type="checkbox"/> |
| i. Attention deficit disorder, ADD or ADHD..... | <input type="checkbox"/> | <input type="checkbox"/> |
| j. Pervasive Developmental Disorder or PDD..... | <input type="checkbox"/> | <input type="checkbox"/> |
| k. Another health impairment lasting 6 months or more..... | <input type="checkbox"/> | <input type="checkbox"/> |

! If you marked yes for any disability in question 22 continue with this section. If you marked no for all disabilities then GO TO question 30, the next section.

23. Is this child receiving services for his/her condition?

- Yes
- No → **GO TO question 28.**

24. Are these services provided by any of the following sources?

Mark ONE box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Your local school district..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. A state or local health or social service agency..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. A doctor, clinic, or other health care provider..... | <input type="checkbox"/> | <input type="checkbox"/> |

25. Are any of these services provided through an Individualized Family Service Plan (IFSP), or an Individualized Educational Program or Plan (IEP)?

- Yes
- No → **GO TO question 28.**

26. Did any adult in your household work with the service provider or school to develop or change this child's IFSP or IEP?

- Yes
- No



27. During this school year, to what extent have you been satisfied or dissatisfied with the following aspects of this child's IFSP or IEP?

a. The service provider's or school's communication with your family?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

- Does not apply

b. The child's special needs teacher or therapist?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

- Does not apply

c. The service provider's or school's ability to accommodate the child's special needs?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

- Does not apply

d. The service provider's or school's commitment to help your child learn?

- Very satisfied
- Somewhat satisfied
- Somewhat dissatisfied
- Very dissatisfied

- Does not apply

28. Is this child currently enrolled in any special education classes or services?

- Yes
- No

29. Does this child's disability affect his/her ability to learn?

- Yes
- No

► Continue with section 4, question 30 on the next page.



4. Child's Background

30. In what month and year was this child born?

		/				
month			year			

31. Where was this child born?

One of the 50 United States or the District of Columbia

→ **GO TO question 33.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa,
U.S. Virgin Islands, or Mariana Islands)

Another country

32. How old was this child when he/she first moved to the 50 United States or the District of Columbia?

age	

33. What is this child's ethnicity?

Hispanic or Latino

Not Hispanic or Latino

34. What is this child's race? Mark one or more races to indicate what you consider this child to be.

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White

35. For the current school year, does this child usually live at another address, for example because of a joint custody arrangement?

Do not include vacation properties.

Yes

No

36. What language does this child speak most at home?

Mark ONE only.

English

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

Child does not speak

! If you marked 'English' or 'Child does not speak' in question 36 GO TO question 38, otherwise continue with question 37.

37. Is this child currently enrolled in English as a second language, bilingual education, or an English immersion program?

Yes

No



5. Child's Mother or Female Guardian

38. Does this child have a mother, stepmother or female guardian living in the same household?

No → **GO TO question 54.**

Yes

39. Is this person the child's...

Birth mother,

Adoptive mother,

Stepmother,

Foster mother,

Grandmother, or

Other female guardian?

40. How old was this woman when she first became a mother or guardian to any child?

--	--

age

41. What is the marital status of this child's mother or female guardian?

Mark **ONE** only.

Married

Living with a partner

Separated

Divorced

Widowed

Never married

42. What was the first language this child's mother or female guardian learned to speak?

Mark **ONE** only.

English → **GO TO question 44.**

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

43. What language does she speak most at home now?

Mark **ONE** only.

English

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

44. Where was this child's mother or female guardian born?

One of the 50 United States or the District of Columbia

→ **GO TO question 46.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa,
U.S. Virgin Islands, or Mariana Islands)

Another country

45. How old was she when she first moved to the 50 United States or the District of Columbia?

--	--

age



46. What is her ethnicity?

- Hispanic or Latino
- Not Hispanic or Latino

47. What is her race? Mark one or more races to indicate what she considers herself to be.

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or other Pacific Islander
- White

48. What is the highest grade or level of school that she completed?

Mark ONE only.

- Up to 8th grade
- High School, but no diploma
- High school diploma or equivalent (GED)
- Vocational diploma after high school
- Some college, but no degree
- Associates degree (AA, AS)
- Bachelor's degree (BA, BS)
- Some graduate or professional education but no degree
- Master's degree (MA, MS)
- Doctorate Degree (PhD, EdD)
- Professional degree beyond Bachelor's degree (MD, DDS, JD, LLB)

49. Is she currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training?

- Yes
- No

50. Which of the following best describes her employment status?

Mark ONE only.

- Employed for pay or income
- Self employed
- Unemployed or out of work → **GO TO question 52.**
- A homemaker
- Retired
- Disabled or unable to work } **GO TO question 53.**

51. (If employed or self employed). About how many hours per week does she usually work for pay or income, counting all jobs?

--	--

hours → **GO TO question 53.**

52. (If unemployed or out of work). Has she been actively looking for work in the past 4 weeks?

- Yes
- No

53. In the past 12 months, how many months (if any) has she worked for pay or income?

--	--

months



6. Child's Father or Male Guardian

54. Does this child have a father, stepfather or male guardian living in the same household?

No → **GO TO question 69.**

Yes

55. Is this person the child's...

Birth father,

Adoptive father,

Stepfather,

Foster father,

Grandfather, or

Other male guardian?

56. What is the marital status of this child's father or male guardian?

Mark **ONE** only.

Married

Living with a partner

Separated

Divorced

Widowed

Never married

57. What was the first language this child's father or male guardian learned to speak?

Mark **ONE** only.

English → **GO TO question 59.**

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

58. What language does he speak most at home now?

Mark **ONE** only.

English

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

59. Where was this child's father or male guardian born?

One of the 50 United States or the District of Columbia

→ **GO TO question 61.**

One of the U.S. territories
(Puerto Rico, Guam, American Samoa,
U.S. Virgin Islands, or Mariana Islands)

Another country

60. How old was he when he first moved to the 50 United States or the District of Columbia?

--	--

age

61. What is his ethnicity?

Hispanic or Latino

Not Hispanic or Latino

62. What is his race? Mark one or more races to indicate what he considers himself to be.

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or other Pacific Islander

White



63. What is the highest grade or level of school that he completed?

Mark ONE only.

- Up to 8th grade
- High School, but no diploma
- High school diploma or equivalent (GED)
- Vocational diploma after high school
- Some college, but no degree
- Associates degree (AA, AS)
- Bachelor's degree (BA, BS)
- Some graduate or professional education but no degree
- Master's degree (MA, MS)
- Doctorate Degree (PhD, EdD)
- Professional degree beyond Bachelor's degree (MD, DDS, JD, LLB)

64. Is he currently attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training?

- Yes
- No

65. Which of the following best describes his employment status?

Mark ONE only.

- Employed for pay or income
 - Self employed
 - Unemployed or out of work **→ GO TO question 67.**
 - A homemaker
 - Retired
 - Disabled or unable to work
- } **GO TO question 68.**

66. (If employed or self employed). About how many hours per week does he usually work for pay or income, counting all jobs?

--	--

→ GO TO question 68.
 hours

67. (If unemployed or out of work). Has he been actively looking for work in the past 4 weeks?

- Yes
- No

68. In the past 12 months, how many months (if any) has he worked for pay or income?

--	--

 months

▶ Continue with section 7, question 69 on the next page.



7. Your Household

69. Please mark all of the people who live in the household with this child, including yourself and those you have already been asked about.

Mark all that apply.

- Mother – birth, adoptive, step, or foster
- Father – birth, adoptive, step, or foster
- Brother – full, half, adoptive, step, or foster
- Sister – full, half, adoptive, step, or foster
- Aunt
- Uncle
- Grandmother
- Grandfather
- Cousin
- Other relative
- Same sex parent
- Girlfriend or partner of this child's parent or guardian
- Boyfriend or partner of this child's parent or guardian
- Other nonrelatives

70. Other than this address does anyone in this household currently receive mail at another address including P.O. Boxes?

- Yes
- No

71. Is this house...

Mark ONE only.

- Owned or being bought by someone in this household,
- Rented by someone in this household, or
- Occupied by some other arrangement?

72. How many females age 21 or older live at this address?

number of females age 21 or older

73. How many males age 21 or older live at this address?

number of males age 21 or older

74. How many youth or children age 20 or younger live at this address?

Include the child selected for this survey.

Do not include those living in college housing.

number age 20 or younger

75. Are there any adults in this household who do not speak English at home?

- Yes
- No

76. What is the highest grade or level of school among the adults in this household?

Mark ONE only.

- 8th grade or less
- Some high school, but did not graduate
- High school graduate or GED
- Some college or associate's degree
- Four year college degree (BA or BS)
- Some graduate or professional education but no degree
- Graduate or professional degree beyond a bachelor's degree



77. In the past 12 months did your family ever receive benefits from any of the following programs?

Mark **ONE** box for each item below.

- | | Yes
▼ | No
▼ |
|--|--------------------------|--------------------------|
| a. Temporary Assistance for Needy Families, or TANF..... | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Your state welfare or family assistance program..... | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Women, Infants, and Children, or WIC..... | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Food Stamps..... | <input type="checkbox"/> | <input type="checkbox"/> |
| e. Medicaid..... | <input type="checkbox"/> | <input type="checkbox"/> |
| f. Child Health Insurance Program (CHIP)..... | <input type="checkbox"/> | <input type="checkbox"/> |
| g. Section 8 Housing assistance..... | <input type="checkbox"/> | <input type="checkbox"/> |

78. Which category best fits the total income of all persons in your household over the past 12 months?

Include your own income.

Include money from jobs or other earnings, pensions, interest, rent, Social Security payments, and so on.

- \$0 to \$10,000
- \$10,001 to \$20,000
- \$20,001 to \$30,000
- \$30,001 to \$40,000
- \$40,001 to \$50,000
- \$50,001 to \$60,000
- \$60,001 to \$75,000
- \$75,001 to \$100,000
- \$100,001 to \$150,000
- \$150,001 or more

▶ Continue with section 8, on the next page.



8. Questions about You

These questions are about the adult that filled in this survey.

79. How are you related to this child?

Mark ONE only.

- Mother – birth, adoptive, step, or foster
- Father – birth, adoptive, step, or foster
- Grandmother
- Grandfather
- Girlfriend or partner of this child's parent or guardian
- Boyfriend or partner of this child's parent or guardian
- Other relationship

Specify:

80. Are you male or female?

- Male
- Female

81. How old are you?

--	--

age

82. How many years have you lived at this address?

Write '0' if less than 1 year.

--	--

years at this address

83. Are you the person in this household who usually opens the mail?

- Yes
- No

84. Did anyone else complete or help with any part of this survey?

- Yes
- No

85. Do you have access to the internet at this address?

- Yes
- No → **GO TO question 87.**

86. What type of internet access do you have?

Mark ONE only.

- Cable
- DSL
- FIOS
- Satellite
- Dial-up
- Other

87. Is there at least one telephone inside this home that is currently working and not a cell phone?

- Yes
- No



88. Do you have a working cell phone?

Yes

No → **GO TO END OF SURVEY.**

89. Of all the telephone calls that you receive are...

all or almost all calls received on cell phones,

some received on cell phones and some on regular phones, or

very few or none on cell phones?

90. During the last month have you used your cell phone to do any of the following things?

Yes No
▼ ▼

a. Send or receive email.....

b. Send or receive text messages.....

c. Access the internet.....

Thank you.

Please return this questionnaire in the postage- paid envelope provided. If you have lost the envelope, mail the completed questionnaire to:

**National Household Education Survey
1650 Research Blvd. Room XXXX
Rockville, MD 20850**



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Commonly Asked Questions about the National Household Education Survey

Q: How did you get my address?

A: Your address was randomly selected from among all of the home addresses in the nation. It was selected using scientific sampling methods to represent other households in the U.S.

Q: Why should I take part in this study? Do I have to do this?

A: You represent thousands of other households like yours, and you cannot be replaced. Your answers and opinions are very important to the success of this study. You may choose not to answer any or all questions in this survey. In order for the survey to be representative, it is important that you complete and return this questionnaire.

Q: Will my answers to the survey be kept confidential?

A: The information you provide will be used for statistical purposes only. In accordance with the Confidential Information Protection provisions of Title V, Subtitle A, Public Law 107-347 and other applicable Federal laws, your responses will be kept confidential and will not be disclosed in identifiable form to anyone other than employees or agents. By law, every NCES employee as well as every agent, such as contractors, have taken an oath and is subject to a jail term of up to 5 years, a fine of up to \$250,000, or both if he or she willfully discloses ANY identifiable information about you.

Q: Who is sponsoring the study? Is this study conducted by the Federal Government?

A: This study has been approved by the Office of Management and Budget, the office that reviews all federally sponsored surveys. The approval number assigned to this study is XXXX-XXXX. You may send any comments about this survey, including its length, to the Federal Government. Write to Andrew Zukerberg, National Center for Education Statistics, U.S. Department of Education, 1990 K Street NW, Room 9065, Washington, DC 20006-5650. You may send e-mail to nhes@ed.gov.

Q: Who is Westat?

A: Westat is a research company located in Rockville, Maryland. Westat is conducting this survey under contract to the U.S. Department of Education.

Appendix B.

Other Survey Materials



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

May 2009

Dear Montgomery County Household:

The U.S. Department of Education is conducting an important national research study and we need your help. This brief questionnaire is the first step in a study that provides vital information to policymakers, researchers, and educators that can be used to improve education for people of all ages—information that is not available anywhere else.

Your household was chosen as part of this scientific study. We cannot replace you with someone else—your answers will make sure that households like yours are counted. Every type of household in America needs to be included in the survey.

Please fill out the enclosed survey and mail it back. It usually takes 5 minutes or less to fill out the survey. We have enclosed \$2 as a token of our appreciation. If you have questions or need assistance, please call Westat (the research company doing this survey for us) at 1-888-696-5670. You can find more information about this study online at nhessurvey.org.

Please remember that:

- All types of households are included – large and small households are equally important.
- This survey is about everybody – young and old.

The results from this survey will help the Department of Education understand the educational needs of our diverse population in changing times. This survey is about all of us!

We understand and appreciate that people have many demands on their time, so we are very grateful for your generous cooperation. Thank you again.

Sincerely,

Chris Chapman.
Director, Household Studies Program
National Center for Education Statistics



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

May 2009

Dear Montgomery County Household:

The U.S. Department of Education is conducting an important national research study about families and education and we need your help. The brief questionnaire enclosed will let us find households with children and youths. We will be asking households around the country about:

- the ways that schools and families work together to promote learning;
- the learning experiences of young children who have not yet started school.

Your household was chosen as part of this scientific study and we cannot replace you with someone else—your answers will make sure that households like yours are counted.

This short questionnaire is the first step in a study that provides vital information to policymakers, researchers, and educators that can be used to improve education for people of all ages—information that is not available anywhere else. The results from this survey will help the Department of Education understand the educational needs of our diverse population in changing times. This survey is about all of us!

Please fill out the enclosed survey and mail it back in the postage paid envelope included.

- It usually takes 5 minutes or less to fill out these initial questions, and only a few seconds if no one in your household is age 20 or younger.
- If your household does not include anyone age 20 or younger, fill out the first question in the enclosed form and return it in the envelope that is provided.

We have enclosed \$2 as a token of our appreciation. If you have questions or need assistance, please call Westat (the research company doing this survey for us) at 1-888-696-5670. You can find more information about this study online at nhessurvey.org.

We understand and appreciate that people have many demands on their time, so we are very grateful for your generous cooperation. Thank you again.

Sincerely,

Chris Chapman.
Director, Household Studies Program
National Center for Education Statistics



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

NATIONAL CENTER FOR EDUCATION STATISTICS

{123 Name Street}
{City, ST 12345}

May 2009

Dear Parent of {CHILD}:

A few weeks ago your household helped us by completing a short survey for the U.S. Department of Education. Thank you for your contribution. I'm writing you now to ask you to help us by completing the final part of this important study. The study is used by educators, policymakers, and researchers to understand the educational experiences and needs of all children in the United States.

The survey you returned to us stated that the child listed below lives in this household. When completing the enclosed survey please answer about:

{Child, age X, Xth grade}

This national educational study will provide much needed information about children's early learning, the programs in which children participate, and how families prepare children for school. Your response to this survey will help improve the educational experience for all children in the U.S.

I know that there are many demands on your time, and I thank you for your participation. The enclosed survey should only take about 15 minutes of your time.

Westat, a research firm under contract with the U.S. Department of Education, is administering the survey. Please be assured that all information you give is completely confidential and will never be published with your name. More details about the interviews, how your household was selected, and how to obtain reports from previous surveys are provided on the back of the enclosed survey. You can find more information about this study online at www.nhessurvey.org.

Thank you in advance for your cooperation. If you have any questions about the study or you would like to request a replacement questionnaire or envelope, please call Westat toll-free at 1-888-696-5670.

Sincerely,

Chris Chapman
Director, Household Studies Program
National Center for Education Statistics



U.S. DEPARTMENT OF EDUCATION
INSTITUTE OF EDUCATION SCIENCES

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May 2009

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The survey you returned to us stated that the child listed below lives in this household. When completing the enclosed survey please answer about:

{Child, age X, Xth grade}

This national educational study will provide much needed information on how schools and families work together to promote children's learning. Your response to this survey will help improve the educational experience for all children in the U.S.

I know that there are many demands on your time, and I thank you for your participation. The enclosed survey should only take about 15 minutes of your time.

Westat, a research firm under contract with the U.S. Department of Education, is administering the survey. Please be assured that all information you give is completely confidential and will never be published with your name. More details about the interviews, how your household was selected, and how to obtain reports from previous surveys are provided on the back of the enclosed survey. You can find more information about this study online at www.nhessurvey.org.

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{123 Name Street}
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May 2009

Dear Parent of {CHILD}:

A few weeks ago your household helped us by completing a short survey for the U.S. Department of Education. Thank you for your contribution. I'm writing you now to ask you to help us by completing the final part of this important study. The study is used by educators, policymakers, and researchers to understand the educational experiences and needs of all children in the United States.

The survey you returned to us stated that the child listed below lives in this household. When completing the enclosed survey please answer about:

{Child, age X, Xth grade}

This national educational study is the only one that provides nationally-representative information on homeschooling practices and resources in the United States. Your contribution is an essential part of this national portrait.

I know that there are many demands on your time, and I thank you for your participation. The enclosed survey should only take about 15 minutes of your time.

Westat, a research firm under contract with the U.S. Department of Education, is administering the survey. Please be assured that all information you give is completely confidential and will never be published with your name. More details about the interviews, how your household was selected, and how to obtain reports from previous surveys are provided on the back of the enclosed survey. You can find more information about this study online at www.nhessurvey.org.

Thank you in advance for your cooperation. If you have any questions about the study or you would like to request a replacement questionnaire or envelope, please call Westat toll-free at 1-888-696-5670.

Sincerely,

Chris Chapman
Director, Household Studies Program
National Center for Education Statistics

Appendix C.

Cognitive Protocols

**NHES:2009 Cognitive Research
Round 3: CORE Screener– Protocol**

Date:_____ Time:_____ Interviewer:_____ Respondent ID:_____ Version: _____

OBSERVING THE RESPONDENT – STARTING INSTRUCTIONS

PRESENT THE RESPONDENT WITH THE MAIL PACKET AND ASK THEM TO OPEN IT AND REVIEW IT AS IF THEY WERE AT HOME.

IF THE RESPONDENT DOES NOT BEGIN THE QUESTIONNAIRE AFTER REVIEWING THE MATERIALS ASK THEM TO COMPLETE THE SURVEY.

OBSERVE THE RESPONDENT WHILE THEY REVIEW THE MATERIALS AND NOTE WHAT ITEMS THEY REVIEW OR READ (SUCH AS THE LETTER) AND WHAT ITEMS THEY REVIEW FIRST (LETTER OR QUESTIONNAIRE).

ONCE THE RESPONDENT BEGINS THE QUESTIONNAIRE NOTE IF THEY HAVE ANY TROUBLE NAVIGATING THROUGH THE QUESTIONNAIRE, ANY QUESTIONS THEY APPEAR TO PAUSE AT, OR IF THEY FLIP BACK AND FORTH BETWEEN PAGES.

TAKE NOTES ON:

- 1. NAVIGATION**
- 2. INSTRUCTIONS**
- 3. ATTENTION**
- 4. WHAT IS FILLED IN**
- 5. ACCURACY OF INFORMATION PROVIDED**
- 6. GET A TIMING ON TIME TO COMPLETE**

START OF INTERVIEW

Today we are interested in learning about your reaction to a new study questionnaire. In a few minutes I will hand you the questionnaire package. I would like you to go through the materials exactly as you would if I were not here, expect for one difference. As you are going through, I would like you to circle any words that are unclear, confusing or don't make sense to you. You can circle entire questions or sentences if you find them unclear or confusing.

GIVE RESPONDENT THE SURVEY PACKET.
OBSERVE RESPONDENT AS HE/SHE WORKS THROUGH THE SURVEY PACKET. TAKE NOTES ON WHAT THE RESPONDENT DOES AND NOTE ESPECIALLY ANY ISSUES OR PROBLEMS.

WAIT AND BE QUIET WHILE THE RESPONDENT COMPLETES THE INSTRUMENT.

WHEN THE RESPONDENT IS FINISHED:

Great! Thanks for doing that. Before we look at your answers, could you please tell us about who is in your household, how old they are, and very basically, what they do.

WRITE DOWN HOUSEHOLD MEMBERS NAMES, AGES, GENDER, OCCUPATIONS. GET THE STORY ON THE CHILD. (SEE BOX BELOW)

MAKE SURE THEY HAVE INCLUDED ELIGIBLE HOUSEHOLD MEMBERS.

Are there any babies or very young children?

How about people living in dorms/school housing?

Are there any non-family members living in your home?

Any people who live in your household part time?

Is there anyone 20 or younger that you thought about listing, but did not?

Is there anyone in your household that you were unsure about including?

Can you think of anyone else who stays in your household?

Now, I need to look at your answers quickly, so just give me a minute here.

REVIEW THE ANSWERS LOOKING FOR ERRORS BASED ON WHAT R HAS JUST SAID ABOUT HIS/HER HOUSEHOLD. IF ANY ERRORS, ASK R WHAT HAPPENED.

Based on what you said about your household, can you tell me what happened here? Can you tell me what you were thinking when you wrote this/marked this.

THE ENVELOPE

Now let's look at the survey materials. Let's start with the envelope.

When you look at the envelope – what do you think?

Does the look of this envelope make you want to open it?

Can you say more about that?

THE LETTER

Now let's look at the letter.

I noticed that you did/did not look/read the letter.

IF RESPONDENT DID NOT READ THE LETTER: Can you tell me why you didn't read the letter?

Could you please look at the letter now and tell me what you think?

IF RESPONDENT READ THE LETTER: What do you think about the letter?

What was the main message in the letter?

You said XXXX, can you say more about that?

Is there any thing else you want to know or need to know to do this survey?

IF NECESSARY:

Can you say who is sponsoring the survey?

What is the purpose of the survey?

Did the letter make you want to fill out the survey?

Who do you think should complete the survey?

Can you say more about XXXXX?

Let's review the questionnaire.

POINT TO THE COVER PAGE

What do you think about the cover page?

You said XXXX, can you say more about that?

IF NEEDED:

Is there anything on the cover page that grabs your attention?

When you look at the cover page, what do you think the main message is?

CONFIDENTIALITY STATEMENT

Did you read this part? [IF NOT] Would you please read it now?

In your own words, can you tell me what this means?

What is your reaction to this statement?

THE QUESTIONNAIRE

Let's take a look at the rest of the survey now. What was the first thing you noticed when you opened it?

What did you think of these questions?

Was there anything that grabbed your attention?

Were these questions interesting or not so interesting ? Which ones stand out?

NAVIGATION

INTERVIEWER REVIEWS EACH POINT IN THE QUESTIONNAIRE WHERE RESPONDENT NEEDED TO COMPLETE A SKIP. INTERVIEWER NOTES WHERE SKIPS WERE MISSED.

IF R MISSED A SKIP OR ERRONEOUSLY SKIPPED, POINT TO THE QUESTION AND ASK:

Can you tell me in your own words what this question is asking you to do?

CONTENT – EXCLUDING CHILD ENUMERATION

If you were to describe this survey, what would you say this survey is about?

You said it was about XXXXX, is this something that is important or not so important to you?

Can you say more about that? [FIND OUT **WHAT IS IMPORTANT TO THEM**]

QUESTION DEBRIEFING

I'm now going to ask you about some of the questions in the survey. Remember there are no right or wrong answers, I just want to know what a question may mean to you.

CORE Q1

How many years have you lived at this address?

_____ years at this address

You said “~~~” years. How did you figure that?

CORE Q2

Is this house, apartment, or mobile home...

Owned or being bought by someone in this household.

Rented by someone in this household, or

Occupied by some other arrangement?

Can you tell me in your own words what this question is asking?

(if respondent expressed confusion: how would you word this question?)

If respondent expressed some confusion on response categories:

What does “Owned or being bought by someone in this household” mean?

“Rented?” What does that mean?

“Occupied by some other arrangement” What does that mean?

CORE Q3

Are there any adults in this household who do not speak English at home?

Can you tell me what this question is asking?

FOLLOW-UP: What does “not speak English at home” mean to you?

CORE Q5

What is the highest grade or level of school among the adults in this household?

In your own words, what is this question asking?

POINT TO RESPONSE OPTIONS: Can you say what each one of these means?

CORE Q6

What is the best phone number to reach you if we have more education questions about someone in your household?

CORE Q7

How many females age 21 or older live at this address?

|_|_| number of females age 21 or older

CORE Q8

How many males age 21 or older live at this address?

|_|_| number of males age 21 or older

CORE Q9

How many youth or children age 20 or younger live at this address?

|_|_| number age 20 or younger

In this question, we use the word “child.” What do you think about that? If they have a child age 16 or older, do you think about (NAME) as a child?

IF NECESSARY

What does ‘household’ means to you; who were you thinking about?

INSTRUCTION AFTER QUESTION 9

POINT TO THE INSTRUCTION

Can you say in your own words what this instruction is asking you to do?

NAVIGATION/CONTENT – CHILD ENUMERATION – COLUMN FORMAT

SKIP IF NO CHILDREN

Let's look at where you list the children/child.

INTERVIEWER CHECKS WHAT R PREVIOUSLY REPORTED AS FAMILY/CHILDREN.
RECONCILE ANY DISCREPANCIES.

IF NECESSARY:

You said earlier that you had XXX children and here you wrote ZZZ. What happened?

IF NECESSARY:

Can you tell me more about that?

COLUMN_Q4 and COLUMN_Q5. Let's look at these two questions [POINT TO
ENROLLMENT/GRADE QUESTION]

What did you think of when we asked about your child being in these types of education?

COLUMN_Q5. LOOK AT ENTRY: DID RESPONDENT CORRECTLY USE CHECK MARK
FOR PRESCHOOL, KINDERGARTEN OR COLLEGE OR ENTER GRADE FOR 1-12?

How did you decide what to do here?

FREQUENTLY ASKED QUESTIONS

POINT TO FAQs:

Did you see this information? Did you read it? [IF NOT} Please read it now.

What did this tell you about the study?

Was there anything else you wanted to know?

END INTERVIEW – THANK RESPONDENT – GIVE HONORARIUM – SIGN RECEIPT.

**NHES:2009 Cognitive Research
Round 3: Engagement Screener– Protocol**

Date:_____ Time:_____ Interviewer:_____ Respondent ID:_____ Version: _____

OBSERVING THE RESPONDENT – STARTING INSTRUCTIONS

PRESENT THE RESPONDENT WITH THE MAIL PACKET AND ASK THEM TO OPEN IT AND REVIEW IT AS IF THEY WERE AT HOME.

IF THE RESPONDENT DOES NOT BEGIN THE QUESTIONNAIRE AFTER REVIEWING THE MATERIALS ASK THEM TO COMPLETE THE SURVEY.

OBSERVE THE RESPONDENT WHILE THEY REVIEW THE MATERIALS AND NOTE WHAT ITEMS THEY REVIEW OR READ (SUCH AS THE LETTER) AND WHAT ITEMS THEY REVIEW FIRST (LETTER OR QUESTIONNAIRE).

ONCE THE RESPONDENT BEGINS THE QUESTIONNAIRE NOTE IF THEY HAVE ANY TROUBLE NAVIGATING THROUGH THE QUESTIONNAIRE, ANY QUESTIONS THEY APPEAR TO PAUSE AT, OR IF THEY FLIP BACK AND FORTH BETWEEN PAGES.

TAKE NOTES ON:

- 1. NAVIGATION**
- 2. INSTRUCTIONS**
- 3. ATTENTION**
- 4. WHAT IS FILLED IN**
- 5. ACCURACY OF INFORMATION PROVIDED**
- 6. GET A TIMING ON TIME TO COMPLETE**

START OF INTERVIEW

Today we are interested in learning about your reaction to a new study questionnaire. In a few minutes I will hand you the questionnaire package. I would like you to go through the materials exactly as you would if I were not here, expect for one difference. As you are going through, I would like you to circle any words that are unclear, confusing or don't make sense to you. You can circle entire questions or sentences if you find them unclear or confusing.

GIVE RESPONDENT THE SURVEY PACKET.
OBSERVE RESPONDENT AS HE/SHE WORKS THROUGH THE SURVEY PACKET. TAKE NOTES ON WHAT THE RESPONDENT DOES AND NOTE ESPECIALLY ANY ISSUES OR PROBLEMS.

WAIT AND BE QUIET WHILE THE RESPONDENT COMPLETES THE INSTRUMENT.

WHEN THE RESPONDENT IS FINISHED:

Great! Thanks for doing that. Before we look at your answers, could you please tell us about who is in your household, how old they are, and very basically, what they do.

WRITE DOWN HOUSEHOLD MEMBERS NAMES, AGES, GENDER, OCCUPATIONS. GET THE STORY ON THE CHILD. (SEE BOX BELOW)

MAKE SURE THEY HAVE INCLUDED ELIGIBLE HOUSEHOLD MEMBERS.

Are there any babies or very young children?

How about people living in dorms/school housing?

Are there any non-family members living in your home?

Any people who live in your household part time?

Is there anyone 20 or younger that you thought about listing, but did not?

Is there anyone in your household that you were unsure about including?

Can you think of anyone else who stays in your household?

Now, I need to look at your answers quickly, so just give me a minute here.

REVIEW THE ANSWERS LOOKING FOR ERRORS BASED ON WHAT R HAS JUST SAID ABOUT HIS/HER HOUSEHOLD. IF ANY ERRORS, ASK R WHAT HAPPENED.

Based on what you said about your household, can you tell me what happened here? Can you tell me what you were thinking when you wrote this/marked this.

THE ENVELOPE

Not let's look at the survey materials. Let's start with the envelope.

When you look at the envelope – what do you think?

Does the look of this envelope make you want to open it?

Can you say more about that?

THE LETTER

Now let's look at the letter.

I noticed that you did/did not look/read the letter.

IF RESPONDENT DID NOT READ THE LETTER: Can you tell me why you didn't read the letter?

Could you please look at the letter now and tell me what you think?

IF RESPONDENT READ THE LETTER: What do you think about the letter?

What was the main message in the letter?

You said XXXX, can you say more about that?

Is there any thing else you want to know or need to know to do this survey?

IF NECESSARY:

Can you say who is sponsoring the survey?

What is the purpose of the survey?

Did the letter make you want to fill out the survey?

Who do you think should complete the survey?

Can you say more about XXXXX?

Let's review the questionnaire.

POINT TO THE COVER PAGE

What do you think about the cover page?

You said XXXX, can you say more about that?

IF NEEDED:

Is there anything on the cover page that grabs your attention?

When you look at the cover page, what do you think the main message is?

THE QUESTIONNAIRE

Let's take a look at the rest of the survey now. What was the first thing you noticed when you opened it?

What did you think of these questions?

Was there anything that grabbed your attention?

Were these questions interesting or not so interesting ? Which ones stand out?

NAVIGATION

INTERVIEWER REVIEWS EACH POINT IN THE QUESTIONNAIRE WHERE RESPONDENT NEEDED TO COMPLETE A SKIP. INTERVIEWER NOTES WHERE SKIPS WERE MISSED.

IF R MISSED A SKIP OR ERRONEOUSLY SKIPPED, POINT TO THE QUESTION AND ASK:

Can you tell me in your own words what this question is asking you to do?

CONTENT – EXCLUDING CHILD ENUMERATION

If you were to describe this survey, what would you say this survey is about?

You said it was about XXXXX, is this something that is important or not so important to you?

Can you say more about that? [FIND OUT **WHAT IS IMPORTANT TO THEM**]

QUESTION DEBRIEFING

I'm now going to ask you about some of the questions in the survey. Remember there are no right or wrong answers, I just want to know what a question may mean to you.

SURV Q1

What do you feel should be the main focus of federal government over the next 12 months?

Economy

Heath Care

Education

Defense/Security

Energy

Something Else

Specify_____

SURV Q2

Do you think that the federal government is spending too much money on education, about the right amount of money, or too little money on education?

What did you think about when answering this question?

Probe only if respondent indicated reaction to this item

SURV Q3

Do you think the federal government should play a major role, a minor role, or no role at all in making policy decisions for schools?

Probe only if respondent indicated reaction to this item

INSTRUCTION IN BETWEEN Q3 AND Q4

This instruction says that the next questions will be asking about “any adult” in this household. Is this something that you can answer about -- other people in the household?

SURV Q4

In the past 12 months, has any adult in this household taken any courses or training to find a new job?

Yes

No

Can you say in your own words what this question is asking?

Is this something you know the answer to?

Can you tell me what ‘household’ means to you?

Who in your household did you think about when answering this question?

SURV Q5

In the past 12 months, has any adult in this household taken any courses or training for a current job?

Yes

No

Can you say in your own words what this question is asking?

What kinds of courses or training did you think of when answering this question?

SURV Q6

In the past 12 months, has any adult in this household taken courses or training on the following topics:

Computer skills

Stress management

Health or fitness

Foreign language

English as a second language

Hobbies

Some other topic

Are these topics that you think are interesting?

What did you think about when answering this item?

SURV Q7

How would you rate the quality of public schools nationally?

ExcellentVery poor

What sorts of things did you think of in considering your answer?

SURV Q8

How would you rate the quality of your community's public schools?

Excellent Very poor

When you hear "community" what are you thinking of?

SURV Q9

Do you agree or disagree with the following statements about schools in your community?

Safe place during the day

Safe place during the evening

Maintain good discipline

Maintain good relationship with community

You said "~~~". Can you say more about that?

Is this something that you talk to people about?

(Only if unclear from previous item)

When you hear "community" what are you thinking of?

SURV Q10

Overall, do you think the nation's public schools are teaching students the skills they will need to be competitive in the workplace?

Yes

No

What were you thinking when you said "yes/no"?

SURV Q11

Where do people in this household look for information about current events?

Television

Radio

Newspapers

Magazines

Internet

Some other source

Can you say more about how people get information about current events in your household?

(If some other source marked – can you tell me more about this?)

SURV Q12

Are there 10 or more books in your home right now?

Yes

No

How did you come up with your answer?

SURV Q13

Are there a variety of magazines and other reading materials in your home?

Yes

No

Probe only if respondent indicated reaction to this item

SURV Q14

In a typical week, how many hours per week do you spend reading a book, magazine, or newspaper?

_____ hours per week

Probe only if respondent indicated reaction to this item

SURV Q15

How often does anyone in this household visit a bookstore or a library?

Daily

Weekly

Monthly
Once or twice a year
Never

Can you say in your own words what this question is asking?

When you said “~~~” did you include on-line libraries and bookstores?

SURV Q16
How many computers are in this household that can access the Internet?

_____ number

Probe only if respondent indicated reaction to this item

SURV Q17
How many years have you lived at this address?

_____ years at this address

You said “~~~” years. How did you figure that?

SURV Q18
Is this house, apartment, or mobile home...

Owned or being bought by someone in this household.
Rented by someone in this household, or
Occupied by some other arrangement?

Can you tell me in your own words what this question is asking?

(if respondent expressed confusion: how would you word this question?)

If respondent expressed some confusion on response categories:
What does “Owned or being bought by someone in this household” mean?

“Rented?” What does that mean?

“Occupied by some other arrangement” What does that mean?

SURV Q19

Are there any adults in this household who do not speak English at home?

Can you tell me what this question is asking?

FOLLOW-UP: What does “not speak English at home” mean to you?

SURV Q21

What is the highest grade or level of school among the adults in this household?

In your own words, what is this question asking?

POINT TO RESPONSE OPTIONS: Can you say what each one of these means?

SURV Q22

What is the best phone number to reach you if we have more education questions about someone in your household?

SURV Q23

How many females age 21 or older live at this address?

|_|_| number of females age 21 or older

SURV Q24

How many males age 21 or older live at this address?

|_|_| number of males age 21 or older

SURV Q25

How many youth or children age 20 or younger live at this address?

|_|_| number age 20 or younger

In this question, we use the word “child.” What do you think about that? If they have a child age 16 or older, do you think about (NAME) as a child?

IF NECESSARY

What does ‘household’ means to you; who were you thinking about?

INSTRUCTION AFTER QUESTION 9

POINT TO THE INSTRUCTION

Can you say in your own words what this instruction is asking you to do?

NAVIGATION/CONTENT – CHILD ENUMERATION -- COLUMN

SKIP IF NO CHILDREN

Let's look at where you list the children/child.

INTERVIEWER CHECKS WHAT R PREVIOUSLY REPORTED AS FAMILY/CHILDREN.
RECONCILE ANY DISCREPANCIES.

IF NECESSARY:

You said earlier that you had XXX children and here you wrote ZZZ. What happened?

IF NECESSARY:

Can you tell me more about that?

COLUMN_Q4 and COLUMN_Q5. Let's look at these two questions [POINT TO
ENROLLMENT/GRADE QUESTION]

What did you think of when we asked about your child being in these types of education?

COLUMN_Q5. LOOK AT ENTRY: DID RESPONDENT CORRECTLY USE CHECK MARK
FOR PRESCHOOL, KINDERGARTEN OR COLLEGE OR ENTER GRADE FOR 1-12?

How did you decide what to do here?

FREQUENTLY ASKED QUESTIONS

POINT TO FAQs:

Did you see this information? Did you read it? [IF NOT} Please read it now.

What did this tell you about the study?

Was there anything else you wanted to know?

CONFIDENTIALITY STATEMENT

Did you read this part? [IF NOT] Would you please read it now?

In your own words, can you tell me what this means?

What is your reaction to this statement?

END INTERVIEW – THANK RESPONDENT – GIVE HONORARIUM – SIGN RECEIPT.

**NHES:2009 Cognitive Research
Round 3: Screener-Out Protocol**

Date:_____ Time:_____ Interviewer:_____ Respondent ID:_____ Version: _____

OBSERVING THE RESPONDENT – STARTING INSTRUCTIONS

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IF THE RESPONDENT DOES NOT BEGIN THE QUESTIONNAIRE AFTER REVIEWING THE MATERIALS ASK THEM TO COMPLETE THE SURVEY.

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TAKE NOTES ON:

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WHEN THE RESPONDENT IS FINISHED:

Great! Thanks for doing that. Before we look at your answers, could you please tell us about who is in your household, how old they are, and very basically, what they do.

WRITE DOWN HOUSEHOLD MEMBERS NAMES, AGES, GENDER, OCCUPATIONS. GET THE STORY ON THE CHILD. (SEE BOX BELOW)

MAKE SURE THEY HAVE INCLUDED ELIGIBLE HOUSEHOLD MEMBERS.

Are there any babies or very young children?

How about people living in dorms/school housing?

Are there any non-family members living in your home?

Any people who live in your household part time?

Is there anyone 20 or younger that you thought about listing, but did not?

Is there anyone in your household that you were unsure about including?

Can you think of anyone else who stays in your household?

Now, I need to look at your answers quickly, so just give me a minute here.

REVIEW THE ANSWERS LOOKING FOR ERRORS BASED ON WHAT R HAS JUST SAID ABOUT HIS/HER HOUSEHOLD. IF ANY ERRORS, ASK R WHAT HAPPENED.

Based on what you said about your household, can you tell me what happened here? Can you tell me what you were thinking when you wrote this/marked this.

THE ENVELOPE

Now let's talk about the survey materials, let's look at the envelope.

When you look at the envelope – what do you think?

Is this what your mail usually looks like?

IF NOT: How is this different?

Does the look of this envelope make you want to open it?

Can you say more about that?

THE LETTER

Now let's look at the letter.

I noticed that you did/did not look/read the letter.

IF RESPONDENT DID NOT READ THE LETTER: Can you tell me why you didn't read the letter?

Could you please look at the letter now and tell me what you think?

If respondent does not have children: Does this survey apply to you? What would you do with it at home? How could we encourage people who do not have children to return the questionnaire?

IF RESPONDENT READ THE LETTER: What do you think about the letter?

Can you tell me in your own words what the letter said?

What was the main message in the letter?

You said XXXX, can you say more about that?

Is there any thing else you want to know or need to know to do this survey?

IF NECESSARY:

Can you say who is sponsoring the survey?

What is the purpose of the survey?

Did the letter make you want to fill out the survey?

Who do you think should complete the survey?

Can you say more about XXXXX?

Let's review the questionnaire.

POINT TO THE COVER PAGE

What do you think about the cover page?

You said XXXX, can you say more about that?

IF NEEDED:

Is there anything on the cover page that grabs your attention?

When you look at the cover page, what do you think the main message is?

THE QUESTIONNAIRE

Let's take a look at the rest of the survey now.

What was the first thing you noticed when you opened it?

What did you think of these questions?

Was there anything that grabbed your attention?

Were these questions interesting or not so interesting

NAVIGATION

INTERVIEWER REVIEWS EACH POINT IN THE QUESTIONNAIRE WHERE RESPONDENT NEEDED TO COMPLETE A SKIP. INTERVIEWER NOTES WHERE SKIPS WERE MISSED.

IF R MISSED A SKIP OR ERRONEOUSLY SKIPPED, POINT TO THE QUESTION AND ASK:

Can you tell me in your own words what this question is asking you to do?

CONTENT – EXCLUDING CHILD ENUMERATION

If you were to describe this survey, what would you say this survey is about?

You said it was about XXXXX, is this something that is important or not so important to you?

Can you say more about that? [FIND OUT **WHAT IS IMPORTANT TO THEM**]

I'm now going to ask you about some of the questions in the survey. Remember there are no right or wrong answers, I just want to know what a question may mean to you.

SCREEN-OUT Q1

Are there any children age 20 or younger live at this address?

Do not include those living in college housing.

Yes

No

How did you come up with your answer?

In this question, we use the word "child." What do you think about that? If they have a child age 16 or older, do you think about (NAME) as a child?

SCREEN-OUT Q2

How many youth or children age 20 or younger live at this address?

_____ **number age 20 or younger**

How did you come up with your answer?

Ask no child households about Instruction A. How could we encourage people like you to return the form?

Note if households with parents read the instruction.

NAVIGATION/CONTENT – CHILD ENUMERATION

SKIP IF NO CHILDREN

Let's look at where you listed the children/child.

INTERVIEWER CHECKS WHAT R PREVIOUSLY REPORTED AS FAMILY/CHILDREN.
RECONCILE ANY DISCREPANCIES.

IF NECESSARY:

You said earlier that you had XXX children and here you wrote ZZZ. What happened?

IF NECESSARY:

Can you tell me more about that?

Q6 and Q7. Let's look at these two questions [POINT TO ENROLLMENT/GRADE QUESTION]

What did you think of when we asked about your child being in these types of education?

Q5. LOOK AT ENTRY: DID RESPONDENT CORRECTLY USE CHECK MARK FOR
PRESCHOOL, KINDERGARTEN OR COLLEGE OR ENTER GRADE FOR 1-12?

How did you decide what to do here?

FREQUENTLY ASKED QUESTIONS

POINT TO FAQs: Did you see this information? Did you read it? [IF NOT] Please read it now.

What did this tell you about the study?

Was there anything else you wanted to know?

Confidentiality Statement

POINT TO CONFIDENTIALITY STATEMENT

Did you read this part here? [IF NOT] Would you please read it now?

In your own words, can you tell me what this is saying?

What do you think they say about how the data will be protected?

END INTERVIEW – THANK RESPONDENT – GIVE HONORARIUM – SIGN RECEIPT.

May 19, 2009

**NHES:2009 Cognitive Research
Round 3: Pre-School Topical**

Date: _____ **Time:** _____ **Interviewer:** _____ **Respondent ID:** _____ **Version:** _____

OBSERVING THE RESPONDENT – STARTING INSTRUCTIONS

PRESENT THE RESPONDENT WITH THE MAIL PACKET AND ASK THEM TO OPEN IT AND REVIEW IT AS IF THEY WERE AT HOME. ASK RESPONDENT TO COMPLETE THE TOPICAL QUESTIONNAIRE.

OBSERVE THE RESPONDENT WHILE THEY REVIEW THE MATERIALS AND NOTE WHAT ITEMS THEY REVIEW OR READ (SUCH AS THE LETTER) AND WHAT ITEMS THEY REVIEW FIRST (LETTER OR QUESTIONNAIRE).

ONCE THE RESPONDENT BEGINS THE QUESTIONNAIRE, NOTE IF THEY HAVE ANY TROUBLE NAVIGATING THROUGH THE QUESTIONNAIRE, ANY QUESTIONS THEY APPEAR TO PAUSE AT, OR IF THEY FLIP BACK AND FORTH BETWEEN PAGES.

TAKE NOTES ON:

- 1. NAVIGATION**
- 2. INSTRUCTIONS**
- 3. ATTENTION**
- 4. WHAT IS FILLED IN**
- 5. ACCURACY OF INFORMATION PROVIDED**
- 6. GET A TIMING ON TIME TO COMPLETE**

START OF INTERVIEW

Today we are interested in learning about your reaction to a new study questionnaire. In a few minutes I will hand you the questionnaire package. I would like you to go through the questionnaire as you would do at home. There are no right or wrong answers. I/we did not write these questions, so whatever your comments are, you will not be hurting my/our feelings. Please let us know anything that you find awkward, have difficulty understanding or answering, or are unsure about.

If there is anything that makes you feel uncomfortable or you think is sensitive, just skip it – you don't have to answer it. You can tell us later what made you feel uncomfortable.

HAND THE RESPONDENT THE ENVELOPE.

LET THE RESPONDENT COMPLETE THE QUESTIONNAIRE BEFORE ASKING ANY QUESTIONS. MAKE SURE RESPONDENT OPENS THE ENVELOPE AND INTERACTS WITH THE MATERIALS.

SIT CLOSE ENOUGH TO THE RESPONDENT TO OBSERVE HOW HE/SHE INTERACTS WITH THE MATERIALS.

TAKE NOTES ON HOW THE RESPONDENT PROCEEDS THROUGH THE MATERIALS.

FOR YES/NO QUESTION FORMAT – CHECK THAT SOMETHING WAS CHECKED FOR EACH RESPONSE CATEGORY. IF NOT, ASK THE REASON WHY HE/SHE DID NOT CHECK A RESPONSE. THIS PERTAINS TO QUESTIONS 10, 13, 28, 31, 45, 48,, 72, 74, 127.

FOR “CHECK ONLY ONE” QUESTION FORMAT – CHECK THAT ONLY ONE IS ACTUALLY CHECKED. IF MORE THAN ONE IS CHECKED, ASK REASON. THIS INSTRUCTION WAS ADDED AT QUESTIONS 91, 98, 106, 113 BUT ALSO APPEARS IN SOME OTHER QUESTIONS.

ONLY PROBE ON ITEMS THAT THE RESPONDENT ACTUALLY ANSWERED. IF R SKIPPED OUT OF A QUESTION OR SECTION, THEN THE COGNITIVE INTERVIEW SHOULD ALSO SKIP.

GET A TIMING ON HOW LONG IT TAKES THE RESPONDENT TO COMPLETE.

RETROSPECTIVE DEBRIEFING AND PROBING

WHEN THE RESPONDENT HAS COMPLETED THE QUESTIONNAIRE – START THE DEBRIEFING AND PROBING.

CONNECTION BETWEEN SCREENER AND TOPICAL

When you completed the first questionnaire, did you think that you would be receiving something else to complete?

Can you say something about how you think the two questionnaires – the one you completed at first and this one – are related?

Did you think this survey was going to ask about these things?

LETTER

Now let's look at the letter.

I noticed that you did/did not look/read the letter.

What is the message in the letter?

Can you say in your own words what the letter is saying?

Is there anything in the letter that would make you want to or not want to complete the survey?

EFFECT OF REPORTING FOR THE REFERENCE CHILD

Did you see anyone's name on the questionnaire?

What did you think when you saw {REFERENCE CHILD's} name?

FIND OUT HERE WHETHER THERE WAS ANY SENSITIVITY TO REPORTING ON SAMPLED CHILD.

WAS IT DISTURBING TO SEE CHILD'S NAME OR WERE THEY OK WITH IT?

DID SEEING CHILD'S NAME AROUSE ANY SUSPICIONS?

Can you say more about what you felt when you saw {REFERENCE CHILD's} name printed on the first page?

Do you usually get material in the mail that names your child? IF SO: How do you feel about that?

REFERENCE CHILD

Before we start talking about the questions, could you please tell me about {REFERENCE CHILD}.

MAKE SURE THEY TELL YOU ABOUT:

AGE OF CHILD

LEVEL IN SCHOOL OR DAY CARE

WHO CARES FOR THE CHILD?

HOW IS THAT PERSON RELATED TO THE CHILD

TYPE OF SCHOOL/CARE FACILITY ATTENDING

HOW LONG BEEN AT THIS FACILITY

HOW CHILD LIKES FACILITY

CHILD'S PERFORMANCE OR PROGRESS

ANY PROBLEMS AT THE CARE FACILITY

DOES THE CHILD HAVE BROTHER OR SISTERS?

DESCRIBE THE OTHER HOUSEHOLD MEMBERS WHO INTERACT WITH THE CHILD?

POINT TO THE COVER PAGE

What do you think about the cover page?

You said XXXX, can you say more about that?

IF NEEDED:

Is there anything on the cover page that grabs your attention?

Is there anything that jumps out at you?

When you look at the cover page, what do you think the main message is?

OVERALL – IMPRESSION OF SURVEY

Let's take a look at the rest of the survey now.

What was the first thing you noticed when you opened it?

Was there anything that grabbed your attention?

Is this something that you think you would do at home?

Can you say more about why you would/would not do this at home?

INSTRUCTIONS

It looked like you read/did not read the instructions – can you talk about that?

Can you say in your own words what the instructions are asking you to do/

IF NEEDED:

Were the instructions easy or difficult to understand?

Can you say more about that?

If you received this at home, would you read the instructions?

At home, about how much time would you spend on the instructions?

SENSITIVITY ISSUES

Was there anything here that you thought was sensitive? [IF NEEDED: Any questions thought twice?]

Can you describe that?

How would you have dealt with that if you received this questionnaire at home?

NAVIGATION

INTERVIEWER REVIEWS EACH POINT IN THE QUESTIONNAIRE WHERE RESPONDENT NEEDED TO COMPLETE A SKIP. INTERVIEWER NOTES WHERE SKIPS WERE MISSED. WRITE UP AN EXPLANATION OF EACH SKIP ERROR.

IF R MISSED A SKIP OR ERRONEOUSLY SKIPPED, POINT TO THE QUESTION AND ASK:

What were you thinking here?

Can you say more about that?

INDIVIDUAL SECTIONS

I'm now going to ask you about some of the questions in the survey. Remember there are no right or wrong answers, I just want to know what a question may mean to you.

1. CHILDHOOD CARE AND PROGRAMS

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because {NAME OF CHILD} is in ~~~ program.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q3, Q38, Q19. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q10, 28. MAKE SURE RESPONDENT CHECKED AN ANSWER FOR BOTH ROWS. IF NOT, POINT TO UNANSWERED ROW AND SAY:

You didn't answer anything on this row. Tell me about that.

Q11: When you hear "Head Start or Early Head Start" what do you think of?

Q13, 31, 45, 48. MAKE SURE RESPONDENT CHECKED AN ANSWER FOR EACH ROW. IF NOT, POINT TO UNANSWERED ROW AND SAY:

You didn't answer anything on this row. Tell me about that.

2. FINDING AND CHOOSING CARE FOR YOUR CHILD

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q55: CHECK THIS SKIP CORRECTLY EXECUTED. SKIP IS BASED ON ANSWER TO 2 QUESTIONS. CHECK Q2, Q19 AND Q37 AS THE BASIS FOR THIS SKIP.

3. FAMILY ACTIVITES

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q61C: Can you say what this question is asking in your own words?

4. THINGS YOUR CHILD MAY BE LEARNING

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

5. THIS CHILD'S HEALTH

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q75: Can you tell me in your own words what an Individualized Family Service Plan or an Individualized Educational Program or Plan is?

Q76: What do you think of when you hear “service provider” ?

6. CHILD'S BACKGROUND

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q84: This question asks about the race/s you consider the child to be -- Is this the way you think about these things? Can you say more?

Q85. [IF RESPONDENT CHECKED YES] You checked yes, here. Tell me about the living arrangement you have for (CHILD).

7. CHILD'S MOTHER OR FEMALE GUARDIAN

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q91, Q98. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q91: What does “living with a partner” mean to you?

Q100: POINT TO RESPONSE CATEGORY “UNEMPLOYED OR OUT OF WORK”
When you see “unemployed or out of work” what do you think of? Do you think of any particular length of time?

8. CHILD'S FATHER OR MALE GUARDIAN

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q106, Q108, Q113, Q115. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q106: What does “living with a partner” mean to you?

Q113: Can you say this question in your own words?

Q115: POINT TO RESPONSE CATEGORY “UNEMPLOYED OR OUT OF WORK”

When you see “unemployed or out of work” what do you think of? Do you think of any particular length of time?

9. YOUR HOUSEHOLD

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].
NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q121, Q126. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

10. QUESTIONS ABOUT YOU

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q129. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q134. This question asks whether someone else helped you complete the survey.

If you were doing this questionnaire at home, would you have asked anyone else in your household to help with any questions? Which ones?

Can you say more about that?

FREQUENTLY ASKED QUESTIONS

When completing this survey, was there additional information you would have liked to have about the survey?

Do you notice the frequently asked questions, or FAQ on the back of the questionnaire?

IF YES: Did you find the FAQ useful?

The explanation about the survey got your address – what do you think about that?

The explanation about why you should participate in the survey – what do you think about that?
Do these seem like good reasons to you?

Are these reasons that would make you want to participate?

The explanation about your answers being kept confidential – what do you think about that?

END INTERVIEW – THANK RESPONDENT – GIVE HONORARIUM – SIGN RECEIPT.

May 19, 2009

**NHES:2009 Cognitive Research
Round 3: Enrolled in School Topical**

Date: _____ **Time:** _____ **Interviewer:** _____ **Respondent ID:** _____ **Version:** _____

OBSERVING THE RESPONDENT – STARTING INSTRUCTIONS

PRESENT THE RESPONDENT WITH THE MAIL PACKET AND ASK THEM TO OPEN IT AND REVIEW IT AS IF THEY WERE AT HOME. ASK RESPONDENT TO COMPLETE THE TOPICAL QUESTIONNAIRE.

OBSERVE THE RESPONDENT WHILE THEY REVIEW THE MATERIALS AND NOTE WHAT ITEMS THEY REVIEW OR READ (SUCH AS THE LETTER) AND WHAT ITEMS THEY REVIEW FIRST (LETTER OR QUESTIONNAIRE).

ONCE THE RESPONDENT BEGINS THE QUESTIONNAIRE, NOTE IF THEY HAVE ANY TROUBLE NAVIGATING THROUGH THE QUESTIONNAIRE, ANY QUESTIONS THEY APPEAR TO PAUSE AT, OR IF THEY FLIP BACK AND FORTH BETWEEN PAGES.

TAKE NOTES ON:

- 1. NAVIGATION**
- 2. INSTRUCTIONS**
- 3. ATTENTION**
- 4. WHAT IS FILLED IN**
- 5. ACCURACY OF INFORMATION PROVIDED**
- 6. GET A TIMING ON TIME TO COMPLETE**

START OF INTERVIEW

Today we are interested in learning about your reaction to a new study questionnaire. In a few minutes I will hand you the questionnaire package. I would like you to go through the materials exactly as you would if I were not here, expect for one difference. As you are going through, I would like you to circle any words that are awkward, unclear, confusing or don't make sense to you. You can circle entire questions or sentences if you find them unclear or confusing. There are no right or wrong answers. I/we did not write these questions, so whatever your comments are, you will not be hurting my/our feelings.

If there is anything that makes you feel uncomfortable or you think is sensitive, just skip it – you don't have to answer it. You can tell us later what made you feel uncomfortable.

HAND THE RESPONDENT THE ENVELOPE.

LET THE RESPONDENT COMPLETE THE QUESTIONNAIRE BEFORE ASKING ANY QUESTIONS. MAKE SURE RESPONDENT OPENS THE ENVELOPE AND INTERACTS WITH THE MATERIALS.

SIT CLOSE ENOUGH TO THE RESPONDENT TO OBSERVE HOW HE/SHE INTERACTS WITH THE MATERIALS.

TAKE NOTES ON HOW THE RESPONDENT PROCEEDS THROUGH THE MATERIALS.

FOR YES/NO QUESTION FORMAT – CHECK THAT SOMETHING WAS CHECKED FOR EACH ITEM IN THE QUESTION. IF NOT, ASK THE REASON THE RESPONDENT DID NOT CHECK AN ANSWER FOR OMITTED ITEMS. THIS PERTAINS TO QUESTIONS 17, 20, 32, 33, 34, 36, 38, 97, 110.

FOR “CHECK ONLY ONE” QUESTION FORMAT – CHECK THAT ONLY ONE IS ACTUALLY CHECKED. IF MORE THAN ONE IS CHECKED, ASK REASON. NOTE: THIS INSTRUCTION (TO MARK ONE) WAS ADDED AT QUESTIONS 19, 55, 65, 73, 83 BUT PAY ATTENTION TO ALL “MARK ONLY ONE” ITEMS .

ONLY PROBE ON ITEMS THAT THE RESPONDENT ACTUALLY ANSWERED. IF R SKIPPED OUT OF A QUESTION OR SECTION, THEN THE COGNITIVE INTERVIEW SHOULD ALSO SKIP. FOLLOW-UP OR PROBE IF THE RESPONDENT FAILED TO OR INAPPROPRIATELY SKIPPED.

GET A TIMING ON HOW LONG IT TAKES THE RESPONDENT TO COMPLETE.

RETROSPECTIVE DEBRIEFING AND PROBING

WHEN THE RESPONDENT HAS COMPLETED THE QUESTIONNAIRE – START THE DEBRIEFING AND PROBING.

CONNECTION BETWEEN SCREENER AND TOPICAL

When you completed the first questionnaire, did you think that you would be receiving something else to complete?

Can you say something about how you think the two questionnaires – the one you completed at home first and this one – are related?

Did you think this survey was going to ask about these things?

LETTER

Now let's look at the letter.

I noticed that you did/did not look/read the letter.

What is the message in the letter?

Can you say in your own words what the letter is saying?

Is there anything in the letter that would make you want to or not want to complete the survey?

EFFECT OF REPORTING FOR THE REFERENCE CHILD

Did you see anyone's name on the questionnaire?

What did you think when you saw {REFERENCE CHILD's} name?

FIND OUT HERE WHETHER THERE WAS ANY SENSITIVITY TO REPORTING ON SAMPLED CHILD.

WAS IT DISTURBING TO SEE CHILD'S NAME OR WERE THEY OK WITH IT?

DID SEEING CHILD'S NAME AROUSE ANY SUSPICIONS?

Can you say more about what you felt when you saw {REFERENCE CHILD's} name printed on the first page?

Do you usually get material in the mail that names your child? IF SO: How do you feel about that?

REFERENCE CHILD

Before we start talking about the questions, could you please tell me about {REFERENCE CHILD}.

MAKE SURE THEY TELL YOU ABOUT:

AGE OF CHILD

GRADE IN SCHOOL

TYPE OF SCHOOL ATTENDING

HOW LONG BEEN AT THIS SCHOOL

HOW CHILD LIKES SCHOOL

CHILD'S ACADEMIC PERFORMANCE

ANY PROBLEMS IN SCHOOL

HOW MUCH HOMEWORK DOES CHILD HAVE

DOES THE CHILD HAVE BROTHER OR SISTERS?

DESCRIBE THE OTHER HOUSEHOLD MEMBERS WHO INTERACT WITH THE CHILD?

POINT TO THE COVER PAGE

What do you think about the cover page?

You said XXXX, can you say more about that?

IF NEEDED:

Is there anything on the cover page that grabs your attention?

Is there anything that jumps out at you?

When you look at the cover page, what do you think the main message is?

OVERALL – IMPRESSION OF SURVEY

Let's take a look at the rest of the survey now.

What was the first thing you noticed when you opened it?

Was there anything that grabbed your attention?

Is this something that you think you would do at home?

Can you say more about why you would/would not do this at home?

INSTRUCTIONS

It looked like you read/did not read the instructions – can you talk about that?

Was there anything you thought was missing or unclear in the instructions?

IF NEEDED:

Were the instructions easy or difficult to understand?

Can you say more about that?

If you received this at home, would you read the instructions?

At home, about how much time would you spend on the instructions?

SENSITIVITY ISSUES

Was there anything here that you thought was sensitive? [IF NEEDED: Any questions you thought twice about answering?]

Can you describe that?

How would you have dealt with that if you received this survey at home?

NAVIGATION

INTERVIEWER REVIEWS EACH POINT IN THE QUESTIONNAIRE WHERE RESPONDENT NEEDED TO COMPLETE A SKIP. INTERVIEWER NOTES WHERE SKIPS WERE MISSED. WRITE UP AN EXPLANATION OF EACH SKIP ERROR.

IF R MISSED A SKIP OR ERRONEOUSLY SKIPPED, POINT TO THE QUESTION AND ASK:

What were you thinking here?

Can you say more about that?

INDIVIDUAL SECTIONS

I'm now going to ask you about some of the questions in the survey. Remember there are no right or wrong answers, I just want to know what a question may mean to you.

1. CHILD'S SCHOOLING

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because {NAME OF CHILD} is in {GRADE X}.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD [THE CHILD'S STORY].

Was there anything that did not apply to your child?

Can you say more about that?

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q1, Q18, Q19. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q1: POINT TO THE BOXED INSTRUCTION

Can you tell me in your own words what this is asking you to do?
Is this something that you would actually do? Call the number?

IF CHILD IS AGE 16 OR OLDER:

(NAME) is (AGE). In this questionnaire, we use the word "child." What do you think about that. Do you think about (NAME) as a child?

SHOW:

ALTERNATIVE QUESTION 3 [SCHOOL TYPE]

I'm going to show you another version of Question 3.

What is alt Q3 asking you? Can you say what it is asking in your own words?

[IF NEEDED: Is one wording or the other clearer to you?]

2. FAMILIES AND SCHOOLS

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q20: POINT TO THE LAST SENTENCE OF STEM

Can you tell me in your own words what this is asking you to do?

CHECK WHETHER RESPONDED ANSWERED FOR EACH ITEM IN QUESTION 20.

IF NO, POINT TO UNANSWERED ITEM: You didn't check an answer for this one. Tell me about that.

3. HOMEWORK

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

4. FAMILY ACTIVITIES

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

CHECK QUESTIONS 32/33—DIED RESPONDENT ANSWER CORRECT SET?

CHECK THAT RESPONDENT ANSWERED YES OR NO FOR EACH ITEM. IF NOT, POINT TO UNANSWERED ITEM:

You didn't check an answer for this one. Tell me about that.

5. CHILD'S HEALTH

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

QUESTION 36. CHECK THAT RESPONDENT ANSWERED YES OR NO FOR EACH ITEM. IF NOT, POINT TO UNANSWERED ITEM:

You didn't check an answer for this one. Tell me about that.

QUESTION 38. CHECK THAT RESPONDENT ANSWERED YES OR NO FOR EACH ITEM. IF NOT, POINT TO UNANSWERED ITEM:

You didn't check an answer for this one. Tell me about that.

Q39: POINT TO IFSP AND IEP IN THE STEM.

Can you say in your own words what these are?

Q40: POINT TO "SERVICE PROVIDER" IN RESPONSE OPTIONS.

When you see "service provider" can you say what you think of?

6. CHILD'S BACKGROUND

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q48: This question asks what race you consider this child to be. Can you say more about that?

**Q49: Can you say in your own words what this question is asking you?
IF RESPONDENT ANSWERED YES to Q49: Can you tell me what kind of living arrangement you have for CHILD?**

7. CHILD'S MOTHER OR FEMALE GUARDIAN

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q55, Q56, Q57, Q65, Q67. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q55: When you see “living with a partner” what does that mean to you?

IF PERSON CHECKED LIVING WITH PARTNER:

Did you consider whether you wanted to check “Never married”

Q65: POINT TO “LEVEL” IN THE STEM.

Can you say in your own words what this question is asking you?

Q65: POINT TO RESPONSE CATEGORIES.

Is this the way that you think about these things?

Can you say more about these things?

Q67: POINT TO RESPONSE CATEGORY “UNEMPLOYED OR OUT OF WORK”

When you see “unemployed or out of work” what do you think of? Do you think of any particular length of time?

8. CHILD'S FATHER OR MALE GUARDIAN

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q73, Q85, Q91, Q96, Q99, Q106. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q73: When you see “living with a partner” what does that mean to you?

IF THE RESPONDENT CHECKED LIVING WITH A PARTNER:

Did you consider checking “Never married”

Q83: POINT TO “LEVEL” IN THE STEM.

Can you say in your own words what this question is asking you?

Q83: POINT TO RESPONSE CATEGORIES.

Is this the way that you think about these things?

Can you say more about these things?

Q85: POINT TO RESPONSE CATEGORY “UNEMPLOYED OR OUT OF WORK”

When you see “unemployed or out of work” what do you think of? Do you think of any particular length of time?

9. YOUR HOUSEHOLD

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q89: CHECK THAT R CHECKS A BOX AND DOES NOT WRITE A NUMBER.

Q96: How did you come up with your answer to this question?

10. QUESTIONS ABOUT YOU

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q99. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

This question asks whether someone else helped you complete the survey.

If you were doing this questionnaire at home, would you have asked anyone else in your household to help with any questions? Which ones?

Can you say more about that?

FREQUENTLY ASKED QUESTIONS

When completing this survey, was there additional information you would have liked to have about the survey?

Do you notice the frequently asked questions, or FAQ on the back of the questionnaire?

IF YES: PROBE FURTHER....

IF YES: Did you find the FAQ useful?

The explanation about the survey got your address – what do you think about that?

The explanation about why you should participate in the survey – what do you think about that?
Do these seem like good reasons to you?

Are these reasons that would make you want to participate?

The explanation about your answers being kept confidential – what do you think about that?

END INTERVIEW – THANK RESPONDENT – GIVE HONORARIUM – SIGN RECEIPT.

May 19, 2009

**NHES:2009 Cognitive Research
Round 3: Home-Schooled Topical**

Date: _____ **Time:** _____ **Interviewer:** _____ **Respondent ID:** _____ **Version:** _____

OBERVING THE RESPONDENT – STARTING INSTRUCTIONS

PRESENT THE RESPONDENT WITH THE MAIL PACKET AND ASK THEM TO OPEN IT AND REVIEW IT AS IF THEY WERE AT HOME. ASK RESPONDENT TO COMPLETE THE TOPICAL QUESTIONNIARE.

OBSERVE THE RESPONDENT WHILE THEY REVIEW THE MATERIALS AND NOTE WHAT ITEMS THEY REVIEW OR READ (SUCH AS THE LETTER) AND WHAT ITEMS THEY REVIEW FIRST (LETTER OR QUESTIONNAIRE).

ONCE THE RESPONDENT BEGINS THE QUESTIONNAIRE, NOTE IF THEY HAVE ANY TROUBLE NAVIGATING THROUGH THE QUESTIONNAIRE, ANY QUESTIONS THEY APPEAR TO PAUSE AT, OR IF THEY FLIP BACK AND FORTH BETWEEN PAGES.

TAKE NOTES ON:

- 1. NAVIGATION**
- 2. INSTRUCTIONS**
- 3. ATTENTION**
- 4. WHAT IS FILLED IN**
- 5. ACCURACY OF INFORMATION PROVIDED**
- 6. GET A TIMING ON TIME TO COMPLETE**

START OF INTERVIEW

Today we are interested in learning about your reaction to a new study questionnaire. In a few minutes I will hand you the questionnaire package. I would like you to go through the materials exactly as you would if I were not here, expect for one difference. As you are going through, I would like you to circle any words that are awkward, unclear, confusing or don't make sense to you. You can circle entire questions or sentences if you find them unclear or confusing. There are no right or wrong answers. I/we did not write these questions, so whatever your comments are, you will not be hurting my/our feelings.

If there is anything that makes you feel uncomfortable or you think is sensitive, just skip it – you don't have to answer it. You can tell us later what made you feel uncomfortable.

HAND THE RESPONDENT THE ENVELOPE.

LET THE RESPONDENT COMPLETE THE QUESTIONNAIRE BEFORE ASKING ANY QUESTIONS. MAKE SURE RESPONDENT OPENS THE ENVELOPE AND INTERACTS WITH THE MATERIALS.

SIT CLOSE ENOUGH TO THE RESPONDENT TO OBSERVE HOW HE/SHE INTERACTS WITH THE MATERIALS.

TAKE NOTES ON HOW THE RESPONDENT PROCEEDS THROUGH THE MATERIALS.

FOR YES/NO QUESTION FORMAT – CHECK THAT SOMETHING WAS CHECKED FOR EACH ITEM IN THE QUESTION. IF NOT, ASK REASON RESPONDENT DID NOT CHECK A RESPONSE. THIS PERTAINS TO QUESTIONS 15, 18-20, 22, 24, 77

FOR “CHECK ONLY ONE” QUESTION FORMAT – CHECK THAT ONLY ONE IS ACTUALLY CHECKED. IF MORE THAN ONE IS CHECKED, ASK REASON. NOTE: THIS INSTRUCTION WAS ADDED AT QUESTIONS 41, 48, 56, 63, 77

ONLY PROBE ON ITEMS THAT THE RESPONDENT ACTUALLY ANSWERED. IF R SKIPPED OUT OF A QUESTION OR SECTION, THEN THE COGNITIVE INTERVIEW SHOULD ALSO SKIP. FOLLOW-UP OR PROBE IF THE RESPONDENT FAILED TO OR INAPPROPRIATELY SKIPPED.

GET A TIMING ON HOW LONG IT TAKES THE RESPONDENT TO COMPLETE.

RETROSPECTIVE DEBRIEFING AND PROBING

WHEN THE RESPONDENT HAS COMPLETED THE QUESTIONNAIRE – START THE DEBRIEFING AND PROBING.

IN ADDITION TO THE PROBES BELOW, INTERVIEW MAY USE GENERAL PROBES AS NEEDED TO ELICIT INFORMATION:

How did you arrive at your answer? What is this question asking in your own words?

CONNECTION BETWEEN SCREENER AND TOPICAL

When you completed the first questionnaire we mailed to you, did you think that there were other parts to the study??

Can you say something about how you think the two questionnaires – the one you completed at home first and this one – are related?

Did you think this survey was going to ask about these things?

Why do you think the first questionnaire asked for children's names?

LETTER

Now let's look at the letter.

I noticed that you did/did not look/read the letter.

What is the message in the letter?

Can you say in your own words what the letter is saying?

Is there anything in the letter that would make you want to or not want to complete the survey?

EFFECT OF REPORTING FOR THE REFERENCE CHILD

Did you see anyone's name on the questionnaire? Where?

What did you think when you saw {REFERENCE CHILD's} name?

FIND OUT HERE WHETHER THERE WAS ANY SENSITIVITY TO REPORTING ON SAMPLED CHILD.

WAS IT DISTURBING TO SEE CHILD'S NAME OR WERE THEY OK WITH IT?

DID SEEING CHILD'S NAME AROUSE ANY SUSPICIONS?

Can you say more about what you felt when you saw {REFERENCE CHILD's} name printed on the first page?

Do you usually get material in the mail that names your child? IF SO: How do you feel about that?

REFERENCE CHILD

Before we start talking about the questions, could you please tell me about {REFERENCE CHILD}.

MAKE SURE THEY TELL YOU ABOUT:

AGE OF CHILD

GRADE IN SCHOOL/EQUIVALENT GRADE

HOME SCHOOLING SITUATION

HOW LONG BEEN HOME SCHOOLING

HOW CHILD LIKES HOME SCHOOLING

CHILD'S ACADEMIC PERFORMANCE/PROGRESS

ANY PROBLEMS IN HOME SCHOOLING

DOES THE CHILD HAVE HOMEWORK?

DOES THE CHILD HAVE BROTHER OR SISTERS?

DESCRIBE THE OTHER HOUSEHOLD MEMBERS WHO INTERACT WITH THE CHILD?

POINT TO THE COVER PAGE

What do you think about the cover page?

You said XXXX, can you say more about that?

IF NEEDED:

Is there anything on the cover page that grabs your attention?

Is there anything that jumps out at you?

When you look at the cover page, what do you think the main message is?

OVERALL – IMPRESSION OF SURVEY

Let's take a look at the rest of the survey now.

What was the first thing you noticed when you opened it?

Was there anything that grabbed your attention?

Is this something that you think you would do at home?

Can you say more about why you would/would not do this at home?

INSTRUCTIONS

It looked like you read/did not read the instructions – can you talk about that?

Was there anything you thought was missing or unclear in the instructions?

IF NEEDED:

Were the instructions easy or difficult to understand?

Can you say more about that?

If you received this at home, would you read the instructions?

At home, about how much time would you spend on the instructions?

SENSITIVITY ISSUES

Was there anything here that you thought was sensitive? [IF NEEDED: Any questions you thought twice about answering?]

Can you describe that?

How would you have dealt with that if you received this questionnaire at home?

NAVIGATION

INTERVIEWER REVIEWS EACH POINT IN THE QUESTIONNAIRE WHERE RESPONDENT NEEDED TO COMPLETE A SKIP. INTERVIEWER NOTES WHERE SKIPS WERE MISSED. WRITE UP AN EXPLANATION OF EACH SKIP ERROR.

IF R MISSED A SKIP OR ERRONEOUSLY SKIPPED, POINT TO THE QUESTION AND ASK:

What were you thinking here?

Can you say more about that?

INDIVIDUAL SECTIONS

I'm now going to ask you about some of the questions in the survey. Remember there are no right or wrong answers, I just want to know what a question may mean to you.

1. CHILD'S HOME-SCHOOLING

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because {NAME OF CHILD} is in {GRADE X}.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

**INTRODUCTORY SENTENCES/REFERENCE TO CHILD:
POINT TO SENTENCES WITH ARROWS.**

Did you notice these sentences?

What did you think when you read them.

IF NOT MENTIONED: Did you see (CHILD's) name here?

Q1: POINT TO THE BOXED INSTRUCTION

Can you tell me in your own words what this is asking you to do?

Is this something that you would actually do? Call the number?

Q1. IF ANSWER IS SOME AT SCHOOL AND SOME AT HOME:

Here you said some at school and some at home. Tell me about (CHILD's) arrangements for school and homeschool

Q1/Q2. CHECK CONSISTENCY OF Q1 AND Q2 (IF Q2 IS ANSWERED, Q1 SHOULD BE SOME AT SCHOOL AND SOME AT HOME. IF NOT PROBES ABOVE:

Tell me about (CHILD's) arrangements for school and homeschool

[Q5. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q7: In your own words what is this question asking about?

Q11.

What did you consider when you were answering this item?

CHECK THAT RESPONDENT ANSWERED EACH ITEM. IF NOT, POINT TO UNANSWERED ITEMS.

You didn't check anything here. Tell me about that.

Q12-13 NOTE HOW RESPONDENT ANSWERED ITEMS ABOUT CLASSES VIA INTERNET (12-13). IF CHILD TOOK INTERNET CLASSES PROVIDED BY PUBLIC SCHOOL, PROBE:

You said (CHILD) takes internet classes from a public school. Did you include that as homeschool or as school in answering question 1 (POINT BACK TO QUESTION 1)

QUESTION 14:
RESPONDENT SHOULD CHECK ALL GRADES FOR WHICH CHILD WAS
HOMESCHOOLED.

You checked ~~~~ here. Tell me about that.

Were there any grades besides ~~~ that (NAME) was homeschooled for?

QUESTION 15. CHECK THAT RESPONDENT ANSWERED EACH ITEM. IF NOT,
POINT TO UNANSWERED ITEMS.

You didn't check anything here. Tell me about that.

POINT TO Q15 BOX

Would you actually write something in this box? What do you think about the size of the box?
Are there other reasons that people homeschool their children?

IF CHILD IS AGE 16 OR OLDER:

(NAME) is (AGE). In this questionnaire, we use the word "child." What do you think about that. Do you think about (NAME) as a child?

2. FAMILY ACTIVITIES

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION. **DID RESPONDENT ANSWER CORRECT QUESTION (Q18 OR Q19)?**

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

**Q18, 19, 20
RESPONDENT SHOULD HAVE ANSWERED YES OR NO FOR EACH ITEM IN
EITHER Q18 or Q19 AND Q20. IF NOT, POINT TO UNANSWERED ITEM**

You didn't check anything here. Tell me about that.

3. CHILD'S HEALTH

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q22. RESPONDENT SHOULD HAVE ANSWERED YES OR NO FOR EACH ITEM IN Q22. IF NOT, POINT TO UNANSWERED ITEM

You didn't check anything here. Tell me about that.

Q25. POINT TO STEM.

Are these programs familiar to you? How would you describe what they are?

Q26: When you see “service provider” what do you think of?

4. CHILD'S BACKGROUND

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q35. IF RESPONDENT CHECKED YES (CHILD LIVES ELSEWHERE)

You checked yes, here. Tell me about the living arrangement you have for child.

[Q36. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

5. CHILD'S MOTHER OR FEMALE GUARDIAN

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

What makes you say that?

[Q41, Q42, Q43, Q48, Q50. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q41: What does “living with a partner” mean to you?

IF PERSON CHECKED LIVING WITH PARTNER:

Did you consider whether you wanted to check “Never married”

Q48: POINT TO RESPONSE CATEGORIES.

Is this the way that you think about these things?

Can you say more about these things?

Q50: POINT TO RESPONSE CATEGORY “UNEMPLOYED OR OUT OF WORK”

When you see “unemployed or out of work” what do you think of? Do you think of any particular length of time?

6. CHILD'S FATHER OR MALE GUARDIAN

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q56, Q57, Q58, Q63, Q65. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

THESE ITEMS DO NOT NEED TO BE SPECIFICALLY PROBED IN THIS SECTION IF THEY HAVE BEEN PROBED IN THE MOTHER SECTION AND WERE NOT OTHERWISE PROBLEMATIC IN THIS SECTION.

Q56:

IF THE RESPONDENT CHECKED LIVING WITH A PARTNER:

Did you consider checking “Never married”

Q63: POINT TO RESPONSE CATEGORIES.

Is this the way that you think about these things?

Can you say more about these things?

Q65: What does “unemployed or out of work” mean to you? Do you think about any particular length of time?

7. YOUR HOUSEHOLD

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

Q69. RESPONDENT SHOULD CHECK EVERYONE WHO LIVES IN HOUSEHOLD WITH CHILD. CHECK THAT R CHECKS A BOX AND DOES NOT WRITE A NUMBER.

Tell me about the people who live in your household. (MAKE SURE ENTIRE HOUSEHOLD IS ACCOUNTED FOR IN RESPONSE)

[Q70, Q76, Q77. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

Q76. Tell me how you came up with the answer for this question. Who did you include in your answer?

Q77 CHECK THAT RESPONDENT GIVES A RESPONSE FOR EACH ITEM IN THIS QUESTION. IF NOT, POINT OUT UNANSWERED ITEM.

You didn't check an answer here. Tell me about that.

8. QUESTIONS ABOUT YOU

REVIEW ALL OF THE ANSWERS. SAY THINGS LIKE:

You marked ~~~~ because you ~~~~~.

WORK THROUGH ALL THE RESPONSES IN THIS WAY. MAKE SURE THAT THE ANSWERS MAKE SENSE GIVEN WHAT WE HAVE LEARNED ABOUT THE CHILD AND THE FAMILY [THE CHILD'S STORY].

NOTICE SKIPS AND NAVIGATION.

IF RESPONDENT MAKES AN ERROR – POINT TO THE ERROR AND SAY:

Can you talk about what happened here?

What were you thinking when you marked this? (POINT TO ERROR)

[Q79. CHECK TO MAKE SURE THAT THE R ONLY MARKED 1 RESPONSE OPTION]

This question asks whether someone else helped you complete the survey.

If you were doing this questionnaire at home, would you have asked anyone else in your household to help with any questions? Which ones?

Can you say more about that?

Commonly ASKED QUESTIONS

When completing this survey, was there additional information you would have liked to have about the survey?

Do you notice the commonly asked questions, or FAQ on the back of the questionnaire?

IF YES: PROBE FURTHER....

Did you find the FAQ useful?

Would you be more or less likely to fill out the survey if the FAQ were included?

The explanation about how your address was selected – what do you think about that?

The explanation about why you should participate in the survey – what do you think about that?
Do these seem like good reasons to you?

Are these reasons that would make you want to participate?

The explanation about your answers being kept confidential – what do you think about that?

END INTERVIEW – THANK RESPONDENT – GIVE HONORARIUM – SIGN RECEIPT.