



**NHES:2007
Request for
IMT/OMB Review**

August 30, 2006

TABLE OF CONTENTS

Section	Page
PART A: JUSTIFICATION.....	1
Request for Clearance.....	1
Introduction.....	1
A.1. Circumstances Necessitating Collection of Information.....	10
A.2. Purposes and Uses of the Data.....	14
A.3. Use of Improved Information Technology.....	15
A.4. Efforts to Identify Duplication.....	16
A.5. Collection of Data from Small Businesses.....	25
A.6. Consequences of Less Frequent Data Collection.....	25
A.7. Special Circumstances.....	26
A.8. Public Comment and Consultations Outside the Agency.....	26
A.9. Payments to Respondents.....	34
A.10. Assurance of Confidentiality.....	35
A.11. Sensitive Questions.....	38
A.12. Estimated Response Burden.....	39
A.13. Annualized Cost to Respondents.....	41
A.14. Annualized Cost to the Federal Government.....	41
A.15. Reasons for Program Changes.....	41
A.16. Publication Plans and Project Schedule.....	41
A.17. Approval for Not Displaying the Expiration Date for OMB Approval.....	51
A.18. Exceptions to the Certification Statement.....	51
PART B. DESCRIPTION OF STATISTICAL METHODOLOGY.....	53
B.1. Statistical Design and Estimation.....	53
B.2. Survey Procedures.....	88
B.3. Methods for Maximizing Response Rates.....	95
B.4. Tests of Procedures and Methods.....	97
B.5. Individuals Responsible for Study Design and Performance.....	109
PART C: JUSTIFICATION OF NHES:2007 QUESTIONNAIRES.....	111
C.1. Screener.....	111
C.2. School Readiness and Parent and Family Involvement in Education Interview.....	118
C.3. Adult Education for Work-Related Reasons Interview.....	138
C.4. PFI Reinterview.....	149
References.....	151

Appendix A: Screener, School Readiness and Parent and Family Involvement in Education Interview, Adult Education for Work-Related Reasons Interview, and PFI Reinterview.....	A-1
Appendix B: Respondent Materials.....	B-1
Appendix C: Details About Sample Size Requirement.....	C-1

LIST OF TABLES

Table		Page
Table 1.	Estimated response burden for NHES:2007.....	40
Table 2.	Race/ethnicity distribution of completed interviews in NHES:2003: Actual counts and percentages compared to counts and percentages expected without oversampling in the high minority stratum: 2003.....	62
Table 3.	Screener response rates and ever refusal rates, by incentive group: 2003.....	65
Table 4.	Expected numbers of sampled telephone numbers and completed Screeners, and expected residency and Screener unit response rates, by stratum: 2007.....	73
Table 5.	Percentage of telephone households with eligible children, by age/grade group: CPS 2003.....	80
Table 6.	Expected number of screened households in NHES:2007, by household composition: CPS 2003.....	81
Table 7.	Expected number of adults sampled for AEWI interviews, by number of adults and presence of eligible children in household: 2007.....	82
Table 8.	Expected numbers sampled and expected numbers of completed interviews in the telephone sample for NHES:2007.....	83
Table 9.	Comparison of expected number of persons sampled for extended interview in NHES:2007 to the numbers sampled in previous survey administrations.....	85
Table 10.	Comparison of expected numbers of completed interviews in NHES:2007 to the numbers completed in previous survey administrations.....	86

LIST OF EXHIBITS

Exhibit		Page
Exhibit 1.	Topics addressed in surveys conducted under the National Household Education Surveys Program and years administered.....	2
Exhibit 2.	NCES Affidavit of Nondisclosure.....	36
Exhibit 3.	Westat Confidentiality Pledge.....	37
Exhibit 4.	NHES 2007 schedule of major activities.....	51
Exhibit 5.	NXXType codes.....	58
Exhibit 6.	Key design features of the NHES:2007 nonresponse bias evaluation.....	68
Exhibit 7.	Overview of the sampling scheme for selecting adults based on household composition.....	79

LIST OF EXHIBITS-Continued

Exhibit		Page
Exhibit C-1.	Item-by-item description of the NHES:2007 Screener.....	116
Exhibit C-2.	Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview.....	127
Exhibit C-3.	Item-by-item description of NHES-2007 Adult Education for Work-Related Reasons Interview.....	143

This page is intentionally blank.

PART C. JUSTIFICATION OF NHES:2007 QUESTIONNAIRES

NHES:2007 data will be collected using a Screener, two extended interviews, and a brief reinterview. The NHES:2005 instruments are as follows:

- A Screener, required to identify eligible households and persons for extended interview administration.
- The School Readiness and Parent and Family Involvement in Education (SR/PFI) interview, to be administered to the parent or guardian most knowledgeable about the care and education of children from age 3 through the 12th grade. Due to some overlap in populations of interest and measures of interest, these two surveys share a single instrument, with specific paths and items designated for children of various ages or grades in school.
- The Adult Education for Work-Related Reasons (AEWR) interview, to be administered to persons age 16 and older who are not currently enrolled in 12th grade or below, not institutionalized, and not on active duty in the U.S. armed forces.
- The PFI Reinterview, a brief set of questions that will be re-asked of a subsample of PFI respondents for the purposes of examining the response variability of the items. The interview will focus on school choice, identification of the child's school, and tutoring services.

C.1. Screener

The NHES:2007 Screener, which is included in Appendix A, serves the same purpose as previous NHES Screeners. The Screener is used to collect information required for sampling children or adults as subjects for extended interviews, to identify the parent or guardian in the household who knows the most about any sampled children, and to learn the whereabouts of sampled adults age 16 to 25 and living in student housing. In addition, the Screener includes an expanded set of items to be asked about household members in cases that are referred for in-person data collection for the bias study. These items will provide information useful in assessing bias in those field cases for which the extended interviews are not completed.

The NHES:2007 Screener will use a “screen-out” question to increase cooperation rates. The screen-out question identifies households that have members age 20 or younger and would potentially be eligible for an SR or PFI interview. The process of household enumeration depends upon the response to this question as well as for which extended interview(s) the household has been sampled. If the household is sampled for possible AEWR sampling, or if the household has members age 20 or

younger, all household members will be enumerated. In addition, all household members will be enumerated in address sample cases. Otherwise, if the case is part of the RDD sample, has no members 20 or younger, and is not selected for possible AEW sampling, no household members will be enumerated. As noted in section B1.2.2, in about one-third of households, no enumeration of household members will be done.

The core items contained in previous NHES Screeners are also contained in the NHES:2007 Screener, i.e., items to identify an appropriate Screener respondent, items to enumerate household members who might be sampled for an extended interview, items to determine children's enrollment status and grade, and an item pertaining to adult's participation in educational activities. Additional items for fielded bias study cases include additional demographic characteristics, detail on children's schools and parent/family involvement, and information about adults' educational activities and employment. The appropriate respondent for the SR and PFI interviews is also identified in the Screener, as is the relationship of that person to the sampled child. The SR and PFI interviews will be conducted with the parent or guardian in the household identified by the Screener respondent as the person who knows the most about the child's care and education. The sampled adult will be the respondent for the AEW interview. Additionally, there are several questions on additional telephone numbers, including cellular phone numbers and computer and fax lines. These questions will aid in more precise weighting. Exhibit C-1, which follows the discussion below, presents an item-by-item justification of the Screener items.

Household and Respondent Eligibility (CNT2000-CNT2450). In the NHES:2007 Screener, the first series of questions will determine that the telephone number belongs to a household and that the person on the telephone is eligible to answer the questions. If the number belongs to a business, the call will be terminated. If the person on the telephone is not a household member or is a household member who is not at least 18 years old, an appropriate Screener respondent will be requested. If there are no household members age 18 or older, the head of the household (irrespective of age) will be asked to respond to the screener.

The Screen-out Question (HHE2010). This item gives Screener respondents more information about the purpose of the interview at a point in the contact when their attention is more likely to be focused on the call. It also will identify households with members age 20 or younger who could potentially be sampled as the subject of an SR or PFI interview.

Enumeration (ENM1100-ENM3000). If the household has children and/or is designated for possible AEW sampling, the first name, age, and sex of each household member age will be

collected. This information will be used along with later items to determine the eligibility of household members for interviews. In addition, household composition is of interest to researchers in the fields of school readiness and parent and family involvement in education.

School Enrollment (SMP1120-SMP1210). Following the enumeration, school enrollment items will determine the enrollment status and current grade for each of the household members age 3 through 20. Information pertinent to sampling for the AEWB interview will also be obtained from the responses to these questions, because household members age 16 or over who are currently attending elementary or secondary school are ineligible for the AEWB component.

Following the collection of school enrollment information, the subjects of the SR and PFI interviews will be selected using a sampling algorithm programmed into the CATI system. If no children are sampled for an SR or PFI interview and the household is not sampled for an AEWB interview, questions will be asked about additional telephone numbers in the household and home ownership (APQ1200-APQ2000 and APW2070), which are used for weighting purposes. Then the Screener will be terminated.

Additional Items About Children for Fielded Cases (SMP1280-SMP1540). As noted above, additional information about children will be obtained in bias study cases referred for in-person data collection. This information will be used when the extended interviews in the household are not completed. The selected items provide additional information about the child's school and early childhood program participation, family composition, demographic characteristics, and parent involvement.

Most Knowledgeable Respondent and Relationship to Child (MKR1140-MKR1500). If any children are sampled for SR or PFI interviews, the appropriate parent/guardian respondent for each child will be identified by his or her name and relationship to the sampled child. If the Screener respondent is not the respondent for the SR or PFI interview, Screener questions about the child's school enrollment and grade level will be asked again of the new respondent in the SR or PFI interview so that the most knowledgeable respondent will answer these important questions about the sampled child.

Questions about Adults (AEN1150-AEN1160, ASP1640-ASP1900). This series of questions includes some that are asked about all adults, and some designated for adults in those cases referred for in-person data collection. They are interspersed so as to permit a logical flow. Educational attainment will be collected for each adult in fielded cases. In all households, Screener respondents will

be asked about participation in educational activities during the last 12 months for each household member age 16 or older who is not currently enrolled in elementary or secondary school. This is because there is a different probability of participants and nonparticipants being sampled for the AEWB interview, with participants more likely to be sampled. Following this general participation item, information on specific types of educational activities will be asked about adults in fielded cases. In all households, information about employment in the previous 12 months will be collected. While not a determinant of sampling rates, this item will be included in the analysis of nonresponse to the AEWB survey, and will be used in forming nonresponse adjustment cells, if appropriate. Labor force status in the previous week will be collected for adults in fielded bias study cases, as will additional demographic information. The respondent for the AEWB interview will be selected using a sampling algorithm programmed into the CATI system. No more than one adult will be sampled in any household. If no adult is sampled, questions will be asked about additional telephone numbers in the household and home ownership (APQ1200-APQ2000 and SCR1580), which are used for weighting purposes, and household income (SCR1980) for fielded bias study cases. Then the Screener will be terminated.

Military Status (INR1200). Active duty military status of the sampled adult will be ascertained for adults under age 65. Persons currently serving on active duty in the U.S. armed forces are not eligible for an AEWB interview. (This item does not apply to the sampling of children. Children of military personnel are eligible subjects for the SR or PFI interview.)

Location of Sampled Adults (INR1230-INR1240). Some sampled adults who are considered members of the household will be enrolled in postsecondary programs and may be living in school-sponsored housing. Contact information will be collected so that the adults in school-sponsored housing can be contacted for the interview. The same item will be used to code as ineligible those living in private residences at which they could have been sampled and those living in institutional quarters.

Additional Telephone Numbers, Home Ownership, Address Verification, and Household Income (APQ1200-APQ2000, APQ2070, and HHD1140-HHD1380). The Screener respondent will be asked about other telephone numbers in the household and whether they are for home use. Responses to these questions will be used in weighting. Questions on cell phones counted as home use telephone numbers and the number of telephone numbers within the home that are being used for fax and computer lines will be used to aid in weighting. That is, cell phones and computer/fax lines that are not answered for talking will not be considered home telephones for weighting purposes. The respondent will be asked about home ownership (tenure), another weighting factor. Address verification will be asked only of bias study sample cases completed during telephone interviewing, and will used to confirm

that the telephone number matches the sampled bias study address. Finally, the respondent will be asked about the household's income, in bias study cases referred for in-person data collection.

Closing Statements (RST7100, RST9027, RST9040) and Answering Machine Messages (RST3020, RST3030). Also given in at the end of the Screener questionnaire are the closing statements read to respondents. Different closing statements are provided for different circumstances: a nonresidential number, a household in which persons are sampled, and a household in which no persons are sampled. Two answering machine messages are shown: one for households that have never refused, and one for households in refusal status.

Exhibit C-1. Item-by-item description of the NHES:2007 Screener

Item	Description	Purpose or research question
CNT2000/ CNT2200	Initial introduction	Introduce interviewer and sponsor
CNT2400	Household member 18 or older	Ensure household adult is respondent
CNT2410	Identified head of household if no member is 18 or older	Identify appropriate respondent
CNT24500	Introduction and confirmation of head of household	Introduce interviewer and sponsor, ensure respondent is head of household
CNT2100/ CNT2300	Use of phone number	Identify phone number use as residential
HHE2010	Purpose of study; any household members 20 or younger	Introduce purpose of study, determine presence of children in eligible age range
ENM1100	Enumeration matrix: children/youth 20 and younger, plus adults if household is sampled for adult enumeration	Facilitate sampling
ENM2210	Identify person as 21 or older	Approximate age when exact age is missing; facilitate sampling
ENM2215	Identify age range of respondent	Approximate age when exact age is missing; facilitate sampling
ENM3000	Enumeration matrix verification	Verify household membership
SMP1120	School enrollment status of children/youth	Required for eligibility/sampling
SMP1140- SMP1170	Homeschooling items	Required for eligibility/sampling
SMP1200- SMP1210	Grade/grade equivalent of children	Required for eligibility/sampling
SMP1280	Public/private school	School characteristic for bias study; collected of field cases only
SMP1320	Child now attends day care center/preschool/pre-K/Head Start	Early childhood program participation for bias study; collected of field cases only
SMP1340- SMP1380	Family members and nonfamily members in household with child	Household composition for bias study; collected of field cases only
SMP1400- SMP1420	Child ethnicity and race	Child demographic and background for bias study, collected of field cases only
SMP1460- SMP1500	Family member attended a school meeting/parent teacher conference/school/class event	Parent involvement with school for bias study, collected of field cases only
SMP1540	Number of times someone in family read to child in past week	Adult involvement with reading for bias study, collected of field cases only
MKR1140- MKR1500	Most knowledgeable parent/guardian	Identify parent/guardian respondent
AEN1150- AEN1160	Interest in adult education	Transition to questions about adults
ASP1640	Highest grade/year of school completed	Educational attainment for bias study, collected of field cases only
ASP1660	Earn high school diploma or GED	Educational attainment for bias study, collected of field cases only
ASP1710	Classes, courses, programs, workshops, training respondent has taken	Required for eligibility/sampling

ASP1740- ASP1800	College, Vocational, Apprenticeship, and Work-related courses, or classes	Adult education in the past 12 months for bias study, collected of field cases only
ASP1820	Employed in the past 12 months	Used in evaluating differential response
ASP1860	Employed in the past week	Employment status for bias study, collected of field cases only
ASP1880- ASP1900	Adult ethnicity and race	Demographics for bias study, collected of field cases only
INR1200	Respondent on active duty in U.S. Armed Forces	Required to determine eligibility of sampled adult
INR1230- INR1240	Location of sampled adult; contact information.	Required to contact adult living in school housing
ASP1200- APQ2000	Additional telephones in household, home use, computer/fax lines	Required for weighting
APQ2070	Own/rent home	Required for weighting
HHD1140- HHD1280	Address confirmation	Required to confirm that telephone interview was conducted at the sampled address, bias study sample interviews conducted through telephone collection only
HHD1300- HHD1380	Household Income	Socioeconomic status for bias study, collected of field cases only
RST7100	Thanks respondent, only interviewing in private residences	Termination statement for nonresidential telephone numbers
RST9040	Close for household members not sampled for extended interviews	Termination statement if no household members sampled
RST3020	Answering machine message for cases that have never refused	Interview administration
RST3030	Answering machine message for cases that have refused	Interview administration

C.2 School Readiness and Parent and Family Involvement in Education Interview

The NHES:2007 SR-PFI interview draws questionnaire items from several previous NHES administrations, and shares measures with the NHES:2003 PFI and NHES:1993 SR interviews. In addition, some new measures are included on the advice of experts in the respective fields. (See Appendix A for the questionnaires.) The following topics are included in the survey:

- School enrollment status
- Homeschooling;
- Participation in early childhood care and educational programs;
- Developmental characteristics such as children’s cognitive abilities and emerging literacy;
- Kindergarten enrollment;
- School characteristics such as control (public/private), size, grades, and reasons for school choice;
- Student experiences in schools and teacher feedback including academic grades and grade repetition;
- Parent and family involvement/participation in school and barriers to such participation;
- School practices to involve and support families;
- Satisfaction with children’s school;
- Family involvement in children’s schoolwork;
- Family educational activities such as visiting a library, reading to a child and participation in other activities;
- Role of parent in preparing child for school;
- Communication with other parents;
- Children’s health and disability;
- Parent characteristics, including marital status, mother’s age at first becoming a mother, language, national origin, educational attainment, and employment status and schedule;
- Household characteristics including receipt of public assistance, and income.

There are five paths through the SR-PFI instrument. Each path includes the items appropriate for the five subpopulations of interest for SR-PFI: preschoolers aged 3 to 6 and not in

kindergarten or a higher grade (Path N), children who are enrolled in elementary school in kindergarten through fifth grade (Path E), children who are enrolled in middle school/junior high school in sixth through eighth grade (Path M), children who are enrolled in senior high school in ninth through twelfth grade (Path S), and children ages 4 to 18 who are home schooled (Path H). It is important to note that selected sections of the SR/PFI instrument are restricted to children enrolled in kindergarten through second grade. These are items of interest to school readiness in addition to those about preschoolers.

Month and year of birth and the relationship of all household members to the child are collected at the outset of the interview. School enrollment or homeschooling status is collected for all children. Homeschooling parents are then asked detailed questions on homeschooling, and are set to a path where they answer questions on home activities with their children in a later section of the instrument. Parents of preschoolers are asked about their preschool or Head Start participation. Parents of preschoolers are asked further questions about children's developmental characteristics, and parents of preschoolers and early elementary school are asked about kindergarten plans or experiences. Parents of children in kindergarten through high school, except homeschooling parents, are administered questions on their children's school, their experiences in school and their expectations of their children's future education. Parents of children enrolled in elementary/secondary school (i.e., excluding homeschooled children) are asked about their children's experiences in school and feedback from teachers on school performance, their involvement in school, school practices to involve families, parents' satisfaction with school, barriers to effective participation in school, and their involvement in schoolwork. All parents, including parents of homeschoolers, are asked questions on their home activities and family involvement outside of school including reading activities as well as a variety of other learning activities. Finally, parents of all children are administered items on their children's health and disability and demographic characteristics, the characteristics of parents/guardians residing in the household, and household characteristics.

Below, the survey items are discussed in more detail. Included are references to the research questions outlined in section A.16.2. The descriptions are presented in the order the questions appear in the printed instrument. Skip instructions, which have been programmed in the CATI system, are noted on the questionnaire in boxes and in parentheses following the appropriate items. The order in which the questions are administered depends upon the path for the particular interview and is determined by the child's age. The interview paths are noted for each section described below. An item-by-item listing is given at the end of this description.

Age Confirmation, Household Relationships, and Child & Parent Language (PAR1100–PAR1960; all paths). These initial items determine eligibility for questionnaire administration and guide displays for question wording and skip patterns through the instrument. These items collect the following specific information:

- The month and year of birth is required to ensure that the child is within the eligible age range for the survey and will be used for weighting. If the child is over age 20 as of December 31, 2006, the interview will be terminated at this point.
- The items concerning the relationships of household members to the child are included for two reasons. First, they are analytically meaningful in terms of describing the child’s family structure and home environment. Second, the items will be used to determine the ways in which several subsequent questions concerning one or both of the parents/guardians are asked.

Current School Status (PSS1100-PSS1640; all children who are sampled). The series of items determining the current enrollment status and grade of the child is required in order to “route” the case to the appropriate interview path. Tracking the participation of children who are at various levels of school enrollment at different points in time is of central interest for researchers who have used the NHES data. If the SR/PFI respondent answered these questions in the Screener, they will not be repeated.

Homeschooling (PHS1100-PHS4120: parents of homeschoolers). NHES is one of the few sources of national data on homeschooling in the United States. The items in this section include the prevalence of home schooling among sample respondents, time spent homeschooling every week, whether homeschooling associations and other organizations play a role in such instruction either directly by providing curricula and other materials or by organizing activities for parents and children (PFI research question 9). The reasons for homeschooling by parents are also covered in this section. The homeschooling section in the SR/PFI NHES:2007 builds on the section on homeschooling in PFI-NHES:2003 by asking more detailed questions on specific activities that parents and children are involved in as well as the role of homeschooling associations.

Early Childhood Care and Programs (PCC1100-PCC1500; path N). This section of the instrument collects information on children’s participation in early childhood programs, including center-based daycare, preschool, pre-kindergarten, and Head Start. The items in this section will provide information on the extent of current participation in center-based early childhood programs, and the amount of time children spend in current arrangements or programs, addressing questions in SR research question 4. This information can in turn be related to children’s personal, family, and household characteristics. The following information is collected in this section:

- Participation in center-based early childhood programs;
- Whether nonparticipating children ever attended a daycare center, preschool, or Head Start program;
- The number of hours per week that children attend early childhood programs;
- Parents' involvement in children's daycare center/preschool program; and
- Whether the child ever attended a Head Start program.

Developmental Characteristics (PDC1100-PDC1420: path N). This section covers questions on things that different children do at different ages and is asked of parents of preschoolers. It emphasizes the school readiness of young children (SR research question 2). These questions on children's level of development cover topics such as whether the child can recognize the letters of the alphabet, how high the child can count, whether the child is overly active and is able to sit still, and the child's language and verbal skills.

Kindergarten-Related Items (PKG1100-PKG1680: parents of preschoolers and children in grades K through 2, not including homeschoolers). The questions in this section focus on children's kindergarten experience for children who have already been enrolled in kindergarten. In the case of children who have not yet enrolled in kindergarten, it covers parents' plans for kindergarten enrollment. The questions in this section include the timing and age of child at kindergarten enrollment and the reasons for the delay in entry into kindergarten (SR research question 3).

School Characteristics (PSC1100-PSC1780: paths E, M, S). This section covers questions that are asked of all parents with children in elementary, middle or high school who are not homeschoolers. This covers topics such as whether a school is a private or public school, whether it is a school that has been assigned or is a school that parents have chosen for their children.

A series of questions (PSC1180-PSC1380) asks for information on whether parents chose the school that their children are enrolled in, including the information that parents obtained about the school before making a choice and the reasons for school choice if children attend a school that their parents chose for them.

A new feature of this section of the questionnaire is the ability to be linked to a school lookup file that provides information on schools in the United States based on the name of the school. In

case, the name of the school mentioned by the parent cannot be matched to the schools listed in the school lookup file, additional information on school characteristics is obtained from parents who respond to the survey (PSC1584-1680). This covers topics such as whether the school is a charter school, a Catholic school or other school affiliated with a religion, and the size and grade levels in the school. Several of the research questions related to parent and family involvement in education examine the extent to which school characteristics are associated with school practices and parents' involvement with schools. (PFI research question 4c, for example).

Student Experiences, Teacher Feedback, and Adjustment (PSE1100-2600: paths E, M, S, selected items for parents of preschoolers in center-based programs). This section mainly covers parents with children in elementary, middle school, or high school. However, limited items are asked of parents of preschoolers enrolled in center-based programs. This section of the instrument includes items that cover several topics.

- Student experiences in school including grades and other measures of academic performance (PSE1320-PSE1340);
- Teacher feedback on child's school performance and behavior and child adjustment (PSE1560-PSE1660);
- Children's enrollment in advance placement classes or English immersion programs (PSE1760-PSE1840);
- A detailed series of questions on grade repetition (PSE1860-PSE1900); and
- Parents' plans for their children's college education including their educational expectations of their children and whether anyone has opened an account to save for their children's college education (PSE2400-PSE2600).

Family Involvement in School (PFS1060-PFS1720: paths E, M, S). An important part of the SR/PFI:NHES2007 instrument is information obtained from parents on their involvement in their children's education and school related activities (PFI research question 1). The SR and PFI research questions are outlined in Part A.16.2 of this document relate research topics such as parents social networks and ties (PFI research question 2a), parent assessments of the school environment (PFI research question 4e), language, cultural barriers and parental efficacy (PFI research question 5), and the relationship of the children's health and disability status (PFI research question 8) to family involvement in schooling.

This section covers questions on the frequency and nature of parents' involvement in school including attending meetings, volunteering, serving on school committees, and other types of contact with school staff and teachers.

School Practices to Involve and Support Families (PSP1120-PSP1580: paths E, M S).

Another aspect of parent's contact with school includes school practices to communicate with parents regarding their children. This section includes items that cover this topic. Schools contact parents for various reasons including students' performance, other methods and opportunities that can help children in their education, planning for attending college or work after completion of education (PSP1300-PSP1580). The nature of contact could include contact via letters or newsletters as well as email or through the use of a website that provides school information. Parents' perceptions of communication by the school are addressed in PFI research questions 3 and 4 both in terms of measuring the extent of communication as well as relating them to family involvement in schooling and homework and other activities or school characteristics.

Satisfaction with School (PIS1280-PIS1360: paths E, M S).

This section covers questions on parental satisfaction with the school, with the child's teacher, academic standards of the school, discipline, and how the school staff interacts with parents.

Factors Affecting Parent and Family Participation in School (PFP1100-PFP1580: paths E, M, S).

This is a new section that has been included in the SR/PFI:NHES 2007 instrument based on comments from technical experts who were contacted during the process of questionnaire development. Given the diverse nature of the sample including immigrant populations and persons belonging to low-income and other socially disadvantaged groups, there is an increased need to collect information on the experiences of these groups in their contact with schools and whether they face any barriers that limit their participation. The series of questions in this section cover topics that are useful in answering PFI research questions 4 and 5 on school practices and specific barriers to family participation, respectively. The types of barriers in this section include logistic barriers such as parents work and family schedules, childcare, and linguistic and other barriers including whether the school is welcoming to parents. Questions on whether parents trust the schools and school staff as well as whether they are able to communicate with school staff personnel in case of problems are also addressed. Finally, questions on parental efficacy in their involvement in children's schooling are also included in this section.

Family Involvement in Schoolwork (PSW1100-PSW1860: paths E, M, S).

In addition to parents involvement in children's schools, equally important is family involvement in homework related

activities. This section covers questions that address this topic (PFI research question 6). The research questions that relate family involvement in homework to school communication and other school practices (PFI research questions 3c and 4b), and rules regarding homework (PFI research question 6d) will also be addressed by information gathered through the questions listed in this section.

This section covers questions that determine the extent of homework that children get, the home environment that families create to do homework, the involvement of parents and other family/non-family members in ensuring that children complete their homework. This section also covers whether a child has received free tutoring or any other tutoring and parent satisfaction with tutoring services.

Home Activities/Family Involvement Outside of School (PHA1100-PHA4040: all paths including homeschoolers). Activities with potential educational benefits that families can do together are measured in this section of the questionnaire. All questions in this section are also addressed to parents of homeschoolers with the appropriate grade equivalent as well as parents of children attending school. The items in this section address PFI research question 7 and SR research question 1. They can also be examined in relation to parent perceptions of school communication and other school practices as addressed by the research questions.

Parents of young children (preschoolers and those in kindergarten through second grade) are asked about reading to their children, the amount of time spent reading every day and whether they visited a library or bookstore in the past month. Parents of preschoolers and children in elementary school are asked about other activities such as telling a story, doing arts and crafts, playing sports and games or getting involved in other projects. Parents of older children who are in middle or high school are asked similar questions about activities that are appropriate to their age. All parents of children in this section are asked to report on the activities done with their child in the past week and in the past month.

New subsections that have been added to this section in the SR/PFI: NHES 2007 instrument include questions on television viewing which will be gathered from parents of children in second grade or below. In addition, this section focuses on activities the child participates in outside of school. With the intention of capturing the home literacy and learning environment of children, a question on parent's reading has also been included (PHA4040).

Role of Parent in Preparing Child for School (PRP1100-PRP1240: path N). This section contains a series of items that address questions on parents' perceptions of their role in preparing their children for school. Only parents of preschoolers are asked questions in this section. Some of the items in

this section include whether parents feel that it is their role to teach children the alphabet, teach children numbers, discipline children, and teach them how to share. These items address SR research question 6.

Communication with Other Parents (PCS1100-PCS1120: paths E, M, S, H). This section was added to the survey to examine the role of the community and social networks and ties of parents and the role they play in facilitating parents' and families' involvement in their children's education (PFI research question 2), but was substantially reduced following the field test. The remaining question is administered only once for each household and provides information on the extent to which parents of sampled children are in communication with the parents of other children in the school or community.

Health and Disability (PHD1100-PHD1980; all paths). This section includes items to identify disabled children and to determine whether children with disabilities are receiving services. The presence of disabilities is an important risk factor for all children and is related to children's development and educational experiences in the preschool years as well as their later experiences in school. These items will also provide the data to analyze the accessibility of special education and other programs and plans for disabled children, an issue that is addressed in PFI research question 8 and SR question 5. New items include questions involving concerns about the child's weight and whether the child is covered by health insurance.

Race and Country of Origin (PRC1100-PRC1240: all paths). This section collects demographic information on the child's race/ethnicity and country of origin. These characteristics can be correlated with the various levels of family involvement in children's education.

Parent/Guardian Characteristics (PFG1160-PFG2080, PMG1100-PMG2000; all paths). This section collects information on the child's parents or guardians who reside in the household: mother and father, partner of a parent, other guardians if parents are not present, or grandmother and grandfather if parents are not present. If two children in the same household are sampled, the items regarding the mother's and father's characteristics are asked only once, unless the children have different parents.

The topics for mothers include age at first becoming a mother or guardian, native language, country of origin, educational attainment, and employment status. The same items are asked for fathers, except for the age at first becoming a parent. These items on parental characteristics measure risk factors that could be associated with each of the children's development and progress through school. Other

questions within both parent characteristics sections can be used to relate family involvement in education with parents' characteristics including their education, and choice of employment.

Household Characteristics (PHH1100-PHH1580; all paths). This final series of items collects information about internet access at home, ZIP Code, receipt of public assistance, times a family has moved, and household income. These items will be asked once in each household during the first extended interview and will be copied to the records of other interviews in the household. The household income, and Screener data on telephone numbers and home ownership will be used in forming weighting classes for estimating national statistics. The ZIP Code variable allows for the linkage of NHES data to demographic information from the decennial Census of Population. Receipt of public assistance and household income are used to classify families according to the economic resources available to them, and to examine the relationship of the family's economic status to early childhood program participation.

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview

Item	Description	Purpose or research question - SR	Purpose or research question - PFI
PAR1100	Introduction if person is not screener respondent	Inform respondent of sponsor, purpose, voluntary nature, and confidentiality	Inform respondent of sponsor, purpose, voluntary nature, and confidentiality
PAR1140, PAR1150	Confirm child's date of birth, (month/year)	Required for eligibility/sampling	Required for eligibility/sampling
PAR1320	Confirm child's age	Required for eligibility/sampling	Required for eligibility/sampling
PAR1360	Relationship of each individual in household to child	Introduce section asking about the relationship of each individual to child	Introduce section asking about the relationship of each individual to child
PAR1470, PAR1480	Relationship of respondent to child	Required for eligibility/sampling	Required for eligibility/sampling
PAR1640, PAR1680	Type of mother (birth, adoptive, stepmother, foster)	Required for eligibility/sampling	Required for eligibility/sampling
PAR1720, PAR1740	Type of father (birth, adoptive, stepfather, foster father)	Required for eligibility/sampling	Required for eligibility/sampling
PAR1860, PAR1900	Language child speaks most at home	Demographic/background	Demographic/background
PAR1920, PAR1960	Language respondent speaks most at home	Demographic/background	Demographic/background
PSS1100	Child enrolled in preschool/kindergarten/school	Required to set path	Required to set path
PSS1140	Is child being schooled at home?	Required to set path	Required to set path, Research question 9
PSS1160	Child is schooled at home instead of at school for some classes	Required to set path	Research question 9a
PSS1200	Is all instruction at home or some at school, some at home	Required to set path	Research question 9a
PSS1220	Hours per week child goes to school for instruction	Required to set path	Research question 9a
PSS1300	Grade or year in school child is attending	Required to set path	Required to set path
PSS1320	If 94, we will be referring to kindergarten	Clarification for respondent	Clarification for respondent
PSS1340	If 96, we will be referring to prefirst grade	Clarification for respondent	Clarification for respondent
PSS1400	Who is most knowledgeable parent/guardian about child's care and education	Required to identify parent/ guardian respondent	Required to identify parent/ guardian respondent
PSS1460	Grade child would be attending if school had regular grades	Required to set path	Required to set path
PSS1480	If 94, this refers to kindergarten	Clarification for respondent	Clarification for respondent

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview—Continued

PSS1490	If 96, this refers to prefirst grade	Clarification for respondent	Clarification for respondent
PHS1100	Introduction to items about family's homeschooling experiences		Transition Statement
PHS1120, PHS1140	Person in household who mainly homeschools child		Research question 9
PHS1200	Use of private tutor or teacher for home instruction		Research question 9
PHS1220	Days each week child is homeschooled		Research question 9
PHS1280	Total hours per week child is homeschooled		Research question 9
PHS1320	Family participation in homeschooling association		Research question 9
PHS1340	Number of times family attended activities/meetings of homeschooling association		Research question 9
PHS1380	Child's participation in activities with other homeschooled children		Research question 9
PHS1400 - PHS1540	Sources of curriculum/books used to homeschool child		Research question 9
PHS1560	In homeschooling, use of curriculum or books from Internet sites		Research questions 9b, 9e
PHS1600 - PHS1700	Sources of other services/activities used in homeschooling child		Research question 9
PHS1720	Homeschooled child taking courses over the internet		Research questions 9b, 9e
PHS1730	Internet instruction for homeschoolers provided by a public school		Research questions 9b, 9e
PHS1795	Grade(s) child was home schooled for some classes or subjects (all grades and K, all grades other than K, some grades but not all)		Research question 9c
PHS1800	Which grades was child schooled at home for some classes/subjects		Research question 9c
PHS3020 - PHS4080	Reasons parents choose to homeschool their child		Research question 9d
PHS4120	Most important reason for homeschooling child		Research question 9d
PCC1100	Introduction to daycare centers/early childhood programs	Transition statement	
PCC1140	Child now attends day care center/preschool/preK/Head Start	Research questions 4a	
PCC1260	Child ever gone to preschool/preK/Head Start/day care center	Research questions 4a	

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview–Continued

PCC1380	Hours/week child goes to daycare center or preschool	Research questions 4a	
PCC1420	Number of times parent went to meetings/participated in activities/volunteered at daycare/preschool	Research question 4b	
PCC1500	Did child ever attend Head Start/Early Head Start/Home Head Start	Research question 4a	
PDC1100	Introduction to developmental characteristics	Transition statement	
PDC1120	Identification of colors (red/yellow/blue/green) by name	Research questions 2a, 2c, 2d, 4b, 4c	
PDC1160	Recognition of letters of the alphabet	Research questions 2a., 2c, 2d, 4b, 4c	
PDC1180	Highest number child counts to	Research questions 2a, 2c, 2d, 4b, 4c	
PDC1240	Writes first name even if letters are not quite right	Research questions 2a, 2c, 2d, 4b, 4c	
PDC1260	Child rhymes words	Research questions 2a, 2c, 2d, 4b, 4c	
PDC1280	Recognizes beginning sound of a word	Research questions 2a, 2c, 2d, 4b, 4c	
PDC1340	Holds pencil using three fingers/grips it in fist	Research questions 2c, 2d, 4b, 4c	
PDC1380	Is he/she overly active or can't sit still	Research questions 2c, 2d, 4b, 4c	
PDC1420	When child speaks how often are they understood by a stranger	Research questions 2b, 2c, 2d, 4b, 4c	
PKG1100	Introduction to questions about enrolling child in kindergarten	Transition statement	Transition statement
PKG1300	When do you expect child to start kindergarten	Research question 3a	
PKG1360	Expect child to enroll in kindergarten based on date of birth/will you wait until child is older	Research question 3a	Research question 1a
PKG1460, PKG1480	Age in years and months when child first started kindergarten/prefirst grade	Research question 3c, 4	Research question 1a
PKG1680	Child attends full-day/part-day kindergarten/prefirst grade	Research question 4	
PSC1100	Introduction to questions regarding school child attends		Transition statement
PSC1140	Child attends public or private school		School characteristics
PSC1180	Regularly assigned school or school you chose		Research questions 1b
PSC1220	Is school in your assigned school district		Research questions 1b
PSC1240	Parent can choose the school child will attend in school district/another district		Research questions 1b
PSC1260	Consider other schools for child		Research questions 1b
PSC1280	Seek information on performance of schools (test scores)		Research questions 1b, 1d, 2a
PSC1300	Talk to other parents about schools their children attend before choosing school		Research questions 1b, 1d, 2a

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview–Continued

PSC1340	Is school child attends your first choice for him/her		Research questions 1b, 1c,
PSC1360, PSC1380	Main reason you chose the school child attends		Research questions 1b, 1c
PSC1420	Move to neighborhood so child eligible for current school		Research questions 1b, 1c
PSC1500	Identify name of child’s school		School characteristics
PSC1520	Name of school if no electronic match		School characteristics
PSC1540	Street address of school		School characteristics
PSC1560	City where school is located		School characteristics
PSC1580	State where school is located		School characteristics
PSC1584	Is the school a charter school		School characteristics
PSC1588	Child’s school affiliated with a religion		School characteristics
PSC1590	Is the child’s school a Catholic school?		School characteristics
PSC1600	Lowest grade taught at child’s school		School characteristics
PSC1640	Highest grade taught at child’s school		School characteristics
PSC1680	Estimate of number of students enrolled in child’s school		School characteristics
PSC1760	Since September, was child in same school		Research question 1
PSC1780	Month child started current school		Research question 1
PSE1100	Introduction to student experiences at current school/preschool	Transition statement	Transition statement
PSE1180	Child enjoys school/preschool	Research question 4	Research question 4e
PSE1320	Student’s overall grades this school year		Research questions 1g, 1h, 4e, 6a, 6c, 7a
PSE1340	Overall description of student’s work		Research question s 1g, 1h, 4e, 6a, 6c, 7a
PSE1560	Teacher/school contact with child’s mother/father about child’s behavior	Research questions 4	Research questions 3a, 3c, 3d
PSE1620	Teacher/school contact about child’s problems with school work	Research questions 4	Research questions 3a, 3c
PSE1660	Teacher/school contact when child is doing better	Research question 4	Research questions 3a, 3c
PSE1760	Child enrolled in advanced placement classes		Research questions 1g, 1h, 6a, 6c, 7a, 8c
PSE1840	Currently enrolled in ESL, bilingual education or English immersion program		Research questions 1g, 1h, 6a, 6c, 7a, 8c
PSE1860	Has child repeated any grades	Research question 3b	Research questions 1g, 1h, 6a, 6c, 7a, 8c

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview–Continued

PSE1900	Grade or grades child repeated	Research question 3b	Research questions 1g, 1h, 6a, 6c, 7a, 8c
PSE2320 - PSE2380	Has child had an out-of-school/in-school suspension/been expelled/changed schools because of problem behaviors		Research questions 1g, 1h, 6a, 6c, 7a, 8c
PSE2400	Introduction to child’s future education		Transition statement
PSE2440	Expectation of how far child will go in their education		Research question 1h
PSE2500	Family member plans to pay for child’s education after high school		Research question 1h
PSE2520	What family has done to prepare for college expenses		Research question 1h
PSE2600	Has anyone applied for a scholarship/grant for the child		
PFS1060	Introduction regarding family’s involvement in child’s school		Transition statement
PFS1140 - PFS1680	Family member attended school meeting/parent teacher conference/school/class event/volunteered/raised funds/served on a committee/met with student counselor		Research questions 1d, 1f, 1g, 1h, 2a, 3c, 4e, 5a, 5b, 5c, 8a 8c,
PFS1720	Number of times household member went to meetings/participated in activities at child’s school		Research questions 1d, 1f, 1g, 1h, 2a, 3c, 4e, 5a, 5b, 5c, 8a, 8c
PSP1120 - PSP1200	Child’s teacher/school contacted you first before you contacted them		Research questions 3a, 3c, 3d
PSP1300 - PSP1580	School reports on how child is doing between report cards/how to help with homework/why child is in a certain group/planning for college/vocational school/parents’ expected role at school		Research question 1g, 3a-3c
PIS1280 - PIS1360	Satisfaction with child’s school/teachers/academic standards/discipline/staff interaction with parents		Research questions 4e, 8e
PF1100	Introduction to factors affecting involvement		Transition statement
PF1140	School holds meetings that fit work/family schedules		Research question 4e, 5c
PF1180	Lack of childcare prevented participation in school meetings or activities		Research question 4e, 5c
PF1220 - PF1300	Parents know how to help child do well in school/parents trust school staff/school is welcoming to the family/parents’ responsibility to teach value of education/parents should attend meetings with teachers		Research question 1f
PF1440	Contact with child’s school/teacher if parent disagrees with a school decision		Research questions 1f, 1g, 3c, 4e, 5a, 5b, 5c

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview—Continued

PF1540	Difficult to participate in school activities because a family member speaks a language other than English		Research question 5a
PF1560 - PF1580	Are interpreters available that speak your language for meetings or have newsletters translated		Research questions 3b, 3c, 4a, 4b, 4c, 4d, 4e, 5a
PSW1100	Introduction to questions about child's homework		Transition statement
PSW1120	How often does child do homework per week outside of school		Research questions 3c, 4b, 6a, 6b, 6d
PSW1140	Hours per week child spends on homework outside of school		Research question 6
PSW1200	Feelings about amount of homework child is assigned		Research question 3c, 4a, 4b, 4c, 4d, 6a, 8c
PSW1240	Place in home set aside for him/her to do homework		Research questions 3c, 4b, 6a, 6c, 6d
PSW1260	Family rules about doing homework		Research question 6d
PSW1320	Adult in household checks to see if homework is done		Research questions 3c, 4b, 6a, 6b, 6d
PSW1700	How often people help him/her with homework/week		Research questions 3c, 4b, 6a, 6b, 6d
PSW1790	Parents received information about free tutoring		Departmental information needed for NCLB
PSW1800	Has child received free tutoring outside of regular school		Departmental information needed for NCLB
PSW1810	Parents' satisfaction with tutoring services		Departmental information needed for NCLB
PSW1820	Has child received any other tutoring this school year?		Departmental information needed for NCLB
PSW1830	Overall satisfaction with other tutoring services		Departmental information needed for NCLB
PSW1840, PSW1850, PSW1860	Amount household pays for child's tutoring		Departmental information needed for NCLB
PHA1100	Introduction to child's activities with family members in past week		Introduction to child's activities with family members
PHA1140	Number of books child owns	Research question 1a	Research questions 3c, 4b, 7a
PHA1160	Number of times someone in family read to child in past week	Research question 1a	Research questions 3c, 4b, 7a
PHA1260	Who in family read to child in past week	Research question 1a	Research questions 3c, 4b, 7a
PHA1460	How many minutes per day did family member read to him/her	Research question 1a	Research questions 3c, 4b, 7a

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview–Continued

PHA1560 - PHA1680	Do people stop reading and ask child what is in picture/point out letters/ask child to read with you/talk about what happened	Research question 1a	Research questions 3c, 4b, 7a
PHA1740	Child can read story books on his/her own	Research question 1b	
PHA1780	Child reads words in book, looks at book/pretends to read	Research question 1b	
PHA1800	Child looks at a book with pictures and pretends to read	Research question 1b	
PHA1820	Number of times child read/pretended to read to a family member in the past week	Research question 1a	Research questions 3c, 4b, 7a
PHA1840	Use of electronic learning systems such as Leap Pad	Research question 1a	
PHA1880 - PHA1960	Activities of child with family members in past week: Preschoolers	Research question 1d	Research questions 3c, 4b, 7a
PHA1980 - PHA2100	Activities of child with family members in past week: Elementary school children	Research question 1d	Research questions 3c, 4b, 7a
PHA2120 - PHA2160	Activities of child with family members in past week: Children in middle and high school	Research question 1d	Research questions 3c, 4b, 7a
PHA2170	Number of times family has eaten dinner together in past week	Research question 1d	Research question 7a
PHA2220 - PHA2380	Activities of child with family members in past month	Research question 1d	Research questions 3c, 4b, 7a
PHA2870	Introduction to television viewing	Transition statement	
PHA2900	Whether child watches TV/videos on a weekday	Research question 1c	
PHA2905	Number of hours child watches TV/videos on a weekday	Research question 1c	
PHA2920	Whether child watches TV/videos on a day in the weekend	Research question 1c	
PHA2925	Number of hours child watches TV/videos on a day in the weekend	Research question 1c	
PHA2960, PHA2980	TV networks/channels child watches at least once/week	Research question 1c	
PHA3100	Channel child watches most often	Research question 1c	
PHA3160	Family rules about what TV programs or how much TV child can watch	Research question 1g	Research question 7
PHA3280	Whether child participated in any school activities		Research questions 7a
PHA3380 - PHA3520	Activities child participates in outside of school during this school year		Research questions 3c, 4b, 7a

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview—Continued

PHA4040	Last week how often did you read a book/newspaper/magazine in print or online	Research question 1	
PRP1100	Introduction to role of parents in preparing child for school	Transition statement	
PRP1140 - PRP1240	Role of mother/father in participating in school readiness activities with child	Research question 6	
PCS1100	Introduction to contacts with other parents/community organizations/classes/support services		Transition statement
PCS1120	How many parents do you talk to regularly in neighborhood with children about same age as yours		Research question 2a
PHD1100	Introduction to questions about child's health	Transition statement	Transition statement
PHD1140	Child weighed less than 5 and a half pounds at birth	Research question 5a	
PHD1160	Child weighed less than 3 pounds when they were born	Research question 5a	
PHD1200	Was child born more than 4 weeks premature?	Research question 5a	
PHD1220	Number of days in hospital after child was born	Research question 5a	
PHD1260	Early Intervention Services/Individualized Family Service Plan before age 3?	Research question 5a	Research questions 8b, 8c, 8d
PHD1280	General rating of child's health	Research question 5a	Research questions 8a, 8c
PHD1300	Child's health insurance	Research question 5b	Research question 8
PHD1340	Doctor/health professional concerned about child's weight	Research question 5a	Research question 8a
PHD1350	Doctor/health professional concerned about child's overweight/underweight	Research question 5a	Research questions 8a, 8c
PHD1360 – PHD1560	Does child have a disability diagnosed by a health professional	Research question 5d	Research questions 8a, 8b, 8c
PHD1600 - PHD1680	Is child receiving services for his/her condition	Research question 5d	Research question 8d
PHD1740	Services provided through an Individualized Educational Program/Plan		Research questions 8d, 8e
PHD1780	Did you work with the school to develop/change his/her IEP		Research question 8f
PHD1800	Is child enrolled in any special education classes/services?		Research questions 8d, 8e
PHD1840 - PHD1900	Satisfaction with aspects of child's IEP or special education classes or services		Research question 8g
PHD1980	Does child's disability affect his/her ability to learn	Research question 5c, 5d	Research question 8c
PRC1100	Introduction to questions about child's background	Transition statement	Transition statement

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview—Continued

PRC1120, PRC1140 PRC1160	State, country or territory where child was born	Demographic/background characteristics	Demographic/background characteristics
PRC1200	Age when child first moved to U.S./50 states /D.C.	Demographic/background characteristics	Demographic/background characteristics
PRC1240- PRC1280	Origin and race of child	Demographic/background characteristics	Demographic/background characteristics
PFG1160	Introduction to items about child’s mother/female guardian	Demographic/background characteristics	Demographic/background characteristics
PFG1200	Age of mother/female guardian when first became mother	Demographic/background characteristics	Demographic/background characteristics
PFG1240	Marital status of mother	Demographic/background characteristics	Demographic/background characteristics
PFG1300	Mother/guardian living with a partner	Demographic/background characteristics	Demographic/background characteristics
PFG1340, PFG1360	First language mother/guardian learned to speak	Demographic/background characteristics	Demographic/background characteristics
PFG1420, PFG1440	Language mother/guardian speaks most at home now	Demographic/background characteristics	Demographic/background characteristics
PFG1480, PFG1500, PFG1520	State/country/territory where mother/guardian was born	Demographic/background characteristics	Demographic/background characteristics
PFG1580, PFG1620, PFG1630	Mother’s origin, and race	Demographic/background characteristics	Demographic/background characteristics
PFG1640, PFG1660, PFG1680	Highest grade/year of school mother/female guardian completed	Demographic/background characteristics	Demographic/background characteristics
PFG1700, PFG1740	Education of mother/female guardian	Demographic/background characteristics	Demographic/background characteristics
PFG1820	Did child’s mother work a job for pay/income last week	Demographic/background characteristics	Demographic/background characteristics
PFG1840	Mother on leave/vacation from a job last week	Demographic/background characteristics	Demographic/background characteristics
PFG1860	Total hours mother works for pay/income per week	Demographic/background characteristics	Demographic/background characteristics

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview—Continued

PFG1940	Number of months mother worked for pay/income in last year	Demographic/background characteristics	Demographic/background characteristics
PFG1980, PFG2000 - PFG2060	Child's mother actively looking for work and how	Demographic/background characteristics	Demographic/background characteristics
PFG2080	Mother is attending school/college/university/adult learning center/job training center	Demographic/background characteristics	Demographic/background characteristics
PMG1100	Introduction to father/male guardian	Demographic/background characteristics	Demographic/background characteristics
PMG1140	Father/guardian's marital status	Demographic/background characteristics	Demographic/background characteristics
PMG1200	Father/guardian living with a partner	Demographic/background characteristics	Demographic/background characteristics
PMG1220, PMG1240	First language father spoke	Demographic/background characteristics	Demographic/background characteristics
PMG1300, PMG1320	Language father speaks most at home now	Demographic/background characteristics	Demographic/background characteristics
PMG1360, PMG1380, PMG1400	State/country/territory where father was born	Demographic/background characteristics	Demographic/background characteristics
PMG1480, PMG1520, PMG1530	Father's origin and race	Demographic/background characteristics	Demographic/background characteristics
PMG1540, PMG1560, PMG1580, PMG1600, PMG1640	Education of father	Demographic/background characteristics	Demographic/background characteristics
PMG1720	Child's father worked a job for pay/income last week	Demographic/background characteristics	Demographic/background characteristics
PMG1740	Child's father on leave/vacation during the past week	Demographic/background characteristics	Demographic/background characteristics
PMG1760	Total hours per week child's father works for pay/income	Demographic/background characteristics	Demographic/background characteristics

Exhibit C-2. Item-by-item description of NHES:2007 School Readiness Interview and Parent and Family Involvement in Education Interview–Continued

PMG1860	Number of months father worked in past year	Demographic/background characteristics	Demographic/background characteristics
PMG1900, PMG1920 - PMG1980	Father actively looking for work and how	Demographic/background characteristics	Demographic/background characteristics
PMG2000	Father enrolled in school/college/adult learning center	Demographic/background characteristics	Demographic/background characteristics
PHH1100	Introduction to questions about household	Transition statement	Transition statement
PHH1130	Internet access at home	Demographic/background characteristics	Demographic /background characteristics
PHH1140	Zip code of household	Demographic/background characteristics	Demographic/background characteristics
PHH1320 - PHH1440	Welfare benefits received in last 12 months	Demographic/background characteristics	Demographic/background characteristics
PHH1460	Number of times family moved from one home/household to another in past 3 years	Demographic/background characteristics	Demographic/background characteristics
PHH1500, PHH1520, PHH1540, PHH1560, PHH1580	Income of all persons in household	Demographic/background characteristics	Demographic/background characteristics
CLS1100 CLS1120	Thanks for participating, need to speak to anyone else in household	Demographic/background characteristics	Demographic/background characteristics

C.3. **Adult Education for Work-Related Reasons Interview**

The major focus of AEW-NHES:2007 is the participation of adults in work-related in educational activities. The AEW interview largely replicates portions of the NHES:2003 survey on work-related adult education, but also shares many items in common with broader NHES adult education collections. (See Appendix A for the AEW questionnaire.) Information on participation is collected separately for distinct types of adult education for work-related reasons. The following measures collected in AEW-NHES:2003 are also included in AEW-NHES:2007:

- Participation in college or university degree or certificate programs; vocational and technical diploma, degree, or certificate programs; apprenticeship programs; and work-related courses;
- Reasons for participation;
- Outcomes of participation;
- Instructional provider;
- Credit hours or instructional hours;
- Personal expenses for tuition, fees, books, and materials;
- Employer support and involvement;
- Factors associated with participation in work-related educational activities;
- Informal work-related learning activities;
- Characteristics of adults, including educational attainment, race and ethnicity, language background, major occupation, and labor force status; and
- Household characteristics, including ZIP Code and household income.

In addition to these measures, the survey includes items concerning distance education using a number of technologies and the specific types of educational activities involved. These items were initially fielded as part of the AE-NHES:2005 collection.

Background information (e.g., educational attainment, employment status in the past 12 months, and language background) is collected from all respondents at the outset of AEW-NHES:2007 interview. Based on the responses to these items, respondents are asked the appropriate questions about their participation in educational activities in the past 12 months and any employer support they may have received. Questions pertaining to educational activities are designed to collect information about

participation in various types of formal educational activities for work-related reasons or work-related less formal learning activities. Finally, additional background information on the adults and the characteristics of their households are collected.

Initial Background (AIB1100-AIB1300). These initial items determine several key skip patterns throughout the interview for each adult respondent, such as whether to administer questions about certificate programs and questions about employer support for educational activities. The items collecting information regarding educational attainment of adults are used as classification variables in analyzing participation in AEWB activities and for weighting the participation rate for the sample to the national totals.

- Information concerning educational experience is collected for all respondents. Some items will be used to determine the highest level of education adults completed. Information is collected on whether the respondents have a high school diploma or equivalent, and whether they finished their high school requirements through GED testing.
- Items concerning employment in the past 12 months are included in this section to determine whether respondents are to be asked about employer support for their participation. This information will also allow for examination of how employment is related to participation in AEWB activities.

Following the collection of the above information, respondents are asked about their participation in various types of educational activities as listed below. These sections cut across most of the AEWB research questions, including items concerned with participation (research question 1), employment status during and after participation (research question 2), adults' educational attainment and intent to pursue additional educational credentials (research question 3), reasons for participation (research question 4), work-related outcomes of participation (research question 5), the costs of participation (research question 8) and the role of employer support (research question 10). Exhibit C-3, following this text, provides linkages between individual items (or item clusters) and the AEWB research questions.

College or University Degree or Certificate Programs (ACU1100-ACU1552). This section of the interview addresses adults' educational experiences in postsecondary institutions that lead to a college or university degree, such as an associate's, bachelor's, master's, doctoral, or professional degree. The items will provide the opportunity to report how many adults take part in college or university degree or post-degree certificate programs, the types of degree/certificate program (such as a

post-bachelor's, post-master's, or post-doctoral), the major field of study, whether the respondent is to receive an industry, occupational, or company certificate, the number of courses and credit hours, the instructional provider, personal expenses for tuition/fees and books, and employer support.

Vocational or Technical Diploma, Degree, or Certificate Programs (AVT1100-AVT1620). This section of the questionnaire addresses adults' educational experiences in vocational and technical schools that lead to a vocational diploma, technical diploma, associate's degree, or certificate. The items will provide the opportunity to report how many adults take part in vocational and technical diploma programs, the type of diploma, degree, or certificate program, the major field of study, and whether the respondent is to receive an industry, occupational, or company certificate. As with the college or university degree programs section, the provider and employer support will also be ascertained. The items will provide the opportunity to report how many adults take part in vocational or technical programs, whether the respondent is to receive an industry, occupational, or company certificate, the number of instruction hours, the instructional provider, personal expenses for tuition/fees and books, and employer support.

Apprenticeship Programs (AAP1100-AAP1380). Questions in this section focus on adults' participation in a formal apprenticeship program leading to journeyman status in a skilled trade or craft, information on the trade or craft, the sponsor of the apprenticeship program, hours of classroom instruction, and specific reasons for not completing apprenticeship programs. The information will provide the opportunity to estimate how many adults have participated in formal apprenticeship programs in the 12 months prior to the interview. It can also be used to address issues regarding business involvement in strengthening the connection between education and work.

Work-Related Training or Courses (AWR1100-AWR1630). In this section of the AEWI interview, information is collected on training and learning activities for a job or career. Information is collected on the specific reasons for participation, the instructional provider, the hours of participation, personal expenses, and employer support. Changes in the world of work, including the proliferation of "high-performance" work organizations, the growth of the service-producing economy, the increased demand for new technological advancements, and the burgeoning need for professional and technical workers are likely contributing to increased calls for a better educated workforce. Workplace training along with diverse work-related learning activities plays an important role in helping adults to become and remain productive members of society.

Factors Associated with Participation (AFP1100-AFP1180). This section contains a series of questions about participation in work-related educational activities. Included is a question designed to ascertain reasons that respondents did not participate in work-related adult education during the previous 12 months, or did not take additional activities in which they were interested.

Informal Learning Activities (AIL1100-AIL1340). This section contains a series of items about participation in informal learning for work-related reasons. Included is a question focusing on the Secretary's Commission on Achieving Necessary Skills, or SCANS.

Distance Learning (ADL1100-ADL1600). These items collect information on the extent to which adults participate in educational activities through distance education, using a variety of instructional technologies. In addition to information on the technologies used, the types of educational activities for which distance education technologies are used and the extent of use will be collected.

Remaining Background Items (ARB1100-ARB1740). This section contains several sets of background items on the adult's demographic characteristics, labor force status, and professional requirements for continuing education. The first subset of items is used to gather demographic characteristics including age, race/ethnicity, Hispanic origin, and marital status. These characteristics will be used as classification variables in the analysis of the AEW data.

A detailed set of questions will be used to help classify the respondent on labor force status and hours worked per week. Respondents are also asked for the number of months they worked in the past 12 months. Both currently employed respondents and those employed some time in the past 12 months are asked about their income, occupation, and industry of their main job. Adults who worked in the past 12 months are also asked whether their job has legal or professional requirements for continuing training or education. Industry and occupation coding will provide useful information on the characteristics of the respondents' main employment and the extent to which these characteristics are associated with participation in adult education for all adults and employer support for AEW activities among participants.

Household Characteristics (PHH1100-PHH1360). This final series of items collects information about ZIP code, and household income. These items will be asked once in each household during the first extended interview and will be copied to the records of other interviews in the household. The household income measure, along with home ownership and telephone number variables from the

Screener, will be used in forming weighting classes for estimating national statistics. The ZIP Code variable allows for the linkage of NHES data to demographic information from the decennial Census of Population. Questions on household income are used to classify adults according to the economic resources available to them. Note that some items in the household section, which is common to SR/PFI and AEWR, are asked only in the SR/PFI interview, as we want to collection this information from the person who knows the most about the child. These items include neighborhood safety, family moves, and receipt of public assistance.

Exhibit C-3. Item-by-Item description of NHES:2007 Adult Education for Work-Related Reasons Interview

Item	Description	Purpose or research question
AIB1100 INTRO1	Introduction if person not screener respondent	Inform respondent of sponsor, purpose, voluntary nature, and confidentiality
AIB1120 INTRO2	Introduce purpose of interview to learn kinds of educational activities adults take part in	Provide additional information on purpose and content
AIB1140 – AIB1143	Highest grade/year of school completed	Required for skip patterns and research questions 1g, 3b
AIB1160	Earn vocational or technical diploma/degree/certificate	Research question 1g
AIB1180	Earn high school diploma or GED	Research question 1g
AIB1200, AIB1210	Earn high school diploma at high school/through GED	Research question 1g
AIB1220	Field of study for highest postsecondary degree	Research questions 1g, 3a
AIB1240	Work for pay/income in the past 12 months	Required for skip patterns and research questions 1g, 2a, 6b
AIB1260	Self-employed within past 12 months	Research question 1g
AIB1280	Self-employed and also work for another employer	Required for skip patterns and research question 1g
AIB1300	Number of different employers in past 12 months	Research question 1g
ACU1100 INTRO3	Introduction to education/training questions	Informs respondent of framework for upcoming questions
ACU1120	Taking classes for college degree/certificate during the past 12 months	Research questions 1a, 1g, 2a, 2b, 2c, 11c.
ACU1140 – ACU1147	Types of college degree/certificate programs to which adult enrolled	Research question 1a.
ACU1160	Major subject or field of study of degree/certificate program	Research questions 1a, 3a.
ACU1180	Degree/certificate program taken for work-related reasons?	Research questions 1a, 1g, 2a, 2b, 2c, 11c.
ACU1200	Most recent college degree/certificate program enrolled in for work-related reasons	Research question 1a
ACU1220	Currently taking/completed/stopped taking college degree/certificate program	Research questions 1a, 7, 11a.
ACU1240 – ACU1254	Reasons for taking college degree/certificate program	Research questions 2b, 4, 11a, 11b, 11c, 12.
ACU1260	Take certification/licensing test to get certificate or license	Used to link testing with certification/licensure
ACU1280	Certificate or license received before (month), in (month), since then, or not yet received in 2006	Used to establish the timeframe for receipt of certification/licensure
ACU1300, ACU1305	Type college where degree/certificate program taken (2-year/4-year, public/private college)	Research question 9.
ACU1320 – ACU1332	Total credit hours (semester/quarter/trimester) enrolled in college degree/certificate program in past 12 months	Research questions 6a, 6b.
ACU1340 – ACU1350, ACU1360	Amount of money spent on tuition, fees, books, materials	Research question 8a.
ACU1380 – ACU1386	Financial support from government, unions, private foundations or trade organizations	Research question 8b.
ACU1400, ACU1402	Month/year completed/expect to complete college degree/certificate program	Used to confirm program was taken in the previous 12 months
ACU1420	Employment during college degree/certificate program	Research questions 2a, 6b.

Exhibit C-3. Item-by-Item description of NHES:2007 Adult Education for Work-Related Reasons Interview–Continued

ACU1440	College degree/certificate program taken at workplace	Research question 9, 10b
ACU1460	Taking degree/cert program during regular work hours	Research question 10c.
ACU1480	Paid by employer for hours taking degree/cert program	Research question 10d.
ACU1500 – ACU1510	Employer payment for tuition/fees/books/materials	Research question 10a.
ACU1520	Tuition/fees and/or books/materials paid through self-employed business	Used to establish if any monies paid from self-employed business
ACU1540 – ACU1552	Outcomes from participation in college degree/certificate program	Research questions 2c, 5a
AVT1100	Enrollment in program for vocational/technical diploma, degree, or certificate	Research questions 1b, 1g, 2a, 2b, 2c, 3b, 11c
AVT1120 – AVT1130	Types of vocational/technical programs to which adult enrolled	Research question 1b
AVT1140	Major subject or field of study for voc/tech program	Research questions 1b, 3a
AVT1160	Voc/tech program taken for work-related reasons	Research questions 1b, 1g, 2a, 2b, 2c, 3b, 11c
AVT1180	Most recent voc/tech program enrolled in for work-related reasons	Research question 1b
AVT1200	Currently taking/completed/stopped taking voc/tech program	Research questions 1b, 7, 11a.
AVT1220 – AVT1234	Reasons for taking voc/tech program	Research questions 2b, 4, 11a, 11b, 11c, 12
AVT1240	Take certification/licensing test to get certificate/license	Used to link testing with certification/licensure
AVT1260	Certificate or license received before (month), in (month), since then, or not yet received in 2006	Used to establish the timeframe for receipt of certification/licensure
AVT1280 – AVT1285	Weeks/months attended classes for voc/tech program in past 12 months	Research questions 6a, 6b.
AVT1290	Hours attended classes during each week/month	Research questions 6a, 6b
AVT1300 – AVT1310, AVT1320	Amount of money spent on tuition, fees, books, materials	Research question 8a.
AVT1340 – AVT1346	Financial support from government, unions, private foundations or trade organizations	Research question 8b.
AVT1360, AVT1370	Month/year completed/expect to complete voc/tech program	Used to confirm program was taken in the previous 12 months
AVT1380	Employment during voc/tech program	Research questions 2a, 6b
AVT1400	Voc/tech program taken at workplace	Research question 9, 10b
AVT1420	Taking voc/tech program during regular work hrs	Research question 10c.
AVT1440	Paid by employer for hours taking voc/tech program	Research question 10d.
AVT1460 – AVT1470	Employer payment for tuition/fees/books/materials	Research question 10a.
AVT1480	Tuition/fees and/or books/materials paid through self-employed business	Used to establish if any monies paid from self-employed business
AVT1500 – AVT1620	Outcomes from participation in voc/tech program	Research questions 2c, 5a
AAP1100	Enrollment in apprenticeship program in trade/craft	Research question 1c, 1g
AAP1120	Trade or craft within which adult apprenticed	Research questions 1c, 3a.
AAP1140	Currently taking/completed/stopped taking apprenticeship program	Research questions 1c., 7.

Exhibit C-3. Item-by-Item description of NHES:2007 Adult Education for Work-Related Reasons Interview–Continued

AAP1160 – AAP1170	Who provided trade/craft apprenticeship	Research question 9.
AAP1180	Total instructional hours in apprenticeship program in past 12 months	Research questions 6a, 6b.
AAP1200	Apprenticeship program taken at workplace	Research questions 9, 10b.
AAP1220 – AAP1226	Financial support from government, unions, foundations or trade organizations	Research question 8b.
AAP1240, AAP1246	Month/year completed/expect to complete apprenticeship program	Used to confirm program was taken in the previous 12 months
AAP1260 – AAP1380	Reasons left apprenticeship program prior to completion	Research question 7.
AWR1100	Work-related courses/training in last year	Research questions 1d, 1g, 2a, 2b, 2c, 11c
AWR1120	Courses on basic skills, computer skills, diversity etc.	Research questions 1d, 1g, 2a, 2b, 2c, 11c
AWR1140 – AWR1150	Course roster and associate probes	Research question 1d and required for sampling and wording displays.
AWR1160, CRVERF1	Other courses on basic skills/computer skills/diversity in last 12 mo	Routing item
AWR1161, CRVERF2	Any other work-related courses in last 12 months	Routing item
AWR1165	Introduction to work-related courses	Intro to work-related trainings/courses
AWR1185	Introduction to a particular training course(s)	Intro to particular trainings/course(s)
AWR1200	Currently taking/completed/stopped taking course	Research questions 1d, 11a.
AWR1220, AWR1230	School/organization/business that taught course	Research question 9.
AWR1240, AWR1245	Location where course was taught	Research question 9.
AWR1260, AWR1262, AWR1272, AWR1275	Reason taking work-related course	Research questions 4, 12.
AWR1268	Employer required you to take work-related course	Research questions 11a, 11c.
AWR1271	Employer recommended you take work-related course	Research question 11b, 11c.
AWR1273 – AWR1274	Taking work-related course to change jobs/enter workforce, or start a business	Research question 2b.
AWR1280	Certification/licensing test for certificate/license	Used to link testing with certification/licensure.
AWR1300	Certificate or license received before (month), in (month), since then, or not yet received in 2006	Used to establish the timeframe for receipt of certification/licensure.
AWR1320	Total hours attended work-related course/training/seminar.	Research questions 6a, 6b.
AWR1340 – AWR1350, AWR1360	Amount of money spent on tuition/fees/books/materials	Research question 8a.
AWR1380 – AWR1386	Usefulness of training course skills/knowledge in job	Research question 5a.
AWR1388 – AWR1392	Outcome of taking training/course/seminar was a new job/changed career field or started a business	Research question 2c.

Exhibit C-3. Item-by-Item description of NHES:2007 Adult Education for Work-Related Reasons Interview–Continued

AWR1400, AWR1420	Usefulness of taking work-related course skills/knowledge for job	Research question 5b.
AWR1440 – AWR1446	Financial support from government, unions, private foundations or organizations	Research question 8b.
AWR1460 – AWR1464	College credit or certification/license credit for course	Research question 9.
AWR1480, AWR1490	Earn continuing education units (CEUs) for course	Research question 4
AWR1500, AWR1515	Instructional provider also employer	Research question 9.
AWR1520, AWR1530	Work-related courses taken at workplace	Research question 9, 10b.
AWR1540, AWR1550	Taking work-related course during regular work hours	Research question 10c.
AWR1560, AWR1570	Payment by employer for time spent in course	Research question 10d.
AWR1580, AWR1590, AWR1600, AWR1610	Employer payment for tuition/fees or books/materials	Research question 10a.
AWR1620, AWR1630	Self-employed business payment for tuition/fees or books/materials	Research question 8a
AFP1100	Interest in taking work-related courses in last 12 mo	Research question 14a.
AFP1120	Did interest in taking course lead to looking for info	Research question 14a.
AFP1132	Introduction to usefulness of additional training	Intro to usefulness of additional training
AFP1140 – AFP1148	Usefulness of work-related training to job	Research question 14b.
AFP1162 – AFP1174	Employer offers benefit of tuition/books/materials, pay for time spent in course or course at workplace	Research question 14c.
AFP1180	Chose not to participate in class due to benefits/other reasons	Research question 14c.
AIL1100 – AIL1112	Participation in informal training/demonstrations/ “brown-bag” presentations/attended conferences	Research question 1e, 1g, 2a, 2c
AIL1120 – AIL1134	Basic reading/oral communication/decision making in informal learning activities	Research question 1f, 15.
AIL1140	Participation in informal work-related activities to get/keep certificate/license	Research question 12.
AIL1160	Take certification/licensing test to get certificate/license	Used to link testing with certification/licensure.
AIL1180	Certificate or license received before (month), in (month, since then, or not yet received in 2006	Used to establish timeframe for receipt of certification/licensure.
AIL1200	Less-formal activities during work time or own time	Used to establish when primarily engaged in informal work-related learning activities.
AIL1220 – AIL1280	Usefulness of doing less-formal learning activities on skills/knowledge, employability/advancement in job	Research question 5a
AIL1300 – AIL1340	Got a new job/changed career field or started new business after doing less-formal learning activities	Research question 2c.
ADL1100	Introduction to courses using distance education	Research question 13a, 13b.

Exhibit C-3. Item-by-Item description of NHES:2007 Adult Education for Work-Related Reasons Interview–Continued

ADL1120 – ADL1380	Use of distance education instruction (video tapes, CDs/TV or radio/Internet or World Wide Web/, computer conferencing/by mail/telephone)	Research question 13a, 13b.
ADL1460 – ADL1520	Use of distance education by college/vocational/apprenticeship programs/work-related training	Research question 13b.
ADL1540 – ADL1600	All instruction administered by distance education	Research question 13b
ARB1100, ARB1110	Month and year adult was born	Research question 1g
ARB1120	Confirmation of age	Research question 1g
ARB1140	Is adult Spanish/Hispanic/Latino	Research question 1g
ARB1160, ARB1170	Race(s) of adult	Research question 1g
ARB1180, ARB1200	Marital status of adult	Research question 1g
ARB1220	Long-term physical/mental/emotional/problem of adult	Research question 1g
ARB1240 – ARB1255	State, country or territory of birth	Research question 1g
ARB1257 – ARB1259	First language adult learned to speak	Research question 1g
ARB1260 – ARB1265	Language spoken most at home now	Research question 1g
ARB1280 – ARB1285	Language spoken most at work	Research question 1g
ARB1300	Highest grade/year of school mother completed	Research question 1g
ARB1320	Highest grade/year of school father completed	Research question 1g
ARB1340	Work for pay/income during past week	Research question 1g
ARB1360	On leave or vacation from job during past week	Research question 1g
ARB1380	Total hours per week usually worked for pay/income	Research question 1g
ARB1400	Months worked for pay/income during past 12 months	Research question 1g
ARB1420	Actively looking for work during the past 4 weeks	Research question 1g
ARB1440 – ARB1446	Activities during past 4 weeks to find work	Research question 1g
ARB1460	Ever worked at a job for pay/income	Research question 1g
ARB1480	Year last worked for pay/income	Research question 1g
ARB1500	Plan to work at a job for pay/income next year	Research question 1g
ARB1520, ARB1530	Name of employer (company/business) and type of industry	Research question 1g, 3a.
ARB1540	Is this respondent's own business	Research question 1g
ARB1560 – ARB1564	Kind of work and most important activities/duties	Research question 1g, 3a.
ARB1580	Currently work for employer/your business	Research question 1g
ARB1600	Number of years worked for employer/your business	Research question 1g
ARB1620	Leave workforce or retire in the next year	Research question 1g
ARB1640	Total number of persons who work for employer	Research question 1g
ARB1660 – ARB1662	Amount earned before taxes/other deductions this yr	Research question 1g
ARB1680	Occupation have legal requirements for continuing education/lifelong learning	Research question 1g, 12.

Exhibit C-3. Item-by-Item description of NHES:2007 Adult Education for Work-Related Reasons Interview—Continued

ARB1700	Attending school/college/adult learning center or receiving vocational education/job training	Research question 1g
ARB1720	Member of a labor union or a labor organization	Research question 1g
ARB1740	Covered by a union contract or collective bargaining agreement	Research question 1g
PHH1100	Introduction to questions about household	Informs respondent of topic of next questions
PHH1140	Zip code	Used for linkages of NHES data with data from Census
PHH1260	Was total income less or more than \$25,000	Used for purpose of weighting and required for skip patterns
PHH1280	Income less or more than \$50,000	Used for purpose of weighting and required for skip patterns
PHH1320	Income \$5,000 or less to \$25,000	Used for purpose of weighting and required for skip patterns
PHH1340	Income \$25,001 to \$50,000	Used for purpose of weighting and required for skip patterns
PHH1360	Income \$50,001 to over \$100,000	Used for purpose of weighting and required for skip patterns
CLS1120	Close	Close interview.

C.4. PFI Reinterview

The purpose of the NHES:2007 reinterview is to examine the response variability of a selected subset of items. The selection of reinterview items took into account those items that had been tested in prior administrations, items that are new to the survey, and items that are indicators of significant research or policy issues.

The NHES:2007 reinterview will focus on five sets of questions: school choice, identification of the child's school using a school look-up, tutoring, television viewing, and factors affecting parent participation. The importance of each of these items to the PFI survey was addressed in section C.2. The reasons these items were selected for the reinterview are as follows:

- **School choice.** Families' ability to choose which schools their children will attend is an important issue in education and is feature of the No Child Left Behind initiative. School choice items have not been tested in prior NHES reinterviews.
- **School identification.** The ability to link NHES data with administrative data on children's school will enhance the analytical utility of the data. This is a new feature of the NHES program and has not been tested. Findings from other studies suggest that not all parents are able to identify their children's schools unambiguously, and some give incorrect school names.
- **Tutoring Services.** The provision of tutoring by schools and school districts is a feature of the No Child Left Behind initiative. Substantial response variability may suggest that parents are poorly informed about this program, or may indicate recall problems with the items. These items are new to NHES and have not been tested previously.
- **Television Viewing.** Questions on television viewing have not been tested for the PFI population in NHES surveys in previous years. However, past experience with younger children suggests considerable response variability in parent estimates of television viewing. The reinterview will provide an opportunity to examine this for children in kindergarten through second grade.
- **Factors affecting Parent Participation.** The current NHES PFI survey has new questions focusing on possible barriers to parent participation in school. Previous reinterview work for the Adult Education survey indicated relatively high response variance for items concerning barriers to AE participation. The reinterview will provide an opportunity to assess whether this is the case for parent reports of barriers to their participation at their children's schools.

In addition to the questions above, the reinterview includes additional items designed to identify possible sources of inconsistency. These include questions about whether the child has changed schools and when tutoring services began.

References

- Administration on Children, Youth, and Families (ACYF) (2003). *A Study of Head Start Families: FACES 2000 4th Progress Report*. Washington, DC: U.S. Department of Health and Human Services.
- Barnard, W. M. (2004). Parent Involvement in Elementary School and Educational Attainment. *Children and Youth Services Review*, 26(1): 39–62.
- Bassi, L. (1999). Are Employers' Recruitment Strategies Changing: Competence Over Credentials? *Competence without Credentials*. U.S. Department of Education. Washington, DC: Office of Educational Research and Improvement.
- Bickham, D. S., Wright, J. C., Huston, A. C., Valkenburg, P. M., Naigles, L. R., Mayeux, L., Miron, D., Bryant, J., Zillmann, D., Mares, M., Woodard, E. H. (2001). Cognitive Functions and School-Readiness Skills. In D. G. Singer and J. L. Singer (Eds.). *Handbook of Children and the Media*. (pp. 101–205). Thousand Oaks, CA, US: Sage Publications, Inc.
- Blair, C. (2002). School Readiness—Integrating Cognition and Emotion in a Neurobiological Conceptualization of Children's Functioning at School Entry. *American Psychologist*, 57(2): 111–127.
- Blumberg, S., Luke, J., and Cynamon, M. 2004. Has cord-cutting cut into random-digit-dialed health surveys? The prevalence and impact of wireless substitution. *Proceedings of the Eighth Conference on Health Survey Research Methods*, Atlanta, GA.
- Brick, J.M., Celebuski, C.A., Collins, M.A., and West, J. (1992). *Overview of the NHES Field Test*. (NCES Publication No. 92–099). Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement, National Center for Education Statistics.
- Brick, J.M., Collins, M., and Chandler, K. (1997). *An experiment in random-digit-dial screening*. NCES Publication No. 98-255. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Brick, J.M., and Waksberg, J. 1991. Avoiding Sequential Sampling with Random Digit Dialing. *Survey Methodology*, 17(1), 27-42.
- Brick, J.M., Waksberg, J., Kulp, D., and Starer, A. 1995. Bias in List-Assisted Telephone Surveys. *Public Opinion Quarterly*, 59(2), 218-235.
- Brick, J.M., Hagedorn, M.C., Montaquila, J., Brock Roth, S., and Chapman, C. forthcoming. *Monetary Incentives and Mailing Procedures in a Federally Sponsored Telephone Survey: Methodology Report*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Casady, R., and Lepkowski, J. (1993). Stratified telephone survey designs. *Survey Methodology*, 19(1), 103-113.

- Collins, M.A., Brick, J.M., Loomis, L.S., Nicchitta, P.G., and Fleischman, S. 1997. *Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey (NHES:1995)*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Creighton, S., and Hudson, L. (2002). *Participation Trends and Patterns in Adult Education: 1991 to 1999*. NCES 2002-119. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Dauber, S.L., and Epstein, J.L. (1993). Parents' Attitudes and Practices of Involvement in Inner-city Elementary and Middle Schools. In *Families and School in a Pluralistic Society*, edited by N.F. Chavkin. Albany: State University of New York Press.
- Desimone, L. (1999). Linking Parent Involvement with Student Achievement: Do Race and Income Matter? *Journal of Educational Research*, 93(1): 11-30.
- Dougherty, K.J. (2003). The Uneven Distribution of Employee Training by Community Colleges: Description and Explanation. *The American Academy of Political and Social Science*, 586: 62-90.
- Dunst, C. J. (2002). Family-Centered Practices: Birth Through High School. *The Journal of Special Education*, 36(3): 139-147.
- Epstein, J. L. and Sheldon, S. B. (2002). Present and Accounted For: Improving Student Attendance Through Family and Community Involvement. *The Journal of Educational Research*, 95(5): 308-318.
- Fantuzzo, J., and McWayne, C. (2002). The Relationship Between Peer Play Interactions in the Family Context and Dimensions of School Readiness for Low-income Preschool Children. *Journal of Educational Psychology*, 94: 79-87.
- Fantuzzo, J. Sekino, Y., and Cohen, H. L. (2004). An examination of the contributions of interactive peer play to salient classroom competencies for urban Head Start children. *Psychology in the Schools*, 41, 323-336.
- Fox, L., Dunlap, G., and Cushing, L. (2002). Early Intervention, Positive Behavior Support, and Transition to School. *Journal of Emotional and Behavioral Disorders*, 10: 149-157.
- Giesbrecht, L.H., Kulp, D.W., and Starer, A.W. 1996. Estimating Coverage Bias in RDD Samples with Current Population Survey data. *Proceedings of the Survey Research Methods Section, American Statistical Association*, 503-508.
- Goodman, S. H., and Gotlib, I. H. (1999). Risk for Psychopathology in the Children of Depressed Mothers: A Developmental Model for Understanding Mechanisms of Transmission. *Psychological Review*, 106: 458-490.
- Harden, B. J., Winslow, M. B., Kendziora, K. T., Shahinfar, A., Rubin, K. H., Fox, N. A. Crowley, M. J. Zahn-Waxler, C. (2000). Externalizing Problems in Head Start Children: An Ecological Exploration. *Early Education and Development*, 11: 357-385.
- Hart, B., and Risley, T.R. (1999). *The Social World of Children: Learning To Talk*. Baltimore, MD: Paul H. Brookes.

-
- Huston, A. C., (2002). Reforms and Child Development. *The Future of Children*, 12 (1):59-78
- Imel, S. (1998). *Technology and Adult Learning: Current Perspectives*. ERIC Document Reproduction Service No. 421 639.
- Jordan, G. E., Snow, C. E., and Porche, M. V. (2000). Project EASE: The Effect of a Family Literacy Project on Kindergarten Students' Early Literacy Skills. *Reading Research Quarterly*, 35: 524–546.
- Kim, K., Hagedorn, M., Williamson, J., and Chapman, C. (2004). *Participation in Adult Education and Lifelong Learning: 2000-01*. NCES 2004-050. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- La Paro, K. M., and Pianta, R. C. (2000). Predicting Children's Competence in the Early School Years: A Meta-analytic Review. *Review of Educational Research*, 70: 443–484.
- Lee, S. (1993). Family Structure Effects on Student Outcomes. In *Parents, Their Children, and Schools*, edited by B. Schneider and J.S. Coleman. Boulder, CO: Westview.
- Lengermann, P. (1996). *How Long Do the Benefits of Training Last? Evidence of Long Term Effects Across Current and Previous Employers, Education Levels, Test Scores, and Occupations*. Paper prepared for presentation at New Empirical Research on Employer Training: Who pays? Who benefits? Cornell University, November 15–17, 1996.
- Lewis, A. E. & Forman, T. A. (2002). Contestation or Collaboration? A Comparative Study of Home-School Relations. *Anthropology & Education Quarterly*, 33(1): 60–89.
- McDonald, C. (2001). A Review of Continuing Professional Education. *The Journal of Continuing Higher Education*, 49: 29–40.
- Muller, C. (1993). Parent Involvement and Academic Achievement: An Analysis of Family Resources Available to the Child. In *Parents, Their Children, and Schools*, edited by B. Schneider and J.S. Coleman. Boulder, CO: Westview.
- Muller, C. (1995). Maternal Employment, Parent Involvement, and Mathematics Achievement Among Adolescents. *Journal of Marriage and the Family*, 57: 85–100.
- NICHD Early Child Care Research Network. (2004). Fathers' and Mothers' Parenting Behavior and Beliefs as Predictors of Children's Social Adjustment in the Transition to School. *Journal of Family Psychology*, 18: 628–638.
- Nolin, M.J., Montaquila, J., Nicchitta, P., Hagedorn, M.C., and Chapman, C. (2004). *National Household Education Surveys Program: 2001: Methodology Report*. (NCES 2005-071). U.S. Department of Education. Washington: DC: National Center for Education Statistics.
- Nord, C.W. (1998a). *Students Do Better When Their Fathers Are Involved at School*. U.S. Department of Education . Washington, DC: National Center for Education Statistics.
- Nord, C.W. (1998b). *Nonresident Fathers Can Make a Difference in Children's School Performance*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
-

- Parcel, T.L., and Menaghan, E.G. (1997). Effects of low-wage employment on family well-being. *The Future of Children*, 7 (1): 116-121.
- Rimm-Kaufman, S.E., Pianta, R.C., and Cox, M.J. (2000). Teachers' Judgments of Problems in the Transition to Kindergarten. *Early Childhood Research Quarterly*, 15: 147-166
- Schwartz, D., Proctor, L. J. (2000). Community Violence Exposure and Children's Social Adjustment in the School Peer Group: The Mediating Roles of Emotion Regulation and Social Cognition. *Journal of Consulting and Clinical Psychology*, 68: 670-683.
- Sheldon, S. B. (2002). Parents' Social Networks and Beliefs as Predictors of Parent Involvement. *The Elementary School Journal*, 102: 301-316.
- Stewart, S.D. (1999). Disneyland Dads, Disneyland, Moms? How Nonresident Parents Spend Time with Absent Children. *Journal of Family Issues*, 20(4): 539-556.
- Tersine, A. and Starsinic, M. 2003. Optimum nonresponse subsampling rate for the American Community Survey. *Proceedings of the Survey Research Methods Section, American Statistical Association* (CD-ROM).
- Tucker, C., Brick, J.M., Meekins, B., and Morganstein, D. 2004. Household telephone service and usage patterns in the U.S. in 2004. *Proceedings of the Survey Research Methods Section, American Statistical Association* (CD-ROM).
- Tucker, C., Lepkowski, J.M. and Piekarski, L. 2002. The current efficiency of list-assisted telephone sampling designs. *Public Opinion Quarterly*, 66, 321-338.
- U.S. Department of Labor. (2004). *National Compensation Survey: Occupational Wages in the United States: July 2003*. Washington, D.C.: Bureau of Labor Statistics. Available online at <http://www.bls.gov/ncs/ocs/sp/ncbl0658.pdf>
- Vaden-Kiernan, N., and Chandler, K. (1996). *Parents' Reports of School Practices to Involve Families. Statistics in Brief*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- West, J., Denton, K., and Germino-Hausken, E. (2000). *America's Kindergartners: Findings from the Early Childhood Longitudinal Study, Kindergarten class of 1998-99*. NCES 2000-070. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Wesley, P. W. and Buysse, V. (2003). Making Meaning of School Readiness in Schools and Communities. *Early Childhood Research Quarterly*, 18: 351-375.
- Westat (2004). *Field test of the 2005 National Household Education Surveys Program*. Contractor report. Rockville, MD: Westat.
- Westat (forthcoming). *National Household Education Surveys Program:2005 Methodology Report*. Contractor report. Rockville, MD: Westat.
- Whitehurst, G. J., and Lonigan, C. J. (1998). Child Development and Emergent Literacy. *Child Development*, 69: 848-872.

- Zelazo, P. D., Carter, A., Reznick, J. S., and Frye, D. (1997). Early Development of Executive Function: A Problem Solving Framework. *Review of General Psychology, 1*: 198–226.
- Zellman, G.L., and Waterman, J.M. (1998). Understanding the Impact of Parent School Involvement on Children’s Educational Outcomes. *Journal of Educational Research, 91*(6): 370–380.
- Zill, N., Collins, M., West, J., and Hausken, E.G. (1995). *Approaching Kindergarten: A Look at Preschoolers in the United States*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.
- Zill, N., and West, J. (2001). *Entering Kindergarten: A Portrait of American Children When they Begin School*. U.S. Department of Education. Washington, DC: National Center for Education Statistics.

This page is intentionally blank.

