

Contract No.: HHSP233000025T
MPR Reference No.: 6200-001

MATHEMATICA
Policy Research, Inc.

**Early Head Start
Research and Evaluation
Project, 5th-Grade
Follow-Up**

*Supporting Statement for
Request for OMB Approval of
Data Collection Instruments*

September 6, 2006

Submitted to:

U.S. Department of Health and Human Services
Administration for Children and Families
7th Floor West, 370 L'Enfant Promenade, SW
Washington, DC 20047

Submitted by:

Mathematica Policy Research, Inc.
600 Maryland Avenue, SW
Suite 550
Washington, DC 20024

Project Officer:

Rachel Chazan Cohen

Project Director:

Jerry West

CONTENTS

Section	Page
A. JUSTIFICATION	1
1. Explanation of the Circumstances That Make Collection Necessary	1
a. Study Background	1
b. Rationale for the Study	3
c. Major Findings from Previous Waves of the Study	4
2. How, by Whom, and for What Purpose Information Is to Be Used	4
a. Overview of the Design of the Study	5
b. Research Questions, Information Elements, and Data Sources	8
3. Use of Improved Information Technology to Reduce Burden	24
4. Efforts to Identify and Avoid Duplication.....	25
5. Efforts to Minimize Burden on Small Businesses and Other Entities	26
6. Consequences of Less-Frequent Data Collection	27
7. Special Circumstances Requiring Collection of Information in a Manner Inconsistent with Guidelines in Title 5, Section 1320.6 of the Code of Federal Regulations.....	27
8. Efforts to Consult With Persons Outside the Agency.....	27
a. <i>Federal Register</i> Announcement.....	27
b. Federal Consultation.....	27
9. Payment or Gifts to Respondents.....	28
10. Assurance of Confidentiality Provided to Respondents.....	28
11. Justification of Questions of a Sensitive Nature.....	30
12. Estimates of Response Burden to Respondents.....	31
13. Estimates of Annual Cost Burden to Respondents	31
14. Estimate of Annual Cost to Federal Government	31

CONTENTS (continued)

Section	Page
<i>A (continued)</i>	
15. Explanation of Changes or Adjustments	31
a. Sample Design Changes	32
b. Measures Changes	33
16. Plans for Tabulation and Statistical Analysis and Time Schedule	34
a. Data Analysis Plan	34
b. Time Schedule	38
17. Display of Expiration Date for OMB Approval	39
B. COLLECTION OF INFORMATION EMPLOYING STATISTICAL METHODS.....	39
1. Sample Universe, Sampling Method, and Expected Response Rate	39
2. Statistical Methods for Sample Selection and Degree of Accuracy Needed.....	40
a. Statistical Methodology for Sample Selection.....	40
b. Use of Periodic Data Collection Cycles to Reduce Burden.....	42
c. Data Collection Procedures.....	43
3. Methods for Maximizing Response Rates.....	49
4. Tests of Procedures to Minimize Burden	50
5. Identity of Persons Consulted on Statistical Aspects of Design, and Identity of Contractors.....	51
REFERENCES.....	53
APPENDIX A: CHILD INTERVIEW	
APPENDIX B: COMPONENTS OF THE HOME OBSERVATION	
APPENDIX C: MATERNAL INTERVIEW	
APPENDIX D: TEACHER QUESTIONNAIRE	
APPENDIX E: OMB SUBMISSION HISTORY	
APPENDIX F: CONSENT FORM AND ADVANCE LETTER	
APPENDIX G: CONFIDENTIALITY STATEMENT	

TABLES

Table		Page
1	5TH-GRADE FOLLOW-UP SAMPLE SIZES BY YEAR	7
2	EARLY HEAD START 5TH-GRADE FOLLOW-UP STATISTICAL POWER OF SAMPLE (1880 EXPECTED CASES)	42

EXHIBITS

Exhibit		Page
1	MEASURES FOR THE EARLY HEAD START 5TH-GRADE FOLLOW-UP STUDY	11
2	ESTIMATED RESPONSE BURDEN FOR RESPONDENTS IN THE EARLY HEAD START 5TH-GRADE FOLLOW-UP STUDY	32
3	TIME SCHEDULE.....	38

A. JUSTIFICATION

1. Explanation of the Circumstances That Make Collection Necessary

a. Study Background

The Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (HHS) is requesting Office of Management and Budget (OMB) clearance for the methodology and instruments to be used in conducting the 5th-grade follow-up of the Early Head Start Research and Evaluation Study. This submission requests permission to contact and collect data from 1,880 children, their parents, and teachers to facilitate periodic assessments of Early Head Start's effectiveness in accordance with the 1998 reauthorization of Head Start (Head Start Act, as amended, October 27, 1998, Section 649 (d) and (e)).

Since its founding more than a decade ago, Early Head Start has provided services to low-income pregnant women and families with infants and toddlers. Designed as a two-generation program, Early Head Start aims to (1) enhance the development and health of at-risk children, (2) strengthen families, and (3) build and strengthen family and community partnerships. The number of programs has grown from 68 in 1995 to approximately 700 programs that now serve more than 54,000 families and 60,000 children (ACF, Early Head Start Almanac 2004).

The Early Head Start Research and Evaluation Project was designed to answer questions about the impact of Early Head Start programs and services on children and families overall, and to determine how various types of programs and services have affected children and families with different characteristics living in diverse life circumstances. In addition to assessing the impact of the initial years of the program, the evaluation project provides important information about how Early Head Start could be improved and expanded.

Approximately 3,000 families at 17 sites have participated in the study, with roughly half of the families randomly assigned to receive Early Head Start services and the other half assigned

to a control group. Children and families participated in several intensive rounds of data collection from the time a child or pregnant woman was first enrolled in Early Head Start (or were assigned to the control group) through about age 3. An additional round of data—The Early Head Start Prekindergarten Follow-Up, or prekindergarten round—was collected when the children in the study were about 5 years old and preparing to enter kindergarten. This was the last data collection involving the full sample of families and children. The planned 5th-Grade Follow-up Study once again will involve the families and children of the Early Head Start Research and Evaluation Project and provide new information about the children at another key point of transition—as many complete their elementary school education and prepare to enter middle school. This follow-up study will be the fifth time that most of these children and families have been visited, the other times having been at 14, 24, 36, and 60 months.¹ Because of the way the children initially were recruited for the study, it will take three years to collect 5th-grade data from the full sample of children. About 30 percent of the sample will be 5th graders in spring 2007, 50 percent in spring 2008, and 20 percent in spring 2009.

Legislative Mandate. Early Head Start was established in the 1994 Head Start reauthorization legislation (P.L. 103-252) to serve infants and toddlers who are generally too young to participate in the regular Head Start program. The law requires that a portion of Head Start's total appropriation be set aside to fund the Early Head Start program. This data collection falls under the evaluation activities necessitated by the mandates of the 1998 reauthorization of Head Start (Head Start Act, as amended, October 27, 1998, Section 649 (d) and (e)).

¹ Families also were interviewed about the services they received at 7, 16, and 28 months after random assignment.

b. Rationale for the Study

The Early Head Start study is the only large-scale study of a federal intervention with low-income children and families beginning at infancy (and before birth in some cases) that employed a randomized design across 17 sites. Results from the study offer evidence of enhanced cognitive, language, and behavioral regulation outcomes in children through age 3 who were randomly assigned to Early Head Start, as compared to those in a control group who had access to the services usually available in the community (ACF 2002; Love et al. 2005; ACF 2006). The 5th-grade follow-up of this longitudinal study will help researchers and policymakers to better answer questions about the benefits of children's participation in the Early Head Start program. The study also will provide updated information to document the status and changes in a number of key areas:

- ***Early Head Start Impacts.*** As in all previous waves of data collection and analysis, ACF plans to estimate the effects of Early Head Start on child and family service receipt and outcomes when children are in 5th grade. Impacts will be estimated for both the full sample and key subgroups, such as racial/ethnic minorities and children who have experienced various Early Head Start service delivery approaches. Among the outcomes of interest are children's (1) reading and mathematics achievement in grade 5, (2) language development, and (3) social skills and behavioral problems.
- ***Children's Elementary School Experiences.*** Data will be collected to describe the characteristics of the schools and classrooms attended by Early Head Start children and compare them to schools attended by control group children, low-income children, and 5th grade children in general. School-level characteristics of interest include school size (enrollment) and locale (urbanicity), minority student enrollment, poverty concentration, and school crime and safety. Classroom characteristics such as class size, number and types of instructional staff, and teacher education, certifications, and experience are of interest. For all children participating in the study, a range of academic and behavioral problems—grade retentions, suspensions, expulsions, and absenteeism, for example—will be identified.
- ***Contributions of Preschool Early Education Services and Elementary School Experiences to Outcomes in 5th Grade.*** ACF has used data from the prekindergarten wave to explore questions about the role of formal preschool experiences (including Head Start in particular) in children's development, both alone and in conjunction with Early Head Start. The study will ask questions about the relationship of children's elementary school experiences to a range of outcomes in 5th grade, as well

as the possible moderating effects of children's school experiences on the relationship of Early Head Start/preschool participation to elementary school outcomes.

c. Major Findings from Previous Waves of the Study

Reports from the Early Head Start Research and Evaluation Project (ACF 2002; Love et al. 2005) have documented the modest, positive program effects of Early Head Start programs on a range of child and parent outcomes through age 3. In addition, the research has shown impacts with larger effect sizes for children and families in mixed-approach programs (programs offering a combination of home- and center-based services); African American children and families; families enrolled during pregnancy; and families with a moderate number of demographic risk factors, such as low parental education, single parenthood, and teenage motherhood. Attending programs that were well implemented in relation to the federal Head Start program performance standards produced a greater range of impacts for both children and their parents.

Preliminary findings from the data collected when the children were 5 years old and about to start kindergarten suggest some sustaining program effects on children's socio-emotional development, involvement in formal pre-kindergarten programs, Spanish-speaking children's vocabulary, and parenting behaviors two years after program completion, and strong effects persisting for African American children (ACF 2006; Raikes and Chazan-Cohen 2005). At age 5, home-based programs produced more and stronger impacts on children and their parents than other program approaches, program participation was associated with lower parent depression scores, impacts on parenting and the home environment for high-risk families emerged, and program implementation was no longer important (ACF 2006).

2. How, by Whom, and for What Purpose Information Is to Be Used

Data from the 5th-Grade Follow-Up Study will be used by ACF and others to better answer questions about the longer-term benefits of children's participation in the Early Head Start

program. It will be used to examine a range of constructs beyond school achievement, such as impacts on mental health, early indicators of conduct problems, disabilities and special education, injuries and accidents, and school absences, all of which are possible indicators of costs to society while children are in 5th grade. These are also early indicators of problems that may occur later in life such as juvenile delinquency and crime, drug use, and early parenthood, as well as mental and physical health problems requiring treatment and having implications for employment and further education (Heckman 2006).

The information from the study will help to inform policy decisions about Early Head Start services and funding. The data will be a resource for additional research on Early Head Start conducted by members of the Early Head Start Research Consortium, and by others interested in enhancing the development and health of at-risk children. As was the case for previous data waves, the data collected during the 5th-grade follow-up will be archived and made available for use by the broader research community.

The rest of this section presents an overview of the study design, research questions, information elements, and data sources.

a. Overview of the Design of the Study

Seventeen Early Head Start programs from across the U.S. were selected to participate in the Early Head Start Research and Evaluation Project. All 17 programs were funded in 1995 and 1996, the first 2 years of Early Head Start funding. The 17 programs recruited 3,001 families to participate, all of whom met the programs' income eligibility requirements. Approximately half of the families were randomly assigned to the program and the other half to the control group. The control group families could not receive Early Head Start services, but could receive other services available in their communities.

A total of 2,701 children and families will be selected for participation in the 5th-Grade Follow-Up Study. This comprises all children in the original sample, across all 17 sites, for whom parent or child assessment data were collected at 14, 24, 36, or 60 months (prekindergarten). We expect that about 1,880 of these children and their families will participate. This estimate of the number of completed cases is based on prior response rates within each site and an expected 10 percent attrition since the last round of data collection in 2001-2003.

Because of the way the initial recruitment was conducted, we will be collecting data on children who will enter 5th grade (or their sixth year of formal schooling) over a three-year period. For this reason, the study will include three waves of data collection, starting in the spring of 2007 and repeated in spring 2008 and 2009. Based on our current information from the prekindergarten data collection and our knowledge of the children's ages, we expect that approximately 30 percent, or 660 cases, will be completed in 2007; 50 percent (924 cases) will be completed in 2008; and 20 percent (296 cases) in 2009 (Table 1).² (The few cases that would have been eligible for data collection in 2006 will be included in the 2007 sample.)

²The sample sizes here are based on all children who have completed at least one round of child assessment data; we assume a 70 percent response rate. The total number of cases will be 2,701.

TABLE 1
5TH-GRADE FOLLOW-UP SAMPLE SIZES BY YEAR

	Spring 2007 (30%)	Spring 2008 (50%)	Spring 2009 (20%)	Total Study Completes	Final Response Rate Based on Eligible Sample
Participants					
Eligible children	810	1351	540		
Eligible teachers	810	1351	540		
Child response rate	70%	70%	70%		
Parent response rate	70%	70%	70%		
Teacher response rate	75%	75%	75%		
Completed child assessments	567	946	378	1,891	70%
Completed parent interviews	567	946	378	1,891	70%
Completed teacher questionnaires	608	1,013	405	2,026	75%

The 5th-Grade Follow-Up Study will include a home visit and a teacher questionnaire.³ The home visit has four components: (1) a child assessment, (2) a child interview, (3) an observation, and (4) a maternal (or primary caregiver) interview. For the first component, a trained data collector will administer the Peabody Picture Vocabulary Test -III (PPVT-III) and the 5th-grade reading and math assessments from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) to the child. All three assessments will be administered using a computer assisted interview (CAPI) mode. The assessment items will be presented to the child on an easel, and the data collector will enter the child's responses into a laptop computer. The second component, the child interview, also will be administered via CAPI.

The third component, observation, consists of a videotaped mother-child interaction, a set of questions that the data collector will ask the mother following the interaction, and checklist-style

³ School record data is being collected on the first 30 percent of the children in the sample. Children's teachers will be asked to abstract this information with the consent of the children's parents. This design enhancement is being funded by the Partnership for America's Economic Success. Funds from another private foundation are being sought to support an interview with the children's fathers and a videotaped father-child interaction. There is no decision on this funding request at this time.

items that the data collector will complete based on observations of the home environment. The last component is the maternal interview. During this CAPI interview, children's mothers or primary caregivers will be asked a series of questions about themselves and other family members, and about their child's school experiences. Mothers also will be asked to rate their child's social skills and to report any problem behaviors.

The home visit should take an average of 2.5 hours. We estimate that the child assessment will occupy 70 minutes; the child interview, 15 minutes; the observation, 15 minutes; and the maternal interview, 55 minutes. The balance of the in-home time will be devoted to administrative tasks such as explaining the study and obtaining informed consent for the different study components.

For each child in the study, his/her 5th-grade teacher will be identified during the maternal interview. Using information provided by the child's parent, the teachers will be contacted and asked questions about the child's school and classroom environment and school experiences. Teachers will be given the option of completing the questionnaire using either a Web-based or a paper instrument. On average, the teacher questionnaire will take 35 minutes to complete. We expect to obtain teacher data for about 75 percent of the study children (Table 1).

b. Research Questions, Information Elements, and Data Sources

The Early Head Start Research and Evaluation Project was designed to answer questions about program impacts on children and families at different points in time and at critical transitions. The data that will be collected in the 5th-Grade Follow-Up Study will allow analysts to answer the following types of questions:

Early Head Start Impacts

- What are the impacts of Early Head Start on children's reading and mathematics achievement and language development at the end of 5th grade?

- What are the impacts of Early Head Start on children's receipt of special education services, grade retention, absenteeism and truancy, and suspensions and expulsions?
- Do these impacts and others vary as a function of the Early Head Start program model in which the children participated before age 3?
- Do these impacts vary as a function of child characteristics, such as gender or race/ethnicity, and/or family characteristics, such as the number of family risk factors? Are the impacts greater for some groups of children, such as African American children? Are they greater for some families than others, such as families with multiple risks?

Children's Elementary School Experiences

- What are the characteristics of the schools and classrooms attended by Early Head Start children, and how do these compare to those attended by other low-income children (control group children)? How do they compare nationally?
- What are the educational and career experiences of Early Head Start children's classroom teachers, and how do these compare to those of other low-income children and to 5th-grade teachers nationally?
- How and in what ways are the parents of Early Head Start children involved in their children's schools? How does their involvement compare to that of the parents of other low-income children?

Contributions of Preschool Early Education Services and Elementary School Experiences to Outcomes in 5th Grade

- What role does children's formal preschool experience, including Head Start in particular, have in children's development and family functioning at or near the end of elementary school?
- Do children who received Early Head Start, followed by formal care at ages 3 and 4 and good-quality elementary education, have better outcomes at grade 5 than children who did not have these experiences?

The 5th-grade protocol has been designed to collect information about the children's physical health and development; height and weight; academic achievement; social competence and problem behaviors at home and at school; attention and approaches to learning; home environment; relationships with family and friends; extracurricular activities; maternal mental health and use of social services; family living arrangements and financial resources; and parental warmth, discipline, supervision, and involvement. A Measures Committee of the Early

Head Start Consortium thoroughly reviewed and selected the specific measures used to assess these constructs. This Committee used the following criteria to prioritize possible measures: (1) continuity with past waves of the study; (2) use in other studies, preferably those with large, national samples; (3) demonstrated good psychometric performance when used with similar samples; (4) feasibility of administration and coding; (5) age-appropriateness for children entering early adolescence; (6) outcomes targeted or affected by the Early Head Start program; and (7) utility for future cost-benefit analyses of Early Head Start.

One of the notable features of the 5th-grade design is the emphasis on measures that are consistent with those used in previous rounds of data collection, but that have been adapted as developmentally appropriate for 5th graders. Such measures will enable growth modeling of children's development from earlier time points, and also make it possible to study changes in parenting processes over time. Another important feature of our data collection strategy is the use of multiple reporters. For example, both mothers and teachers will report on children's aggressive behavior, hyperactivity, cooperation, and self-control. This feature is important because children may behave differently in different contexts.

There will be five data collection components: (1) a child assessment, (2) a child interview, (3) a home observation, (4) a maternal interview, and (5) a teacher questionnaire. Exhibit 1 presents a summary of the measures to be included in each of these components, along with the rationale for their selection (use in past waves, use in other studies, and reliability and validity). The first four components will occur during a single home visit. Both the instruments to be administered during the home visit and the teacher questionnaire are described in some detail below. The child assessments are identified in Exhibit 1, but the actual instruments are not included with this package because of copyright issues. The child interview is included in Appendix A and the home observation measures in Appendix B. The maternal interview and the teacher questionnaire are included in Appendixes C and D, respectively.

EXHIBIT 1

MEASURES FOR THE EARLY HEAD START 5TH-GRADE FOLLOW-UP STUDY

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
Child Assessment						73 min.	
<i>Child's Cognition / Academic Achievement</i>	ECLS-K Cognitive Assessment	ECLS-K at 5th Grade		Rationale: Enables comparability with nationally representative sample; demonstrated good psychometric properties.	5th grade: Language/Literacy alphas = .72-.88. Reliability of IRT-generated theta score = .94. Correlated with teacher rating in Language/Literacy = .63. Math alphas = .58 - .88. Reliability of theta = .94. Correlated with teacher rating in Math = .65.	60 min.	--
	Subtests: (1) Language/Literacy, (2) Mathematics						
	PPVT-III	Dunn & Dunn, 1997	36 months, TPK	Other Studies: FACES at Head Start, K and 1st grade; FF In-Home Study at 30 and 60 mos; IHDP at ages 5, 8, and 18; NLSY-CS.	For 10-year-olds in national norming sample (n=100): alpha = .96 (Form IIIA) and .95 (Form IIIB). Split-half reliability = .94 (IIIA) and .95 (IIIB). Test-retest reliability on subsample = .88 (IIIA) and .89 (IIIB). PPVT-III correlated with WISC-III Verbal IQ = .91 (IIIA) and .92 (IIIB) for sample of 41 7-11-year-olds. Good discriminant validity.	13 min.	--

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
Child Interview						21.5-25.5 min.	
<i>Child's Social-Emotional Development / Behavior</i>	ECLS-K Self-Description Questionnaire (SDQ) Subscales: (1) Perceived Interest/Competence in Reading, (2) Perceived Interest/Competence in Math, (3) Perceived Interest/Competence in School, (4) Perceived Interest/Competence in Peer Relations, (5) Externalizing, (6) Internalizing	ECLS-K at 5th Grade; adapted from Marsh, 1990		Rationale: Possible program impact.	5th Grade Subscale alphas: (1) Perceived Interest/Competence in Reading: .90 (2) Perceived Interest/Competence in Math: .92 (3) Perceived Interest/Competence in School: .83 (4) Perceived Interest/Competence in Peer Relations: .82 (5) Externalizing: .78 (6) Internalizing: .79 Evidence of reliability: children who had been retained rated themselves lower in academic interest/competence and higher in behavior problems.	42 items in 3rd Grade Est. 10 min.	Child Interview p. 1
<i>Parental Discipline</i>	Adaptation of the Parent-Child Conflict Tactics Scale – Child Report	Based on Straus et al., 1998		Parent discipline a program impact in past EHS waves; also getting Parent Report.		6 items 1.5 min.	Child Interview p. 3
<i>Body Mass Index</i>	Height and Weight measurements	NICHD		Other Studies: ECLS-K, GBHDS, FF In Home Study at 30 and 60 months. Rationale: Overweight and obesity are possible program impacts.		5 min.	Child Interview p. 4

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
<i>Relationship with Parents</i>	SDQ1 – Parent Relationship Scale mother, biological father, non-biological father figure	Marsh, 1990		Rationale: Possible program impact. Advantage of measure is consistency with SDQ.	Marsh, Smith, Barnes, & Butler, 1983: Sample of poor or working-class 5th-6th graders in inner-city Sydney, Australia (N = 528). Alpha = .79. Test-retest stability over 6-mo. period = .55. Discriminant validity supported by stronger correlations between child test scores and SDQ1 academic scales than with non-academic scales.	8-24 items 2-6 min.	Child Interview p. 5
<i>Parental Supervision</i>	3 items from Parental Monitoring subscale	Stattin & Kerr, 2000		Other Studies: PSID-CDS2. Maternal report used in NICHD SECCYD. Rationale: Possible program impact. Child report preferable to maternal report.		3 items .75 min	Child Interview p. 8
<i>Violence, Bullying at School</i>	Peer Bullying	PSID-CDS2		Rationale: Construct relevant to age group. Could modify program effects.	PSID-CDS2: Alpha = .62. Factor loadings range = .42 - .66.	4 items 1 min.	Child Interview p. 9
<i>Timing of Maturation</i>	Pubertal Development Scale	Petersen et al., 1988		Other Studies: PHDCN Age 9 cohort. Rationale: Important construct during early adolescence. Could modify program effects.	Petersen et al., 1988: Administered to 2 cohorts of 6th graders 5 times over 8 years (N=253; primarily White, middle class). Boys: alpha range = .72 - .78. Girls: alpha range = .76 - .83. Brooks-Gunn et al. (1987): correlations with physician ratings = .61-.67, and with self ratings = .72-.80 among girls.	3 items .75 min	Child Interview p. 10
Maternal Interview						46.25-68.25 min.	
<i>Family Demographics</i>	Household composition; Maternal education and employment; Household income; # moves; Homelessness	TPK Parent Interview; ECLS-K 5th Grade; FF Core Interview	TPK	Could modify program effects.		22-34 items 5.5-8.5 min.	Maternal Interview p. 2

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
<i>Child's Health</i>	Routine doctor and dentist visits; Diagnosed conditions; Health care coverage; Regular medications	TPK Parent Interview	TPK	Could be impacted by program or modify program effects.		15-33 items 3.75-8.25 min	Maternal Interview p. 8
<i>Child's Education</i>	Current grade, teacher, and classroom; Current and past schools; School affiliation and type; History of school disruption; Absences; Disabilities; IEP; Special services; Summer school; Grade retention; Family involvement in school	NHES; IHDP at age 18; ECLS-K at 5th grade; NICHD SECCYD at 5th grade		Could be impacted by program or modify program effects.		42-54 items 10.5-13.5 min.	Maternal Interview p. 11
<i>Child's Extra-Curricular Activities</i>	Participation in arts, sports, clubs, other activities; Whether provided by school	NHES 2005 After-School Programs and Activities Interview		Could be impacted by program or modify program effects.		1-7 items .25-1.75 min.	Maternal Interview p. 18
<i>Home Environment</i>	Homework; Child's number of books at home	ECLS-K; NHES		Possible program impacts.		Home-work: 6 items Number of books: 1 item 1.75 min.	Maternal Interview p. 19 Maternal Interview p. 20
<i>Home Environment</i>	Shortened Family Environment Scale (FES) Subscales : (1) Conflict (2) Cohesion	Moos, 1974	Shortened Conflict Subscale at 14 months, 24 months, 36 months	Full subscales in IHDP at age 8.	Conflict in previous EHS waves: alpha range = .65 - .68. Shortened Cohesion Subscale items selected using exploratory factor analysis with IHDP Age 8 (excluding mothers with a college degree); alpha = .78 (Whiteside-Mansell, 2005).	8 items 2 min.	Maternal Interview p. 20

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
<i>Maternal Mental Health</i>	CESD-SF	Ross, Mirowsky, & Huber, 1983	36 months, TPK	Used in past waves; possible program impact or moderator of program effects.	EHS 36 mos. alpha = .88. Alpha = .85 for women in Ross et al. 1983.	12 items 3 min.	Maternal Interview p. 22
	Parenting Stress Index-Short Form Shortened Subscales: (1) Parental Distress, (2) Parent-Child Dysfunctional Interaction	Abidin, 1995	Full Parental Distress and Parent-Child Dys. Interaction subscales used at 14 months, 24 months, 36 months	Used in past waves; possible program impact.	Subscales from past waves factor-analyzed by Whiteside-Mansell et al., 2005. Selected 1 of 2 factors from Parental Distress (“Parenting Demands Stress”) and 1 of 3 factors from Parent-Child Dysfunctional Interaction (“Dyadic Interaction”). Item loadings range = .48-.80 for Parenting Demands and .48-.86 for Dyadic Interaction.	11 items 2.75 min.	Maternal Interview p. 24
<i>Child’s Social-Emotional Development / Behavior</i>	Aggressive Behavior Subscale from ASEBA / 6-18	Achenbach & Rescorla, 2001; Achenbach, 1991;	24 months, 36 months, TPK	Used in past waves; getting Teacher Report for comparability; key outcome of interest, especially from cost-benefit perspective.	Alpha at 24 months = .91, at 36 months = .88.	18 items 4.5 min.	Maternal Interview p. 27
<i>Child’s Social-Emotional Development / Behavior</i>	Hyperactivity Subscale from Social Skills Rating System (SSRS) – Parent Report	Gresham & Elliott, 1990		Shorter than NICHD Hyperactivity scale; also getting Teacher Report for comparability; also using prosocial behavior scales from SSRS.	In national norming sample (N=4,170 children), alpha for parent-reported Problem Behavior subscales = .73-.87, test-retest reliability = .65 (https://www.agsnet.com/assessments/technical/ssrs.asp#8)	6 items 1.5 min.	Maternal Interview p. 29
	Cooperation and Self-Control Subscales from Social Skills Rating System (SSRS) – Parent Report	Gresham & Elliott, 1990		Other Studies: NICHD SECCYD at 5th Grade. Rationale: Important to get prosocial behaviors in addition to problem ones; also getting Teacher Report for comparability.	NICHD SECCYD: Cooperation alpha = .79, Self-Control alpha = .81.	Coop. = 10 items Self-Control = 10 items 5 min.	Maternal Interview p. 29 Maternal Interview p. 30
<i>Parental Discipline</i>	Adaptation of the Parent-Child Conflict Tactics Scale – Parent Report	Based on Straus et al., 1998		Parent discipline a program impact in past EHS waves; also getting Child report.		6 items 1.5 min.	Maternal Interview p. 32

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
<i>Maternal Substance Use</i>	Drug use; Alcohol use; Smoking in household	EHS 24-month and TPK Parent Interviews	24 months, TPK	Could modify program effects; shortened from previous waves to save time.		7-8 items 1.75-2 min.	Maternal Interview p. 33
<i>Family Well-being</i>	Maternal health; Child's exposure to domestic violence; Social services received	MOS-SF (Ware & Sherbourne, 1992); CIDI (World Health Organization, 2005); CAGE (Ewing, 1984); EHS 24, 36, months and TPK P.I.'s	Maternal health: 24 months, 36 months. Exposure to domestic violence: 36 months, TPK. Social services: TPK.	All could be impacted by program or modify program effects; measured in previous waves.		6-8 items 1.5-2 min.	Maternal Interview p. 35
<i>Fathers</i>	Biological father and father-figure residency; Mother/father marital status; Father/child contact; Custody and child support; Paternity; Mother/father relationship quality	EHS 24 month and TPK Parent Interviews; FF Core 5 Year Interview; NSFH; ECLS-B; ECLS-K; EHS Father Interview		Key area of interest in low-income sample; could modify program effects.		If no father: 4 items 1 min. If Res. Bio only: 9-15 items 2.25-3.75 min. If Non-Res. Bio only: 19-27 items 4.75-6.75 min. If Non-Res. Bio & Father-Fig.: 29-41 items 7.25-10.25 min If Father-Fig. only: 13-18 items 3.25-4.5 min.	Maternal Interview p. 37

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
Home Observation						Approx.10 min.	
<i>Child Social-Emotional Development</i>	Videotaped Mother-Child Interaction: Disagreement Task	NICHD SECCYD at 5th grade	14 months, 24 months, 36 months, & TPK included a mother-child video interaction	Other Studies: GBHDS. Rationale: Continuity with past waves. Will allow five time points of data for growth curve analysis. Objective measure superior to self-report measures of parenting and mother-child relationship.	NICHD SECCYD: Composite var for child pos engagement (Affection + Mutuality – Negativity): alpha = .70; Composite var for task orientation (Agency + Persistence): alpha = .90. Composite var for maternal sensitivity (Supp Pres + Respect – Hostility): alpha = .87	7 min.	
	Child Behavior Scales: (1) Agency, (2) Negativity, (3) Persistence, (4) Affection Toward Mother (May add Child Defiance (GBHDS))						Home Observ. p. 3
	Parent Behavior Scales: (1) Supportive Presence, (2) Respect for Child Autonomy, (3) Stimulation of Cognitive Development, (4) Hostility						Home Observ. p. 8
<i>Maternal Parenting</i>	Dyadic Behavior Scale: (1) Affective Mutuality						Home Observ. p. 12
<i>Mother-Child Relationship</i>							
<i>Home Environment</i>	Homelife Interview Observational Subscales: (1) Parental Warmth, (2) Parental Lack of Hostility, (3) Parental Verbal Skills, (4) Internal Environment, (5) External Environment	PHDCN, Cohort 9, Waves 1-3; based on Early Adolescent HOME Inventory (Bradley et al., 2000)	HOME Inventory at 14 months, 24 months, 36 months, TPK	Other Studies: NICHD SECCYD used Early Adolescent HOME at G5. Rationale: Observational measures avoid social desirability bias and reduce burden on respondent.	Leventhal et al., 2004: Random sample of 2,685 households (17% EA, 34% AA, 45% Latino) from 80 Chicago neighborhoods (children aged 3-15). Subscale alpha range: .67 - .85. All subscales significantly correlated with WISC-R Vocabulary and/or behavior problems for 9-year-olds (n=473-484).	33 items (Note: Most items can be completed after home visit has ended.) Est. 3 min.	Home Observ. p. 15

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
Teacher Questionnaire						34.75-36.25 min.	
<i>Classroom and School Characteristics</i>	Type of school; Classroom aides and materials; Organization of classroom; Grades taught at school; Number of students and teachers	ECLS-K at 5th Grade, FF Age 5 Teacher Survey, NICHD SECCYD at 5th Grade		Could modify program effects.		12-13 3-3.25 min.	Teacher Quest. p. 2
<i>Child's Absences</i>	Absences this year; Reason for absences	IHDP at age 18		Possible program impact; could also modify program effects.		1-2 items .25-.5 min	Teacher Quest. p. 5
<i>Family Involvement in Schooling</i>	Parent/teacher conference attendance	FF Age 5 Teacher Survey		Possible program impact.		4 item 1 min	Teacher Quest. p. 6
<i>Child's Social-Emotional Development / Behavior</i>	Aggressive Behavior Subscale from Teacher's Report Form	Achenbach & Rescorla, 2001; Achenbach, 1991	24 months, 36 months, TPK	Used in past waves; also getting Parent Report for comparability.	Alpha at EHS 24 months = .91, at 36 months = .88.	20 items 5 min.	Teacher Quest. p. 7
	Hyperactivity Subscale from Social Skills Rating System (SSRS) – Teacher Report	Gresham & Elliott, 1990		Possible program impact.	In national norming sample (N=4,170 children), teacher-reported Problem Behavior subscales alpha range = .82-.86, test-retest reliability = .84. (https://www.agsnet.com/assessments/technical/ssrs.asp#8)	6 items 1.5 min.	Teacher Quest. p. 9
	Cooperation and Self-Control Subscales from Social Skills Rating System (SSRS) – Teacher Report	Gresham & Elliott, 1990		Important to capture prosocial behaviors in addition to problem ones; also getting Parent Report for comparability.	In national norming sample (N=4,170 children), teacher-reported Social Skills subscales alpha range = .93-.94, test-retest reliability = .85. Validated against CBCL-Teacher Report. (http://www.agsnet.com/assessments/technical/ssrs.asp#8)	Coop. = 10 items Self-Control = 10 items 5 min.	Teacher Quest. p. 9 Teacher Quest. p. 10

Construct	Measure	Cite/Source	Previous Waves	Other Studies/ Rationale	Psychometrics	# Items / Admin Time**	See
	Approaches to Learning and Peer Relations Subscales from ECLS-K Social Rating Scale (SRS) – Teacher Report	ECLS-K at 5th grade Teacher Questionnaire; adapted from Gresham & Elliott, 1990		Possible program impact.	ECLS-K 5th Grade: Approaches to Learning split-half reliability = .91, Peer Relationships split-half reliability=.92.	Estimate: 24 items 6 min.	Teacher Quest. p. 11 Teacher Quest. p. 11
<i>Child's Disabilities and Use of Special Services</i>	Physical or psychological disabilities; IEP; Special education; Title I services; Other services; Primary placement	ECLS-K at 5th Grade; FF Age 5 Teacher Survey		Possible program impact. Could modify program effects.		21-25 items 5.25-6.25 min.	Teacher Quest. p. 13
<i>School Climate</i>	Teacher turnover; Absenteeism; Drugs; Overcrowding; Parent involvement; Violence and weapons	ECLS-K at 5th Grade; FF Age 5 Teacher Survey		Could modify program effects.		13 items 3.25 min.	Teacher Quest. p. 16
<i>Teacher Demographics</i>	Teacher race/ethnicity, age; Education; Gender; Certification; Years of experience	ECLS-K at 5th Grade; FF Age 5 Teacher Survey		Could modify program effects.		18 items 4.5 min.	Teacher Quest. p. 18
National Data							
<i>Neighborhood Characteristics</i>	Ethnic makeup; % single-headed HHs; % HHs in poverty	US Census		Could modify program effects.			--
<i>County Characteristics</i>	Violent and property crime	US Department of Justice		Exposure to violence and crime could modify program effects.			--
<i>School Quality</i>	School & classroom size, ethnic makeup; % children free lunch; % children for whom English is 2nd language; % children receiving special services; teacher:student ratio; structure (grades, affiliation)	NCES Data		Could modify program effects.			--

* All measures are considered “Tier I” (essential).

** With the exception of the Child Assessment instruments, the SDQ and body measurements in the Child Interview, and the Home Observation, all administration times were calculated with the assumption of 15 seconds per item. The household roster in the Maternal Interview was assumed to include a total of 4 members.

KEY:

14 months = Early Head Start, 14 Month wave

24 months = Early Head Start, 24 Month wave

36 months = Early Head Start, 36 Month wave

CAGE = Cage Questionnaire

CIDI = Composite International Diagnostic Interview

ECLS-B= Early Childhood Longitudinal Study – Birth Cohort

ECLS-K = Early Childhood Longitudinal Study – Kindergarten Cohort

EHS = Early Head Start Research and Evaluation Project

FACES = Head Start Family and Child Experiences Survey

FF = Fragile Families and Child Wellbeing Study

GBHDS = Girls and Boys Health and Development Study

HOME = Home Observation for the Measurement of the Environment

IHDP = Infant Health and Development Program

MOS-SF= Medical Outcomes Study – Short Form General Health Survey

NCES = National Center for Education Statistics

NICHD SECCYD = National Institute of Child Health and Human Development Study of Early Child Care and Youth Development

NHES = National Household Education Survey, 2003 Parent and Family Involvement in Education Survey

NLSY- CS = National Longitudinal Survey of Youth - Child Supplement

NSFH= National Survey of Families and Households

PHDCN = Project on Human Development in Chicago Neighborhoods

PPVT III = Peabody Picture Vocabulary Test – Third Edition

PSID – CDS1 = Panel Study of Income Dynamics – Child Development Supplement, Wave 1

PSID – CDS2 = Panel Study of Income Dynamics – Child Development Supplement, Wave 2

SDQ = Self Description Questionnaire from ECLS-K

SDQ1 = Self Description Questionnaire - I

TPK = Early Head Start Transition to Pre-K Study

Home Visit Instruments. The first component of the home visit, the child assessment, is comprised of three standardized individually administered assessments (Table 2). Children will be administered the PPVT-III (Dunn and Dunn 1997), as well as the ECLS-K 5th-grade reading (language and literacy) and math assessments (Princiotta et al. 2006; Pollack et al. 2006). The PPVT-III is designed to assess children's knowledge of the meaning of words by asking them to say, or indicate by pointing, which of four pictures best shows the meaning of a word that is said aloud by the assessor. A series of words is presented, ranging from easy to difficult for children of a given age, each accompanied by a picture plate consisting of four line drawings. When the level of difficulty becomes too great (as demonstrated by the child's incorrect responses to several items in a set), the test is ended. The full, 144-item test requires 10-15 minutes to administer, because the average child receives only a subset of the items. It is suitable for a wide range of ages from 2-1/2 through adulthood and has established age norms based on a national sample of 2,725 children and adults tested at 240 sites across the United States.

The ECLS-K reading and math assessments both use a two-stage adaptive testing approach. Children are first administered a level one, or routing test to determine their approximate level of performance. Then they are administered a longer test that is tailored to their ability level. The reading assessment measures children's reading skills, vocabulary, and comprehension (Princiotta et al. 2006). It provides information about their overall reading achievement and their mastery of specific skills sets or levels of comprehension, such as deriving meaning from and making interpretations beyond text. The math assessment measures children's knowledge and skills in a number of areas of mathematics, such as solving simple multiplication and division problems, understanding of place value, and using rates and fractions to solve problems.

The second home visit component, the child interview, includes several measures of the child's social emotional development and internal or external problem behaviors. The Self-

Description Questionnaire (SDQ) that was used in the ECLS-K is included in the 5th-grade instrument (Marsh 1990; Pollack et al. 2006). This measure provides information about the children's perceptions of their own academic and social competencies and problem behaviors.

The third component of the home visit, the observation, begins with a videotaped mother-child interaction. The interactive activity is the Disagreement Task, which is based on the Parent-Child Discussion Task from the 5th Grade wave of the NICHD Study of Early Child Care (SECC). The interviewer gives the child a stack of 15 index cards and tells the dyad that each card lists a topic that parents and children often disagree about, such as homework, television, or chores.⁴ The mother and child are instructed to go through the cards and select their top three areas of disagreement, and then "talk together about each one and try to resolve some of your disagreements." The interviewer turns on the video camera, and the dyad is left alone for eight minutes to discuss their disagreements.

The videotapes will be coded using a coding scheme that captures key elements of mother and child behaviors. Seven scale scores will be developed that describe the mother's behavior (positive regard, negative regard, perspective taking, engagement, dominance, use of reasoning, and use of coercion). Six scale scores will be developed that describe the child's behavior (positive regard, negative regard, perspective taking, engagement, defiance, and use of reasoning), and two scores that describe the dynamic of the maternal-child dyad (mutuality and competitiveness).

The second part of the observation is an adaptation of the Homelife observational scales from the Project on Human Development in Chicago Neighborhoods (Leventhal et al. 2004);

⁴ The complete list of topics is: playing computer or video games, television, honesty or lying, manners, chores, school/homework, clean room, personal appearance, fighting with sisters or brothers, getting up in the morning or to school on time, eating habits, respect for others, friends or classmates, sports or after-school activities, and pets.

these scales are an expanded version of the H.O.M.E. Inventory (Bradley et al. 2000). Some consist of questions that the data collector will ask the mother following the mother-child interaction. Others will be comprised of checklist-style items completed by the data collector based on observations of the home environment. These observational items can be completed either while the mother-child interaction is being videotaped or immediately after the home visit.

At this point in the home visit, the child's involvement will end. The mother then will be interviewed, also using CAPI. The mother's interview includes a series of questions designed to collect information about the children's parents and families (e.g., mother and father education and employment, household/family composition and income), and the child's health, social skills, and problem behaviors. (Teachers also will be asked to report on children's social-emotional development and problem behaviors.) In addition, mothers will be asked questions about their child's formal education and school experiences, and the level of family involvement in the child's school. Questions about the child's home environment that were asked in prior waves of the study will be repeated and new items about homework and who assists the child with homework will be added. Using the CESD-Short Form, the interviewers once again will ask mothers if they have any depressive symptoms (Ross et al. 1983) and will ask about parental distress using the short form of the Parenting Stress Index (Abidin 1995). Mothers also will be asked to identify the school that their child attends and to name their child's 5th-grade teacher so that the teacher can be asked to complete the teacher questionnaire. In addition, information from the parent interview will be used to identify the children's schools and to merge school contextual information from the National Center for Education Statistics school universe files (Common Core of Data and Private School Survey).

Teacher Questionnaire. For each child, we will collect information from the teacher about the child's school and classroom environment and his or her school experiences. Two types of

data will be collected. First, we will gather information about the general characteristics of the child's school, the educational background and experience of the child's teacher, and the teacher's perceptions of the school. This information will be asked only once of each teacher participating in the study. (In other words, if a teacher completes the questionnaire for more than one child in a year, s/he will only have to provide information about the school and her/his own educational background once.) Second, we will collect information about the child's classroom, behavior, approaches to learning, and peer relationships, as well as the relationship of the family with the school, and the child's disabilities and receipt of special educational services. The child's teacher will be asked to provide this information for each child in the study for whom he or she is the primary teacher. All teacher questionnaire measures, and the rationale for their inclusion, appear in Exhibit 1.

3. Use of Improved Information Technology to Reduce Burden

The data collection plan for the 5th-grade follow-up reflects sensitivity to issues of efficiency, accuracy, confidentiality, and respondent burden. Computer-assisted and Web-based methods will be used for all data collection except the videotaped maternal-child interactions. The use of Computer Assisted Personal Interviewing (CAPI) will reduce respondent burden by automating skip logic and question adaptations. Using this method will allow interviewers to progress directly from question to question without having to refer to previous answers to check whether a follow-up question should be asked, or whether phrasing should be adjusted to apply appropriately to a respondent's circumstances. CAPI will minimize data collector error through control over question logic, consistency checks, and probes. It also will eliminate the need to call back respondents to obtain missing data, since inconsistencies in responses will be corrected during the interview process. The CAPI system will facilitate tracking because of its capability

to produce timely reports on screening and interview outcomes, yield rates, item nonresponse rates, and data collector productivity.

The CAPI mode also will ease administration, improve the overall quality of the data, and reduce the time interval between the end of data collection and the preparation of the data files. For child assessments, computer-based data entry will reduce the burden by facilitating the movement from one assessment to the other without the assessor needing to calculate stopping or starting points. Any basal, ceiling, or routing rules will be programmed on the data collectors' laptop computers to ensure a more accurate assessment.

Children's teachers will be given the option of completing either Web-based or paper instruments, although they will be encouraged to use the Web-based option. In addition, the same types of edits that are programmed into the CAPI instruments will be programmed for the Web-based teacher questionnaire. The Web-based survey will be programmed to accept only valid responses and to check for logical consistency across answers. In this way, respondents will be able to correct any errors as they complete the survey, minimizing the need for later contacts to obtain missing or clarify inconsistent data. An initial e-mail sent to respondents will contain a URL link to the Web survey, along with a unique user ID and password. A paper copy of the Web-based instrument will be available for teachers who choose this option.

4. Efforts to Identify and Avoid Duplication

A review of the literature reveals that there is no evidence of other studies that offer comprehensive information on the issues relevant to this project. This is the only large-scale random assignment study of the Early Head Start program. The latest round of data collection for the treatment and control groups in this study was concluded approximately five years ago. This effort does not duplicate that effort, but rather is a continuation of a longitudinal evaluation study begun in 1995. The first phase of the evaluation included several rounds of data collection

when children were 14-, 24-, and 36-months old. The second phase collected data on the study children and their families when they were approximately 5 years old and about to start kindergarten. The current study once again will involve the children and families of the Early Head Start Research and Evaluation Project, and will provide new information about the children at another key transition—as many complete their elementary school education and are about to enter middle school.

While many useful interview items, child assessments, and parent-child interactions have been identified from other studies and adopted for use in the 5th-grade follow-up, no comparable data have been collected elsewhere on the characteristics of Early Head Start-eligible children and families at multiple sites, their school experiences, or child and family outcomes.

No existing data set provides the breadth of description that will result from the 5th-grade follow-up, either alone or when used with the data that have been collected from the earlier rounds of the study. No available studies combine the five sources of primary data (maternal interviews, child assessments, child interviews, home observations, and teacher questionnaires) that will be collected in the 5th-grade follow-up.

5. Efforts to Minimize Burden on Small Businesses and Other Entities

No small businesses are involved in this study. The 5th-grade data collection contractor will be responsible for contacting the study families and for contacting and soliciting data from children's elementary school teachers. Wherever possible, the burden on teachers will be minimized by offering Web-based instruments. The potential burden on schools will be reduced by our plan to utilize school universe data and children's teachers as the primary sources of information about the schools that the sampled children attend.

6. Consequences of Less-Frequent Data Collection

Absent a new round of data collection, policymakers, researchers, and program planners will know little about the sustained impacts of Early Head Start programs and services on children and their families at later stages of their young lives. Without the 5th-grade follow-up data, we will not know whether this early intervention program contributes to critical academic and behavioral outcomes as children near the end of their elementary school careers. When the data from this follow-up are combined with the data from the earlier rounds of the study, it will be possible to estimate examine trajectories of key child outcomes (e.g., language development) and parenting outcomes (e.g., parenting behaviors) for both the program and control groups.

7. Special Circumstances Requiring Collection of Information in a Manner Inconsistent with Guidelines in Title 5, Section 1320.6 of the Code of Federal Regulations

This study will be conducted in a manner entirely consistent with the guidelines in Title 5, Section 1320.6 of the Code of Federal Regulations. There are no special circumstances that might require deviation from these guidelines.

8. Efforts to Consult With Persons Outside the Agency

a. *Federal Register* Announcement

The required *Federal Register* notices (Appendix E) soliciting comments on the proposed collection were published on July 14, 2006 and August 18, 2006.

b. Federal Consultation

Many individuals and organizations have made contributions to the design of the 5th-grade follow-up, and to the data collection instruments and procedures. Their input was obtained through in-person meetings and telephone conversations. Members of the Early Head Start Research Consortium (especially members of the Consortium's Grade 5 Measures Committee

and Grade 5 Planning Workgroup) were consulted throughout the measures development process, as well as when data collection plans and strategies were being considered. The final instruments and data collection protocols are the outcome of an iterative, collaborative process representing the views of the federal government, contractors, and members of the Consortium.

9. Payment or Gifts to Respondents

We recognize that participation in the Early Head Start 5th-Grade Follow-Up Study will place some burden on study families and children, and on children's 5th-grade teachers. We have attempted to minimize this burden through our data collection procedures and our use of carefully constructed instruments and assessments. Nevertheless, we believe it is important to acknowledge the burden that participation entails as we have in all prior rounds of the study. Parents who participate in the study will be paid \$30 and children will be given \$10 to buy something special to thank them for their participation. Teachers who complete questionnaires will be given \$20 for each instrument they complete. Because of the expected dispersion of the sample over the years, we anticipate that most teachers will complete only a single instrument. To encourage use of the Web-based instrument, we will pay an additional \$2 per instrument completed to teachers who complete the questionnaire on the Web.

10. Assurance of Confidentiality Provided to Respondents

Data collectors will (1) conduct interviews and administer child assessments in locations that guarantee the privacy of the respondents' answers to the extent possible, and (2) will not share individual responses with others. Individual parent and child interview responses and child assessment scores will not be shared with Early Head Start programs or other entities. Teacher reports will not be shared with parents or school officials. Data from the study will be reported as group statistics only, and will not be used to review the performance of individual programs or

staff. All videotaped data will be secured and will be accessible only to individuals who have signed a confidentiality pledge and have sworn to comply with the conditions of use.

We have crafted carefully worded consent forms (Appendix F) that explain in simple, direct language the steps we will take to protect the privacy of the information each sample member provides.

Assurances of privacy related to the parent interviews, home observations, and child interviews and assessments will be given to each parent as he or she is recruited for this round of the study. Parents will be assured that their responses will not be shared with the Early Head Start program staff, their child's teacher, or the school, and that their responses will be reported only as part of aggregate statistics across all participating families. The data collection plan will be explained to the responsible parent in written materials sent in advance of the home visit and prior to obtaining any signatures, and a representative of the project will be available to answer any questions. Data collectors will obtain signed, informed consent from all parents prior to their participation and obtain their consent to interview and assess their children. They will be asked to consent separately to the videotaped interaction and the teacher questionnaire. At the beginning of the parent interview, the interviewer will review the contents of the consent form with the parent; if a parent does not understand it, a member of the research team will explain it and note the explanation on the consent form.

Children will be asked to read and sign a form indicating that they assent to being interviewed, videotaped, and assessed. As with their parents, data collectors will explain the form to the children and answer any questions they may have. Copies of the child assent form and the teacher consent form completed by the parent will be forwarded to the child's teacher at the time the teacher is asked to participate.

All staff with access to individually identifiable data, including field data collectors, will be required to sign a confidentiality agreement (Appendix G) as a condition for employment. By signing this agreement, staff agree not to discuss the contents of interviews with anyone outside of the research project. Staff may be subject to disciplinary, civil, or criminal actions for knowingly and willfully allowing the improper disclosure or unauthorized use of confidential information.

Data on laptop computers will be secured through operation and survey system configuration and a password. The use of common Windows utilities, such as Explorer, will be prevented, and all communication utilities will be disabled, except for those required to communicate with the home office.

All files that could be used to link individuals with their responses will be kept under lock and key at the research team offices. Any computer files that contain this information also will be locked and password-protected. The data collection contractor's project director will control access to information in the locked files. Interview and data management procedures that ensure confidentiality will be a major part of training.

11. Justification of Questions of a Sensitive Nature

To achieve its primary goal of enhancing the school readiness of children from low-income families, the Early Head Start program needs to understand the social context and daily life challenges faced by the children and families they serve. Thus, several questions of a sensitive nature are included in the parent interview, such as questions about maternal feelings of depression, alcohol and drug use, and children's exposure to domestic violence.

The child interview includes the Pubertal Development Scale (Petersen et al. 1988), which has been used in other studies of young boys and girls. When the child is asked about his or her pubertal development, he or she may provide the answer on a form, and place it in a sealed

envelope to return to the data collector; this procedure is designed to protect sensitive personal information.

The voluntary nature of the questions and the confidentiality of the respondent's answers will be restated before sensitive questions are asked. In all cases, questions on these topics are part of a standardized measure or have been used extensively in prior studies with no evidence of harm.

12. Estimates of Response Burden to Respondents

The estimated total burden for study respondents—parents, children, and teachers—for the 5th-Grade Follow-Up Study is listed in Exhibit 2. The total burden is 6,480 hours and the annualized burden is 2,160 hours.

13. Estimates of Annual Cost Burden to Respondents

There are no direct monetary costs to participants.

14. Estimate of Annual Cost to Federal Government

The annual cost to the federal government for the 5th-Grade Follow-Up Study will be approximately \$1,900,000. This cost includes the development of the project materials; the data collection at 17 research sites; data processing, coding, and analysis; and preparation of reports of study findings. Respondent expenses and gifts are included in the costs.

15. Explanation of Changes or Adjustments

The 5th-grade data follow-up is a continuation of an ongoing longitudinal study of the impacts of Early Head Start on children and parents. As a result, special attention has been given to maintaining continuity between the sample and instrumentation in this follow-up round and those of earlier phases of the study.

EXHIBIT 2

ESTIMATED RESPONSE BURDEN FOR RESPONDENTS IN THE EARLY HEAD START 5TH-GRADE FOLLOW-UP STUDY

Instrument	Number of Respondents	Number of Responses per Respondent	Average Burden Hours per Response	Total Burden Hours
Year 1 – Spring 2007				
Maternal Interview	570	1	1.00	570
Child Assessment	570	1	1.16	661
Child Interview	570	1	0.25	143
Home Observation (videotaped interaction)	1,140	1	0.25	285
Teacher Questionnaire	570	1	0.50	285
Year 1 total	3,420			1,944
Year 2 - Spring 2008				
Maternal Interview	950	1	1.00	950
Child Assessment	950	1	1.16	1,102
Child Interview	950	1	0.25	238
Home Observation (videotaped interaction)	1,900	1	0.25	475
Teacher Questionnaire	950	1	0.50	475
Year 2 total	5,700			3,240
Year 3 – Spring 2009				
Maternal Interview	380	1	1.00	2,092
Child Assessment	380	1	1.16	1,902
Child Interviews	380	1	0.25	759
Home Observation (videotaped interaction)	760	1	0.25	190
Teacher Questionnaire	380	1	0.50	150
Year 3 total	2,280			1,296
Estimated Total Burden Hours:				6,480

a. Sample Design Changes

This is the same cohort of children that has been part of Early Head Start study since children and families were randomly assigned to the treatment and control groups, with the exception of excluding those children and parents for whom no prior data have been collected.

Other sample design options for the 5th grade follow-up were considered but subsequently rejected due to the expected loss of power that would result from a smaller sample size. These other designs included disproportionate sampling by site and/or by the child's prior response history.

b. Measures Changes

To balance the need to support comparisons with previous rounds of the study with the need to update the measurement battery, changes to Early Head Start study measures have been considered carefully. Some changes have been made to the instruments because earlier versions of measures were no longer appropriate for the study children now that they are in 5th grade.

Child Characteristics and Outcomes. The ECLS-K 5th-grade reading and math assessments will replace the Woodcock-Johnson-R measures that were used in earlier rounds of the study to measure children's early reading and mathematics literacy. The two-stage adaptive design of the ECLS-K instruments allows us to obtain an accurate and efficient measure of children's achievement in each of these domains. Moreover, using the ECLS-K measures allows comparisons to the achievement of the ECLS-K national sample of 5th-grade children.

Now that the children in the study are older, it is possible for them to report on their own feelings and perceptions. The child interview will be an important addition to this next round of the study and an important new source of information about how children perceive their own social and academic competencies, behaviors, and relationships with their parents. One of the primary measures to be used comes from the ECLS-K 5th-grade instrument package, once again making it possible to compare the findings from the Early Head Start study to those from the ECLS-K.

Childhood obesity is a growing problem, and perhaps the most widespread child health condition that the Early Head Start program potentially could influence. The measures of height

and weight that have been added to the Early Head Start child assessment battery will provide data on the prevalence of obesity among both this sample of children and the control group children. The measure of pubertal development included in the child interview also will provide an important indicator of the child's physical development, and will be used as a moderator of important program effects.

Home Environments. Many of the items about the home environment asked in the parent interview were asked in at least one prior round of the study (see Exhibit 1). However, some modifications to the items are required to better represent the older age of the study children.

Schools and Classrooms. Most children in the study will be in 5th-grade when the data are collected. A teacher questionnaire has been added to the study to collect information about the schools the children attend, their 5th-grade classrooms, and their teachers' qualifications and experience. Teachers also will be asked to report on the children's school performance or academic achievement and school-related behaviors such as attendance, aggression (fighting at school), and working cooperatively with their classmates. In addition, information from the parent interview will be used to identify children's schools; this information will be used to merge school contextual information from the National Center for Education Statistics school universe files (Common Core of Data and Private School Survey).

16. Plans for Tabulation and Statistical Analysis and Time Schedule

a. Data Analysis Plan

ACF intends to fund experimental, nonexperimental, and methodological analyses of the 5th-Grade Follow-Up Study data. ACF will conduct or fund analyses that will address research questions in several key areas, each of which is described below.

Early Head Start Impacts. ACF plans to estimate the effects of Early Head Start on child and family service receipt and outcomes when children are in 5th grade. It will estimate the

impacts for both the full sample and key subgroups, including program subgroups based on program approach (center-based, home-based, or mixed approaches) as well as family subgroups based on characteristics reported at baseline (e.g., race/ethnicity, or demographic risks such as single parenthood and low maternal education). Among the outcomes of interest are (1) children's reading and mathematics achievement in 5th-grade, as measured by the ECLS-K assessments; (2) children's language development, as measured by the PPVT-III; (3) children's behavioral problems based on data from parent and teacher reports and, for the first time, children's self-reports; (4) children's perceived academic and social competencies, using their self-reported SDQ data; (5) parenting behaviors and involvement, and aspects of the home environment as reported in the parent interview and based on behaviors observed during the videotaped maternal-child interaction; (6) children's elementary educational experiences (e.g., identification of disability, progression through grades as expected, and indicators of school problem behaviors, such as poor attendance, conduct reports, suspensions, and expulsions); and (7) families' use of health and human services.

The impacts of Early Head Start participation on the outcomes identified here, as well as other 5th-grade outcomes, will be presented as differences in the mean outcomes for the program and control groups. Regression-adjusted means will be estimated for both groups to adjust for differences in the program and control group samples at the time of random assignment, and that may be due to nonresponse after random assignment. As in prior rounds, impacts will be estimated as the mean of the regression-adjusted impacts at the study sites (ACF 2002). Also, as in prior rounds, the robustness of the analyses will be evaluated by estimating the impacts with and without the adjustments for child and family background variables and by computing the estimates of impact with and without the use of nonresponse adjusted weights.

Children’s Elementary School Experiences. ACF will use the data reported by children’s parents and teachers to describe the characteristics of the schools and classrooms attended by Early Head Start children, and how they compare to schools and classrooms attended by other low-income children. Information about the schools and classrooms attended by the latter will come from two sources: (1) the parents and teachers of the control group children in the study, and (2) the ECLS-K 5th-grade data. Because many of the interview and questionnaire items come from the ECLS-K instruments, it is possible to compare the children in the Early Head Start sample to the low-income sample in the ECLS-K, as well as to the full ECLS-K national sample. Many of the analyses of the schools and classrooms attended by the study children will be descriptive. For example, the percentage of Early Head Start participants attending high poverty schools will be compared to the percentage of control group children attending such schools. The 5th-grade teacher questionnaire asks teachers about their certification, and these data will be used to describe and compare the percentage of Early Head Start and control group children being taught by teachers with temporary, emergency, or provisional certifications.

Preschool Education, Elementary School Experiences and Outcomes in 5th Grade. The role of formal preschool experiences, particularly Head Start, in children’s development and family functioning will be explored. Analyses using the birth-to-three and prekindergarten data suggest that children and families who participated in both Early Head Start and formal care arrangements after Early Head Start benefited from both types of programs (Chazan-Cohen et al. 2006). Whether this pattern persists to grade 5, and whether the benefit to early reading skills reported in this analysis is found for children’s later reading comprehension will be examined. The relationship of children’s elementary school experiences to child and family outcomes in 5th grade also will be examined. Nonexperimental techniques will be used to explore these issues.

Assessment of Data Quality. Both unconditioned and conditioned response rates will be calculated by local research site and data source (e.g., maternal interview and child assessment), and separately for program and control group children and families. Baseline characteristics of the program and control group children and families who participate at 5th-grade will be compared to evaluate whether the groups are equivalent at this later stage of the study. Few differences were observed in the baseline characteristics of children and families who participated through age 3 (ACF 2002; Love et al. 2005). As noted above, the effects of sample attrition and nonresponse on program impacts and other estimates also will be explored.

Many of the measures that will be used in the 5th-grade follow-up have a history of use in other large-scale studies, or are standardized measures based on fairly extensive psychometric data. In fact, both of these attributes were considered when selecting the measures for this study. The use of electronic data collection aids will facilitate the collection of complete and accurate data. Nevertheless, it is still important to evaluate the reliability and validity of key study measures for the sample of children in this study, and this will be done whenever possible. For all scales and other constructed variables, including standardized assessments, individual item data will be examined for completeness, and score distributions will be analyzed. The internal consistency of all scales and constructed variables also will be evaluated, using coefficient alpha or similar statistics for the full sample and for important subgroups such as racial and ethnic groups.

The 5th-grade follow-up data will be collected over a three-year period beginning in the spring of 2007 and ending in the spring of 2009. No analyses are planned for the data collected in spring 2007. Preliminary analyses will be conducted using the data from the first two waves of the study, spring 2007 and spring 2008. Most of these analyses will focus on how the measures are performing and on the possible impacts of nonresponse. All reports of findings

prepared for and released by ACF will be based on the full set of data from all three spring data collections.

b. Time Schedule

We will select the children and families who will be asked to participate in the 5th-grade follow-up in August 2006. In November and December 2006, we will conduct an extensive effort to locate and obtain up-to-date contact information on all sampled families, and to obtain a limited set of information about the schools the sampled children are attending and their current grade in school. The field staff who will conduct the spring 2007 home visits will be hired and trained in January 2007. We anticipate a 13-week field period for the home visits, beginning the first week of February 2007 and extending until mid-May 2007. The data collection window for the teacher questionnaires will last longer, ending in mid-June 2007. Preparations for and the conduct of the spring 2008 and spring 2009 field periods will follow a similar schedule. The schedule for the three rounds of data collection is presented in Exhibit 3.

EXHIBIT 3

TIME SCHEDULE

Activity Description	Date
Sample Selection	8/2006
Sample Locating	11/2006
Spring 2007 Staff Training	1/2007
Spring 2007 Data Collection	2/2007-6/2007
Spring 2008 Staff Training	1/2008
Spring 2008 Data Collection	2/2008-6/2008
Spring 2009 Staff Training	1/2009
Spring 2009 Data Collection	2/2009-6/2009

17. Display of Expiration Date for OMB Approval

The OMB number and expiration date will be displayed at the top of the cover page or first Web page for each instrument used in the study. For the CAPI instruments, we will offer to read the OMB number and expiration date at the start of the interview, while the Web-based teacher survey will have the OMB number on the login page.

B. COLLECTION OF INFORMATION EMPLOYING STATISTICAL METHODS

1. Sample Universe, Sampling Method, and Expected Response Rate

Of the 3,001 children in the original Early Head Start Research and Evaluation Project sample, 2,701 have provided some parent or child assessment data at one or more of the birth-to-three data collection waves (14-, 24-, or 36-months), or at the pre-kindergarten wave. We plan to use these children as the sample for the 5th-grade follow-up. After excluding from the sample the approximately 300 children for whom no data were ever collected, we are taking a census, or a 100 percent sample, of these cases.

Because virtually all children in the cohort are considered eligible, for planning purposes the expected 5th-grade response rate can be thought of as the expected completion rate or yield; that is, the number of completes divided by the number of attempted cases. Different sites have experienced different levels of success over the prior waves of data collection, so we divided the sample by site and further divided the sample within site by prior response history (two or more completed child assessments versus one or no child assessments) when estimating the response rate. Then, within each of these 34 cells, we took the completion rate (completes divided by sample) for the most recent round (the prekindergarten wave) and multiplied it by an expected attrition rate of 10 percent. This new rate is the expected response rate we estimate for the 5th grade wave. After applying these rates to the 34 cells, we expect to have 1,879 completed cases, for an expected response rate of 70 percent.

2. Statistical Methods for Sample Selection and Degree of Accuracy Needed

We now describe in greater detail the statistical methodology for the sample selection and the data collection methodology.

a. Statistical Methodology for Sample Selection

Sample Selection. We are taking a census of the eligible population, so no sampling procedures will be used for this study.

Estimation Procedures. We will create weights to account for the nonresponse encountered within the sample. Because we are taking a census, the weights do not have to account for the probability of selection of each case in the sample.

For each data collection instrument, we will construct an analysis weight at the child level. Each of these weights starts with the sampling weight, which is the inverse of each child's probability of selection, in this case equal to 1. For each data collection instrument, we then make a determination about which noncompletes are ineligible, eligible, or have undetermined eligibility status (where eligibility corresponds to whether the sample member is part of the target population to which we are generalizing our findings). We also will determine the most appropriate weighting adjustment cells; that is, we will group all children in the sample by characteristics that are known for both respondents and nonrespondents, and that probably are related to the propensity to respond, as well as to key outcomes. Those sample members within the same cell, both respondents and nonrespondents, are expected to be homogeneous with respect to response propensity and outcomes. Within cells, we will weight up the respondents so they represent themselves and those nonrespondents we believe are eligible. This weighting adjustment factor will be the inverse of the weighted response rate within the cell.

Variance Estimation. The 17 sites were originally selected in a non-probabilistic manner and results will not be generalized beyond these sites. And, within those sites, we are selecting a

census of children who are eligible for this follow-up study, and the results will not be generalized beyond the 2,701 children in the sample. Therefore, there is no *sampling* error around the statistics resulting from this effort; however, because we will undoubtedly have some nonresponse, the statistics will still be estimates of the true values due to nonresponse and other nonsampling error. In fact, the respondents can be regarded as a subsample from the initial sample under a certain missing mechanism. The standard errors of these estimates must account for the unequal weights due to nonresponse. There is no contribution to the design effect due to unequal probabilities of selection or due to clustering. We do not expect much of a design effect due to unequal weighting, and estimate that it would be about 1.17. Proper variance estimation techniques, such as Taylor Series or replication, would be utilized to account for the unequal weighting.

Adequacy of Sample Size. Based on prior findings from the Early Head Start Research and Evaluation Project, we expect effect sizes to range from 0.1 to 0.2 standard deviations. Table 2 shows the power for point-in-time estimates comparing program and control groups (each comprising approximately half the sample). We conservatively assumed no covariance between program and control group estimates. We assumed a Type I error rate of .05 (two-sided). The top half of the table shows the power for the full sample and various subgroups, as does the bottom half after controlling for baseline characteristics that would explain about 25 percent of the variance. So, for example, we would be comparing 940 program cases to 940 control cases for the full sample. We would have .85 power to detect a difference of .15 of a standard deviation of the measure. If controlling for baseline characteristics, the power increases to .93.

Unusual Problems Requiring Specialized Sampling Procedures. We do not anticipate any unusual problems that require specialized sampling procedures.

b. Use of Periodic Data Collection Cycles to Reduce Burden

We will collect the data for the Early Head Start 5th-Grade Follow-Up Study during three relatively brief data collection periods. Children will be interviewed and assessed in the spring of the 5th-grade, or in the spring of their sixth-year of formal schooling if they have been held back a year in school. Approximately 30 percent of the children will be interviewed and assessed in spring 2007, another 50 percent in spring 2008, and the final 20 percent in spring 2009. Parents will be interviewed and children’s teachers questioned on this same schedule. Children, their parents, and teachers will be asked to participate only once over this three-year period.

TABLE 2
EARLY HEAD START 5TH-GRADE FOLLOW-UP
STATISTICAL POWER OF SAMPLE (1880 EXPECTED CASES)

		Z(1-beta) for diff of .1sd	Z(1-beta) for diff of .15sd	Z(1-beta) for diff of .2sd	Power for diff of .1sd	Power for diff of .15sd	Power for diff of .2sd
Full sample:	940	0.0449	1.0474	2.0498	0.5179	0.8525	0.9798
Subgroups:							
2/3 (627 and 627)	627	-0.3230	0.4955	1.3140	0.3734	0.6899	0.9056
1/2 (470 and 470)	470	-0.5431	0.1654	0.8739	0.2935	0.5657	0.8089
1/3 (313 and 313)	313	-0.8043	-0.2265	0.3514	0.2106	0.4104	0.6373
1/5 (188 and 188)	188	-1.0653	-0.6179	-0.1706	0.1434	0.2683	0.4323

If control for baseline characteristics (R-squared=.25):

		Z(1-beta) for diff of .1sd	Z(1-beta) for diff of .15sd	Z(1-beta) for diff of .2sd	Power for diff of .1sd	Power for diff of .15sd	Power for diff of .2sd
Full sample:	940	0.3551	1.5126	2.6702	0.6387	0.9348	0.9962
Subgroups:							
2/3 (627 and 627)	627	-0.0697	0.8754	1.8205	0.4722	0.8093	0.9657
1/2 (470 and 470)	470	-0.3239	0.4942	1.3123	0.3730	0.6894	0.9053
1/3 (313 and 313)	313	-0.6255	0.0417	0.7089	0.2658	0.5166	0.7608
1/5 (188 and 188)	188	-0.9269	-0.4103	0.1063	0.1770	0.3408	0.5423

c. Data Collection Procedures

The collection of data from children, parents, and teachers is a varied and complex process. The procedures that will be used to collect data from children and parents during the home visits and from children's teachers are described in the following sections.

Contacting Families and Conducting Home Visits. The first step in conducting the home visits is to make contact with the family and obtain its consent for participation. Just before data collection begins, an advance letter will be mailed to the sampled families as a first contact attempt. The letter will describe the purpose and importance of the study and its confidential and voluntary nature, and provide a toll-free telephone number that sampled families can call if they have questions. The letter also will remind families that they have participated in the past, and will contain a list of Frequently Asked Questions (FAQs).

The second contact will be the data collector's telephone call to the home. When the data collector first calls, he or she will ask to speak with the child's mother. If the mother does not reside there, the data collector will ask to speak with the person primarily responsible for the child. To clarify "primary responsibility," the data collector will ensure that the individual claiming responsibility lives with the child and is "the person who can tell us about the child's health" and "the person the school would contact if there were a problem." Once the data collector has established the identity of the primary caregiver and how that person is related to the child, he or she will describe the purpose and components of the home visit and inform the caregiver of the payment he or she and the child will receive for participating. Once the caregiver has agreed to participate, the data collector will schedule the home visit. Given the length of the visit, many families probably will schedule it for a Saturday or Sunday, but data collectors will be available after school and on weekday evenings for families preferring those times. While it is preferable to complete all assessments and interviews in a single home visit,

this may not always be possible, and data collectors may have to return to the home to complete their work.

An extensive locating effort is planned for the fall in advance of each spring data collection. Mail, telephone, and national database matching techniques will be used to update contact information. Despite these locating efforts, however, the post office invariably will return some advance letters because the family no longer lives at the given address or because the address was insufficient or nonexistent. Likewise, some telephone numbers will be out of service or not answered. For this reason, data collectors will engage in additional locating efforts during the data collection period as they attempt to schedule the home visits. Field locating efforts may include speaking with local postal employees and other local officials, asking neighbors at the families' last known address, and contacting family members who were identified by the study families during prior rounds as persons who would always know their whereabouts.

Given that the home visit is the crux of the data collection effort, field staff will follow a set of standard procedures that will guide their behaviors and actions. Parents must give their consent before they and the child may participate in the study. Children also will have to assent to participate in the study. In addition, the study requires the parent to sign one permission form to allow the parent and child to be videotaped and sign a separate form to allow contact with the child's teacher. Data collectors will fully explain the study to the parent, including the child interview and assessment, the videotaped observation, and teacher data collection. All procedures related to obtaining the child's assent to participate must be completed in the parent's presence, and must include an explanation of the study, answers to questions, and the child (and the child's parent) signing the assent form.

Once parents have consented to participate, the data collector immediately will begin the home visit. The home visit involves four components: (1) the child assessment, (2) the child

interview, (3) the observations, and (4) the maternal (or primary caregiver) interview. Data collectors will be instructed to follow a preferred sequence of activities during the home visit:⁵ assess the child, interview the child, videotape the mother-child interaction, complete the home observational scales, and interview the mother. The sequence has been designed to consolidate the child's activities so that the he or she will not have to be present for the entire visit. (Many children are unable to sit for long periods, and home visits may occur on weeknights when children must complete homework. Also, to afford the mother privacy, it is advisable for the child to leave the room before the maternal interview.) To grant the child privacy, the data collector will tell the mother that she is free to attend to other matters in the house while the child is assessed and interviewed, and that she will be called back when needed. Although activities should follow the preferred order during the home visit, data collectors will be trained to accommodate special circumstances, such as a mother's unexpected absence, a temporary lack of privacy, other factors warranting the reordering of activities, and even the occasional need to structure the home visit as two visits.

For the child assessment component, the data collector will administer the Peabody Picture Vocabulary Test-III (PPVT-III) and Early Childhood Longitudinal Study, Kindergarten Cohort (ECLS-K) math and reading assessments to the child by using a CAPI mode. All assessments will be administered in English only, and decisions about whether to assess a child with a disability will conform to a standardized protocol. Within the assessment component, the child should be administered the PPVT-III first, the ECLS-K math test second, and the ECLS-K reading test third. Administration of the PPVT-III first is important because it begins with relatively easy items that most children can answer, and so it can set the tone for the rest of the

⁵ Our description of the home visit assumes that only one field staff member conducts all activities. This may not always be the case at all 17 sites.

visit, whereas the two ECLS-K tests involve a broader range of items, some of which could prove frustrating to children struggling with reading or mathematics. The math assessment should be completed second so that the two language/literacy assessments are not administered in immediate succession. Such an approach also adds variety and provides a break for children who find either type of assessment particularly challenging. The data collector will present the assessment items to the child on an easel and will enter the child's responses into a laptop computer.

The second component, the child interview, also will be administered via CAPI. In the final measure, the child will be asked about his or her pubertal development. They will be given the option of responding on a paper form, which then can be sealed and returned to the data collector. This common practice is useful in achieving accurate and honest responses for items deemed sensitive by respondents.

The third component of the home visit, the observation, is two-fold. The first part is a videotape of the mother and child engaging in an interaction task. The task will involve 12 cards with topics that children and parents may disagree about, such as chores, manners, clean room, or honesty. The data collector will direct the mother and child to pick out the three tasks on which they most disagree and try to come to a resolution. After the data collector gives the mother and child instructions, he or she will turn on the video camera and, ensuring that mother and child are both in the frame, instruct them not to move out of video camera range, leave the room, and return when the time is up. The second part of the observation is an adaptation of the Homelife observational scales from the Project on Human Development in Chicago Neighborhoods (Leventhal et al. 2004); these scales are an expanded version of the H.O.M.E. Inventory. Some of the scales consist of questions that the data collector will ask the mother following the mother-child interaction. Other scales consist of checklist-style items that the data

collector will complete based on observations of the home environment. The data collector will enter the observations into the laptop immediately following the home visit.

The final component of the home visit is the maternal interview using CAPI. Mothers will be asked about themselves, their families, and their child's school, and will rate a number of their child's skills and behaviors.

Additional activities during the home visit will include administrative tasks, such as retrieving completed contact information forms and reimbursing the mother and child for their time. At the end of the home visit, the mother will receive \$30 in cash for her participation, and the child will be given \$10 for his or her participation.

Identifying, Contacting, and Collecting Data from Teachers. To learn more about the child's classroom and school environment, data will be collected from each sampled child's teacher. The parent must consent to the teacher's participation, and if she does so, will give the data collector the name and address of the child's school. To help parents who may have trouble in providing such information, the data collectors will have access to a school database on their computers. The database will use information available from the public and private school universe files compiled by the NCES.

The data collector also will ask the parent to identify the child's primary teacher. In most cases, this is the teacher with whom the child spends most of the day. If the child does not have a primary teacher, the parent will be asked to identify the person who teaches the child language arts.⁶ For children who have a special education teacher for most of the day, the data collector will ask for the name of that teacher. If the parent is unsure of the teacher's name, the child can be consulted.

⁶ Another option would be to ask parents to name both their child's language arts and mathematics teachers.

As soon as possible after completing each home visit, data collectors will electronically transmit the school and teacher contact information, and the interview and assessment data to the data collection contractor. An encrypted format will be used when transmitting any school and teacher information electronically. Data collectors also will send copies of all consent and assent forms by overnight mail.

Starting in March of each data collection year, each teacher will be sent a package by second-day express mail that will include:⁷

- An explanation of the study and how teachers were identified, and information about their participation in the study, including incentives
- Copies of the parent's consent and child's assent forms, and the Permission to Contact the Teacher Form
- Instructions on how to complete the questionnaires, and a Web access address and password to complete the questionnaire online
- A copy of the questionnaire
- A self-addressed envelope (third-day mail) in which to return the completed paper version of the questionnaire

If the teacher has not completed the data collection on the Web or mailed back the questionnaire within two weeks after the package was mailed, he or she will be sent a reminder note or an e-mail message, or both. If there is no response within two weeks of the reminder message, the data collector's telephone followup will encourage the teacher to complete the survey via the Web; however, data collectors will have the flexibility to complete the survey over the telephone if the teacher prefers. Teachers will receive a check for \$20 for completing the questionnaire; those with more than one study child in their classroom will receive \$20 for each

⁷ The approach to collecting teacher data may require some modifications in the different local Early Head Start sites. In particular, in some sites, school and/or school district permission may be required before teachers will consent to participate.

completed questionnaire. Those who complete the questionnaire via the Web will receive an additional \$2 per instrument completed.

3. Methods for Maximizing Response Rates

The study will use carefully developed respondent materials (advance letters, study fact sheets), data collection procedures and instruments designed to minimize respondent burden, and small financial incentives to encourage participation.

Respondent Materials. Maximizing response rates begins at the point when families are invited to participate in the research. Invitations to participate will be printed on colored paper and will be worded and designed carefully so as to encourage participation. Families also will be provided with a brief summary of some of the study's earlier findings.

Home Visits. Field staff will work with parents to schedule the best time for the home visits. Staff will be instructed to schedule them at times convenient for the families to maximize the chances that parents will participate. Home visits will be scheduled for evenings or weekends, when both the child and the child's parent are more likely to be home.

Once in the home, staff will work as quickly as possible to complete the full set of tasks so as to minimize the burden on the families. The preferred order of administration is designed to help staff to minimize the time required by any one individual. Also, the use of CAPI instruments is intended to shorten the administration time of the parent and child interviews and child assessments. Both parents and children will be paid a small amount to encourage their participation and to acknowledge the burden that participation entails.

For the child assessments and interviews, procedures will be explained to each child, and the assessor will spend the necessary time building rapport before starting the assessment. When a field staff member first arrives at a home, she will introduce herself to the child and others in the home. In the child assessment, it is important that the procedures are explained to

the child and, at the same time, to assess the child's willingness or reluctance to participate. If the child seems reluctant to participate, staff will spend time building rapport before administering the battery of measures. If the child becomes tired in the middle of the assessment/interview, staff may pause or terminate the assessment and resume later in the home visit. Finally, if a child is sick or unavailable when field staff arrives at the home, then the interviewer may reschedule that portion of the protocol for another time. Children will be given \$10 to buy something special as an incentive for participation.

Teachers. We will maximize teacher response rates by reducing their burdens through the use of technology. Use of the Web as the primary mechanism for collecting information will allow them to complete the questionnaire more quickly and with fewer errors. This methodology also enables teacher responsiveness to be monitored on a continuous basis, and will allow for sending targeted reminders to the teachers to encourage their participation.

Locating. An important element in maximizing response rates is reducing nonresponse due to the failure to locate sample members. In addition to an extensive effort to update contact information on the full sample in fall 2006, contact information will be collected and updated at each round of data collection for all sample members scheduled for a home visit in spring 2008 and 2009. To find and contact as many of the study families as possible, a combination of mail, commercial database matching, telephone, and field locating methodologies will be used.

4. Tests of Procedures to Minimize Burden

The measures proposed for use in the 5th-grade follow-up all have been used in other large-scale studies or in previous rounds of the Early Head Start Research and Evaluation Project. New procedures using electronic instruments are planned, and we are confident that these will minimize burden on children, parents, and teachers. A small-scale pilot test of these instruments and procedures will be conducted in late fall of 2006. The pilot will include home visits to about

20 5th graders and their families. The children and families will be selected from the Washington, DC area and will not include any children and families who will participate in the main study. During the pilot parent interview, children's teachers will be identified and project staff will contact them and ask them to complete the Web-based teacher questionnaire.

5. Identity of Persons Consulted on Statistical Aspects of Design, and Identity of Contractors

Mathematica Policy Research, Inc. and its subcontractors, the National Center for Children and Families at Columbia University and the Educational Testing Service, designed the 5th-grade follow-up instruments, procedures, and sample under contract number HHSP2332000025T.

Staff at Mathematica Policy Research

Daniel Kasprzyk, Director, Statistical Services	(202) 264-3482
John Hall, Senior Statistician	(609) 275-2357
Barbara Carlson, Senior Statistician	(609) 275-2374
Jerry West, Senior Fellow	(202) 484-4516

REFERENCES

- Abidin, R. R. "Parenting Stress Index, Third Edition: Professional Manual." Odessa, FL: Psychological Assessment Resources, Inc, 1995.
- Achenbach, T. M. "Manual for the Child Behavior Checklist / 4-18 and Profile." Burlington, VT: University of Vermont, Department of Psychiatry, 1991.
- Achenbach, T. M., and L. A. Rescorla. "Manual for the ASEBA School-Age Forms & Profiles." Burlington, VT: University of Vermont, Research Center for Children, Youth, & Families, 2001.
- Administration for Children and Families. "Making a Difference in the Lives of Infants and Toddlers and Their Families: The Impacts of Early Head Start." Washington, DC: DHHS, 2002.
- Administration for Children and Families. "Early Head Start Almanac." Washington, DC: DHHS, 2004.
- Administration for Children and Families. "Preliminary Findings from the Early Head Start Prekindergarten Followup." Washington, DC: DHHS, 2006.
- Bradley, R. H., R. F. Corwyn, B. M. Caldwell, L. Whiteside-Mansell, G. A. Wasserman, and I. T. Mink. "Measuring the Home Environments of Children in Early Adolescence." *Journal of Research on Adolescence*, 10, 2000, pp.247-288.
- Brooks-Gunn, J., M. P. Warren, J. Rosso, and J. Gargiulo. Validity of Self-report Measures of Girls' Pubertal Status. *Child Development*, 58, 1987, pp. 829-841.
- Chazan-Cohen, R., E. Kisker, H. Raikes, J. Love, M. Klute, and C. Vogel. "Influences of Early Care and Education Experiences Birth to Age 5 on Prekindergarten Outcomes." Presented at the Head Start Research Conference, Washington, DC, June, 2006.
- Dunn, L. M. and L. M. Dunn. *Peabody Picture Vocabulary Test-Third Edition*. Circle Pines, MN: American Guidance Service, Inc, 1997.
- Ewing, J. A. (1984). "Detecting Alcoholism: The CAGE Questionnaire." *JAMA*, 12, 1984, pp. 1905-1907.
- Gresham, F. M. and S. N. Elliott. *Social Skills Rating Scale – SSRS*. Circle Pines, MN: American Guidance Service, Inc, 1990.
- Heckman, J.J. "A Broader View of What Education Policy Should Be." In N.F. Watt, C. Ayoub, R.H. Bradley, J.E. Puma, and W.A. LeBoeuf, eds. *The Crisis in Youth Mental Health: Critical Issues and Effective Programs*. Vol. 4: Early Intervention Programs and Policies. Westbury, CT: Praeger, 2006.

- Leventhal, T., M. B. Selner-O'Hagan, J. Brooks-Gunn, J. B. Bingenheimer, and F. J. Earls. The Homelife Interview from the Project on Human Development in Chicago Neighborhoods: Assessment of Parenting and Home Environment for 3- to 15-year-olds. *Parenting: Science and Practice*, 4, 2004, pp. 211-241.
- Love, J., E.E. Kisker, C. Ross, H. Raikes, J. Constantine, K. Boller, J. Brooks-Gunn, R. Chazan-Cohen, L.B. Tarullo, C. Brady-Smith, A.S. Fuligni, P.Z. Schochet, D. Paulsell, and C. Vogel. "The Effectiveness of Early Head Start for 3-Year-Old Children and Their Parents: Lessons for Policy and Programs." *Developmental Psychology*, vol. 41, 2005, pp. 885-901.
- Marsh, H. W. (1990). *The Self Description Questionnaire - I: SDQ I Manual*. Sydney, Australia: University of Western Sydney.
- Marsh, H. W., I. D. Smith, J. Barnes, and S. Butler. "Self-concept: Reliability, Stability, Dimensionality, Validity, and the Measurement of Change." *Journal of Educational Psychology*, 75, 1983, pp. 772-790.
- Moos, R. H. (1974). *Family Environment Scale – Form R*. Palo Alto, CA: Consulting Psychologists Press.
- Petersen, A. C., L. Crockett, M. Richards, and A. Boxer. "A Self-report Measure of Pubertal Status: Reliability, Validity, and Initial Norms." *Journal of Youth and Adolescence*, 17, 1988, pp. 117-133.
- Pollack, J.M., S. Atkins-Burnett, M. Najarian, and D. A. Rock. "Early Childhood Longitudinal Study,
- Kindergarten Class of 1998–99 (ECLS–K), Psychometric Report for the Fifth Grade." (NCES 2006–036). U.S. Department of Education. Washington, DC: National Center for Education Statistics. 2006.
- Princiotta, D., K. D. Flanagan, and E. Germino Hausken. "Fifth Grade: Findings from the Fifth-Grade Follow-Up of the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K)." (NCES 2006-038). Washington, DC: National Center for Education Statistics. 2006.
- Raikes, H., and R. Chazan-Cohen, chairs. "Early Head Start for Infants and Toddlers: What Value Is Added to Developmental Outcomes by the Time Children Reach School Age?" Presented at the biennial meeting of the Society for Research in Child Development, Atlanta, April 8, 2005.
- Ross, C. E., J. Mirowsky, and J. Huber. "Dividing Work, Sharing Work, and In Between: Marriage Patterns and Depression." *American Sociological Review*, 48, 1983, pp. 809-823.
- Stattin, H., and M. Kerr. "Parental Monitoring: A Reinterpretation." *Child Development*, 71, 2000, pp. 1072-1085.

Straus, M. A., S. L. Hamby, D. Finkelhor, D. W. Moore, and D. Runyan. "Identification of Child Maltreatment with the Parent-Child Conflict Tactics Scales: Development and Psychometric Data for a National Sample of American Parents." *Child Abuse & Neglect*, 22, 1998, pp. 249-270.

Ware, J. E., Jr., and C. D. Sherbourne. "The MOS 36-item Short-form Health Survey (SF-36)." *Medical Care*, 30, 1992, pp. 473-483.

Whiteside-Mansell, L. (2005). Unpublished tabulations.

Whiteside-Mansell, L., C. Ayoub, L. McKelvey, R. A. Faldowski, A. Hart, and J. Shears. "Parenting Stress of Low-Income Parents of Toddlers and Preschoolers: Psychometric Properties of a Short Form of the Parenting Stress Index." Manuscript submitted for publication, 2005.

World Health Organization. "Composite International Diagnostic Inventories (CIDI). » Short Form and scoring rules can be found at: www.who.int/msa/cidi/cidif.htm. Accessed on: December 8, 2005.

APPENDIX A
CHILD INTERVIEW

Early Head Start 5th Grade Follow-Up Study

Child Interview

CD1
ALL

Before we get started, I would like to make sure that I have your name correct.

What is your first name?

PROBE: How do you spell that?

INTERVIEWER: IF CHILD HAS DIFFICULTY SPELLING NAME YOU CAN HELP HIM/HER SPELL IT.

FIRST NAME OF CHILD	STRING OF 15	CD2
DK	d	
REF	r	

CD2
ALL

Do you have a middle name?

PROBE: How do you spell that?

INTERVIEWER: IF NO MIDDLE NAME, ENTER '99'.

INTERVIEWER: IF CHILD HAS DIFFICULTY SPELLING NAME YOU CAN HELP HIM/HER SPELL IT.

MIDDLE NAME OF CHILD	STRING OF 15	CD3
DK	DK	
REF	REF	

CD3
ALL

And, what is your last name?

PROBE: How do you spell that?

INTERVIEWER: IF CHILD HAS DIFFICULTY SPELLING NAME YOU CAN HELP HIM/HER SPELL IT.

LAST NAME OF CHILD	STRING OF 15	CD4
DK	d	
REF	r	

CD4
ALL

And you are called [FIRST NAME OF CHILD] or do you have a nickname that you want me to call you by?

INTERVIEWER: IF NICKNAME, CHANGE NAME; OTHERWISE CONTINUE.

NICKNAME	STRING OF 15 = [CHILD]	CD4.1
DK	d	
REF	r	

CD4.1

ALL

INTERVIEWER: CODE WITHOUT ASKING WHETHER [CHILD] IS MALE OR FEMALE.

MALE	1	CD5
FEMALE	2	

CD5

ALL

How old are you?

AGE OF CHILD	FF	CD6
DK	d	
REF	r	

CD6

ALL

And what is your birth date?

BIRTH DATE OF CHILD	MM/DD/YYYY	CD7
DK	d	
REF	r	

CD7
ALL

First, I would like to ask you some questions about your parents or the adults who live with you and take care of you.

Who they are?

Probe: When we talk about adults we mean adults who are responsible for you and taking care of you?

INTERVIEWER: RESPONSE CAN BE A FIRST NAME OR RELATIONSHIP TO CHILD SUCH AS "MOM OR DAD."

INTERVIEWER: IF CHILD PROVIDES TWO NAMES, START WITH THE FIRST PERSON. YOU WILL ENTER THE SECOND PERSON LATER.

NAME OF FIRST CARETAKER	STRING OF 15 = [FIRST CARETAKER]	CD7.1
DK	DK	CD15
REF	REF	

CD7.1
CD7 NE DK OR REF

INTERVIEWER: CODE WITHOUT ASKING IF KNOWN.

MALE	1	CD7.2
FEMALE	2	CD7.2

CD7.2

CD7 NE REF OR DK

Is [NAME OF FIRST CARETAKER] your...

INTERVIEWER: STOP READING CATEGORIES IF CHILD ANSWERS QUESTION.

IF 7.1 = 1	IF 7.1 = 2		
Real or biological father	Real or biological mother	1	CD8
Stepfather	Stepmother	2	
Adoptive father	Adoptive mother	3	
Foster father	Foster mother	4	
Father's girl friend/partner	Mother's boy friend/partner	5	
Grandfather	Grandmother	6	
Someone else you are related to like an uncle. (Describe_____)	Someone else you are related to like an aunt. (Describe_____)	7	
Some other person (Describe_____)	Some other person (Describe_____)	8	
DK		d	
REF		r	

CD8
CD7 NE REF OR DK

INTERVIEWER: DO NOT ASK IF ALREADY KNOWN.

ENTER "YES" FOR CD8 AND WRITE NAME IN CD9.

Do you have another parent or someone else who is responsible for you and taking care of you?

Again, think of a parent or someone else who lives with you all or most of the time.

YES	1	CD9
NO	2	CD10
DK	DK	
REF	REF	

CD9
CD8=1

Who is that person?

INTERVIEWER: RESPONSE CAN BE A FIRST NAME OR RELATIONSHIP TO CHILD SUCH AS "MOM OR DAD". ENTER NAME WITHOUT ASKING IF KNOWN.

IF CHILD NAME MORE THAN ONE PERSON PROBE: You can only pick one other parent. Which one do you think takes care of you more often?

NAME OF SECOND CARETAKER	STRING OF 15 = [SECOND CARETAKER]	CD9.1
DK	d	??
REF	r	

CD9.1
CD8=1

INTERVIEWER: CODE WITHOUT ASKING IF KNOWN.

MALE	1	CD9.2
FEMALE	2	

CD9.2
CD8=1

Is [NAME OF SECOND CARETAKER] your...

INTERVIEWER: STOP READING CATEGORIES WHEN CHILD ANSWERS QUESTION.

IF 9.1 = 1	IF 9.1 = 2		
Real or biological father	Real or biological mother	1	CD10
Stepfather	Stepmother	2	
Adoptive father	Adoptive mother	3	
Foster father	Foster mother	4	
Father's girl friend/partner	Mother's boy friend/partner	5	
Grandfather	Grandmother	6	
Someone else you are related to like an uncle. (Describe _____)	Someone else you are related to like an aunt. (Describe _____)	7	
Some other person (Describe _____)	Some other person (Describe _____)	8	
DK		DK	
REF		REF	

CD10
IF (CD7 NE DK OR REF)
PARENTS = [FIRST CARETAKER] AND [SECOND CARETAKER] IF (CD7 NE DK OR REF) AND (CD9 NE DK OR REF)
PARENT = [FIRST CARETAKER] IF (CD7 NE DK OR REF) AND (CD8 NE YES)
your IF [PARENTS] IS/ARE NOT REAL NAMES
do IF (CD7 NE DK OR REF) AND (CD9 NE DK OR REF)
does IF (CD7 NE DK OR REF) AND (CD8 NE YES)

Now I have some questions about [your] [PARENT(S)]. There are no right or wrong answers to these questions. We just like your opinion or what you think about the question.

I will give you a card that has the answers you can pick from. You can just point to the answer you want to give instead of saying it out loud if you like that better.

And again, we will not tell anybody your answers to the questions.

[Do/Does] [your] PARENTS] [QUESTIONS A THROUGH C]. Is that almost always, some of the time, not very often, or almost never?

		Almost always	Some of the time	Not very often	Almost never	DK	REF	CD1 2
a	Know what you do during your free time?	4	3	2	1	d	r	
b	Know who you have as friends during your free time?	4	3	2	1	d	r	
c	Know what you spend your money on?	4	3	2	1	d	r	

CD12
(CD7 NE DK OR REF)
your IF [PARENTS] IS/ARE NOT REAL NAMES
PARENTS = [FIRST CARETAKER] and [SECOND CARETAKER] IF (CD9 NE DK OR REF)
PARENT = [FIRST CARETAKER] IF (CD7 NE DK OR REF) AND (CD8 NE YES)
For E: they IF (CD9 NE DK OR REF) he IF (CD8 NE YES) AND (CD7.1 = 1) she IF (CD8 NE YES) AND (CD7.1 = 2)

Sometimes children do things that are wrong, disobey their parents or make their parent upset or angry.

I'm going to read you a list of things [your] [PARENT(S)] might have done when this happened.

Please think about how often [your] [PARENT(S)] did these things in the past year.

In the past year, when your parents thought you did you did something wrong, how often did [your] [PARENT(S)] [STATEMENT A TO F]? Was it every day or almost every day; a few times a week, a few times a month; about once a month; less than once a month; or never?

Please look at the card when deciding on your answer.

		Every day or almost every day	A few times a week	A few times a month	About once a month	Less than once a month	Never	D K	REF
a	Explain why something was wrong	5	4	3	2	1	0	d	r
b	Send you to your room, took away privileges or grounded you	5	4	3	2	1	0	d	r
c	Call you dumb or some other name like that, or threatened to hit you, but did not actually do it	5	4	3	2	1	0	d	r

d	Shout, yell, scream, swear or curse at you	5	4	3	2	1	0	d	r
e	Say [they/he/she] would send you away or kick you out of the house	5	4	3	2	1	0	d	r
f	Spank or hit you	5	4	3	2	1	0		
		CD13							

CD13
I(CD7 NE DK OR REF) AND CD8=NO
your IF [FIRST CARETAKER] IS NOT REAL A NAME

Now I will read to you things about [your] [FIRST CARETAKER]. After I read each one, please tell me whether it is very true, mostly true, a little bit true, or not at all true. Please look at the card when deciding on your answer.

[STATEMENT A THROUGH H] Is that very true, mostly true, a little bit true, or not at all true.

		Very true	Mostly true	A little bit true	Not at all true	DK	R EF
a	[FIRST CARETAKER] understands me	4	3	2	1	d	r
b	I like [FIRST CARETAKER]	4	3	2	1	d	r
c	[FIRST CARETAKER] likes me	4	3	2	1	d	r
d	If I have children of my own, I want to bring them up like [FIRST CARETAKER] raised me	4	3	2	1	d	r
e	[FIRST CARETAKER] and I spend a lot of time together	4	3	2	1	d	r
f	[FIRST CARETAKER] is easy to talk to	4	3	2	1	d	r
g	I get along well with [FIRST CARETAKER]	4	3	2	1	d	r
h	[FIRST CARETAKER] and I have a lot of fun together	4	3	2	1	d	r
		CD13.1 OR CD15					

CD13.1
(CD7 NE DK OR REF) AND CD9 NE DK OR REF)
your IF [SECOND CARETAKER] IS NOT A REAL NAME

Now I will read to you things about [PARENT] and you. After I read each one, please tell me whether it is very true, mostly true, a little bit true, or not at all true. Please look at the card when deciding on your answer.

[STATEMENT A THROUGH H] Is that very true, mostly true, a little bit true, or not at all true.

		Very true	Mostly true	A little bit true	Not at all true	DK	REF
a	[SECOND CARETAKER] understands me	4	3	2	1	d	r
b	I like [SECOND CARETAKER]	4	3	2	1	d	r
c	[SECOND CARETAKER] likes me	4	3	2	1	d	r
d	If I have children of my own, I want to bring them up like [SECOND CARETAKER] raised me	4	3	2	1	d	r
e	[SECOND CARETAKER] and I spend a lot of time together	4	3	2	1	d	r
f	[SECOND CARETAKER] is easy to talk to	4	3	2	1	d	r
g	I get along well with [SECOND CARETAKER]	4	3	2	1	d	r
h	[SECOND CARETAKER] and I have a lot of fun together	4	3	2	1	d	r
		CD14.1 OR CD15					

CD14.1
((CD7.2 NE 1 OR 3) AND CD7.1 = 1)) OR ((CD9.2 NE 1 OR 3) AND CD9.1 = 1))
your IF [PARENTS] IS/ARE NOT REAL NAMES
PARENTS = [FIRST CARETAKER] and [SECOND CARETAKER] IF (CD7 NE DK OR REF) AND (CD9 NE DK OR REF)
PARENT = [FIRST CARETAKER] IF (CD7 NE DK OR REF) AND (CD8 NE YES)

I would also like to ask you the same questions I just asked about you and [your] [PARENT(S)] but now ask these questions about you and your real or biological father

Do you know your real or biological father?

YES	1	CD14.2
NO	2	CD14.3
DK	DK	
REF	REF	

CD14.2
CD14.2=YES

Then I will read to you some things about you and your real father and you tell me whether it is very true, mostly true, a little bit true, or not at all true.

PROBE: Again, look at the card when deciding on your answer.

[STATEMENT A THROUGH H] Is that very true, mostly true, a little bit true, or not at all true.

		Very true	Mostly true	A little bit true	Not at all true	DK	REF
a	My real father understands me	4	3	2	1	d	r
b	I like my real father	4	3	2	1	d	r
c	My real father likes me likes me	4	3	2	1	d	r
d	If I have children of my own, I want to bring them	4	3	2	1	d	r

	up like my real father raised me						
e	My real father and I spend a lot of time together	4	3	2	1	d	r
f	My real father is easy to talk to	4	3	2	1	d	r
g	I get along well with my real father	4	3	2	1	d	r
h	My real father and I have a lot of fun together	4	3	2	1	d	r
		CD15					

CD14.3
CD14.1=NO,DK,REF

That is ok. Let's continue with some other questions.

CONTINUE	CD15
----------	------

CD15
ALL

Next, I will read you some things about you and how you are doing.

Each time tell me if what I read about you is not at all true, a little bit true, mostly true, or very true.

PROBE: Please look at the card when deciding on your answer.

[STATEMENT A THROUGH PP] Is that not at all true, a little bit true, mostly true, or very true?

		Not at all true	A little bit true	Mostly true	Very true	DK	REF
a	I often argue with other kids	4	3	2	1	d	r
b	It's hard for me to pay attention	4	3	2	1	d	r
c	I get distracted easily	4	3	2	1	d	r
d	It's hard for me to finish my school work	4	3	2	1	d	r
e	I get in trouble for talking and disturbing others	4	3	2	1	d	r
f	I get in trouble for fighting with other kids	4	3	2	1	d	r
g	Work in math is easy for me	4	3	2	1	d	r
h	I cannot wait to do math each day	4	3	2	1	d	r
i	I get good grades in math	4	3	2	1	d	r
j	I am interested in math	4	3	2	1	d	r
k	I can do very difficult problems in math	4	3	2	1	d	r
l	I like math	4	3	2	1	d	r
m	I enjoy doing work in math	4	3	2	1	d	r
n	I am good at math	4	3	2	1	d	r
o	I have lots of friends	4	3	2	1	d	r
p	I make friends easily	4	3	2	1	d	r

q	I get along with kids easily	4	3	2	1	d	r
r	I am easy to like	4	3	2	1	d	r
s	Other kids want me to be their friend	4	3	2	1	d	r
t	I have more friends than other kids	4	3	2	1	d	r
u	I get good grades in reading	4	3	2	1	d	r
v	I like reading	4	3	2	1	d	r
w	Work in reading is easy for me	4	3	2	1	d	r
x	I am interested in reading	4	3	2	1	d	r
y	I cannot wait to read each day	4	3	2	1	d	r
z	I am good at reading	4	3	2	1	d	r
aa	I like reading chapter book	4	3	2	1	d	r
bb	I enjoy doing work in reading	4	3	2	1	d	r
cc	I feel angry when I have trouble learning	4	3	2	1	d	r
dd	I often feel lonely	4	3	2	1	d	r
ee	I feel sad a lot of the time	4	3	2	1	d	r
ff	I worry about taking tests	4	3	2	1	d	r
gg	I worry about doing well in school	4	3	2	1	d	r
hh	I worry about finishing my work	4	3	2	1	d	r
ii	I worry about having someone to play with at school	4	3	2	1	d	r
jj	I feel ashamed when I make mistakes in school	4	3	2	1	d	r
kk	I am good at all school subjects	4	3	2	1	d	r
ll	I enjoy doing work in all school subjects	4	3	2	1	d	r
m m	Work in all school subjects is easy for me	4	3	2	1	d	r
nn	I like all school subjects	4	3	2	1	d	r
oo	I look forward to all school subjects	4	3	2	1	d	r
pp	I get good grades in all school subjects	4	3	2	1	d	r
CD16							

CD16

ALL

Next, I'm going to ask you some questions about your experiences with kids at school and in your neighborhood.

In the past month, how often have kids in your school or neighborhood picked on you or said mean things to you?

PROBE: Please look at the card when deciding on your answer.

Would you say...

Every day or almost every day	1	CD17
About 2 or 3 days per week	2	
About once a week	3	
1 or 2 times last month	4	
Not in the past month	5	
DK	d	
REF	r	

CD17

ALL

In the past month, how often have kids in your school or neighborhood hit you?

PROBE: Please look at the card when deciding on your answer.

Would you say...

Every day or almost every day	1	CD18
About 2 or 3 days per week	2	
About once a week	3	
1 or 2 times last month	4	
Not in the past month	5	
DK	d	
REF	r	

CD18
ALL

In the past month, how often have kids in your school or neighborhood taken your things, like your money or lunch, without asking?

PROBE: Please look at the card when deciding on your answer.

Would you say...

Every day or almost every day	1	CD19
About 2 or 3 days per week	2	
About once a week	3	
1 or 2 times last month	4	
Not in the past month	5	
DK	d	
REF	r	

CD19
ALL

In the past month, how often have kids in your school or neighborhood purposely left you out of your friends' activities?

Would you say...

Every day	1	CD20 OR CD22
Almost every day	2	
About 2 or 3 days per week	3	
About once a week	4	
1 or 2 times last month	5	
Not in the past month	6	
DK	d	
REF	r	

CD20
CD4.1=MALE

I would like to talk next about changes in your body you may have noticed.

Have you noticed any skin changes, especially pimples?

Please look at the card to choose your answer. This time I will not read them to you unless you ask me to do so. Just look at the card and point at the answer that you want to give.

DEVELOPMENT COMPLETED	1	CD21
YES, DEFINITELY	2	
YES, BARELY	3	
NO	4	
DK	D	
REF	R	

CD21
CD4.1=MALE

Have you noticed a deepening of your voice?

Again, just look at the card and point at your answer.

DEVELOPMENT COMPLETED	1	CD22
YES, DEFINITELY	2	
YES, BARELY	3	
NO	4	
DK	D	
REF	R	

CD22

CD4.1=MALE

Have you begun to grow facial hair?

DEVELOPMENT COMPLETED	1	END
YES, DEFINITELY	2	
YES, BARELY	3	
NO	4	
DK	D	
R	R	

CD23

CD4.1 = FEMALE

I would like to talk next about changes in your body you may have noticed.

Have your breasts begun to grow?

Please look at the card to choose your answer. This time I will not read them to you unless you ask me to do so. Just look at the card and point at the answer that you want to give.

DEVELOPMENT COMPLETED	1	CD24
YES, DEFINITELY	2	
YES, BARELY	3	
NO	4	
DKI	D	
REF	R	

CD24
CD4.1 = FEMALE

Have you begun to menstruate or did you start having your period?

DEVELOPMENT COMPLETED	1	CD25
YES, DEFINITELY	2	
YES, BARELY	3	
NO	4	END
DK	D	
REF	R	

CD25
CD24 = 1 OR 2 OR 3

How old were you when you started menstruating or had your period for the first time?

AGE OF CHILD	FF	CD26
DK	d	END
REF	r	

CD26
CD25<>DK, REF

Had you just [ANSWER in CD25], were you about [ANSWER in CD25] and a half, or were you almost [ANSWER in CD25+1] when you started menstruating or first had your period?

..

Just [ANSWER in CD25]	1	END
[ANSWER in CD25] and a half	2	
Almost [ANSWER in CD25+1]	3	
DK	d	
REF	r	

APPENDIX B

MOTHER-CHILD INTERACTION AND HOME OBSERVATIONS

Early Head Start 5th Grade Follow-Up Study
Videotaped Maternal-Child Interaction
(*Italics = Read Aloud*)

I. SCRIPT

Activity 1: Disagreement Task

*These cards contain different topics that kids and parents often disagree about, such as homework, chores, television and so on (**show cards, but don't give them yet**). I would like you to go through these cards and choose your **TOP THREE AREAS** of disagreement or difficulty. After you've found your top three, talk together about each one and try to resolve some of your disagreements. We'd like to hear from both of you. You may not have time to thoroughly discuss all three issues but you will have 8 **MINUTES** to try to make some progress. Do you have any questions?*

Give cards to child.

I'll come back in when the time for this activity has ended. You can begin now.

Start timer for 8 minutes. Leave room after the first 30-60 seconds if it is apparent they understand the task. Stay within earshot if possible.

PROBE (if parent or child ends the task early): *Can you talk a little more about one or more of your disagreements? You have some extra time.*

When time is up, enter and say,

*Time is up for this activity. [CHILD'S NAME], can you tell me how you solved some of your problems? (**stay in room and allow child to respond**)*

Thank you both so much for your willingness to discuss these issues. All families have conflict and it is normal. We know it is sometimes hard to talk about conflict and appreciate you taking the time to do so. This next activity is one that many families find entertaining...

Activity 2: Stacrobats

Place the blue Stacrobat standing firmly in the black base and place it in between parent and child.

The next activity is called Stacrobats. The object of the game is to stack as many of these pieces onto the structure without letting them touch the table or fall. Let me demonstrate with the first piece.

Hold the second Stacrobat so that it is parallel to the table. Firmly attach him to the first one by placing the leghole through the curved head of the first piece. The second piece should still be parallel to the table, as though it is lying on its back with hands and feet outstretched.

Now, I'm going to give you 3 minutes to get as many Stacrobats on the structure as possible without having them fall over or touch the table. Do you have any questions? Ready, set, go. (start timer)

When time is up, enter and say,

Thank you so much. You guys did a great job.

II. MATERIALS

- One set of Family Issues cards (laminated, 3" by 5" cards with a single "family issue" statement on each card). The following topics should be written on the cards (15 in each set):

1. Friends or classmates
2. Playing computer, video games
3. TV
4. Respect for others
5. Honesty or lying
6. Manners
7. Sports or after-school activities
8. Eating habits
9. Getting up in the morning or to school on time
10. Chores
11. Pets
12. School, homework
13. Clean room
14. Personal appearance
15. Fighting with sisters or brothers

The set of cards should be shuffled between each mother-child dyad to prevent any set order of presentation of the cards.

- The Stacrobats game, made by Ravensburger (available from Amazon.com), which is a stacking game with plastic pieces shaped like elves that hook on to one another. There are 33 pieces and a base, but not all pieces are necessary so long as there is a minimum of about 20.

- Stopwatch, video camera, signboard, pen.

III. VIDEOTAPING

- The activities should be conducted at a low table, approximately 24” by 36” and 36” high. Chairs should be provided for the mother and the child. The location of the camera should be indicated to the parent and child and they should be asked to orient themselves so that they can be seen by the camera. A clock should be present in the room, visible so that parent and child can check the time if they wish.
- Use the tripod to get a relatively straight angle view of the parent and child wherever they position themselves. Keep both the parent and child in view. Film enough in (visually) to be able to see facial expressions, but not so close that you miss gestures, body position changes, etc. Try to get both partners’ facial expressions simultaneously; this is best achieved if mother and child are situated at right angles from each other. Make sure the camera is turned on so that the interaction is filmed from the moment the parent and child begin the disagreement task.
- As part of the set-up procedures, film a sign on which you have written the subject ID and date. The sign should appear before the videotaped interaction.
- Labels for the tapes will be provided.

IV. SCALES (all 7-point scales)

CHILD

1. Positive Regard

Corresponds to:

- “Affection Towards Parent” from Maternal-Child Discussion Task in 5th grade wave of NICHD SECC.
- “Warmth/Support” from Maternal-Child Discussion Task in GBHDS.

This scale reflects whether there was a substantial period of positive regard and sharing of happy feelings of the child toward the mother during the discussion and the Stacrobats game. Although the child also might become angry or avoid the mother elsewhere in the session, a high rating still could be given if some portions of the session met the criteria of this scale. The criteria of this scale are evidences that the child approached and attempted to share positive affects with the mother. In addition, affection toward the mother includes the ability of the child to elicit positive expression from the mother such that a continued reciprocal interaction can be maintained. It is not the intensity of expression that is particularly relevant, but rather the frequency with which the child shares positive affect – looking at mother, making eye contact and smiling, sharing successes and other “approach” behavior affectively. At the lower end of the scale, the child may direct a few positive expressions to the mother and may elicit a positive expression in return. However, he or she does not sustain a “bout” of shared expressions with the mother.

2. Negative Regard

Corresponds to:

- “Negativity towards Parent” from 3-Bag task at prior waves of the EHS Study.

- “Negativity” from Maternal-Child Discussion Task in 5th grade wave of NICHD SECC.
- “Hostility/Aggression” from Maternal-Child Discussion Task in GBHDS.

This scale assesses the overall level of externalizing negative affect demonstrated by the child. Externalizing negative affect can be anger, hostility, frustration, or oppositional defiance. Specific behaviors that demonstrate this can include: a) repeatedly disagreeing with mother in a disrespectful manner; b) using sarcasm or interrupting parent; c) using annoying tone of voice; d) bossy demands; e) name calling; f) throwing things; g) back-talk; h) goofing around in a noncompliance manner; i) using an angry tone of voice; j) hitting or kicking; k) glowering face; l) showing anger or resistant expression; m) being unreasonably demanding or critical; n) losing his/her temper; o) gloating. The lower end of this scale is characterized by an absence of negative affect behaviors; the child may express internalizing negative affect, positive affect, or little affect at all.

The degree to which the child negatively regards his/her mother should reflect the quality of the mother-child relationship in general, as well as any aggression and hostility evoked by the Disagreement Task (and possibly Stacrobats). The degree to which the child experiences a high level of negative arousal in response to feeling threatened by his/her mother may interfere with his/her executive functioning, which is responsible for inhibiting aggressive responses (Zillmann, 1988). Thus children who tend to show lower levels of negative regard may have fewer obstacles to the kind of self-regulating behavior needed to resolve socially threatening situations.

3. Perspective-Taking

Corresponds to:

- “Listener Responsiveness” from Maternal-Child Discussion Task in GBHDS.

This scale assesses the extent to which the child attunes to, acknowledges and legitimizes the mother’s perspective during the discussion. Specific behaviors include repeating back to the mother, nodding, or otherwise confirming what has just been said. The higher end of this scale is characterized by: a) the ability to paraphrase, rather than merely repeat, what the mother has said; b) statements acknowledging the legitimacy of the mother’s desires, needs, reasons, or motives (e.g., “I can see why you would want that”); c) an attempt to view the situation from the mother’s point of view.; d) an attempt to balance the competing interests of the mother and child, or to reframe the problem as one of non-competing interests. The child who scores high on this scale must demonstrate sensitivity to the mother’s needs, moods and reasoning. The child who scores low on this scale communicates only his/her own interests and does not stop to consider the mother’s interests.

Children's ability to take another person's perspective has been associated both cross-sectionally and longitudinally with decreased aggressive behavior (Miller & Eisenberg, 1988; Brooks-Gunn & Zahakavitch, 1989) and increased prosocial (helping and sharing) behavior (Eisenberg, 1991).

4. Engagement

Corresponds to:

- “Sustained Attention” from 3-Bag task at prior waves of the EHS Study.
- “Persistence” from Maternal-Child Discussion Task in 5th grade wave of NICHD SECC.
- “Passivity” (reverse-coded) from Maternal-Child Discussion Task in GBHDS.

This scale measures the extent to which the child is involved in the discussion and Stacrobats game. At the low extreme, the child shows no engagement, refuses to become involved, and either flees or spends her/his time in off-task activities. At the high end, the child is actively engaged with both the discussion and the game, and works either directly on her/his own or through the mother’s mediating suggestions (regardless of how good the child or mother’s skills really are). Engagement does not necessarily indicate enjoyment or lack of frustration. The child may be responsive or not to the mother’s directions as long as s/he shows engagement with the tasks. The observer should consider this rating to reflect the child’s engagement regardless of the degree to which mother was instrumental in fostering it.

This scale is expected to tap self-regulation, since some degree of effortful control will be required to sustain involvement in both tasks. The Disagreement Task has the potential to be frustrating and even embarrassing, particularly if the mother is controlling, didactic or punitive. The Stacrobats game requires planning and motor control in order to avoid toppling the structure. In addition, some children may find it difficult to sit still and concentrate on these tasks for 10 minutes without a break. Therefore, both tasks will require that the child exercise control over his/her impulses, emotion and attention.

5. Defiance

Corresponds to:

- “Defiance” from Maternal-Child Discussion Task in GBHDS.

This scale measures the extent to which the child actively disobeys or ignores the mother. It also measures the extent to which the child is unwilling to cooperate. At the high end of this scale, the child ignores his/her mother's directives and/or engages in activities contrary to the mother's requests. It is important to consider nonverbal communication such as facial expression, body posture and actions (e.g., simply walking away), verbal communication (e.g., "No!"), and emotional expressions (e.g., yelling, inappropriate laughter, eye-rolling). At the low extreme of the scale, the child does not display any instances of unwillingness to comply with the mother's requests. In between the two scale poles, the score is determined by the frequency and intensity of defiant behaviors. Ignoring requests, ignoring directives, actively engaging in prohibited activities, showing reluctance to comply, making negative statements, and requiring multiple reminders should all be considered indications of defiance.

Defiance may reflect oppositional behavior, which was found by Nagin and Tremblay (1999) to be specifically predictive of theft rather than physical aggression. In addition, defiance aimed at the mother is likely to reflect insecure attachment, which in turn places the child at increased risk of antisocial behavior (van Ijzendoorn, 1997).

6. Use of Reasoning

Corresponds to:

- “Justification” from Laible & Thompson, 2002

This scale assesses the child's use of reasoning to justify her position on one or more of the topics of disagreement during the discussion task. The use of reasoning is a strategy for putting an end to the conflict caused by the disagreement by *resolving* the conflict through persuasion. To change the mother's mind, the child explains the rationale behind his/her position on the topic of disagreement. For example, a child could justify his position on bedtime as a source of disagreement by arguing that an older sibling was allowed to have the desired bedtime when s/he was his/her age. As another example, in discussing how the child treats his/her younger sibling, the child could say that the mother is unaware of what the younger sibling does to provoke him/her.

When facing social problems, aggressive children and youth are deficient at problem definition, goal selection, information seeking, prediction of consequences and generation of multiple solutions (Dodge, 1980; Richard & Dodge, 1982; Dodge, Bates, & Pettit, 1990; Slaby & Guerra, 1988; Guerra & Slaby, 1990). All of these skills are marshaled in the service of reasoning, a strategy children will draw on to varying degrees with their mothers during the Disagreement Task. The high-scoring child will be able to explain his/her position on an issue through the use of logic and clarification. Although this skill is important in the context of the family, a child who reasons with his/her mother should be more likely to do so with peers, given the continuity in children's conflict resolution skills with parents and peers (Putallaz, 1987).

MOTHER

1. Positive Regard

Corresponds to:

- “Positive Regard” from 3-Bag task at prior waves of the EHS Study.
- “Supportive Presence” from Maternal-Child Discussion Task in 5th grade wave of NICHD SECC.
- “Warmth/Support” from Maternal-Child Discussion Task in GBHDS.

A mother scoring high on this scale expresses positive regard and emotional support to the child. She should show general involvement in the interaction and affirm the child as a person. A mother scoring low on this scale fails to provide supportive cues; she might be passive, uninvolved, aloof, or otherwise unavailable to the child. Such a mother also might give observers the impression that she is more concerned about her own adequacy rather than concerned about the child's emotional needs. A potential difficulty in scoring this scale is the need to discount messages of parents that seemingly are supportive in verbal content but are contradicted by other aspects of the communication; signs of such questionable support are improper timing of support, mismatch of verbal and bodily cues, and failure to have the child's attention in delivering the message.

The parenting literature shows that authoritative parenting – the combination of warmth, responsiveness, involvement, autonomy granting, inductive discipline, and expectations of

maturity – is associated with greater prosocial behavior and lower antisocial behavior in children and adolescents (Baumrind, 1967; Darling & Steinberg, 1993; Maccoby & Martin, 1983; Kochanska, 1991; Lamborn, Mounts, Steinberg, & Dornbusch, 1991). With respect to positive regard in particular, Putallaz (1987) found that more popular first graders had mothers who demonstrated greater positive affect with them in an observed interaction.

2. Negative Regard

Corresponds to:

- “Negative Regard” from 3-Bag task at prior waves of the EHS Study.
- “Hostility” from Maternal-Child Discussion Task in 5th grade wave of NICHD SECC.
- “Hostility/Aggression” from Maternal-Child Discussion Task in GBHDS.

This scale reflects the mother’s expression of anger, discounting or rejecting of the child or the child’s ideas. A mother scoring high on this scale would clearly and overtly reject the child, blame her/him for mistakes, and otherwise make explicit the message that she does not support the child emotionally. A rejecting mother may also show some supportive presence (and the inconsistency of her behavior would be revealed by these two scores). Given the low frequency and the clinical relevance of rejecting one’s child during a videotaped session, any events which are clearly hostile should be weighted strongly in this score. A mother scoring low on this scale may or may not be supportive, but she does not blame or reject the child.

The rationale for measuring the mother’s positive regard also applies to measuring her negative regard. In addition, Hastings and colleagues (Hastings, Zahn-Wexler, Robinson, Usher, & Bridges, 2000) found that among 5-year-old children, those whose mother scored higher on negative affect scored lower on a scale of interpersonal responsibility two years later.

3. Perspective-Taking

Corresponds to:

- “Sensitivity” from 3-Bag task at prior waves of the EHS Study.
- “Respect for Child’s Autonomy” from Maternal-Child Discussion Task in 5th grade wave of NICHD SECC.
- “Listener Responsiveness” from Maternal-Child Discussion Task in GBHDS.

This scale assesses the extent to which the mother attunes to, acknowledges and legitimizes the child’s perspective during the discussion. Specific behaviors include repeating back to the child, nodding, or otherwise confirming what has just been said. The higher end of this scale is characterized by: a) the ability to paraphrase, rather than merely repeat, what the child has said; b) statements acknowledging the legitimacy of the child’s desires, needs, reasons, or motives (e.g., “I can see why you would want that”); c) an attempt to view the situation from the child’s point of view; d) an attempt to balance the competing interests of the mother and child, or to reframe the problem as one of non-competing interests. The mother who scores high on this scale must demonstrate sensitivity to the child’s needs, moods and reasoning. The mother who scores low on this scale communicates only his/her own interests and does not stop to consider the child’s interests.

The mother's ability to take the child's perspective should reflect her sensitivity to the child's needs and emotions, and a willingness to validate the child's individuality. Mothers' use of perspective-taking during discipline encounters (discussing the effects of their child's actions on others) is an instantiation of inductive reasoning, one of the features of authoritative parenting described above, and has been found to result in greater internalization of parental values among children (Hoffman, 1983).

4. Engagement

Corresponds to:

- “Detachment” from 3-Bag task at prior waves of the EHS Study.
- “Passivity” from Maternal-Child Discussion Task in GBHDS.

This scale measures the extent to which the mother gets involved in the discussion and Stacrobats game. At the low extreme, the mother shows no engagement, refuses to become involved, leaves or spends her time in off-task activities. With the discussion task, the mother would not participate in selecting the topics for discussion, but would merely observe the child doing so. A very unengaged mother may avoid discussion of the topics by claiming that none of the topics are sources of disagreement, failing to state her opinion or doing so quietly, hesitantly and without making eye contact with the child. A very unengaged mother may mumble, smile or laugh inappropriately when the child expresses hostility or non-compliance. A very unengaged mother may refuse to play Stacrobats because she does not like to play games or says she cannot understand the rules. At the high end, the mother is actively engaged with both the discussion and the game. She participates in selection of the topics for disagreement and in the discussion itself. She is willing to learn how to play Stacrobats and becomes engaged in the game with her child.

Engagement corresponds to the detachment scale used in previous waves, which may be an indication of neglect. Adolescents whose parents are neglectful are at particularly pronounced risk of antisocial behavior (Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).

5. Dominance

Corresponds to:

- “Intrusiveness” from 3-Bag task at prior waves of the EHS Study.
- “Dominance” from Maternal-Child Discussion Task in GBHDS.

This scale assesses the mother's attempt to dominate or control the discussion and the Stacrobats task. Dominant behaviors include lecturing the child, criticizing the child, interrupting the child, changing the subject, and failing to respond to the child's questions, wishes or comments. Other strategies include changing the subject, going on to the next topic, opting out of the activity or simply ending the task. A highly dominant mother usually automatically takes the Family Issues cards out of the child's hands at the beginning of the discussion task. She may unilaterally decide that a topic is worth considering as one of the top 3 areas of disagreement even when the child says it is not. She may also be unable to accept directions or tips from the child on how to stack pieces during the Stacrobats game. At the low end of this scale, the mother allows the child to direct the flow and pace of the discussion task. She accepts that a topic is an area of disagreement if the child

says it is. During the discussion task, she lets the child speak freely until s/he feels s/he has been heard. During Stacrobats, she plays as an equal partner with the child rather than trying to control the action by taking the pieces out of the child's hand, undoing the child's last move, making up rules or directing the child how to play.

Dominance is an age-appropriate version of the Intrusiveness scale used in past waves, which assessed the degree to which the mother controlled the child's play. Here, this scale will reflect the degree to which the mother controls the discussion by grabbing the cards out of the child's hands, choosing the topics for discussion unilaterally, changing the subject, etc. Overcontrolling behavior is an authoritarian parenting technique that conveys mistrust in the child's judgment and thus fails to promote independent thought and behavior. In Putallaz's (1987) study cited above, children who were less popular had mothers who displayed more controlling behavior during an observed interaction task.

6. Use of Reasoning

Corresponds to:

- “Justification” from Laible & Thompson, 2002

This scale assesses the mother's use of reasoning to justify her position on one or more of the topics of disagreement during the discussion task. The use of reasoning is a strategy for putting an end to the conflict caused by the disagreement by *resolving* the conflict through persuasion. To change the child's mind, the mother explains the rationale behind her position on the topic of disagreement. For example, a mother could justify her position on bedtime as a source of disagreement by explaining that when the child stays up after 9 pm s/he has a hard time getting up in time for school in the morning. As another example, in discussing how the child treats his/her younger sibling, the mother could say she has concerns about both children's safety when they wrestle or fist fight.

Since maternal use of reasoning is associated with prosocial behavior in children, it may be key to understanding whether the program group is at lowered risk of adolescent antisocial behavior. With a sample of children aged 6-13, FitzGerald and White (2003) found that mothers who used reasoning about others' feelings (i.e., perspective-taking) to discipline their children had children who themselves demonstrated greater perspective-taking, which was in turn associated with more prosocial behavior and less aggression. With a sample of 6th and 7th graders, Krevans and Gibbs (1996) found that children whose parents used inductive reasoning rather than power-assertive discipline displayed more prosocial behaviors. However, these two studies were cross-sectional and thus need replication.

7. Use of Coercion

Corresponds to:

- “Aggravation” from Laible & Thompson, 2002

This scale assesses the mother's use of coercion, or force, to support her position on one or more of the topics of disagreement during the discussion task. The use of coercion is a strategy for putting an end to the conflict caused by the disagreement by merely cutting it off through the exercise of parental authority. The mother scoring high on this scale reminds the child that she is the mother

and that the child is obliged to obey her. At the highest extreme, the mother uses physical force to subdue the child. More commonly used coercive techniques include: a) assertions of power (e.g., "Because I'm the mother, that's why"; b) threats of violence; c) threats of withholding (e.g., "If you don't practice violin I'm going to take your Game Boy away"); d) simple prohibitions and commands (e.g., "You are not allowed to play with Jimmy anymore"; e) indications of unwillingness to listen (e.g., "That's the end of this discussion. We're done talking about this.").

This scale is meant to capture power-assertive techniques consistent with the authoritarian parenting typology (Baumrind, 1967). Research has demonstrated that parents who use such strategies during conflicts with their children generally fail to imbue their children with their stated values. According to Hoffman (1983), forceful discipline induces anxiety and fear in children that interferes with their ability to process the underlying message. Moreover, children who are forced to comply with their parents' wishes are likely to attribute that compliance to their parents' use of power rather than internal factors such as their own beliefs and values.

DYAD

1. Mutuality

Corresponds to:

- "Mutuality" from 3-Bag task at prior waves of the EHS Study.
- "Felt Security/Affective Mutuality" from Maternal-Child Discussion Task in 5th grade wave of NICHD SECC.

This scale assesses the level of emotion exchanged and reciprocated between mother and child during the discussion and the Stacrobats game. The high-scoring dyad demonstrates synchrony between the interests, energy levels and affective states of the mother and child. The mood is harmonious. The mother and child enjoy each other's company. There is an emphasis on joint attention, or mutual focus. The high end of the scale is characterized by a mother and child working toward a common goal who are responsive to each other's cues and who share the same affect. Both parties should demonstrate a genuine concern and positive regard for one another. The low end of the scale is characterized by a mother and child who are engaged in different or parallel activities, strive towards different goals, make little eye contact, demonstrate different emotional states, and generally fail to reflect each other's emotions back to one another. Note that energy or activity level is not a determining factor in this scale. For example, both a high-energy dyad and a relatively calm dyad could be given high scores as long as they seem "in sync" throughout the interaction. If the energy level of the dyad seems mismatched, however (e.g., a calm child with an excited parent), the dyad would not be considered synchronous.

Criss, Shaw and Ingoldsby (2003) observed 10-year-old boys and their mothers during a disagreement task nearly identical to ours. Each dyad's synchrony was rated according to its degree of reciprocity, give and take, harmony and joint attention. Results showed an association between this synchrony and the aggressiveness of the child's responses to a problem-solving task, even after accounting for the child's antisocial behavior at age 8. Among younger children, Kochanska has shown that children whose relationship with their mother is characterized by cooperation and mutual positive affect are more likely to internalize prosocial norms (Kochanska, 1997; Kochanska & Murray, 2000).

2. Competitiveness

This scale assesses the degree to which the mother and child turn Stacrobats into a competitive game. Examples of competitive behaviors include: a) voluntarily choosing colors; b) counting how many pieces each player has put on; c) trying to distract or intimidate the other player in the hope of making them topple the structure; d) criticizing the other player's performance; e) trying to invoke rules that would disqualify the other player; f) gloating as the winner or expressing shame as the loser at the conclusion of the game; g) appearing anxious because of a serious desire to win. Examples of non-competitive behaviors include: a) ignoring the colors of the pieces; b) ignoring turn-taking rules; c) providing advice or guidance to each other on the best possible moves; d) praising the other player's performance; e) failure to identify a winner or loser at the end of the game; f) expressing amusement rather than disappointment or frustration when the structure topples over. The overall level of competitiveness between the dyad, by itself or in combination with other factors such as parent negative regard, may serve as a risk factor for child aggression or antisocial behavior.

Key:

EHS = Early Head Start Study

NICHD = NICHD Study of Early Child Care, 5th Grade wave

GBHDS = Girls and Boys Health and Development Study

REFERENCES:

- Baumrind, D. (1967). Child care practices anteceding three patterns of preschool behavior. *Genetic Psychology Monographs, 1*, 43-88.
- Brooks-Gunn, J., & Zahaykevich, M. (1989). Parent-daughter relationships in early adolescence: A developmental perspective. In K. Kreppner & R. Lerner (Eds.), *Family systems and life-span development* (pp.223-246). Hillsdale, NJ: Erlbaum.
- Criss, M. M., Shaw, D. S., & Ingoldsby, E. M. (2003). Mother-son positive synchrony in middle childhood: Relation to antisocial behavior. *Social Development, 12*, 379-400.
- Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin, 113*, 487-496
- Dodge, K. A. (1980). Social cognition and children's aggressive behavior. *Child Development, 51*, 162-170.
- Dodge, K. A., Bates, J. E., & Pettit, G. S. (1990, December 21). Mechanisms in the cycle of violence. *Science, 250*, 1678-1683.
- Eisenberg, N. (1991). Meta-analytic contributions to the literature on prosocial behavior. *Personality and Social Psychology Bulletin, 17*, 273-282.
- FitzGerald, D. P., & White, K. J. (2003). Linking children's social worlds: Perspective-taking in parent-child and peer contexts. *Social Behavior and Personality, 31*, 509-522.

- Guerra, N. G., & Slaby, R. G. (1990). Cognitive mediators of aggression in adolescent offenders: II. Intervention. *Developmental Psychology, 26*, 269-277.
- Hastings, P. D., Zahn-Wexler, C., Robinson, J., Usher, B., & Bridges, D. (2000). The development of concern for others in children with behavior problems. *Developmental Psychology, 36*, 531-546.
- Hoffman, M. (1983). Affective and cognitive processes in moral internalization. In E. T. Higgins, D. Ruble, & W. Hartup (Eds.), *Social cognition and social development: A sociocultural perspective* (pp. 236-274). New York: Cambridge University Press.
- Kochanska, G. (1991). Socialization and temperament in the development of guilt and conscience. *Child Development, 62*, 1379-1392.
- Kochanska, G. (1997). Mutually responsive orientation between mothers and their young children: Implications for early socialization. *Child Development, 68*, 94-112.
- Kochanska, G., & Murray, K. T. (2000). Mother-child mutually responsive orientation and conscience development: From toddler to early school age. *Child Development, 71*, 417-431.
- Krevans, J., & Gibbs, J. C. (1996). Parents' use of inductive discipline: Relations to children's empathy and prosocial behavior. *Child Development, 67*, 3263-3277.
- Laible, D. J., & Thompson, R. A. (2002). Mother-child conflict in the toddler years: Lessons in emotion, morality, and relationships. *Child Development, 73*, 1187-1203.
- Lamborn, S., Mounts, N., Steinberg, L., & Dornbusch, S. (1991). Patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, and neglectful families. *Child Development, 62*, 1049-1065.
- Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Ed.) & E. M. Hetherington (Vol. Ed.), *Handbook of child psychology: Vol. 4. Socialization, personality, and social development* (4th ed., pp. 1-101). New York: Wiley.
- Miller, P., & Eisenberg, N. (1988). The relation of empathy to externalizing/antisocial behavior. *Psychological Bulletin, 103*, 324-344.
- Nagin, D., & Tremblay, R. E. (1999). Trajectories of boys' physical aggression, opposition, and hyperactivity on the path to physically violent and nonviolent juvenile delinquency. *Child Development, 70*, 1181-1196.
- Putallaz, M. (1987). Maternal behavior and children's sociometric status. *Child Development, 58*, 324-340.
- Richard, B., & Dodge, K. A. (1982). Social maladjustment and problem-solving in school-aged children. *Journal of Consulting and Clinical Psychology, 42*, 787-793.
- Slaby, R.G., & Guerra, N. G. (1988). Cognitive mediators of aggression in adolescent offenders: 1. Assessment. *Developmental Psychology, 24*, 580-588.

- Steinberg, L., Lamborn, S. D., Darling, N., Mounts, N. S., & Dornbusch, S. M. (1994). Over-time changes in adjustment and competence among adolescents from authoritative, authoritarian, indulgent and neglectful families. *Child Development, 65*, 754-770.
- van Ijzendoorn, M.H. (1997). Attachment, emergent morality, and aggression: Toward a developmental socioemotional model of antisocial behaviour. *International Journal of Behavioral Development, 21*, 703-728.
- Zillmann, D. (1988). Cognition-excitation interdependencies in aggressive behavior. *Aggressive Behavior, 14*, 51-64.

EHS 5TH GRADE FOLLOW-UP STUDY
HOME ENVIRONMENT
OBSERVATION

1. PARENTAL WARMTH

	<u>YES</u>	<u>NO</u>
a. Parent talks twice to CHILD during visit (beyond correction and introduction).	•	•
b. Parent answers one of CHILD's questions or requests verbally.	•	•
c. Parent encourages CHILD to contribute to the conversation during the visit.	•	•
d. Parent helps CHILD demonstrate some achievement during visit or mentions a particular skill, strength, or achievement.	•	•
e. Parent spontaneously praises CHILD's behavior or qualities twice during visit.	•	•
f. Parent uses some term of endearment or some diminutive for CHILD's name when talking about or to him/her at least twice during visit.	•	•
g. Parent's voice conveys positive feeling when speaking of or to CHILD.	•	•
h. Parent caresses, kisses, or cuddles CHILD once during visit.	•	•
i. Parent shows some positive emotional responses to praise of CHILD by visitor.	•	•

2. PARENTAL LACK OF HOSTILITY

	<u>YES</u>	<u>NO</u>
a. Parent shouts at CHILD during visit.	•	•
b. Parent expresses overt annoyance with or hostility toward CHILD- complains, describes him/her as “bad”, says he won’t mind, etc.	•	•
c. Parent slaps or spanks child during visit.	•	•
d. Parent scolds, derogates or criticizes CHILD more than once.	•	•

3. PARENTAL VERBAL SKILLS

	<u>YES</u>	<u>NO</u>
a. Parent’s speech is distinct, clear, and audible to the interviewer.	•	•
b. Parent initiates verbal exchanges with visitor, asks questions, makes spontaneous comments.	•	•
c. Parent expresses ideas freely and easily uses statements of appropriate length.	•	•
d. Parent appears to readily understand the interviewer’s questions.	•	•

4. INTERNAL ENVIRONMENT

	YES	NO
a. House or apartment is free of potentially dangerous structural or health hazards (exposed outlets, broken windows, windows without screens or guards, leaking radiator, pots hanging over edge of stove)	•	•
b. House or apartment has at least 100 square feet of living space per person	•	•
c. House or apartment is clean; all visible rooms of the home are reasonably clean and minimally cluttered	•	•
	YES	NO
d. In terms of available <u>floor space</u> , the rooms are not overcrowded with furniture	•	•
e. The interior of the house or apartment is not dark or perceptually monotonous	•	•
f. House or apartment is not overly noisy – from noise in the house (television, shouts of children, radio)	•	•
g. House or apartment is not overly noisy – from noise outside the house (train, cars, people, music)	•	•
h. There are no obvious signs of recent alcohol or non-prescription drug consumption in the home (drug paraphernalia, beer cans, liquor bottles)	•	•

5. EXTERNAL ENVIRONMENT

	Well kept, good repair	Fair condition	Poor condition	Badly deteriorated
a. How would you rate the general condition of <u>most</u> of the housing units or other buildings in the face-block?	•	•	•	
	Very good - recent resurfacing, smooth	Moderate - evidence kept in good repair	Fair – minor repairs needed, but not rough surface	Poor - potholes and other evidence of neglect
b. How would you rate the condition of the street in the face-block?	•	•	•	•
	None, or almost none	Yes, but not a lot	Yes, quite a bit	Yes, just about everywhere
c. Is there garbage, litter, or broken glass (except beer/liquor bottles) in the street or on the sidewalk (including around the dwelling unit and neighboring houses)?	•		•	•
	None, or almost none	Yes, but not a lot	Yes, quite a bit	Yes, just about everywhere
d. Are there drug-related paraphernalia, condoms, beer or liquor containers or packaging, cigarette butts or discarded cigarette packages in the street or on the sidewalk?	•	•	•	•

	No traffic permitted	Very light	Light	Moderate	Heavy	Very heavy
e. How would you rate the volume of traffic on the face-block?	•	•	•	•	•	•

	No children visible or all in yards	Yes, one or two children	Yes, three or more children
f. Are there children playing on the sidewalks or in the street of the face-block?		•	•

	No persons observed in the street or sidewalk	None observed behaving in hostile way	Yes, one or two behaving in a hostile manner	Yes, three or more behaving in a hostile manner
g. Are there any adults or teenagers in the street or on the sidewalk arguing, fighting, drinking, or behaving in any kind of hostile or threatening way?	•	•		•

	Very comfortable: can imagine living/working/shopping here	Comfortable: it seems to be a safe and friendly place	Fairly safe and comfortable	I would be uncomfortable living/working/shopping here	I felt afraid for my personal safety
h. How did you feel parking, walking or waiting at the door in the face-block?	•	•	•	•	•

APPENDIX C

MATERNAL INTERVIEW

EHS 5TH GRADE FOLLOW-UP STUDY
MATERNAL INTERVIEW

SECTION 1 FAMILY DEMOGRAPHICS

FD1
ALL

Thank you for agreeing to participate in this study (once again).

Let me begin by confirming the name of the child we will be talking about today.

The child's first name is [FILL FOR FIRST NAME OF CHILD FROM FILE].

Is that correct?

INTERVIEWER: IF RESPONDENT GIVES DIFFERENT NAME, MAKE SURE YOU ARE TALKING ABOUT THE RIGHT CHILD.

FIRST NAME OF CHILD=CHILD	STRING OF 15	FD2
------------------------------	-----------------	-----

FD2
ALL

And [CHILD]'s last name is [FILL FOR LAST NAME OF CHILD FROM FILE], correct?

INTERVIEWER: IF RESPONDENT GIVES DIFFERENT NAME, MAKE SURE YOU ARE TALKING ABOUT THE RIGHT CHILD.

LAST NAME OF CHILD=CHILD	STRING OF 15	FD3
-----------------------------	-----------------	-----

FD3
ALL

Is [CHILD] male or female?

INTERVIEWER: CODE WITHOUT ASKING.

MALE	1	FD4.1
FEMALE	2	
DK	D	
R	R	

FD4.1
ALL

What is [CHILD]'s birth date?

CHILD'S BIRTH DAY	MM/DD/YYYY	FD4.2
DK	D	
R	R	

FD4.2
ALL

INTERVIEWER: DETERMINE IF RESPONDENT IS REPORTING ON RIGHT CHILD.

FILE:

FIRST NAME CHILD
 LAST NAME OF CHILD
 BIRTH DAY OF CHILD

REPORTED BY RESPONDENT:

FIRST NAME CHILD
 LAST NAME OF CHILD
 BIRTH DAY OF CHILD

CORRECT CHILD	1	FD4.4
NOT CORRECT CHILD	2	FD4.3

FD4.3
IF FD4.2=2

I'm sorry, it appears there is a problem with our records. I need to contact my supervisor and I will contact you again to reschedule an appointment.

INTERRUPT INTERVIEW AND CONSULT SUPERVISOR

FD4.4
ALL

I also would like to make sure that I have your name correctly. What is your first name?

RESPONDENT'S FIRST NAME	STRING OF 15	FD4.5
DK	D	
R	R	

FD4.5
ALL

What is your last name?

RESPONDENT'S LAST NAME	STRING OF 15	FD4.6
DK	D	
R	R	

FD4.6
ALL

INTERVIEWER: CODE WITHOUT ASKING. IS RESPONDENT MALE OR FEMALE?

MALE	1	FD7
FEMALE	2	

FD7
ALL

How are you related to [CHILD]?

INTERVIEWER: PROBE FOR TYPE OF PARENT

BIOLOGICAL/BIRTH PARENT	1	FD9
STEP PARENT	2	
ADOPTIVE PARENT	3	
FOSTER PARENT	4	
GRANDPARENT	5	
GREAT GRANDPARENT	6	
PARENT'S/ BOY OR GIRLFRIEND	7	
OTHER RELATIVE (SPECIFY:_____)	8	
OTHER NON-RELATIVE (SPECIFY:_____)	9	
DK	d	
REF	r	

FD9
ALL

Now I have some questions about the people [CHILD] lives with.

Do you currently live with [CHILD] ...

All or almost all of the time,	1	FD10
About half of the time,	2	
Some of the time, or	3	
None of the time?	4	
DK	d	
REF	r	

FD10
ALL
you and IF FD9<4

Not including [you and] [CHILD], how many other people lived in the same household during the past 30 days?

ENTER TOTAL NUMBER	FF	IF = 0 FD17. ELSE FD12
DK	d	FD17
REF	r	

BEGIN LOOP FOR FD12
LOOP [ANSWER IN FD10] TIMES TO GET INFORMATION FOR ALL PEOPLE IN HOUSEHOLD
LOOP=NUMBER IN THE LOOP

FD12.1
IF FD10 NE 0, D, OR R AND LOOP LE FD10
you and IF FD9<4
Oldest IF LOOP=1 AND FD10>1 second oldest, third oldest, etc IF LOOP>1.

(IF FD10>1 AND LOOP=1) Starting with the oldest person that lived with [you and] [CHILD] during the past 30 days, is this person a male or a female?

(IF FD10>1 AND IF LOOP>1) Now thinking about the [second, third, etc. oldest] person, is this person a male or a female?

(IF FD10=1) Is this person a male or a female?

MALE	1	FD12.2
FEMALE	2	

FD12.2
IF FD10 NE 0, D, OR R AND LOOP LE FD10
he IF FD12.1 =MALE; she IF FD12.1 =FEMALE

How old is [she/he]?

PROBE: Your best estimate is fine.

INTERVIEWER: IF LESS THAN 1 YEAR OLD ENTER ZERO

AGE	FF	FD12.3
DK	D	
REF	R	

FD12.3
IF FD10 NE 0, D, OR R AND LOOP LE FD10
he IF FD12.1 =MALE; she IF FD12.1 =FEMALE
Oldest IF LOOP=1
second oldest, third oldest, etc IF LOOP>1.
you and IF FD9<4
<i>reduce the categories? Too many</i>

And, how is [she/he] related to [CHILD]?

PROBE: This is the [oldest/second oldest etc] who lived with [you and] [CHILD] in the past 30 days?

INTERVIEWER: PROBE FOR TYPE OF PARENT OR SIBLING

IF FD12.1=FEMALE	IF FD12.1=MALE		
MOTHER	FATHER	1	FD12.4.1
GRANDMOTHER	GRANDFATHER	2	FD12.4
GREAT GRANDMOTHER	GREAT GRANDFATHER	3	
MOTHER'S PARTNER/BOYFRIEND	FATHER'S PARTNER/BOYFRIEND	4	
SISTER	BROTHER	5	FD12.4.2
NIECE	NEPHEW	6	FD12.4
COUSIN	COUSIN	7	
AUNT	UNCLE	8	FD12.4
OTHER RELATIVE (SPECIFY:_____)	OTHER RELATIVE (SPECIFY:_____)	9	
OTHER NON-RELATIVE (SPECIFY:_____)	OTHER NON-RELATIVE (SPECIFY:_____)	11	
OTHER (SPECIFY)	OTHER (SPECIFY)	12	
DK	DK	d	FD12.4
REF	REF	r	

FD12.4.1
IF FD12.3=1
he IF FD12.1=MALE; she IF FD12.1=FEMALE
father IF FD12.1=MALE; mother IF FD12.1=FEMALE

Is [she/he] [CHILD]'s biological step, adoptive or foster [father/mother]?

BIOLOGICAL OR BIRTH	1	FD12.5
STEP	2	
ADOPTIVE	3	
FOSTER	4	
DK	D	
REF	R	

FD12.4.2
IF FD12.3 =2
he IF FD12.1=MALE; she IF FD12.1=FEMALE
brother IF FD12.1=MALE; sister IF FD12.1=FEMALE

Is [she/he] [CHILD]'s full, half, step, adoptive, or foster [brother/sister]?

FULL	1	FD12.5
STEP	2	
ADOPTIVE	3	
FOSTER	4	
DK	D	
REF	R	

FD12.4
IF FD12.2 <18
he IF FD12.1=MALE; she IF FD12.1=FEMALE

Has [she/he] ever attended a Early Head Start Program?

YES	1	FD12.5
NO	2	
DK	D	
REF	R	

FD12.5
IF LOOP=FD10
you and IF FD9<4

Was there anybody else living with you and [CHILD] in the same household in the past 30 days that you did not mention yet?

YES	1	FD10=FD10+1 AND CONTINUE LOOP
NO	2	FD13
DK	D	
REF	R	

END LOOP FD12

FD13
ALL
<i>Final version of question still pendin;may change order of this question and ask later</i>

The next question is about your educational background. What is the highest grade or year of school that you have completed or what are the highest degrees, diplomas or certificates you have received?

IF RESPONDENT SAYS, "NONE", ASK: Did you complete an elementary, middle or junior high school program?

IF RESPONDENT SAYS, " HIGH SCHOOL OR HIGH SCHOOL DIPLOMA", ASK: Did you receive a high school diploma or GED?

PROBE FOR OTHER DEGREES.

NONE	1	FD17
UP TO 8TH GRADE /ELEMENTARY, MIDDLE OR JUNIOR HIGH SCHOOL DIPLOMA	2	
11 AND 12TH GRADE	3	
12TH GRADE BUT NO HIGH SCHOOL DIPLOMA	4	
GED CERTIFICATE	5	
HIGH SCHOOL DIPLOMA	6	
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	7	
VOC/TECH DIPLOMA	8	
SOME COLLEGE BUT NO DEGREE	9	
ASSOCIATE'S DEGREE	10	
BACHELOR'S DEGREE	11	
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	12	
MASTER'S DEGREE (MA, MS)	13	
DOCTORATE DEGREE (PHD, EDD)	14	
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.	15	
DK	2	
REF	R	

FD17
ALL

Are you currently attending school, participating in any training program or taking any classes? Please include GED classes, vocational or trade school, job skills training or programs, Job Corps and college courses?

YES	1	FD18
NO	2	
DK	d	
REF	r	

FD18
ALL

Are you currently working at a job or business for pay? This includes temporary jobs, working in your own business, being in the military, or any other type of work you get paid for.

YES	1	FD19
NO	2	FD18.1
DK	d	
REF	r	

FD18.1

IF FD18<>YES

Are you currently...

Unemployed, Looking for work, or laid off	1	FD24
Disabled or retired,	2	
Not working,	3	
Or are you doing something else? (DESCRIBE)	4	
IN PRISON/JAIL	6	
DK	d	
REF	r	

FD19

IF FD18= 1

How many different jobs do you currently have?

ENTER TOTAL NUMBER	FF	FD20
DK	d	
REF	r	

FD20
IF FD18=1
adding up the hours from all your current jobs IF FD19>1

[Adding up the hours from all your current jobs], about how many hours per week do you usually work for pay??

PROBE IF HOURS VARY: What are the average number of hours per week you work?

.

ENTER TOTAL HOURS	FF	FD21
DK	d	
REF	r	

FD21
IF FD18=1

(IF MORE THAN 1 JOB FD19>1) Thinking about the job where you work the most hours per week, do you regularly work....

(IF ONE JOB FD19=1) Do you regularly work...

		YES	NO	DK	REF	FD22
a	Weekdays?	1	2	d	r	
b	Evening (6PM TO 11 PM)?	1	2	d	r	
c	Nights (11PM TO 7 AM)?	1	2	d	r	
d	Weekends?	1	2	d	r	
e	Different times each week?	1	2	d	r	
	DK	1	2	d	r	
	REF	1	2	d	r	

FD22
IF FD18=1
any of IF FD19>1; [s] IF FD19>1

Are you eligible for any of the following benefits at [any of] your job[s]? By eligible we mean the benefit is available to you now, even if you have decided not to receive it or do not need it. What about...

		YES	NO	DK	R	FD22.1
a	Health insurance?	1	2	d	r	
b	Sick leave?	1	2	d	r	
c	Paid vacation?	1	2	d	r	

FD22.1

IF FD18=1

What are your earnings before taxes and other deductions? Please include in the amount tips, commissions, and regular overtime pay from all the jobs you currently have.

Probe: You can give me the amount per hour, per week, per two weeks, per two times a month, per month, or per year.

INTERVIEWER: IF RESPONDENT CAN ONLY REPORT EARNINGS AFTER TAXES ENTER THE AMOUNT OF EARNINGS AFTER TAXES AND CONTINUE.

AMOUNT	FFF,FFF.FF	FD23
DK	d	
REF	r	

FD23

IF FD18=1 and FD22.1 NE DK, REF

Is this amount ...

INTERVIEWER: CODE WITHOUT ASKING IF KNOWN.

Per hour,	1	FD23.3
Per day,	2	
Per week,	3	
Per two weeks,	4	
Per two times a months	5	
Per month, or	6	
Per year?	7	
DK	d	
REF	r	

FD23.3
IF FD23<>DK OR REF
<i>Comment: spit question to make reporting easier</i>

Just to confirm, this amount is before taxes?

INTERVIEWER: CODE WITHOUT ASKING IF KNOWN.

INTERVIEWER: IF 'NO' CONFIRM IF AFTER TAXES

YES, BEFORE TAXES	1	FD24
NO, AFTER TAXES	2	
DK	D	
REF	R	

FD24

ALL

Now I would like to ask you about types of income and support you or members of your household may currently be receiving. Do you or any other members of your household currently receive income or a check from...

		YES	NO	DK	R
a	[STATE FOR TANF=TANF BOX] or welfare	1	2	d	r
b	General Assistance, General Relief or [LOCAL NAME]?	1	2	d	r
c	Security Retirement Disability, SSI, SSDI, Survivor's Benefits or SSA?	1	2	d	r
e	Unemployment insurance benefits?	1	2	d	r
f	Food stamps?	1	2	d	r
g	WIC?	1	2	d	r
h	Child support payments?	1	2	d	r
i	Medicaid,[state fill for CHIP] or any other government medical assistance? or	1	2	d	r
j	Did you receive some other type of assistance I did not mention? (Specify:_____)	1	2	d	r

TANF box STATE WELFARE AGENCIES			
Alabama	FA (Family Assistance Program)	Nebraska	Employment First
Alaska	ATAP (Alaska Temporary Assistance Program)	Nevada	TANF
Arizona	EMPOWER (Employing and Moving People Off Welfare and Encouraging Responsibility)	New Hampshire	FAP (Family Assistance Program), financial aid for work exempt families NHEP (New Hampshire Employment Program), financial aid for work-mandated families
Arkansas	TEA (Transitional Employment Assistance)	New Jersey	WFNJ (Work First New Jersey)
California	CALWORKS (California Work Opportunity and Responsibility for Kids)	New Mexico	NM Works
Colorado	Colorado Works	New York	FA (Family Assistance Program)
Connecticut	JOBS FIRST	North Carolina	Work First
Delaware	ABC (A Better Chance)	North Dakota	TEEM (Training, Employment, Education Management)
District of Columbia	TANF	Ohio	OWF (Ohio Works First)
Florida	Welfare Transition Program	Oklahoma	TANF
Georgia	TANF	Oregon	JOBS (Job Opportunities and Basic Skills)
Hawaii	TANF	Pennsylvania	Pennsylvania TANF
Idaho	Temporary Assistance For Families in Idaho	Rhode Island	FIP (Family Independence Program)
Illinois	TANF	South Carolina	Family Independence
Indiana	TANF, cash assistance, IMPACT (Indiana Manpower Placement and Comprehensive Training, TANF work program)	South Dakota	TANF
Iowa	FIP (Family Investment Program)	Tennessee	Families First
Kansas	Kansas Works	Texas	Texas Works (Department of Human Services), cash assistance Choices (Texas Workforce Commission, TANF work program) FEP (Family Employment Program)
Kentucky	K-TAP (Kentucky Transitional Assistance Program)	Utah	
Louisiana	FITAP (Family Independence Temporary Assistance Program) cash assistance STEP (Strategies to Empower People)	Vermont	ANFC (Aid to Families with Needy Children), cash assistance Reach Up, TANF work program
Massachusetts	TAFDC (Transitional Aid to Families with Dependent Children), cash assistance ESP (Employment Services Program),	Virginia	VIEW (Virginia Initiative for Employment, Not Welfare)

Michigan	TANF work program	Washington	WorkFirst
Minnesota	FIP (Family Independence Program)	West Virginia	West Virginia Works
Mississippi	MFIP (Minnesota Family Investment Program)	Wisconsin	W-2 (Wisconsin Works)
Missouri	TANF	Wyoming	POWER (Personal Opportunities With Employment Responsibility)
Montana	Beyond Welfare		
	FAIM (Families Achieving Independence in Montana)		

FD25
ALL

In the past 12 months, what was your household's total income before taxes and other deductions? Please include your own income and the income of every person living in your household. Please also include the money you may have told me about from jobs and public assistance programs, child support payments as well as any other sources we haven't discussed such as income from rent, interest, and dividends. Was it...

PROBE: Your best estimate is fine.

\$25,000 or less or	1	FD26
More than \$25,000?	2	FD27
DK	d	FD28
REF	r	FD28

FD26
IF FD25=1

Was it...

INTERVIEWER: YOU CAN STOP READING RESPONSE CATEGORIES IF RESPONDENT PROVIDES ANSWER.

\$5000 or less,	1	FD28
More than \$5,000 but less than \$10,000,	2	
More than \$10,00 but less than \$15,000	3	
More than \$15,000 but less than \$20,000, or	4	
More than \$20,00 but less than or equal to \$25,000?	5	
DK	d	
REF	r	

FD27
IF FD25=2

Was it...

INTERVIEWER: YOU CAN STOP READING RESPONSE CATEGORIES IF RESPONDENT PROVIDES ANSWER.

More than \$25,000 but less than \$30,000,	1	FD28
More than \$30,000 but less than \$35,000,	2	
More than \$35,000 but less than \$40,000,	3	
More than \$40,000 but less than \$50,000,	4	
More than \$50,000 but less than \$75,000,	5	
More than \$75,000 but less than \$100,000,	6	
More than \$100,000 but less than \$200,000, or	7	
More than \$200,000?	8	
DK	d	
REF	r	

FD28
ALL
he if FD3 =MALE; she if FD3=FEMALE

Since [CHILD] started first grade, in how many different places has [she/he] lived for at least four months or longer? Please include the place where [CHILD] is living now.

ENTER TOTAL NUMBER	FF (RANGE>0)	FD29
DK	d	
REF	r	

FD29
ALL
he If FD3 =MALE; she IF FD3=FEMALE

Since [CHILD] started first grade, has [he/she] ever been homeless?

PROBE: Being homeless includes staying at a shelter, living on the streets, or staying for a period of time with friends or family without having a place of your own.

YES	1	CH1
NO	2	
DK	d	
REF	r	

SECTION 2 CHILD'S HEALTH

CH1
ALL

Now, I have a few questions about [CHILD]'s health.

In the past year, did you or someone else take [CHILD] for a well-child care visit or regular checkups?

YES	1	CH3
NO	2	
DK	d	
REF	r	

CH3
ALL
he If FD3 =MALE; she IF FD3=FEMALE

What kind of place does [CHILD] usually go to when [he/she] is sick? Is it....

A doctor's office (including an HMO)	1
The emergency room at a hospital,	2
A clinic or hospital outpatient department, or	3
Some other place (DESCRIBE)	4
CHILD DOES NOT GET SICK OR GO TO DOCTOR	5
DK	d
REF	r

CH4
ALL

How are [CHILD]'s health care services primarily covered or paid for right now? Are they...

Covered by Medicaid, [LOCAL NAME FOR CHIP], or any other government program that pays for [CHILD]'s healthcare,	1	CH5
Covered by a private insurance through an employer or directly purchased by you or some one else,	2	
Do you or someone else mostly pay for these services out of your own pocket,	3	
Are these services provided free of charge, or	4	
Are these services covered or paid for some other way (specify)?	5	
CHILD NEVER GOES TO THE DOCTOR	6	
DK	d	
REF	r	

CH5
ALL

In the past year did you or someone else take [CHILD] to visit a dentist for a routine check-up or cleaning?

YES	1	CH6
NO	2	
DK	d	
REF	r	

CH6
ALL
he If FD3 =MALE; she IF FD3=FEMALE
<i>Take out blindness and deafness; still make a decision if ever question and treatment since 1st grade</i>

Since [CHILD] started first grade, has [he/she] been diagnosed by a health professional or any other professional with any of the following conditions?

						(IF YES) Did [CHILD] receive treatment for this?			
		YES	NO	DK	REF	YES	NO	DK	REF
a	ADD or ADHD?	1	2	d	r	1	2	d	r
b	Allergies?	1	2	d	r	1	2	d	r
c	Chronic sinusitis ?	1	2	d	r	1	2	d	r
d	Asthma?	1	2	d	r	1	2	d	r
e	Diabetes?	1	2	d	r	1	2	d	r
f	Emotional problem?	1	2	d	r	1	2	d	r
g	A hearing problem?	1	2	d	r	1	2	d	r
h	Lead poisoning?	1	2	d	r	1	2	d	r
i	Obesity or being overweight?	1	2	d	r	1	2	d	r
j	A vision problem which requires glasses?	1	2	d	r	1	2	d	r
k	Injuries or accidents requiring medical care?	1	2	d	r	1	2	d	r
						CH7			

CH7
ALL
him If FD3 =MALE; her IF FD3=FEMALE
<i>comment: word change</i>

Does [CHILD] regularly take any medications prescribed to [him/her] by a doctor?

YES	1	CH8
NO	2	CH9
DK	d	CH9
REF	r	

CH8
IF CH7= 1
<i>comment: word change</i>

What is the medication prescribed for?

CODE ALL THAT APPLY.

ASTHMA	1	CH9
ADD/ADHD	2	
OTHER	3	
DK	d	
REF	r	

CH9
ALL

Overall, would you say [CHILD]'s health is...

Excellent,	1	CE1
Very Good,	2	
Good,	3	
Fair, or	4	
Poor?	5	
DK	d	
REF	r	

**SECTION 3
CHILD'S EDUCATION**

CE1
ALL

Now I would like to talk with you about [CHILD]'s school experiences.

Is [CHILD] currently attending or enrolled in school?

INTERVIEWER: IF THE CHILD IS HOME SCHOOLED ANSWER NO.

YES	1	CE3
NO	2	CE2
DK	d	CE3
REF	r	

CE2
IF CE1=NO

What is the main reason [CHILD] is currently not attending or enrolled in school?

BEING HOME SCHOOLED	1	CE11
ILLNESS/INJURY	2	CE2.1
SUSPENSION	3	
EXPULSION FROM SCHOOL	4	
SCHOOL VACATION/BREAK	5	
OTHER REASON (SPECIFY)	6	
DK	d	
REF	r	

CE2.1

IF CE1=NO

How long has [CHILD] been out of school for this reason?

INTERVIEWER: ENTER WEEKS HERE AND MONTHS ON NEXT SCREEN. IF LESS THAN ONE MONTH ENTER ZERO.

INTERVIEWER: IF CHILD HAS NEVER BEEN IN SCHOOL, ENTER '99'

NUMBER OF WEEKS NOT IN SCHOOL	FF	CE2.2
DK	d	
REF	r	

CE2.2

IF CE1=NO

INTERVIEWER: ENTER MONTHS HERE.

NUMBER OF YEARS NOT IN SCHOOL	FF	CE3 OR CE29
DK	d	
REF	r	

CE3

If CE1=1 OR (IF CE2<>1 AND CE2.1/CE2.2 < XX AMOUNT OF TIME TO BE DETERMINED)

(IF CE1=1) What is the name of the school that [CHILD] is attending or enrolled in now?

(IF CE2.1/CE2.2<XX TIME) What is the name of the school that [CHILD] was attending or enrolled in most recently?

PROBE: We will need this information to contact the [CHILD]'s teacher.

NAME OF CURRENT SCHOOL=[SCHOOL]	String of 30	CE4
DK	d	
REF	r	

CE4

If CE1=1 OR IF CE2<>1 AND CE2.1/CE2.2 < XX AMOUNT OF TIME TO BE DETERMINED

What is the school's address?

INTERVIEWER: PROBE FOR AS MUCH ADDRESS INFORMATION AS YOU CAN (NUMBER AND STREET NAME).

ADDRESS SCHOOL	STRING OF 30	CE5
DK	d	
REF	r	

CE5
If CE1=1 OR IF CE2<>1 OR CE2.1/CE2.2 < XX AMOUNT OF TIME TO BE DETERMINED

What city is that school in?

INTERVIEWER: CODE IF ALREADY KNOWN.

NAME OF CITY	STRING OF 15	CE6
DK	d	
REF	r	

CE6
If CE1=1 OR IF CE2<>1 OR CE2.1/CE2.2 < XX AMOUNT OF TIME TO BE DETERMINED
<i>considering taking these questions and get info from unified school files</i>

Is this a public or private school?

PUBLIC	1	CE6.1
PRIVATE	2	CE8
DK	d	CE8.1
REF	r	

CE6.1

IF CE6=1

Did you or someone else choose this school for [CHILD] or was [CHILD] assigned to this school?

INTERVIEWER: IF ASSIGNED SCHOOL IS ALSO CHOSEN SCHOOL CODE 'ASSIGNED'.

SCHOOL CHOSEN	1	CD7
SCHOOL ASSIGNED	2	
DK	d	
REF	r	

CE7

IF CE6=1

Is this public school....

A regular school,	1	CE9
A school with a magnet program such as a science, math or a foreign language immersion program,	2	
A charter school,	3	
A special education school which <u>primarily</u> serves children with disabilities, or	4	
Some other type of public school (specify)?	5	
DK	d	
REF	r	

CE8
IF CE6=2

Is this private school...

A Catholic school,	1	CE8.1
A school with another religious background or affiliation,	2	
A non-religious school without a religious background or affiliation, or	3	
Some other private school (specify)?	4	
DK	d	
REF	r	

CE8.1
If CE6=2

Is this a special education school, which primarily serves children with disabilities?

INTERVIEWER: DO NOT ASK IF ALREADY KNOWN.

YES	1	CE9
NO	2	
DK	d	
REF	r	

CE9

IF CE6=1,2

What is the lowest grade taught at this school?

INTERVIEWER: IF RESPONDENT ANSWERS 1ST GRADE, PROBE IF SCHOOL HAS A KINDERGARTEN OR NURSERY/PREKINDERGARTEN PROGRAM.

PRE KINDERGARTEN (INCLUDE HEAD START)	N	CE10
KINDERGARTEN	K	
1 ST	1	
2 ND	2	
3 RD	3	
4 ^T	4	
5 TH	5	
6 TH	6	
7 TH	7	
8 ^T	8	
9 TH	9	
10 TH	10	
11 TH	11	
12 TH	12	
SCHOOL DOES NOT HAVE GRADES	99	CE12
DK	d	
	r	

CE10
IF CE9 <>99

What is the highest grade taught at this school?

KINDERGARTEN	K	CE11
1 ST	1	
2 ND	2	
3 RD	3	
4 ^T	4	
5 TH	5	
6 TH	6	
7 TH	7	
8 ^T	8	
9 TH	9	
10 TH	10	
11 TH	11	
12 TH	12	
DK	d	
REF	r	

CE11

(IF CE1=YES OR CE2=1 OR (CE2.1/2.2<XX AMOUNT OF TIME)) AND CE9<>99

(IF CE1=YES) What grade is [CHILD] currently enrolled in?

(IF CE1=N0) What grade was [CHILD] most recently enrolled in?

(IF CE2=1) At what grade level is [CHILD] currently taught?

KINDERGARTEN	K	
1 ST	1	
2 ND	2	
3 RD	3	
4 TH	4	
5 TH	5	
6 TH	6	
7 TH	7	
8 TH	8	
9 TH	9	
10 TH	10	
11 TH	11	
NOT IN A GRADE	99	
DK	d	
REF	r	

CE12
IF CE1=YES OR CE2.1/2.2<XX AMOUNT OF TIME
him If FD3 =MALE; she IF FD3=FEMALE

Now, I would like to have some information about [CHILD]'s teacher.

Does [CHILD] have one primary or main teacher who usually teaches [him/her] all major subjects including reading, math or social science? This would be the teacher [CHILD] spends the largest part of the school day with.

Or, does [CHILD] have different teachers for the major subjects such as reading, English, math, or social science?

IF CHILD SPENDS **MOST OF SCHOOL DAY** WITH SPECIAL EDUCATION TEACHER, CODE THIS TEACHER AS PRIMARY OR MAIN TEACHER.

A PRIMARY OR MAIN TEACHER	1	CE12.1
DIFFERENT TEACHERS	2	
SOME DIFFERENT KIND OF ARRANGEMENT (SPECIFY)	3	
DK	d	
REF	r	

CE12.1
CE12<>REF

(IF CE12=1) What is the name of [CHILD]'s primary or main teacher?

(IF CE12=2,3, OR DK) What is the name of the teacher who teaches [CHILD] reading or English?

Please give me the teacher's first and last name if you can.

IF CHILD DOES NOT HAVE ENGLISH TEACHER PROBE: You can also give me the name of the teacher who teaches [CHILD] math or social sciences.

INTERVIEWER: THE CHILD CAN BE CONSULTED IF RESPONDENT IS NOT SURE OF THE TEACHER'S NAME

NAME OF TEACHER	STRING OF 30	CE12.2 OR CE 13
DK	d	CE18
REF	r	

CE12.2
If CE12=2

What subject(s) does this teacher teach?

INTERVIEWER: CODE WITHOUT ASKING IF KNOWN

SUBJECT	STRING OF 30	CE13
DK	d	
REF	r	

CE13
IF CE12.1 <> REF

Is this teacher male or female?

INTERVIEWER: CODE WITHOUT ASKING IF KNOWN

MALE	1	CH17
FEMALE	2	
DK	d	
REF	r	

CE17
IF CE12.1 <> REF

Including [CHILD] about how many students are in the class with this teacher?

PROBE: Your best estimate is fine.

TOTAL NUMBER OF STUDENTS	FF	CE18
DK	d	
REF	r	

CE18

IF CE1=YES OR CE2.1/2.2<XX AMOUNT OF TIME

During this school year, how often has [CHILD] been absent from school for any reason? Would you say....

Never,	1	CE29
Once or twice,	2	
About once a month,	3	CE19
A few times a month, or	4	
Once a week or more?	5	
DK	d	CE29
REF	r	

CE19

IF CE18=3, 4 OR 5, OR DK

What was the main reason for these absences?

INTERVIEWER CODE ONE.

ILLNESS	1	CE29
OTHER PHYSICAL PROBLEM	2	
EMOTIONAL OR MENTAL CONDITION	3	
ILLNESS IN THE FAMILY	4	
FAMILY MOVED	5	
STUDENT WAS SHIFTED FROM SCHOOL TO SCHOOL	6	
PARENTAL OBJECTION	7	
SUSPENSION / EXPULSION	8	
TRUANCY	9	
OTHER (SPECIFY)	10	
DK	d	
REF	r	

CE29
ALL
<i>Categories not yet decided</i>

Does [CHILD] have any of the following disabilities?

		YES	NO	DK	REF
a	A specific learning disability ?	1	2	d	r
b	A speech or language impairment ?	1	2	d	r
c	Mental retardation ?	1	2	d	r
d	A health impairment?	1	2	d	r
e	An orthopedic or physical impairment?	1	2	d	r
f	Multiple impairments?	1	2	d	r
g	Developmental delay?	1	2	d	r
h	Autism?	1	2	d	r
i	A traumatic brain injury?	1	2	d	r
j	Deafness?	1	2	d	r
k	Blindness? or	1	2	d	r
l	Some other disability(Specify)?	1	2	d	r
		CE30			

CE30
ALL

Has [CHILD] ever had an Individualized Education Plan or IEP?

YES	1	CE31
NO	2	CE34
DK	d	CE34
REF	r	

CE31
IF CE30=1

In what grade did [CHILD] first have an IEP?

PRESCHOOL (INCLUDE HEAD START)	N	
KINDERGARTEN	K	
1st	1	
2nd	2	
3rd	3	
4th	4	
5th	5	
DK	d	
REF	r	

CE32
IF CE30=YES

Does [CHILD] have an IEP now?

YES	1	CE33
NO	2	
DK	d	
REF	r	

CE33
IF CE32=YES

What is the disability classification listed on the most recent IEP?

Please look at this answer card when deciding on you answer.

A SPECIFIC LEARNING DISABILITY	1
SERIOUS EMOTIONAL DISORDER	2
A SPEECH OR LANGUAGE IMPAIRMENT	3
MENTAL RETARDATION	4
BLINDNESS/VISUAL IMPAIRMENT	5
DEAFNESS/HEARING PROBLEM	6
HEALTH IMPAIRMENT	7
AN ORTHOPEDIC OR PHYSICAL IMPAIRMENT	8
MULTIPLE IMPAIRMENTS	9
DEVELOPMENTAL DELAY	10
AUTISM	11
A TRAUMATIC BRAIN INJURY	12
OTHER (SPECIFY)	13
DK	d
REF	r

CE34
CE1=YES
<i>WAITING ON DECISION FOR THESE QUESTIONS</i>

Does [CHILD] currently receive any of the following services at school during the regular school day?

		YES	NO	DK	REF	
a	Individual tutoring in reading?	1	2	d	r	CE41
b	Individual tutoring in math?	1	2	d	r	
c	Gifted and talented program?	1	2	d	r	
d	Special education or related services?	1	2	d	r	CE35
e	Individual or group counseling?	1	2	d	r	CE41

CE35
IF CE34d=1

Approximately what portion of the regular school day is [CHILD] served by a special education program? Would you say it is....

All day,	1	CE41
most of the day,	2	
half the day,	3	
just a couple of hours per day, or	4	
or once a week or less often?	5	
DK	d	
REF	r	

CE41
ALL
current IF CE1=1; most recent IF CE1<>1

Now I would like to talk about other schools [CHILD] has attended since starting first grade.

Since [CHILD] started first grade, how many different schools has [CHILD] attended? Please include the [current/most recent] school that [CHILD] is attending in your count.

INTERVIEWER: IF CHILD HAS BEEN HOMESCHOOLED COUNT THE HOMESCHOOL AS A SEPARATE SCHOOL.

ENTER NUMBER OF DIFFERENT SCHOOLS	FF	CE42.1 or CE48.1
DK	d	
REF	r	

CE42.1
IF CE41>1

(CE1=1) Which school has [CHILD] attended the longest since first grade? Is it the school [he/she] is currently attending or is it another school?

(IF CE2.1/2.2<XX AMOUNT OF TIME) Which school has [CHILD] attended the longest since first grade? Is it the school [he/she] most recently attended or is it another school?

SCHOOL CHILD IS CURRENTLY ATTENDING OR ATTENDED MOST RECENTLY	1	CE46
ANOTHER SCHOOL	2	CE42.2
DK	d	CE46
REF	r	

CE42.2
IF CE42.1=2

What is the name of this other school?

NAME OF OTHER SCHOOL	STRING OF 30	CE45
DK	d	
REF	r	

CE45
CE42.1=2

What city is this other school in?

NAME OF CITY OTHER SCHOOL	STRING OF 30	CE46
DK	d	
REF	r	

CE46
IF CE41>1

(CE42.1=1) Including the grade the child is currently attending, how many grades has [CHILD] attended at his/her current school since starting first grade?

(CE42.1=2) How many grades did CHILD attend at this other school since starting first grade?

INTERVIEWER: IF CHILD ATTENDED PART OF A GRADE IN THIS SCHOOL INCLUDE THIS GRADE IN THE COUNT.

NUMBER OF GRADES	FF	
DK	d	
REF	r	

CE47

If CE42.1=2

What is the lowest grade taught at this other school?

INTERVIEWER: IF RESPONDENT ANSWERS 1ST GRADE, PROBE IF SCHOOL HAS A KINDERGARTEN OR NURSERY/PREKINDERGARTEN PROGRAM.

NURSERY/PRESCHOOL, PREK, HEAD START	N	CE48
KINDERGARTEN	K	
1 ST	1	
2 ND	2	
3 RD	3	
4 TH	4	
5 TH	5	
6 TH	6	
7 TH	7	
8 TH	8	
9 TH	9	
10 TH	10	
11 TH	11	
12 TH	12	
SCHOOL DOES NOT HAVE GRADES	99	CE48.1
DK		d
		r

CE48

If CE47<>99

What is the highest grade taught at this other school?

KINDERGARTEN	K	CE48.1
1 ST	1	
2 ND	2	
3 RD	3	
4 ^T	4	
5 TH	5	
6 TH	6	
7 TH	7	
8 ^T	8	
9 TH	9	
10 TH	10	
11 TH	11	
12 TH	12	
SCHOOL DOES NOT HAVE GRADES	99	
DK	D	
REF	R	

CE48.1
ALL

Has [CHILD] ever been required to attend summer school?

YES	1	CE49
NO	0	CE49.1
DK	d	
REF	r	

CE49
IF CE48.1= 1

How many times did [he/she] attend summer school?

NUMBER OF SUMMERS	FF	CE49.1
DK	D	
REF	R	

CE49.1
ALL ?

Has [CHILD] ever repeated any grades?

YES	1	CE50
NO	2	CE51
DK	D	
REF	R	

CE50
IF CE49=1

Which grades did [CHILD] repeat?

CODE ALL THAT APPLY

		YES	NO	DK	REF	CE51
A	KINDERGARTEN	1	2	D	R	
B	1 ST	1	2	D	R	
C	2 ND	1	2	D	R	
D	3 RD	1	2	D	R	
E	4 TH	1	2	D	R	
F	5 TH	1	2	D	R	
G	6 TH	1	2	D	R	

CE51
IF CE1=YES OR CE2.1/2.2<XX AMOUNT OF TIME

During this school year, have you or another adult contacted [CHILD]'s teacher or school without the teacher or the school contacting you first for any reason having to do with [CHILD]?

YES	1	CE51.1
NO	2	CE52
DK	D	CE52
REF	R	

CE51.1

IF CE50=1

Why did you or another adult contact the teacher or school?

INTERVIEWER: PROBE FOR MULTIPLE REASONS

		YES	NO
A	TO REPORT AN ABSENCE OR TARDINESS	1	2
B	TO DISCUSS PROBLEMS THE CHILD IS HAVING AT SCHOOL	1	2
C	TO REQUEST SPECIAL PLACEMENT OR SERVICES	1	2
D	TO REQUEST EVALUATION BY A SPECIALIST	1	2
F	TO REQUEST A SPECIFIC TEACHER	1	2
G	TO CHECK ON CHILD'S PROGRESS	1	2
H	TO ASK ABOUT HOMEWORK PROBLEMS	1	2
I	OTHER (SPECIFY: _____)	1	2
	DK	D	
	REF	R	
		CE52	

CE52

IF CE1=YES OR CE2.1/2.2<XX AMOUNT OF TIME

WAITING DECISION; WITH G CONFUSION IF THIS MEANS FOREIGN LANGUAGE OR JUST FIGURRATIVELY

During this school year, have any of the following reasons made it harder for you or another adult to participate in activities at [CHILD]'s school? How about...

[FOR STATEMENTS a THRU h] Has that made it harder to participate in activities in [CHILD] school?

		YES	NO	DK	REF
a	Inconvenient meeting times	1	2	D	R
b	No child care	1	2	D	R
c	Unable to get time off from work	1	2	D	R
d	Problems with safety going to the school	1	2	D	R
e	The school does not make your family feel welcome	1	2	D	R
f	Problems with transportation to the school	1	2	D	R
g	Problems because you and the teacher don't speak the same language	1	2	D	R
h	You don't hear about things going on at school that you might want to be involved in	1	2	D	R
i	Is there any other reason that has made it harder to participate in activities in [CHILD]'s school? (Specify)	1	2	D	R
		CE53			

CE53

IF CE1=YES OR CE2.1/2.2<XX AMOUNT OF TIME

Since the start of this school year, has [CHILD] participated in any of the following activities outside of school hours on a regular basis? What about...

[STATEMENT a THRU e]

						(IF YES) Were any of these activities provided by [CHILD]'s school?			
		YES	NO	DK	REF	YES	NO	DK	REF
a	Art, like music, dance, or painting?	1	2	D	R	1	2	D	R
b	Sports?	1	2	D	R	1	2	D	R
c	Clubs, like yearbook, debate, or a book club?	1	2	D	R	1	2	D	R
d	Other activities such as tutoring others, or math lab?	1	2	D	R	1	2	D	R
e	Any other activities? (Specify)	1	2	D	R	1	2	D	R

CE55
IF CE1=YES OR CE2.1/2.2<XX AMOUNT OF TIME
himself IF FD4.6=MALE; herself IF FD4.6=FEMALE

Sometimes children take care of themselves, either at home or somewhere else, without an adult or older child responsible for them.

Does [CHILD] take care of [himself/herself] on a regular basis before or after school?

YES	1	CE55
NO	2	HE1
DK	d	
REF	r	

CE56
IF CE55=YES
himself IF FD4.6=MALE; herself IF FD4.6=FEMALE
<i>Parent may report this per day instead of per week</i>

How many hours per week does [CHILD] take of [himself/herself]?

NUMBER OF HOURS	FFF	HE1
DK	d	
REF	r	

SECTION 4 HOME ENVIRONMENT

Homework

HE1
ALL

Now, I have some questions about [CHILD]'s homework. How often does [CHILD] do homework either at home or somewhere else outside of school? Would you say...

Never,	1	HE4
Less than once a week,	2	HE2
1 to 2 times a week,	3	
3 to 4 times a week, or	4	
5 or more times a week?	5	
DK	d	HE4
REF	r	

HE2
IF HE1 NE 1, D OR R

Is the TV usually on in the room where [CHILD] does homework?

YES	1	HE3
NO	2	
DK	d	
REF	r	

HE3
IF HE1 NE 1, D OR R
his IF FD4.6=MALE; her IF FD4.6=FEMALE

How often do you or another adult in the household check to see that [his/her] homework is done? Would you say...

Always,	1	HE4
Often,	2	
Sometimes, or	3	
Never?	4	
DK	d	
REF	r	

HE4
ALL
him IF FD4.6=MALE; her IF FD4.6=FEMALE

During this school year, did [CHILD] have someone to help [him/her] with homework?

YES	1	HE5
NO	2	HE7
DK	d	
REF	r	

HE5
IF HE4=1
his IF FD4.6=MALE; her IF FD4.6=FEMALE

How often did someone help [CHILD] with [his/her] homework? Was it...

Never,	1	HE6
Less than once a week,	2	
1 to 2 times a week,	3	
3 to 4 times a week, or	4	
5 or more times a week?	5	
DK	D	
REF	R	

HE6
IF HE5 NE 1, D OR R

Who usually helped [CHILD] with [his/her] homework?

INTERVIEWER: PROBE FOR RELATIONSHIP TO CHILD

RESPONDENT	1	HE7
OTHER PARENT	2	
PARTNER	3	
SIBLING	4	
GRAND PARENT	5	
OTHER ADULT	6	
SOMEONE AT AFTER SCHOOL PROGRAM	7	
DK	D	
REF	R	

Child's Books

HE7
ALL

About how many children's books, including library books, does [CHILD] have at home right now? Please only include books that are for children and teenagers.

Total Number of Books	FFF	HE8
DK	D	
REF	R	

Family Environment

HE8
ALL

The next questions are about how you and the people who live with you get along and settle arguments.

For each statement, please tell me if you strongly agree, mildly agree, mildly disagree or strongly disagree with this.

[STATEMENT a THRU h] Do you strongly agree, mildly agree, mildly disagree or strongly disagree?

USE ANSWER CARD.

		strongly agree	mildly agree	mildly disagree	strongly disagree	DK	REF
a	We fight a lot.	1	2	3	4	d	r
b	We sometimes get so angry we throw things.	1	2	3	4	d	r
c	We often criticize each other.	1	2	3	4	d	r
d	We sometimes hit each other.	1	2	3	4	d	r
e	There is a feeling of togetherness in our family.	1	2	3	4	d	r
f	We get along really well with each other.	1	2	3	4	d	r
g	We help and support each other.	1	2	3	4	d	r
h	We back each other up.	1	2	3	4	d	r
		MMH1					

**SECTION 5
MATERNAL MENTAL HEALTH**

Maternal Depression

MMH1
ALL

Now, I am going to read you a list of ways you may have felt or behaved in the past week.

Looking at the answers on this card, please tell me how often you have felt this way during the past week.

During the past week how often [STATEMENT a thru l] – Would you say: rarely or never; some or a little of the time; occasionally or a moderate amount of time; or most or all of the time?

USE ANSWER CARD.

		Rarely or never (less than 1 day)	Some or a little of the time (1-2 days)	Occasionally or moderate amount of (3-4 days)	most or all of the time (5-7 days)	DK	REF
a	You felt bothered by things that usually don't bother you	1	2	3	4		
b	You did not feel like eating; your appetite was poor	1	2	3	4		
c	You could not shake off the blues, even with help from family and friends	1	2	3	4		
d	You had trouble keeping your mind on what you were doing	1	2	3	4		
e	You felt depressed	1	2	3	4		
f	You felt that everything you did was an effort	1	2	3	4		
g	You felt fearful	1	2	3	4		
h	Your sleep was restless	1	2	3	4		
i	You talked less than usual	1	2	3	4		
j	You felt lonely	1	2	3	4		
k	You felt sad	1	2	3	4		
l	You could not "get going"	1	2	3	4		
		MMH2					

Maternal Parenting Stress

MMH2
ALL

Having a child can sometimes be stressful. The next questions are about how stressful having [CHILD] has been for you and the ways in which you have had to adjust your life.

For each statement, please tell me if you strongly agree with it, mildly agree, mildly disagree, or strongly disagree.

[STATEMENT a THRU k]. Do you strongly agree, mildly agree, mildly disagree or strongly disagree?

USE ANSWER CARD.

		strongly agree	mildly agree	NOT SURE	mildly disagree	strongly disagree	D K	RE F
a	You find yourself giving up more of your life to meet your [CHILD]'s needs than you ever expected.	1	2	3	4	5	D	R
b	You feel trapped by your responsibilities as a parent	1	2	3	4	5	D	R
c	Since having [CHILD], you have been unable to do new and different things.	1	2	3	4	5	D	R
d	Since having [CHILD], you feel that you are almost never able to do things that you like to do.	1	2	3	4	5	D	R
e	Having [CHILD] has caused more problems than you expected in your relationship with men.	1	2	3	4	5	D	R
f	[CHILD] rarely does thing for you that make you feel good.	1	2	3	4	5	D	R
g	Most times, you feel that [CHILD] does not like you and does not want to be close to you.	1	2	3	4	5	D	R
h	[CHILD] smiles at you much less than you expected.	1	2	3	4	5	D	R
i	When you do things for [CHILD] you get the feeling that your efforts are not appreciated very much .	1	2	3	4	5	D	R
j	You expected to have a closer and warmer feeling for [CHILD] than you do and this bothers you.	1	2	3	4	5	D	R
k	Sometimes [CHILD] does things that bother you just to be mean. (PROBE: Does things knowing it will upset you or make you mad.)	1	2	3	4	5	D	R
		SED1						

**SECTION 6
CHILD'S SOCIAL-EMOTIONAL DEVELOPMENT/BEHAVIOR**

Aggressive Behavior

SED1
ALL

The next questions are about [CHILD]. Please answer all items as well as you can, even if some do not seem to apply to [CHILD].

I am going to read you a list of items that describe children and youths. Thinking about now and in the past 6 months, please tell me for each item if it is has been very true or often true; somewhat or sometimes true; or not at all true for [CHILD].

[STATEMENT A THRU r] Now or in the past 6 months has that been very true or often true; somewhat or sometimes true; or not at all true for [CHILD].

USE ANSWER CARD

		very true or often true	somewhat or sometimes true	Not at all true	DK	REF
a	Argues a lot	1	2	3	d	r
b	Cruelty, bullying, or meanness to others	1	2	3	d	r
c	Demands a lot of attention	1	2	3	d	r
d	Destroys his/her own things	1	2	3	d	r
e	Destroys things belonging to his/her family or others	1	2	3	d	r

f	Disobedient at home	1	2	3	d	r
g	Disobedient at school	1	2	3	d	r
h	Gets in many fights	1	2	3	d	r
i	Physically attacks people	1	2	3	d	r
j	Screams a lot	1	2	3	d	r
k	Stubborn, sullen, or irritable	1	2	3	d	r
l	Sudden changes in mood or feelings	1	2	3	d	r
m	Sulks a lot	1	2	3	d	r
n	Suspicious	1	2	3	d	r
o	Teases a lot	1	2	3	d	r
p	Temper tantrums or hot temper	1	2	3	d	r
q	Threatens people	1	2	3	d	r
r	Unusually loud	1	2	3	d	r
		SED2				

Hyperactivity

SED2
ALL

I have a few more questions about [CHILD]'s behavior.

Again, thinking about now or in the past 6 months, please tell me for each item if this happened never, sometimes, or very often.

[STATEMENT a THRU z] in the past 6 months or now has that happened never, sometimes, or very often?

USE ANSWER CARD

		Never	Sometimes	Very often	DK	REF
a	Disturbs ongoing activities.	3	2	1	d	r
b	Fidgets or moves too much.	3	2	1	d	r
c	Disobeys rules or requests.	3	2	1	d	r
d	Acts impulsively.	3	2	1	d	r
e	Doesn't listen to what others say.	3	2	1	d	r
f	Is easily distracted	3	2	1	d	r
g	Uses free time in an acceptable way.	3	2	1	d	r
h	Keeps room clean and neat without being reminded.	3	2	1	d	r
i	Congratulates family members on their accomplishments.	3	2	1	d	r
j	Puts away toys or other household property.	3	2	1	d	r
k	Volunteers to help family members with tasks.	3	2	1	d	r
l	Helps you with household tasks without being asked.	3	2	1	d	r
m	Attempts household tasks before asking for your help.	3	2	1	d	r

n	Gives compliments to friends or other children in the family.	3	2	1	d	r
o	Completes household tasks within a reasonable time.	3	2	1	d	r
p	Uses time appropriately while waiting for your help with homework or some other task.	3	2	1	d	r
	Speaks in an appropriate tone of voice at home.	3	2	1	d	r
r	Responds appropriately when hit or pushed by other children.	3	2	1	d	r
s	Politely refuses unreasonable requests from others.	3	2	1	d	r
t	Avoids situations that are likely to result in trouble.	3	2	1	d	r
u	Receives criticism well.	3	2	1	d	r
v	Controls temper when arguing with other children.	3	2	1	d	r
w	Ends disagreements with you calmly.	3	2	1	d	r
x	Controls temper in conflict situations with you.	3	2	1	d	r
y	Responds appropriately to teasing from friends or relatives of his or her own age.	3	2	1	d	r
z	Cooperates with family members without being asked to do so.	3	2	1	d	r
		PD1				

SECTION 7 PARENTAL DISCIPLINE

PD1
ALL

Children sometimes do things that are wrong or make their parents angry.

I am going to read you a list of things you might have done when [CHILD] did something wrong, was upset or angry, or when you were angry.

Please think about how often you did these things in the past year.

In the past year, when [CHILD] did something wrong, how often did you [statement a thru f]. Was it every day or almost everyday; a few times a week; a few times a month; about once a month; or never in the past year?

USE ANSWER CARD.

		Every day or almost every day	A few times a week	A few times a month	About once a month	Less than once a month	Never in the past year	D K	R E F
a	Explain why something was wrong.	5	4	3	2	1	0	d	r
b	Sent [CHILD] to [his/her] room, took away privileges or grounded [him/her].	5	4	3	2	1	0	d	r
c	Called [CHILD] dumb or lazy or some other name like that, or threatened to hit [him/her], but did not actually do it.	5	4	3	2	1	0	d	r
d	Shouted, yelled,	5	4	3	2	1	0	d	r

	screamed, swore or cursed at [CHILD]								
e	Said you would send [CHILD] away or kick [CHILD] out of the house	5	4	3	2	1	0	d	r
f	Spanked or hit [CHILD]	5	4	3	2	1	0	d	r
		MS1							

SECTION 8 SUBSTANCE USE

MS1
ALL

Before I ask you the next questions, I'd like to remind you that all the information you give us is confidential and will not be shared with anybody outside the study team.

The next questions are about your use of drugs on your own.

By "on your own" we mean using drugs either without a doctor's prescription, in larger amounts than prescribed, or for a longer period than prescribed. Please look at the list on this card. We do not need to know about your use of a specific drug, just whether you've used any of these drugs. With this definition in mind, have you ever used any of these drugs on your own during the past year?

[SHOW TPK SHOW CARD]

YES	1	MS2
NO	2	
DK	d	
REF	r	

TPK SHOW CARD

HEROIN

HALLUCINOGENS (SUCH AS LSD, ANGEL DUST, PEYOTE, ECSTASY, MDMA, Mescaline)

COCAINE

MARIJUANA OR HASHISH

INHALANTS YOU SNIFF OR BREATHE (SUCH AS AMYL NITRATE, FREON, NITROUS OXIDE, WHIPPETS, GASOLINE, SPRAY PAINT)

ANALGESICS, OR OTHER PRESCRIPTION PAIN KILLERS (SUCH AS TYLENOL WITH CODEINE, DEMEROL, DARVON, PERCODAN, CODEINE, MORPHINE, METHADONE)

AMPHETAMINES OR OTHER STIMULANTS (SUCH AS METAMPHETAMINE, PRELUDIN, DEXEDRINE, RITALIN, SPEED)

TRANQUILIZERS OR NERVE PILLS (SUCH AS LIBRIUM, VALIUM, ACTIVAN, MEPROBAMATE, XANAX)

SEDATIVES, INCLUDING BARBITURATES OR SLEEPING PILLS (SUCH AS SECONAL, HALCYON, METHAQUALONE)

MS2
ALL
<i>See comment for questions related to alcohol use</i>

Have you ever had a problem with using drugs?

YES	1	MS3
NO	2	
DK	d	
REF	r	

MS3
ALL
<i>Comment: see comment related to alcohol</i>

Have you ever felt the need to cut down on your drug use?

YES	1	MS4
NO	2	
DK	d	
REF	r	

MS4
ALL

The next questions are about how frequently you drink alcoholic beverages. By a “drink” we mean either a bottle of beer, a wine cooler, a glass of wine, a shot of liquor, or a mixed drink. With these definitions in mind, what is the largest number of drinks you had in any single day during the past year?

None,	1	MS5
Between 1 and 3,	2	
4 to 10,	3	
11 to 20, or	4	
More than 20 drinks in a single day?	5	
DK	d	
REF	r	

MS5
ALL
<i>Comment: adjust the time frame and this question should be asked with more detail May be ask “ In the past year, did you have any problems keeping a job or getting along with family or friends because of your alcohol use?”</i>

Have you ever had a problem with alcohol?

YES	1	MS6
NO	2	
DK	d	
REF	r	

MS6
ALL
<i>Comment: adjust time frame and may be ask" has a family member or some else ever told you that you should cut down on your drinking" Much more universally used question.</i>

Have you ever felt the need to cut down on your drinking?

YES	1	MS7
NO	2	
DK	d	
REF	r	

MS7
ALL

Do you smoke cigarettes?

YES	1	MS8
NO	2	
DK	d	
REF	r	

MS8
ALL

Does anybody else in your household smoke cigarettes?

YES	1	MS8.2
NO	2	FW1 OR
DK	d	MS8.2
REF	r	

MS8.1
IF MS7=YES OR MS8=YES

(MS8=NO) Do you smoke inside the house?

(IF MS8=YES) Do you or anybody else smoke inside the house?

YES	1	FW1
NO	2	
DK	d	
REF	r	

**SECTION 9
FAMILY WELL BEING**

Your Health

FW1
ALL

In general, would you say your health is....

Excellent,	1	FW2
Very good,	2	
Good,	3	
Fair, or	4	
Poor?	5	
DK	d	
REF	r	

Domestic Violence

FW2
ALL

In the past year, has [CHILD] been a witness to domestic violence?

YES	1	FW3
NO	2	
DK	d	
REF	r	

FW3
ALL

In the past year, has [CHILD] lived with someone who had a problem with alcohol or drugs?

YES	1	
NO	2	
DK	d	
REF	r	

Social Services Received

FW4
ALL

In the past year, did you or anyone in your household meet or talk with a social worker, case manager, service coordinator, or family advocate who provided any of the following services either in person or over the phone?
What about

		YES	NO	(IF YES)							
a	Mental health services?	1	2	Did you receive these services?	YES	NO	DK	REF			
				1	2	d	r				
				Did [CHILD] receive these services?	YES	NO	DK	REF			
				1	2	d	r				
				Did someone else in your household receive these services?	YES	NO	DK	REF			
				1	2	d	r				
b	Child protective services?	1	2								
c	Substance use services?	1	2	Did you receive these services?	YES	NO	DK	REF			
				1	2	d	r				
				Did someone else in your household receive these services? else?	YES	NO	DK	REF			
				1	2	d	r				
									FW1		

Section on Biological Parent

FA1
IF FD7=1,2
mother IF FD4.6=1 AND father IF FD4.6=2
her IF FD4.6=1 AND his IF FD4.6=2
<i>check whom to ask</i>

The next questions are about the biological [father/mother] of [CHILD]. Just to be able to refer to [him/her] by name, what is his/her first name?

INTERVIEWER CODE '99' IF BIOLOGICAL FATHER/MOTHER IS DECEASED.

INTERVIEWER CODE '88' IF RESPONDENT DOES NOT KNOW WHO BIOLOGICAL FATHER IS.

NAME OF BIO FATHER/BIO MOTHER=[BIO OTHER]	STRING OF 20	FA3
DO NOT KNOW WHO FATHER/MOTHER IS	CODE '88'	FA31
DECEASED	CODE '99'	FA3.1

FA3
IF FA1<>'88' OR '99'

Are you and [BIO OTHER] currently

Married,	1	FA4
Divorced,	2	FA4
Separated, or	3	FA4
Have you never been married to each other?	4	FA7
MARRIAGE ANNULLED	5	FA4
WIDOWED	6	
DIED	7	FA3.1
DK	d	FA7
REF	r	

FA3.1
IF FA3=7 OR FA1='99'

Were you and [BIO OTHER] ever married?

YES	1	FA4
NO	2	FA7
DK	D	
REF	R	

FA4
IF FA3=1,2,3,5,6 OR FA3.1=YES

When did you and [BIO OTHER] get married?

INTERVIEWER: YOU WILL ENTER THE MONTH HERE AND YEAR ON THE NEXT PAGES.

INTERVIEWER: IF NEVER MARRIED CODE '99'.

Year	FF	FA5
DK	d	
REF	r	

FA5
IF FA3=1,2,3,5,6 OR FA3.1=YES

INTERVIEWER: ENTER THE YEAR HERE

MONTH	FFFF	FA6
DK	d	
REF	r	

FA6
(IF FA3=1,2,3,5,6 OR FA3.1=YES) OR IF FA4<>99

Did you and [BIO OTHER] get married before or after [CHILD] was born?

INTERVIEWER: CODE WITHOUT ASKING IF ALREADY KNOWN

BEFORE CHILD WAS BORN	1	FA9
AFTER CHILD WAS BORN	2	FA7

FA7
(IF FA1<>'88' OR FA6<>1) OR FA4=99

(If FD4.6=2) When [CHILD] was born, did [BIO OTHER] sign a birth certificate or document that identifies him as the legal father of [CHILD]?

(If FD4.6=1) When [CHILD] was born, did you sign a birth certificate or document that identifies you as the legal father of [CHILD]?

YES, SIGNED BIRTH CERTIFICATE	1	FA9
NO	2	FA7.1
DK	d	
REF	r	

FA7.1
IF FA7=NO,DK

Has a court ever ruled that you are [CHILD]'s father?

INTERVIEWER: CODE WITHOUT ASKING IF ALREADY KNOWN

YES	1	FA9
NO	2	
DK	d	
REF	r	

FA9
IF FA2<>'88'

(IF FD7 =1) Including [CHILD],

[H/h]ow many children do you have with [BIO OTHER]?

NUMBER OF OTHER CHILDREN	FF RANGE>0	FA10
DK	D	
REF	R	

FA10
IF FA2<>'88 , '99' OR FA3<>.6,7 and FA9<>1
<i>Already asked in FD10. If we ask we should use we should use same categories as in FD9</i>

Do you and [BIO OTHER] currently live together all or most of the time?

INTERVIEWER: CODE WITHOUT ASKING IF KNOWN

YES	1	FA10.1
NO	2	FA10.2
DK	d	
REF	r	

FA10.1
If FA10=YES OR FA9=1
<i>Added this question to make it easier to respond</i>

Have you and [BIO OTHER] always lived together?

YES	1	FA29
NO	2	FA14
DK	d	
REF	r	

FA10.2
If FA10=NO
<i>Added this question to make it easier to respond</i>

Have you and [BIO OTHER] ever lived together?

YES	1	FA14
NO	2	FA16
DK	d	
REF	r	

FA14
IF FA10.1=NO OR FA10.2=YES
<i>problematic to calculate for the respondent as well as for us to determine how many years of total year since first grade father lived with child?</i>

How many years since [CHILD] started first grade, have you, [BIO OTHER], and [CHILD] lived together?

INTERVIEWER: IF LESS THAN 1 YEAR ENTER ZERO

NUMBER OF YEARS	FF	FA15 OR FA16
DK	D	
REF	R	

FA15
If FA10.2=YES

How old was [CHILD] when you, [BIO OTHER], and [CHILD] last lived together?

AGE OF CHILD	FF	FA16
DK	D	
REF	R	

FA16
IF FA10=NO

In the past three months, how often has [CHILD] stayed overnight with [BIO OTHER]? Was it...

INTERVIEWER: INCLUDE NIGHTS [BIO OTHER] STAYED WITH RESPONDENT

Every night or almost every night	1	FA17
A few times a week	2	
A few times a month	3	
About once a month,	4	
Less often than that, or	5	
Never in the past three months?	6	
DK	D	
REF	R	

FA17
IF FA10=NO

In the past three months, how often has [CHILD] seen [BIO OTHER]? Was it...

Every day or almost every day,	1	FA20
A few times a week,	2	
A few times a month,	3	
About once a month,	4	FA19
Less often than that, or,	5	
Never in the past three months?	6	
DK	D	
REF	R	FA20

FA19
IF FA17=4,5,6,DK
REVISIT CATEGORIES

Why was [BIO OTHER] unable to see [CHILD] more often?

INTERVIEWER: PROBE FOR ADDITIONAL REASONS

CHECK ALL THAT APPLY

A	LIVES TOO FAR AWAY	YES	NO	FA19.1
B	IS SICK OR DISABLED	YES	NO	
C	IS IN THE MILITARY	YES	NO	
D	IS IN JAIL OR PRISON	YES	NO	
E	DOESN'T HAVE ENOUGH TIME.	YES	NO	
F	I WON'T LET SEE (HIM/HER)	YES	NO	
G	NOT INTERESTED IN SEEING CHILD	YES	NO	
H	THE HOURS HE/SHE HAS TO WORK INTERFERE	YES	NO	
I	HAS A COURT ORDER PREVENTING [HIM/HER] TO SEE OUR CHILD/DOMESTIC VIOLENCE	YES	NO	
J	MY HUSBAND/BOYFRIEND DOESN'T LIKE [HIM/HER]	YES	NO	
K	MY FAMILY DOESN'T LIKE HIM/HER OR HIS/HER FAMILY DISCOURAGES [HIM/HER] TO SEE CHILD	YES	NO	
L	SOME OTHER REASON? (SPECIFY:	YES	NO	
	DK	d		
	ref	r		

FA19.1
FA10=NO

In the past three months, how often has [CHILD] talked on the telephone, received a letter, or email from [BIO OTHER]? Was it...

Every day or almost every day,	1	FA19.2 OR FA21.1
A few times a week,	2	
A few times a month,	3	
About once a month,	4	
Less often than that, or	5	
Never?	6	
DK	D	
REF	R	

FA19.2
IF FA17=Never in the past three months
you IF RESP=BIO; MOTHER OF CHILD IF RESP=OTHER FEMALE
he If FD3 =MALE; she IF FD3=FEMALE

How old was [CHILD] when [he/she] last saw [BIO OTHER]?

CODE WITHOUT ASKING IF ALREADY KNOWN

IF 'NEVER SEEN CHILD, ENTER '99'

IF 'at birth' ENTER '0' AND '0' ON THE NEXT SCREEN

ENTER YEARS HERE AND MONTHS ON NEXT SCREEN

MONTHS	FF	FA19.2
DK	D	
REF	R	

FA19.2
IF FA17<>Never in the past three months

ENTER MONTHS HERE

IF 'at birth' 'ENTER '0'

IF AGE IS JUST PROVIDED IN YEARS, ENTER '0'

YEARS	FF	FA20
DK	D	
REF	R	

FA21.1
IF FA10=NO

Is [CHILD] currently covered by a court order or legal agreement that determines who [CHILD] lives with?

YES	1	FA21.2
NO	2	FA22
DK	D	FA22
REF	R	

FA21.2
IF FA21.1=YES

Is the agreement that [CHILD] ...

Lives with you all of the time,	1	FA22
Lives with [BIO OTHER] all of the time,	2	
Partially lives with you and partially lives with [BIO OTHER],	3	
[CHILD] lives with other family member, or	4	
[CHILD] lives with someone else?	5	
DK	d	
REF	r	

FA22
IF FA10=N0

Has [CHILD] ever been covered by a court order or legal agreement that requires [BIO OTHER] to pay child support for [CHILD]?

YES	1	FA23
NO	2	FA24
DK	D	
REF	R	

FA23
FA22=YES

During the past year, were you supposed to receive any child support payments for [CHILD]?

YES	1	FA23.1
NO	2	FA24
DK	d	
REF	r	

FA23.1
IF FA23=YES

During the past year, have you received these child support payments regularly so that you could almost always count on getting them?

YES	1	FA24
NO	2	
DK	d	
REF	r	

FA24
IF FA10=NO
extra IF FA23.1=YES

(IF FA23.1=YES) Not counting the child support you already told me about,

During the past year, did [BIO OTHER] give you [extra] money to help out with the cost of raising [CHILD]?

YES	1	FA27
NO	2	
DK	D	
REF	R	

FA27
IF FA10=NO
him If FD3 =MALE; her IF FD3=FEMALE

In the past year, how often has [BIO OTHER] bought clothes, toys, or presents for [CHILD] or gave him/her money?

Did [BIO OTHER] do this...

Often	1	FA27.1
Sometimes, or	2	
Never	3	
DK	D	
REF	R	

FA27.1
IF FA10=NO
his If FD3 =MALE; her IF FD3=FEMALE

In the past year, how often has [BIO OTHER] paid [CHILD]'s medical insurance, doctors bills, or for [his/her] medicines?

Did [BIO OTHER] do this...

Often	1	FA29.1
Sometimes, or	2	
Never	3	
DK	D	
REF	R	

FA29.1

FA3<>6,7 OR FA1='88', '99'

The next question is about [BIO OTHER]'s educational background.

What is the highest grade or year of school that [BIO OTHER] has completed or what is the highest degrees, diplomas or certificates [BIO OTHER] has received or the highest grade or year of school that [BIO OTHER] has completed?

PROBE: IF RESPONDENT SAYS, "NONE", ASK: Did [BIO OTHER] complete an elementary, middle or junior high school program?

PROBE: IF RESPONDENT SAYS, "HIGH SCHOOL OR HIGH SCHOOL DIPLOMA", ASK: Did [BIO OTHER] receive a high school diploma or a GED program?

PROBE FOR OTHER DEGREES.

NONE	1	FA29.2
UP TO 8TH GRADE /ELEMENTARY, MIDDLE OR JUNIOR HIGH SCHOOL DIPLOMA	2	
11 AND 12TH GRADE	3	
12TH GRADE BUT NO HIGH SCHOOL DIPLOMA	4	
GED CERTIFICATE	5	
HIGH SCHOOL DIPLOMA	6	
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	7	
VOC/TECH DIPLOMA	8	
SOME COLLEGE BUT NO DEGREE	9	
ASSOCIATE'S DEGREE	10	
BACHELOR'S DEGREE	11	
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	12	
MASTER'S DEGREE (MA, MS)	13	
DOCTORATE DEGREE (PHD, EDD)	14	
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.	15	
DK	2	
REF	R	

FA29.2
FA3<>6,7 OR FA1='88', '99'

Is [BIO OTHER] currently attending school, participating in any training program or taking any classes? Please include GED classes, vocational or trade school, job skills training or programs, Job Corps and college courses?

YES	1	FA29.3
NO	2	
DK	d	
REF	r	

FA29.3
FA3<>6,7 OR FA1='88', '99' OR FA19=4
he IF FD4.6=2; she IF FD4.6=1

Is [BIO OTHER] currently working at a job or business for pay? This includes temporary jobs, working in his own business, being in the military, or any other type of work [he/she] gets paid for.

YES	1	FA30
NO	2	FA29.4
DK	d	
REF	r	

FA29.4
IF FA29.3<>1
he IF FD4.6=2;she IF FD4.6=1

Is [BIO OTHER] currently...

Unemployed, Looking for work, or laid off,	1	FA30
Disabled or retired,	2	
Not working,	3	
Or is he/she doing something else? (DESCRIBE)	4	
IN PRISON	5	
DK	d	
REF	r	

FA30
IF FA10=YES

On a typical day, do you, [BIO OTHER] and [CHILD] get to eat together?

YES	1	FA30.1
NO	2	FA30.2
DK	d	
REF	r	

FA30.1
IF FA28=YES

Which meals do you, [BIO OTHER] and [CHILD] eat together on a typical day?

	YES	NO	DK	REF	
Breakfast?	1	2	d	r	FA30.2
Lunch?	1	2	d	r	
Dinner?	1	2	d	r	

FA30.2
IF FA2<> '99','88' OR FA3<>6,7

Which of the following statements best describes your relationship with [BIO OTHER] right now?

We generally get along pretty well,	1	FA31
We don't get along too well,	2	
We fight a lot and do not get along well,	3	
We avoid seeing each other	4	
We have no contact with each other, or	5	
I have no idea where he is.	6	
DK	d	
REF	r	

Section on Father Figure

FA31
IF FA10=NO AND FD4.6=FEMALE
father IF RESP=FD4.6=2; mother IF FD4.6=1
him IF CHILD IS MALE; her IF CHILD IS FEMALE

The next questions are about a father or father figure who is no the [CHILD]'s biological father. This person may or may not live with the [CHILD] in the same household.

Is there someone (else) who is like a [father] to [CHILD]? This should be someone who spends time with [CHILD], takes care of [CHILD] and, in general does the kind of things a person who is close to a child might do with him or her?

YES	1	FA32
NO	2	END
DK	D	
REF	R	

FA32
IF FA31=YES

Just so I can refer to him by name, what is his first name?

NAME OF FATHER FIGURE=[FATHER FIGURE]	STRING OF 20	FA34
DK	D	
REF	R	

FA34
IF FA31=YES

How is [FATHER FIGURE] related to [CHILD]?

STEP PARENT	1	FA34.1
MOTHER'S BOY FRIEND/PARTNER	2	
MATERNAL GRANDPARENT	3	FA38
PATERNAL GRANDPARENT	4	
OTHER RELATIVE (DESCRIBE)	5	
NON RELATIVE (DESCRIBE)	6	
DK	d	
REF	r	

FA34.1
IF FA34=1,2

Are [FATHER FIGURE] and you currently married?

YES	1	FA36
NO	2	
DK	D	
REF	R	

FA36
IF FA34=1 OR 2

Do you have any children with [FATHER FIGURE]?

YES	1	FA37
NO	2	FA38
DK	D	FA38
REF	R	

FA37
IF FA36=YES

How many children do you have with [FATHER FIGURE]?

NUMBER OF CHILDREN	FF	FA38
DK	D	
REF	R	

FA38
IF FA31=YES
<i>For comment on these questions see BIO OTHER section</i>

Do you, [CHILD], and [FATHER FIGURE] currently live together all or most of the time?

YES	1	FA38.1
NO	2	FA38.2
DK	D	FA45
REF	R	

FA38.1
IF FA38=YES
<i>For comment on these questions see BIO OTHER section</i>

Have you, [CHILD], and [FATHER FIGURE] always live together?

YES	1	FA40
NO	2	FA39
DK	D	
REF	R	

FA38.2
IF FA38=NO
<i>For comment on these questions see BIO OTHER section</i>

Have you, [CHILD], and [FATHER FIGURE] ever live together?

YES	1	FA39
NO	2	FA40
DK	D	
REF	R	

FA39
IF FA38.1=NO OR FA38.2=YES
you IF RESP=BIO; MOTHER OF CHILD IF RESP=OTHER FEMALE
<i>For comment on these questions see BIO OTHER section</i>

Since [CHILD] started first grade, about how many years have you, [CHILD] and [FATHER FIGURE] lived together?

NUMBER OF YEARS	FF	FA40 OR FA39
NO	2	
DK	D	
REF	R	

FA39
IF FA38.2=YES
<i>For comment on these questions see BIO OTHER section</i>

How old was [CHILD] when you, [CHILD] and [FATHER FIGURE] last lived together?

AGE OF CHILD	FF	FA40
DK	D	
REF	R	

FA40

FA31=YES

The next question is about [FATHER FIGURE]'s educational background.

What is the highest grade or year of school that [FATHER FIGURE] has completed or what is the highest degrees, diplomas or certificates [FATHER FIGURE] has received or the highest grade or year of school that [FATHER FIGURE] has completed?

PROBE: IF RESPONDENT SAYS, "NONE", ASK: Did [FATHER FIGURE] complete an elementary, middle or junior high school program?

PROBE: IF RESPONDENT SAYS, "HIGH SCHOOL OR HIGH SCHOOL DIPLOMA", ASK: Did [FATHER FIGURE] receive a high school diploma or a GED program?

PROBE FOR OTHER DEGREES.

NONE	1	FD42
UP TO 8TH GRADE /ELEMENTARY, MIDDLE OR JUNIOR HIGH SCHOOL DIPLOMA	2	
11 AND 12TH GRADE	3	
12TH GRADE BUT NO HIGH SCHOOL DIPLOMA	4	
GED CERTIFICATE	5	
HIGH SCHOOL DIPLOMA	6	
VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	7	
VOC/TECH DIPLOMA	8	
SOME COLLEGE BUT NO DEGREE	9	
ASSOCIATE'S DEGREE	10	
BACHELOR'S DEGREE	11	
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	12	
MASTER'S DEGREE (MA, MS)	13	
DOCTORATE DEGREE (PHD, EDD)	14	
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.	15	
DK	2	
REF	R	

FA42
FA31=YES

Is [FATHER FIGURE] currently attending school, participating in any training program or taking any classes? Please include GED classes, vocational or trade school, job skills training or programs, Job Corps and college courses?

YES	1	FA42.1
NO	2	
DK	d	
REF	r	

FA42.1
FA31=YES

Is [FATHER FIGURE] currently working at a job or business for pay? This includes temporary jobs, working in his own business, being in the military, or any other type of work he gets paid for.

YES	1	FA43
NO	2	FA42.2
DK	d	
REF	r	

FA42.2
IF FA42<>1
he IF FD32=2;she IF FD32=1

Is [FATHER FIGURE] currently...

Unemployed, Looking for work, or laid off,	1	FA30
Disabled or retired,	2	
Not working,	3	
Or is he doing something else? (DESCRIBE)	4	
IN PRISON	5	
DK	d	
REF	r	

FA43
IF FA38=YES

On a typical day, do you, [FATHER FIGURE] and [CHILD] get to eat together?

YES	1	
NO	2	
DK	d	
REF	r	

FA44
IF FA43=YES

Which meals do you, [FATHER FIGURE] and [CHILD] eat together on a typical day?

	YES	NO	DK	REF	
Breakfast?	1	2	d	r	FA45
Lunch?	1	2	d	r	
Dinner?	1	2	d	r	

FA45
IF FA31=YES

Which of the following statements best describes your relationship with [FATHER FIGURE] right now?

We generally get along well,	1	FA46
We don't get along too well,	2	
We fight a lot and do not get along well,	3	
We avoid seeing each other,	4	
We have no contact with each other, or	5	
I have no idea where he is.	6	
DK	d	
REF	r	

FA46
ALL

I have no more questions. Thank you very much for participating

APPENDIX D

TEACHER QUESTIONNAIRE

EHS 5TH GRADE FOLLOW-UP STUDY
TEACHER QUESTIONNAIRE

SECTION 1
CHILD'S CLASSROOM

A11. **What grade is the child in?**

- Not enrolled in a grade
- Refused
- Don't know

A2 **In which subject(s) do you instruct the child?**

MARK ALL THAT APPLY

- Language Arts
- Math
- Social Studies
- Science
- Other (Specify: _____)

A2.1 **Has the child been in your class since the beginning of this school year?**

- Yes
- No (Number of months child was in your class since the beginning of the school year: _____)

A3. **Including the child, what is the number of students you teach in the child's class?**

_____ Students

A4. **Including you, how many adults (teachers and aides) are usually in the child's class?**

_____ Adults

A9. **In a typical week, how many paid aides usually assist in the child's class by working directly with children on instructional tasks?**

- _____ Number of regular aides
- _____ Number of special education aides for whole class
- _____ Number of special education aides assigned to one single child
- _____ Number of ESL or bilingual education aides

A10. **What is the highest level of education completed for the paid aide who spends the most time in the child's class?**

MARK ONLY ONE

- Less than high school
- High school diploma or GED
- Associate's degree
- Bachelor's degree or above
- Don't know
- No paid aides assist in my classroom

SECTION 2
CHILD CHARACTERISTICS

Please rate the degree the child displays the following characteristics.

G1A Pays attention well.

- Never
- Sometimes
- Often
- Very often

G1B Persists in completing tasks.

- Never
- Sometimes
- Often
- Very often

G1C Shows eagerness to learn new things.

- Never
- Sometimes
- Often
- Very often

G1D Works independently.

- Never
- Sometimes
- Often
- Very often

G1F Keeps belongings organized.

- Never
- Sometimes
- Often
- Very often

H1A Respects the property rights of others

- Never
- Sometimes
- Often
- Very often

H1B Accepts peers' ideas for group activities

- Never
- Sometimes
- Often
- Very often

H1C Responds appropriately to peer pressure

- Never
- Sometimes
- Often
- Very often

H1D Forms and maintains friendships

- Never
- Sometimes
- Often
- Very often

H1E Gets along with people who are different

- Never
- Sometimes
- Often
- Very often

H1F Comforts or helps other children

- Never
- Sometimes
- Often
- Very often

H1G Is sensitive to feelings of others

- Never
- Sometimes
- Often
- Very often

Please rate the degree the child displays the following characteristics.

E1A. Uses free time in an acceptable way

- Never
- Sometimes
- Very often

E1B. Keeps desk clean and neat without being reminded

- Never
- Sometimes
- Very often

E1C. Puts away work materials or other school property

- Never
- Sometimes
- Very often

E1D. Uses time appropriately while waiting for your help with homework or some other task

- Never
- Sometimes
- Very often

E1F. Finishes class assignments within time limits

- Never
- Sometimes
- Very often

E1G. Produces correct schoolwork

- Never
- Sometimes
- Very often

E1H. Follows your directions

- Never
- Sometimes
- Very often

E1I. **Ignores peer distractions when doing class work**

- Never
- Sometimes
- Very often

E1J. **Attends to your instructions**

- Never
- Sometimes
- Very often

E1K. **Easily makes transition from one classroom activity to another**

- Never
- Sometimes
- Very often

Please rate the degree the child displays the following characteristics.

F1A. Responds appropriately when hit or pushed by other children

- Never
- Sometimes
- Very often

F1B. Receives criticism well

- Never
- Sometimes
- Very often

F1C. Controls temper when arguing with other children

- Never
- Sometimes
- Very often

F1D. Controls temper in conflict situations with adults

- Never
- Sometimes
- Very often

F1E. Responds appropriately to teasing from friends or relatives of his or her own age

- Never
- Sometimes
- Very often

F1F. Compromises in conflict situations by changing own ideas to reach agreement

- Never
- Sometimes
- Very often

F1I. Cooperates with peers without prompting

- Never
- Sometimes
- Very often

F1J. Gets along with people who are different

- Never
- Sometimes
- Very often

D2A. **Disturbs ongoing activities**

- Never
- Sometimes
- Very often

D2B. **Fidgets or moves too much**

- Never
- Sometimes
- Very often

D2C. **Acts impulsively**

- Never
- Sometimes
- Very often

D2D. **Doesn't listen to what others say**

- Never
- Sometimes
- Very often

D2E. **Is easily distracted**

- Never
- Sometimes
- Very often

D2F. **Interrupts conversations of others**

- Never
- Sometimes
- Very often

Please rate the degree the child displays the following characteristics.

D1A. Argues a lot

- Not true
- Somewhat or sometimes true
- Very true or often true

D1B. Cruelty, bullying, or meanness to others

- Not true
- Somewhat or sometimes true
- Very true or often true

D1C. Defiant, talks back to staff

- Not true
- Somewhat or sometimes true
- Very true or often true

D1D. Demands a lot of attention

- Not true
- Somewhat or sometimes true
- Very true or often true

D1E. Destroys his/her own things

- Not true
- Somewhat or sometimes true
- Very true or often true

D1F. Destroys property belonging to others

- Not true
- Somewhat or sometimes true
- Very true or often true

D1G. Disobedient at school

- Not true
- Somewhat or sometimes true
- Very true or often true

D1H. Gets in many fights

- Not true
- Somewhat or sometimes true
- Very true or often true

D1I. **Physically attacks people**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1J. **Explosive and unpredictable behavior**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1K. **Demands must be met immediately, easily frustrated**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1L. **Screams a lot**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1M. **Stubborn, sullen, or irritable**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1N. **Sudden changes in mood or feelings**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1O. **Sulks a lot**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1P. **Suspicious**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1Q. **Teases a lot**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1R. **Temper tantrums or hot temper**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1S. **Threatens people**

- Not true
- Somewhat or sometimes true
- Very true or often true

D1T. **Unusually loud**

- Not true
- Somewhat or sometimes true
- Very true or often true

SECTION 3

CHILD'S USE OF SPECIAL SERVICES

16. **Is the child receiving any special education or related services because of Attention Deficit/Hyperactivity Disorder (ADD/ADHD)?**

Do NOT include going to the nurse's office to get medication dispensed.

Yes

No

17. **Has the child received any of the following services this year at school during the school day?**

A. Individual tutoring in reading/math..... Yes No

B. Pull out or "push in" small group program in reading/math..... Yes No

C. Pull out English as a Second Language (ESL) program (instructional program designed to teach listening, speaking, reading and writing English language skills) Yes No

D. In-class English as a Second Language (ESL) program Yes No

E. Learning a language other than English Yes No

F. Gifted and talented program Yes No

G. Counseling or psychological services..... Yes No

H. Audiology Yes No

I. Occupational therapy..... Yes No

J. Physical therapy Yes No

K. Health services Yes No

L. Special transportation..... Yes No

M. Speech or language therapy..... Yes No

N. Orientation services Yes No

O. Mobility services Yes No

P. Behavior Intervention Plan (BIP), in or out of the classroom Yes No

18. **Has the child participated in any of the following Federally funded Title I programs or services offered by the school during this school year?**

MARK ALL THAT APPLY.

A. Title I reading/English/language arts

- Yes, individually
- Yes, class-wide
- No; not offered

B. Title I ESL/Bilingual

- Yes, individually
- Yes, class-wide
- No; not offered

C. Title I handicapped/special education

- Yes, individually
- Yes, class-wide
- No; not offered

SECTION 4

YOUR RELATIONSHIP WITH THE CHILD'S PARENTS/GUARDIANS

- C1. **During the school year, did the child's parents/guardians attend a parent/teacher conference to talk about the child's progress?**
- Yes
 No
- C2. **If you had a problem with the child, how comfortable would you feel talking to his/her parents/guardians about it?**
- Not at all
 A little
 Somewhat
 A lot
 A great deal
- C3. **How often do the child's parents/guardians ask questions or make suggestions about the child?**
- Not at all
 A little
 Somewhat
 A lot
 A great deal
- C4. **How much do you feel the child's parents/guardian have the same goals for their child that the school does?**
- Not at all
 A little
 Somewhat
 A lot
 A great deal

SECTION 5
SCHOOL CHARACTERISTICS

The following questions are about the child's school.

A2. **Is this a public or private school?**

- Public **GO TO QUESTION A2.1**
- Private **GO TO QUESTION A2.2**

A2.1

Is this public school a...

- A. Regular public school (do not include a magnet school or school of choice)..... Yes No
- B. School with a magnet program
(e.g. science/math school, foreign language immersion school) Yes No
- C. School of choice (charter school, open enrollment, non-specialized curriculum) Yes No
- D. Bureau of Indian Affairs (BIA) or tribal school Yes No
- E. Special Education school (primarily serves children with disabilities) Yes No

A2.2

Is this private school a...

- A. Catholic school Yes No
- B. Private school not accredited by NAIS..... Yes No
- C. Private school accredited by NAIS Yes No
- D. Special Education school (primarily serves children with disabilities) Yes No

A3. **Circle the lowest grade taught in this school:**

- Programs for special needs children
- Prekindergarten
- Regular kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

A3.1. **Circle the highest grade taught in this school:**

- Programs for special needs children
- Prekindergarten
- Regular kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

SECTION 6
SCHOOL CLIMATE

Indicate how much you agree or disagree with the following statements about school climate:

J1A. Parents are actively involved in this school's programs

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

J1B. Teacher absenteeism is a problem at this school

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

J1C. Teacher turnover is a problem at this school

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

J1D. Child absenteeism is a problem at this school

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

J1E. Order and discipline are maintained satisfactorily in the building(s)

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

J1F. **Overcrowding is a problem at this school**

- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

J2. **Have any of the following types of problems happened during this school year at this school?**

- A. Children bringing weapons to school Yes No
- B. Things being taken directly from children or teachers by force or threat of force at school or on the way to school..... Yes No
- C. Children or teachers being physically attacked Yes No
- D. Children involved in physical fights Yes No
- E. Children bringing in or using alcohol at school Yes No
- F. Children bringing in or using drugs at school Yes No
- G. Vandalism of school property Yes No

SECTION 7

TEACHER CHARACTERISTICS

The following questions are about you as a teacher.

A4. **How do you classify your main assignment at this school, that is, the activity at which you spend most of your time during this school year?**

- Regular classroom teacher
- Special education teacher
- Itinerant teacher (i.e. your assignment requires you to provide instruction/related services at more than one school)
- Long-term substitute (i.e., your assignment requires that you fill the role of a teacher on a long term basis, but you are still considered a substitute)
- Teacher aide
- Other (Specify: _____)

A5. **Which category best describes the way your class(es) at this school (is/are) organized?**

- Self-contained class – you teach multiple subjects to the same class of children all or most of the day
- Team teaching – you collaborate with one or more teachers in teaching multiple subjects to the same class of children
- Departmentalized instruction –you teach subject matter courses (e.g. language arts, mathematics, science) to several classes of different children all or most of the day
- “Pull-Out” Class – you provide instruction (e.g. special education, reading) to certain students who are released from their regular classes

K1. **What is the highest level of education you have completed?**

MARK ONLY ONE RESPONSE.

- High school diploma or GED
- Associate’s degree
- Bachelor’s degree
- At least 1 year of coursework beyond a bachelor’s, but not a graduate degree
- Master’s degree
- Education specialist or professional diploma based on at least one year of course work past a Master’s degree level
- Doctorate
- Other (please specify: _____)

K2. **Counting this school year, how many years have you been a schoolteacher, including part-time teaching?**

_____ Years

K3. **What kind of teaching certification do you have?**

- None
- Temporary or emergency certification
- Probational, provisional or transitional, certification
- Certification for completion of an alternative certification program
- Regular certification but less than the highest available
- The highest certification available (permanent or long term)

K4. **Are you certified in the following areas?**

- A. Elementary education Yes No
- B. Early childhood education Yes No
- C. Secondary education Yes No
- D. Reading specialist certification Yes No
- E. Elementary mathematics..... Yes No
- F. Middle/junior high school or secondary mathematics . Yes No
- G. Elementary science Yes No
- H. Middle/junior high school or secondary science..... Yes No
- I. ESL certification Yes No
- J. Special education Yes No
- K. Other (please specify: _____) Yes No

K5. **What is your gender?**

- Male
- Female

K6. **What is your date of birth?**

_____/_____/_____
Mo. Day Year

K7. **Are you of Hispanic or Latino origin?**

Yes

No

K8. **Which describes your race?**

PLEASE MARK ALL THAT APPLY.

American Indian or Alaska Native

Asian

Black or African American

Native Hawaiian or Other Pacific Islander

White

Other (please specify: _____)

SECTION 8

CHILD'S SCHOOL RECORD SECTION

To answer the question in the following section, we would like you to consult the child's school records if necessary.

S1. For this school year, date the child entered this school?

___/___/___

S2. Is the child currently still attending or enrolled in this school?

Yes No

S3. (IF NO LONGER IN SCHOOL) Date child left this school?

___/___/___

S4. (IF NO LONGER IN SCHOOL) Reason child left this school?

- Transfer
- Expulsion
- End of School Year
- Other Reason. Please Describe _____

S5. For this school year, record in the table below the total number of absences for the child. Please also indicate how many of these absences were excused and unexcused absences

Check if school does not maintain these records

	Number
Total Number of Absences	
Number of Excused Absences	
Number of Unexcused Absences	

S6. For this school year, record in the table below the total number of times this child came late to school and indicate how many of these times were excused and unexcused.

Check if school does not maintain these records

	Number
Total Number of Times Late for School	
Number of Excused Times Late for School	
Number of Unexcused Times Late for School	

S7 **In this school year, how many times was this child suspended from school?**

_____ Number of Times Suspended

S8 **(IF SUSPENDED) How many total days was this child suspended in this school year?**

_____ Number of Days Suspended

S9. **In this school year did the child receive special education services through an Individualized Education Program (IEP)?**

Yes

No **IF NO SKIP TO QUESTION S14.**

S10. **What is the child's primary disability as identified on the child's IEP?**

MARK ONLY ONE

- Learning disability
- Serious emotional disturbances
- Speech or language impairment
- Mental retardation
- Blind/Visual impairment
- Deaf/Hard of hearing
- Health impairment
- Orthopedic/Physical impairment
- Multiple impairments
- Deaf/blind
- Developmental delay
- Autism
- Traumatic brain injury
- No classification is given

S11. Which of the following best describes the IEP goals for the child during this school year?

MARK ALL THAT APPLY

Academics

- Reading
- Mathematics
- Language arts
- Science

Speech and Language

- Auditory processing
- Listening comprehension
- Oral expression
- Voice/speech articulation
- Language pragmatics

Social

- Social skills
- Behavior goals

Life Skills

- Adaptive behavior or self-help skills
- Fine motor skills
- Gross motor skills
- Orientation and mobility
- Other (Specify: _____)

S12. Approximately how many hours per week of direct special education and related services (that is, services provided directly to the child from a teacher or another adult), is the child receiving in this school year?

_____ Hours per week

S13. Was the child's primary placement in this school year in a general education classroom?

- Yes
- No

S14. Please provide the child's test scores for the most recently administered standardized test.

	Name of Test such as the CAT or ITBS	Description of Assessment or Subject	Test Score	Type of Score such as Raw, Scaled, or T-Score	Grade Level	Date Administered
1						__/__/__
2						__/__/__
3						__/__/__
4						__/__/__

APPENDIX E
OMB HISTORY

other forms of information technology to minimize the information collection burden.

We are, however, requesting an emergency review of the information collection referenced below. In compliance with the requirement of section 3506(c)(2)(A) of the Paperwork Reduction Act of 1995, we have submitted to the Office of Management and Budget (OMB) the following requirements for emergency review. We are requesting an emergency review because the collection of this information is needed before the expiration of the normal time limits under OMB's regulations at 5 CFR part 1320. If these events do not occur according to the statutorily mandated timeline, other statutory requirements will not be able to be met. Section 6001(c) of the Deficit Reduction Act of 2005 (DRA) requires CMS and the Office of Inspector General to analyze and, if appropriate, redefine the Average Manufacturer Price (AMP). We have determined that this information collection is needed because we do not currently collect the necessary data needed to perform the AMP data analysis as mandated by the DRA.

1. *Type of Information Collection Request:* New collection; *Title of Information Collection:* Voluntary Sample Average Manufacturer Price (AMP) Collection; *Use:* Section 1927 of the Social Security Act requires each participating drug manufacturer to report quarterly product and pricing information to CMS. The DRA modified parts of Section 1927 to require that AMP be analyzed and redefined; *Form Number:* CMS-10205 (OMB#: 0938-NEW); *Frequency:* Reporting—As needed; *Affected Public:* Business or other for-profit; *Number of Respondents:* 550; *Total Annual Responses:* 550; *Total Annual Hours:* 11,000.

CMS is requesting OMB review and approval of this collection by July 31,

2006, with a 180-day approval period. Written comments and recommendation will be considered from the public if received by the individuals designated below by July 29, 2006.

To obtain copies of the supporting statement and any related forms for the proposed paperwork collections referenced above, access CMS' Web Site address at <http://www.cms.hhs.gov/regulations/pra> or E-mail your request, including your address, phone number, OMB number, and CMS document identifier, to Paperwork@cms.hhs.gov, or call the Reports Clearance Office on (410) 786-1326.

Interested persons are invited to send comments regarding the burden or any other aspect of these collections of information requirements. However, as noted above, comments on these information collection and recordkeeping requirements must be mailed and/or faxed to the designees referenced below by July 29, 2006:

CMS, Office of Strategic Operations and Regulatory Affairs, Division of Regulations Development—A, Attn: Melissa Musotto (CMS-10205), Room C4-26-05, 7500 Security Boulevard, Baltimore, MD 21244-1850

and,

OMB Human Resources and Housing Branch, Attention: Katherine Astrich, New Executive Office Building, Room 10235, Washington, DC 20503. Fax Number: (202) 395-6974.

Dated: July 10, 2006.

Michelle Shortt,

Director, Regulations Development Group, Office of Strategic Operations and Regulatory Affairs.

[FR Doc. 06-6191 Filed 7-10-06; 1:18 pm]

BILLING CODE 4120-01-P

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Administration for Children and Families

Proposed Information Collection Activity; Comment Request

Proposed Projects

Title: Early Head Start Research and Evaluation Project: 5th Grade Follow-Up.

OMB No.: 0970-0143.

Description: The Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS) is requesting comments on plans to collect 5th-grade follow-up data on children recruited into the Early Head Start Research and Evaluation study. This study is being conducted to assess children and families when the children in the study will be 5th graders or attending the 6th year of their formal schooling. Because of the way children and families were initially recruited for the study, it will take three years to collect 5th-grade data from the full sample of children. About 30 percent of the sample will be 5th graders in spring 2007, 50 percent in spring 2008, and 20 percent in spring 2009. Data will be collected on a sample of approximately 1,900 children and families across all 17 of the Early Head Start research sites. Data collection will include a child assessment and a child interview, an interview with the child's primary caregiver (usually the child's mother), videotaping of mother-child interactions and a set of home observations, and a questionnaire to be completed by the child's 5th-grade teacher.

This data collection is necessitated by the mandates of the 1998 reauthorization of Head Start (Head Start Act, as amended, October 27, 1998, Section 649(d) and (e)).

Respondents: Individuals or households.

ANNUAL BURDEN ESTIMATES

Instrument	Number of respondents	Number of responses per respondent	Average burden hours per response	Total burden hours
Year 1 (2007):				
Parent Interview	570	1	1.00	570
Child Assessment	570	1	1.16	661
Child Interview	570	1	0.25	143
Mother-Child Interaction	1,140	1	0.25	285
Teacher Questionnaire	570	1	0.50	285
Year 1 Total	3,420	1,944
Year 2 (2008):				
Parent Interview	950	1	1.00	950
Child Assessment	950	1	1.16	1,102
Child Interview	950	1	0.25	238

ANNUAL BURDEN ESTIMATES—Continued

Instrument	Number of respondents	Number of responses per respondent	Average burden hours per response	Total burden hours
Mother-Child Interaction	1,900	1	0.25	475
Teacher Questionnaire	950	1	0.50	475
Year 2 Total	5,700	3,240
Year 3 (2009):				
Parent Interview	380	1	1.00	380
Child Assessment	380	1	1.16	441
Child Interview	380	1	0.25	95
Mother-Child Interaction	760	1	0.25	190
Teacher Questionnaire	380	1	0.50	190
Year 3 Total	2,280	1,296

Estimated Total Burden Hours: 6,480.

In compliance with the requirements of Section 3506(c)(2)(A) of the Paperwork Reduction Act of 1995, the Administration for Children and Families is soliciting public comment on the specific aspects of the information collection described above. Copies of the proposed collection of information can be obtained and comments may be forwarded by writing to the Administration for Children and Families, Office of Administration, Office of Information Services, 370 L'Enfant Promenade, SW., Washington, DC 20447, Attn: ACF Reports Clearance Officer. E-mail address: infocollection@acf.hhs.gov. All requests should be identified by the title of the information collection.

The Department specifically requests comments on: (a) Whether the proposed collection of information is necessary for the proper performance of the functions of the agency, including whether the information shall have practical utility; (b) the accuracy of the agency's estimate of the burden of the proposed collection of information; (c) the quality, utility, and clarity of the information to be collected; and (d) ways to minimize the burden of the collection of information on respondents, including through the use of automated collection techniques or other forms of information technology. Consideration will be given to comments and suggestions submitted within 60 days of this publication.

Dated: July 10, 2006.

Robert Sargis,

Reports Clearance Officer.

[FR Doc. 06-6227 Filed 7-13-06; 8:45 am]

BILLING CODE 4184-01-M

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Administration for Children and Families

Privacy Act of 1974, as Amended; Computer Matching Program

AGENCY: ACF, HHS.

ACTION: Notice of a computer matching program.

SUMMARY: In compliance with the Privacy Act of 1974, as amended by Pub. L. 100-503, the Computer Matching and Privacy Protection Act of 1988, we are publishing a notice of a computer matching program. The purpose of this computer match is to identify specific individuals who are receiving benefits from the VA and also receiving payments pursuant to various benefit programs administered by both HHS and Department of Agriculture. ACF will facilitate this program on behalf of the State Public Assistance Agencies (SPAAAs) that participate in the Public Assistance Reporting Information System (PARIS) for verification of continued eligibility for public assistance. The match will utilize Department of Veterans Affairs (VA) records and SPAA records.

DATES: ACF will file a report of the subject matching program with the Committee on Homeland Security and Governmental Affairs of the Senate and the Committee on Government Reform of the House of Representatives, and the Office of Information and Regulatory Affairs within the Office of Management and Budget (OMB). The dates for the matching program will be effective as indicated below.

ADDRESSES: Interested parties may comment on this notice by writing to the Director, Office of Financial Services, Office of Administration, 370 L'Enfant Promenade, SW., Washington, DC 20047. All comments received will

be available for public inspection at this address.

FOR FURTHER INFORMATION CONTACT:

Director, Office of Financial Services, Office of Administration, 370 L'Enfant Promenade, SW., Washington, DC 20047. Telephone Number (202) 401-7237.

SUPPLEMENTARY INFORMATION: Pub. L. 100-503, the Computer Matching and Privacy Protection Act of 1988, amended the Privacy Act (5 U.S.C. 552a) by adding certain protections for individuals applying for and receiving federal benefits. The law regulates the use of computer matching by federal agencies when records in a system of records are matched with other federal, state and local government records.

Federal agencies which provide or receive records in computer matching programs must:

1. Negotiate written agreements with source agencies;
2. Provide notification to applicants and beneficiaries that their records are subject to matching;
3. Verify match findings before reducing, suspending, or terminating an individual's benefits or payments;
4. Furnish detailed reports to Congress and OMB; and,
5. Establish a Data Integrity Board that must approve matching agreements.

This computer matching program meets the requirements of Pub. L. 100-503.

Dated: June 21, 2006.

Curtis L. Coy,

Deputy Assistant Secretary for Administration, ACF.

Notice of Computer Matching Program

A. Participating Agencies

VA and the SPAAAs.

B. Purpose of the Match

To identify specific individuals who are receiving benefits from VA and also

[Federal Register: August 18, 2006 (Volume 71, Number 160)]
[Notices]
[Page 47814]
From the Federal Register Online via GPO Access [wais.access.gpo.gov]
[DOCID:fr18au06-98]

DEPARTMENT OF HEALTH AND HUMAN SERVICES

Administration for Children and Families

Submission for OMB Review; Comment Request

Title: Early Head Start Research and Evaluation Project: 5th-Grade follow-Up.

OMB No.: **0970-0143**.

Description: The Administration for Children and Families (ACF) within the Department of Health and Human Services (HHS) is requesting comments on plans to collect 5th-grade follow-up data on children recruited into the Early Head Start Research and Evaluation study. This study is being conducted to assess children and families when the children in the study will be 5th graders or attending the 6th year of their formal schooling. Because of the way children and families were initially recruited for the study, it will take three years to collect 5th-grade data from the full sample of children. About 30 percent of the sample will be 5th graders in spring 2007, 50 percent in spring 2008, and 20 percent in spring 2009. Data will be collected on a sample of approximately 1,900 children and families across all 17 of the Early Head Start research sites. Data collection will include a child assessment and a child interview, an interview with the child's primary caregiver (usually the child's mother), videotaping of mother-child interactions and a set of home observations, and a questionnaire to be completed by the child's 5th-grade teacher.

This data collection is necessitated by the mandates of the 1998 reauthorization of Head Start (Head Start Act, as amended, October 27, 1998, Section 649 (d) and (e)).

Respondents: Individuals or households.

Annual Burden Estimates

Instrument	Number of respondents	Number of responses per respondent	Average burden hours per response	Total burden hours
Year 1 (2007):				
Parent Interview.....	570	1	1.00	570
Child Assessment.....	570	1	1.16	661
Child Interview.....	570	1	0.25	143
Mother-Child Interaction.....	1,140	1	0.25	285
Teacher Questionnaire.....	570	1	0.50	285
Year 1 Total.....	3,420			1,944
Year 2 (2008):				
Parent Interview.....	950	1	1.00	950
Child Assessment.....	950	1	1.16	1,102
Child Interview.....	950	1	0.25	238
Mother-Child Interaction.....	1,900	1	0.25	475
Teacher Questionnaire.....	950	1	0.50	475
Year 2 Total.....	5,700			3,240
Year 3 (2009)				
Parent Interview.....	380	1	1.00	380
Child Assessment.....	380	1	1.16	441
Child Interview.....	380	1	0.25	95
Mother-Child Interaction.....	760	1	0.25	190
Teacher Questionnaire.....	380	1	0.50	190
Year 3 Total.....	2,280			1,296

Estimated Total Burden Hours: 6,480.

Additional Information: Copies of the proposed collection may be obtained by writing to the Administration for Children and Families, Office of Administration, Office of Information Services, 370 L'Enfant Promenade, SW., Washington, DC 20447, Attn: ACF Reports Clearance Officer. All requests should be identified by the title of the information collection. E-mail address: infocollection@acf.hhs.gov.

OMB Comment: OMB is required to make a decision concerning the collection of information between 30 and 60 days after publication of this document in the Federal Register. Therefore, a comment is best assured of having its full effect if OMB receives it within 30 days of publication. Written comments and recommendations for the proposed information collection should be sent directly to the following: Office of Management and Budget, Paperwork Reducing Project, 725 17th Street, NW., Washington, DC 20503, attn: Desk Officer for ACF, e-mail address: <mailto:Katherine.T.Astrich@omb.eop.gov>
Katherine.T.Astrich@omb.eop.gov.

Dated: August 14, 2006.
 Robert Sargis,
 Reports Clearance Officer.
 [FR Doc. 06-7014 Filed 8-17-06; 8:45 am]
 BILLING CODE 4184-01-M

APPENDIX F

LETTERS AND CONSENT FORMS

Dear <[NAME OF PARENT]>:

[LOCAL UNIVERSITY] and Mathematica Policy Research, Inc. invite you and your child, <[NAME OF CHILD]>, to participate in the 5th-Grade Early Head Start Follow-Up study. This study is part of the Early Head Start Study that <[NAME OF CHILD]> and <[his/her]> family have been a part of for many years. We appreciate the assistance you already have provided for this study and look forward to talking with you and <[NAME OF CHILD]> again in the near future.

When <[NAME OF CHILD]> is in 5th grade, or in <[his/her]> sixth year of school, a member of our research team will contact you to schedule a visit at a time convenient for both you and <[NAME OF CHILD]>. As in the past, we will ask the child to participate in a set of activities, interview the child's mother, and videotape the mother and child.

To help plan for this follow-up, it is important that we have your current address and telephone number. We also would like to verify when <[NAME OF CHILD]> started kindergarten, and in which grade <[he/she]> is in now.

Please complete the enclosed form and return it in the postage-paid envelope as soon as possible. Your information will be kept strictly confidential, and we will use it only to contact you for the study.

If you have any questions, please contact us at XXX-XXX-XXXX. You can also send us an e-mail at XXX@XXX.com with this information.

Sincerely,

5th-Grade Early Head Start Follow-Up Study Information Sheet

1. Child's Name: <[NAME OF CHILD]>

If this is **not** correct, please write the correct name: _____

2. Child's Current Grade in School: <[GRADE]>

If this is **not** correct, please write the correct grade _____

3. Number of years Child has attended school since kindergarten. Please include the kindergarten year and the current school year in your count.

Number of years Child has attended school _____

4. Parent/Guardian Name: <[PARENT NAME]>

If this is **not** correct, please write the correct name: _____

5. Address: <[ADDRESS]>

If this is **not** correct, please write the correct address below:

6. Telephone number(s) where you can be reached: <[PHONE]>

If this is **not** correct, please write the correct number(s) (including cell phone numbers) where you can be reached. Please include the area code with the seven-digit number:

(_____) _____

(_____) _____

(_____) _____

5TH GRADE FOLLOW-UP OF THE EARLY HEAD START STUDY

PARENT CONSENT FORM

WHAT THE STUDY IS ABOUT

The 5th Grade Follow-up Study wants to learn how parents and children who earlier participated in the Early Head Start Study are doing now that the children are in fifth grade or in the sixth year of their formal education. You and your child are invited to be part of this study because your child was a participant in the Early Head Start Study.

The 5th Grade Follow-up Study is conducted by a research team from <LOCAL RESEARCH INSTITUTION> and Mathematica Policy Research, Inc in Princeton NJ for the U.S. Department of Health and Human Services. About 2,700 children and their parents are asked to be in the study.

WHAT IS EXPECTED OF YOU IF YOU DECIDE TO PARTICIPATE

If you decide to participate in this study, a member of the research team will ask you some questions about yourself, how things have gone for you, and about your relationship with your child. The interview will take about 55 minutes to complete.

If you agree for your child to be in the study, your child will also be asked to sign an agreement to participate. You will be asked to sign this agreement as well. We will ask your child questions about him or herself. We will also do some activities with your child to see how he or she is growing up. For your child to complete the interview and the activities it will take about 85 minutes.

In addition, we will ask you and your child to do an activity together to see how the two of you work on a task. To do this activity it will take about 15 minutes. We will ask you to sign a separate permission form to videotape this activity.

All interviews and activities will be done in your child's home.

As part of the study, we will ask your permission to contact one of the child's teachers. If the teacher agrees to participate in the study, this person will be asked to provide information about him or herself and asked questions about how your child is doing in school, including questions about attendance and test scores. We will ask you to sign a separate permission form for us to contact the child's teacher.

THE INFORMATION YOU PROVIDE WILL BE KEPT CONFIDENTIAL

Everything you tell the research team will be kept strictly confidential and will not be shared with anybody else. The research team will not share any information you share with us with your child's teacher, and we will not share with you the information that the teacher will give us. Only the research team will be able to see the information you give them and nothing will ever be said about you or your child as individuals. Information about you will be combined with information about everybody else in the study, so the researchers can say things like "half of the families in the study have more than one child." However, if a member of the research team observes child abuse, it must be reported as required by law.

YOUR PARTICIPATION IN THE STUDY IS VOLUNTARY

Your participation in the study is completely voluntary. You and your child only have to participate in the study if you want to. If you decide to be in the study, you can withdraw at any time.

RISKS AND BENEFITS OF PARTICIPATING IN THE STUDY?

There are no known risks of participating in this study except for the potential discomfort of answering sensitive questions or participating in activities. Your participation in the study may provide information that could help other children and their families in the future.

YOU WILL BE COMPENSATED FOR PARTICIPATING IN THE STUDY

You will receive \$30 for participating in the study. Your child will also receive \$10 for participating in the activities.

IF YOU HAVE QUESTIONS ABOUT THE STUDY

If you have questions about the study or your rights as a research volunteer, you can call <LOCAL RESEARCHER> toll-free at **xxxxx**.

If you agree to participate, please sign this form.

Name of Participant (*Printed*)

Signature of Participant

Date

Name of Person Administering this Form (*Printed*)

Signature of Person Administering this Form

Date



MATHEMATICA
Policy Research, Inc.

600 Maryland Ave. S.W., Suite 550
Washington, DC 20024-2512
Telephone (202) 484-9220
Fax (202) 863-1763
www.mathematica-mpr.com

July 17, 2006

Dear <FILL PARENT>:

We are contacting you again to invite you and <NAME OF CHILD> to participate in the 5th Grade Early Head Start Follow-up Study. Now that <NAME OF CHILD> is a little older, we would like to learn how things have gone for you and <NAME OF CHILD> since we talked to you the last time. The follow-up study is conducted by <LOCAL RESEARCH INSTITUTION> and Mathematica Policy Research, Inc for the U.S. Department of Health and Human Services.

Like before, a member of the research team will contact you soon to set up an appointment with you and <NAME OF CHILD>. This time, we will ask you as well as the child to participate in an interview. We will also do some activities with <NAME OF CHILD> and ask you to do an activity together that we will videotape. You will receive \$30 for participating and <NAME OF CHILD> will receive \$10 for participating as well.

We are very much looking forward to talking with you and <NAME OF CHILD> again and learning about all the important things that have been happening in your lives.

If you have any questions or if your telephone number or address has changed, please contact us at XXX-XXX-XXXX. It is very important for the success of the study to let us know where you are. You can also send us an e-mail with this information if you like. Our email address is XXX@XXX.com.

Sincerely,

<TITLE>

5TH GRADE FOLLOW-UP OF THE EARLY HEAD START STUDY

PARENT CONSENT TO BE VIDEOTAPED

As part of the 5th Grade Follow-up of the Early Head Start study, the research team will use a video camera to record you and your child working on a task together.

The activities filmed by the video camera are strictly confidential. The videotapes may be edited and copies will be made for research purposes only.

Even though images of you and your child, your voices, and your first names will be on the videotape, identifying information such as your full names and address will not be given to anyone unless it is required by law. The research staff who will see the videotape will sign a promise of confidentiality that says that they agree with these rules.

Your participation in this study and the videotaping is voluntary. You may stop participating in the videotaped activities at any time. You will not receive any additional compensation for being videotaped.

Please sign this form if you agree to allow the voices and images of yourself and your child to be videotaped in your child's home and the videotapes to be used for research purposes only.

Name of Participant (*Printed*)

Signature of Participant

Date

Name of Person Administering this Form (*Printed*)

Signature of Person Administering this Form

Date

5TH GRADE FOLLOW-UP OF THE EARLY HEAD START STUDY
**PARENT CONSENT FOR VIDEO TO BE USED FOR ADDITIONAL
RESEARCH AND EDUCATIONAL USES**

By signing this additional form, you will give permission for the videotape to be reproduced and shown for educational purposes at conferences and workshops, and to be used for training researchers and interviewers with the understanding that no identifying information will be used. You will not receive any additional compensation for giving this permission.

Name of Participant (*Printed*)

Signature of Participant

Date

Name of Person Administering this Form (*Printed*)

Signature of Person Administering this Form

Date

5TH GRADE FOLLOW-UP OF THE EARLY HEAD START STUDY

CHILD ASSENT FORM

WHAT IS THE STUDY ABOUT?

You are asked to be in Early Head Start 5th Grade Follow-up Study because we are trying to learn more about how children your age and their parents are doing. The study might find out things that will help children like you with growing up and parents with raising children. We are inviting you to be in the study because you have been part of another research study called the Early Head Start Study before. We explained the study to your parent and your parent said that we could ask you if you want to be in it.

IF YOU DECIDE TO BE IN THE STUDY WHAT WILL HAPPEN?

If you decide to be in this study, we will ask you some questions about yourself. We will also do some activities with you to see how you are growing up. It will take about 30 minutes for you to complete the interview and the activities. We will also ask you to do an activity together with your parent to see how the two of you work on a task. We will film this activity on a video camera. The filming will take about 15 minutes. Your teacher will also be asked some questions about how you are doing in school.

DO YOU HAVE TO BE IN THE STUDY?

You do not have to be in the study. No one will be upset if you don't want to do this study. If you don't want to be in this study, you just have to tell us. It's up to you. You can also take more time to think about being in the study.

WHO WILL SEE THE INFORMATION ABOUT YOU?

The information collected about you during this study will be kept safely locked up. Nobody will be able to know or look at it except the people doing the research. So, what you tell us will not be given to your parents or your teachers.

WILL ANY PART OF THE STUDY MAKE ME FEEL UNCOMFORTABLE?

It is possible that some of the questions or activities may make you feel bad. You can let us know this, and it is ok to stop answering the questions or doing the activity at any time.

WILL YOU BE COMPENSATED FOR PARTICIPATING IN THE STUDY?

You will receive \$10 for participating in the study.

WHAT IF YOU HAVE QUESTIONS ABOUT THE STUDY?

You can ask any questions that you have about the study. If you have a question later that you didn't think of now, you can call [\[insert study telephone number\]](#)

If you agree to participate, please sign this form.

Name of Child (*Printed*)

Signature of Child

Date

Name of Parent (*Printed*)

Signature of Parent

Date

Name of Person Administering this Form (*Printed*)

Signature of Person Administering this Form

Date

APPENDIX G
CONFIDENTIALITY STATEMENT

CONFIDENTIALITY PLEDGE

I understand that the names, and any other identifying facts or information, of individuals, businesses, organizations, and families participating in projects conducted by Mathematica, Inc. or its subsidiaries are confidential information. I agree that I will not reveal such confidential information, regardless of how or where I acquired it, to any person unless such person has been authorized by the cognizant Mathematica Project Director or the Mathematica Project Manager to have access to the information.

I further understand that the unauthorized access to, use, or disclosure of any confidential information is a breach of the terms of my employment, or my consultant agreement with Mathematica and may subject me to court action by any interested party or to other sanctions by Mathematica. I acknowledge that this agreement shall continue to bind me even after the project(s) is (are) completed and/or even though my employment or my consultant agreement with Mathematica has terminated.

In addition, in the course of my employment I may have access to personal information, electronic and otherwise, about fellow employees. I agree that I will treat that information as having the highest confidentiality, and not communicate it to fellow employees or others outside Mathematica. Final determination of whether or not there is a business purpose requiring that I access a fellow employees' records will be made in consultation with the Director of Human Resources. Failure to uphold this standard is a breach of trust and may subject me to disciplinary action, including termination of employment.

Other than in the course of my authorized employment or my consultant agreement, I further agree that I will not use, nor facilitate the use by any third party, in any way any information deemed confidential by the terms of any contract or other written agreement between Mathematica and any other organization, except by written authorization by both parties. It is my understanding that Mathematica and the contracting organization(s) have the exclusive right to all information acquired or developed under such a contract or other written agreement. I acknowledge that I acquire no right, title, or interest in and to any data or information to which I have access by reason of my employment or my consultant agreement and that I may not remove such data from my assigned work location without prior authorization.

I agree to promptly notify the cognizant Mathematica Project Director or Project Manager, the Survey Operations Center Manager or Supervisor for survey work, and the Mathematica Security Officer of any unauthorized disclosure, use, or alteration of confidential information that I observe.

Nothing herein shall be construed to prevent divulgence of information to any court or governmental agency, provided such divulgence is required by law. However, if I am subpoenaed, or if I have reason to believe that I may be called upon to make such divulgence, I agree to notify the President of Mathematica promptly in writing and, upon his request, to cooperate in all lawful efforts to resist such divulgence.

Name: _____

Signature: _____

Date: _____