Appendix B:

Parent Interview

INTRODUCTION (SPRING SECOND GRADE) - INQ

INQ.005　　{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012/In the fall of 2012}, we spoke with {NAME OF RESPONDENT} who took part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 on {DATE OF LAST INTERVIEW}. Am I talking to the same person?

　　　　　　　VERIFY NAME, AGE AND RELATIONSHIP WITH RESPONDENT:
　　　　　　　NAME: {FIRST NAME} {LAST NAME}.
　　　　　　　AGE: {APPROXIMATELY {UPDATED AGE FROM PRELOAD} YEARS OLD/UNKNOWN}
　　　　　　　RELATIONSHIP TO CHILD: {RELATIONSHIP TO CHILD/UNKNOWN}.

　　　　　　　ENTER "1" FOR YES EVEN IF THE AGE LISTED IS A YEAR OR TWO DIFFERENT FROM THE AGE OF THE RESPONDENT IF YOU HAVE CONFIRMED IT IS THE SAME PERSON.

　　　　　　　CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, DISPLAY "In the fall of 2010" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF KINDERGARTEN. DISPLAY "In the spring of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF KINDERGARTEN. DISPLAY "In the fall of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF FIRST GRADE. DISPLAY "In the spring of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF FIRST GRADE. DISPLAY "In the fall of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE FALL OF SECOND GRADE.

　　　　　　　CAPI INSTRUCTION: FOR "NAME OF RESPONDENT" DISPLAY FIRST AND LAST NAME OF RESPONDENT FROM MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW FROM PRELOAD. USE THE NAME OF PERSONTYPE=R.

　　　　　　　CAPI INSTRUCTION: FOR "FIRST NAME" AND "LAST NAME" DISPLAY MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED ROUND RESPONDENT'S FIRST AND LAST NAME FROM THE PRELOAD.

　　　　　　　IF AGE IS NOT ONE OF THESE MISSING VALUES (MISSING, REFUSED, OR DON'T KNOW), DISPLAY "APPROXIMATELY…OLD". FOR "UPDATED AGE FROM PRELOAD" DISPLAY AGE OF MOST RECENT PREVIOUS ROUND RESPONDENT FROM PRELOAD. IF AGE IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN."

　　　　　　　FOR "RELATIONSHIP TO CHILD" DISPLAY RELATIONSHIP OF RESPONDENT TO CHILD FROM PRELOAD. IF RELATIONSHIP IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN".

　　　　　　　CAPI INSTRUCTION: FLAG THE RESPONDENT IN THE HOUSEHOLD ROSTER AND SET A FLAG CALLED "FLAGS.SAMERESP" THAT EQUALS 1 IF INQ.005 = 1.

　　　　　　　CAPI INSTRUCTION: REFUSED AND DON'T KNOW DISALLOWED.

　　　　　　　　　　　　　　　YES..1 (INQ.090)
　　　　　　　　　　　　　　　NO..2 (INQ.010)
　　　　　　　　　　　　　　　YES, SAME PERSON, BUT
　　　　　　　　　　　　　　　CHILD LIVES ELSEWHERE NOW................3 (CMQ.701)

INQ.010　　May I please speak with {NAME OF PREVIOUS ROUND RESPONDENT}?

　　　　　　　NOTE: IF THIS PERSON ASKED FOR IN THIS QUESTION IS AVAILABLE AND YOU CAN SPEAK TO HIM/HER NOW, CODE "1". IF YOU NEED TO CALL BACK AND THIS PERSON WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2". IF THIS PERSON IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE

HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3" TO ASK FOR SOMEONE ELSE. IF THE CHILD DOES NOT LIVE THERE NOW, CODE "4" FOR "CHILD LIVES ELSEWHERE."

CAPI INSTRUCTION: DISPLAY FIRST AND LAST NAME OF RESPONDENT FROM MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW.

CAPI INSTRUCTION: IF INQ.010 = 1, HARD ERROR CHECK SHOULD READ:

PLEASE GO BACK TO THE PREVIOUS QUESTION (INQ.005) TO VERIFY THE RESPONDENT.

PRESS G TO GO BACK NOW.
PRESS C TO CANCEL.

AVAILABLE..	1 (INQ.005)
NOT AVAILABLE BUT WILL BE BEFORE END	
OF FIELD PERIOD (CALLBACK APPT.)..............................	2 (CMQ.702)
NOT AVAILABLE IN FIELD PERIOD....................................	3 (INQ.015)
CHILD LIVES ELSEWHERE..	4 (CMQ.701)
REFUSED	8 (INQ.015)
DON'T KNOW	9 (INQ.015)

INQ.015   Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?

NOTE: TO ANSWER "1" FOR "YES", THE PARENT OR GUARDIAN SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF THE YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME. IF YOU ARE NOT SPEAKING TO THIS PERSON NOW, CODE "2" FOR "NO." IF THE CHILD DOES NOT LIVE THERE NOW, CODE "3" FOR "CHILD LIVES ELSEWHERE."

YES..	1	(INQ.030)
NO...	2	(INQ.020)
CHILD LIVES ELSEWHERE.........................	3	(CMQ.701)
REFUSED	8	(INQ.020)
DON'T KNOW	9	(INQ.020)

INQ.020   May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?

NOTE: THE PARENT OR GUARDIAN SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF THE YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME. IF THIS PERSON IS AVAILABLE AND YOU CAN SPEAK TO HIM/HER NOW, CODE "1". IF YOU NEED TO CALL BACK AND THE PARENT OR GUARDIAN WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2". IF THE PARENT OR GUARDIAN IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3" TO ASK FOR SOMEONE ELSE. IF THERE IS NOT A PARENT OR GUARDIAN IN THE HOUSEHOLD WHO KNOWS THE MOST ABOUT THE CHILD'S CARE, EDUCATION, AND HEALTH, CODE "4". IF THE CHILD DOES NOT LIVE THERE NOW, CODE "5" FOR "CHILD LIVES ELSEWHERE."

AVAILABLE..	1 (INQ.030)
NOT AVAILABLE BUT WILL BE BEFORE END	
OF FIELD PERIOD (CALLBACK APPT.)..	2 (CMQ.702)
NOT AVAILABLE IN FIELD PERIOD..	3 (INQ.025)
NO PARENT OR GUARDIAN IN HH KNOWS ABOUT CHILD...............	4 (INQ.025)
CHILD LIVES ELSEWHERE..………	5 (CMQ.701)
REFUSED ....………	8 (INQ.025)

DON'T KNOW ....…….9 (INQ.025)

INQ.025   May I please speak with a household member who is 18 or older and knows about {CHILD}'s care, education, and health?

NOTE: THE RESPONDENT SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF THE YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME. IF THIS PERSON IS ON THE PHONE, CODE "1". IF YOU NEED TO CALL BACK AND THIS PERSON WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2". IF THIS PERSON IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3". IF THERE IS NOT AN ADULT IN THE HOUSEHOLD WHO KNOWS ABOUT THE CHILD'S CARE, EDUCATION, AND HEALTH, CODE "4". IF THE CHILD DOES NOT LIVE THERE NOW, CODE "5" FOR "CHILD LIVES ELSEWHERE."

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PERSON ON PHONE............................................................1 (INQ.030)
NOT AVAILABLE BUT WILL BE BEFORE END
OF FIELD PERIOD (CALLBACK APPT).............................. 2 (CMQ.702)
NOT AVAILABLE IN FIELD PERIOD...................................3 (CMQ.703)
NO ADULT IN HH KNOWS ABOUT CHILD.........................4 (CMQ.703)
CHILD LIVES ELSEWHERE............. .................................5 (CMQ.701)
REFUSED .........................................................................8 (CMQ.703)
DON'T KNOW  ...................................................................9 (CMQ.703)
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INQ.030   May I have your name please?

SELECT NAME FROM LIST BELOW.

IF THE NAME IS ON THE LIST OF HOUSEHOLD MEMBERS, ENTER THE NUMBER NEXT TO THE PERSON ON THE HOUSEHOLD ROSTER WHO WILL BE THE CURRENT ROUND RESPONDENT. SELECT THIS PERSON'S NAME EVEN IF THE AGE LISTED IS A YEAR OR TWO DIFFERENT FROM THE AGE OF THE RESPONDENT.

VERIFY NAME, RELATIONSHIP, AND AGE WITH RESPONDENT.

IF NAME NOT LISTED, ENTER 0.

CAPI INSTRUCTIONS:
1.   DISPLAY NAME, RELATIONSHIP, AND AGE OF HOUSEHOLD MEMBERS FROM THE MOST RECENT UPDATED HOUSEHOLD ROSTER FROM THE PRELOAD. AT THE TOP OF THE ROSTER, DISPLAY "0 NOT ON LIST. IF RELATIONSHIP OR AGE IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN". IF AGE IS NOT MISSING, REFUSED, OR DON'T KNOW, NEXT TO AGE DISPLAY THE WORD "APPROXIMATELY". IF THERE IS NOT A HOUSEHOLD ROSTER BECAUSE THERE IS ONLY FALL-FIRST GRADE DATA OR FALL-SECOND GRADE DATA, SEE INSTRUCTION 2.

INQ.060 {[}May I have your name, please?{]}

ENTER THE RESPONDENT'FIRST NAME.

VERIFY SPELLING.

CAPI INSTRUCTION: DISPLAY "[" AND "]" IF INQ.030 WAS ASKED. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW DISALLOWED.

_____
FIRST NAME

INQ.070   [May I have your name, please?]

ENTER LAST NAME.

VERIFY SPELLING.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW DISALLOWED.
_____
LAST NAME

INQ.080   (As I mentioned earlier), you and {CHILD} were selected to take part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

This call will be recorded for quality control purposes.

CONTINUE WITH RECORDING……….1 (BOX 4)
CONTINUE WITHOUT RECORDING….2 (INQ.080b)

INQ.080b   THIS INTERVIEW IS NOT BEING RECORDED.

IF NEEDED: That's fine. This interview will not be recorded.

PRESS 1 AND ENTER TO CONTINUE.

| **BOX 4** |
| FOR NEW SPRING-SECOND GRADE RESPONDENTS , GO TO INQ130. |

INQ.090   {In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012}, you and {CHILD} took part in the Early Childhood Longitudinal Study Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences since our last interview. The information I collect in this interview will be extremely valuable in understanding the development of young children and how their early school experiences can be improved.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

This call will be recorded for quality control purposes.

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, DISPLAY "In the fall of 2010" IF THE LAST COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF KINDERGARTEN. DISPLAY "In the spring of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF KINDERGARTEN. DISPLAY "In the fall of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF FIRST GRADE. DISPLAY "In the spring of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF FIRST GRADE.

CONTINUE WITH RECORDING……….1 (INQ.110)
CONTINUE WITHOUT RECORDING….2 (INQ.090b)

INQ.090b   THIS INTERVIEW IS NOT BEING RECORDED.

IF NEEDED: That's fine. This interview will not be recorded.

PRESS 1 AND ENTER TO CONTINUE.

INQ.110 I would like to verify the spelling of your name for our records. Is your first name spelled {FIRST NAME OF PREVIOUS ROUND RESPONDENT}?

CAPI INSTRUCTION: FROM THE PRELOAD, DISPLAY FIRST NAME OF RESPONDENT FROM THE MOST RECENTLY COMPLTED OR PARITIALLY COMPLETED INTERVIEW.

YES……………………………………….... 1 (INQ.115)
NO……………………………………………. 2 (INQ.112)

INQ.112   How do you spell your first name?

VERIFY SPELLING.

INQ.115   [I would like to verify the spelling of your name for our records. Is your last name spelled] {LAST NAME OF PREVIOUS ROUND RESPONDENT}?

CAPI INSTRUCTION: FROM THE PRELOAD, DISPLAY LAST NAME OF RESPONDENT FROM THE MOST RECENTLY COMPLTED OR PARITIALLY COMPLETED INTERVIEW.

YES…………………………………………... 1   (INQ.130)
NO……………………………………………… 2   (INQ.116)

INQ.116   How do you spell your last name?

VERIFY SPELLING.

INQ.130   Before we begin the interview, I would like to verify some information.

I have recorded {CHILD's FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?

ALSO VERIFY SPELLING.

MAKE CORRECTIONS TO NAME BELOW OR PRESS ENTER TO ACCEPT FIRST/MIDDLE/LAST NAME.

IF NO MIDDLE NAME OR INITIAL, ENTER 'NMN'.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW ALLOWED AT ALL FIELDS. HOWEVER, DO NOT ALLOW INTERVIEWER TO CHANGE 'REAL DATA' TO '8' (REFUSED) OR '9' (DON'T KNOW).

CAPI INSTRUCTION: FOR CHILD'S FIRST, MIDDLE, AND LAST NAME, DISPLAY CHILD'S FULL NAME FROM PRELOAD.

CAPI INSTRUCTION: USE PRELOAD LENGTH FOR CHILD'S NAME.

Current Info: [CHILD'S FIRST NAME]
                   [CHILD'S MIDDLE NAME]
                   [CHILD'S LAST NAME]

FIRST NAME: [_____]
MIDDLE NAME: [_____]
LAST NAME: [_____]

BOX 5

IF CHILD'S SEX IS MISSING IN THE PRELOAD, GO TO INQ.160. ELSE, GO TO BOX 6.

INQ.160   ASK IF NOT OBVIOUS: {I have {CHILD} recorded as {male/female}. Is that correct?}{/{Is {CHILD} male or female?}

{MAKE CORRECTIONS TO GENDER BELOW OR PRESS ENTER TO ACCEPT CURRENT GENDER.}

{Current Info: [MALE/FEMALE]}

9

DISPLAY CORRECTED INFORMATION ABOUT CHILD'S GENDER FROM PRELOAD. IF GENDER IS NONMISSING IN THE PRELOAD, DISPLAY "I have…{male/female}. Is that correct?" AND "MAKE CORRECTIONS TO GENDER BELOW OR PRESS ENTER TO ACCEPT CURRENT GENDER. DISPLAY "male" IF THE PRELOAD SHOWS THAT THE CHILD IS MALE, DISPLAY "female" IF THE PRELOAD SHOWS THAT THE CHILD IS FEMALE, AND NEXT TO "CURRENT INFO" BELOW, DISPLAY "MALE" IF THE CHILD IS MALE ACCORDING TO THE PRELOAD AND DISPLAY "FEMALE" IF THE CHILD IS FEMALE. ELSE, IF GENDER IS MISSING IN THE PRELOAD, DISPLAY "Is {CHILD}…female?" AND USE A NULL DISPLAY FOR "MALE/FEMALE" AND DO NOT DISPLAY "CURRENT INFO". REFUSED AND DON'T KNOW ALLOWED.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW ALLOWED.

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MALE..................................................................1
FEMALE...............................................................2
REFUSED.............................................................8
DON'T KNOW ......................................................9
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BOX 6

IF CHILD'S DATE OF BIRTH IS MISSING IN THE PRELOAD, GO TO INQ.170. ELSE, GO TO BOX 8.

INQ.170   {I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?/What is {CHILD}'s date of birth?}

{MAKE CORRECTIONS TO DATE OF BIRTH BELOW OR PRESS ENTER TO ACCEPT CURRENT DATE OF BIRTH.}

CAPI INSTRUCTION: DISPLAY INFORMATION ABOUT CHILD'S DATE OF BIRTH FROM PRELOAD. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., August 12th, 2005).

CAPI INSTRUCTION: IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, ENTRY FOR DATE OF BIRTH IS REQUIRED.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW ALLOWED.

CAPI INSTRUCTION: DISPLAY INFORMATION ABOUT CHILD'S DATE OF BIRTH FROM PRELOAD. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., August 12th, 2005). IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, ENTRY FOR DATE OF BIRTH IS REQUIRED. REFUSED AND DON'T KNOW ALLOWED IF THERE ARE NO PRELOADED DATA. IF THERE ARE PRELOADED DATA DO NOT ALLOW THEM TO BE OVERWRITTEN BY REFUSED/DON'T KNOW. IF A DATE OF BIRTH IS AVAILABLE FOR THE FOCAL CHILD FROM THE PRELOAD, DISPLAY "I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?" AND "MAKE CORRECTIONS … BIRTH."' ALSO, IF DATE OF BIRTH IS AVAILABLE IN THE PRELOAD, DISPLAY IT NEXT TO "CURRENT INFO" BELOW. OTHERWISE, IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, DISPLAY "What is {child}'s date of birth?" AND USE A NULL DISPLAY FOR DATE OF BIRTH AND DO NOT DISPLAY "CURRENT INFO". RANGE CHECK: 1-12 FOR MONTH, 1-31 FOR DAY, 2003-2007 FOR YEAR. IF MONTH IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY MONTH SHOULD BE BETWEEN 1 AND 12." IF DAY IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY DAY SHOULD BE BETWEEN 1 AND 31." IF YEAR IS OUT OF RANGE, DISPLAY ERROR

MESSAGE "THE BIRTHDAY YEAR SHOULD BE IN THE RANGE OF 2003 – 2007. CONFIRM THE YEAR THE CHILD WAS BORN AND, IF STILL NOT IN RANGE, ENTER "DON'T KNOW" AND A COMMENT."

{CURRENT INFO: [DATE OF BIRTH]}

|___|___| / |___|___| / |___|___||___|___|}
ENTER DATE OF BIRTH (MONTH/DAY/YEAR)

BOX 7

IF ANY FIELD IN DATE OF BIRTH VARIABLE INQ.170 = REFUSED OR DK, GO TO INQ.176.
ELSE, CONTINUE WITH INQ.175.

INQ.175   So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ.170} years old. Is that correct?

IF AGE IS INCORRECT, GO BACK TO INQ170 AND CORRECT DATE OF BIRTH.
IF AGE IS STILL INCORRECT, ANSWER "NO" TO THIS QUESTION (INQ175).

CAP INSTRUCTIONS: USE ERROR MESSAGE THAT SAYS: IF AGE INCORRECT, CORRECT DATE OF BIRTH.

1. PRESS G or ENTER TO REENTER DATE OF BIRTH.
2. PRESS C OR ESCAPE TO CANCEL.
"S" FOR SUPPRESS SHOULD ALSO BE AN OPTION ON THIS SCREEN, IN ADDITION TO G FOR "GO TO" AND "C" FOR CLOSE.

YES..1 (BOX 8)
NO..2 (ERROR MESSAGE)
REFUSED 8 (INQ.176)
DON'T KNOW..9 (INQ.176)

INQ.176   How old is {CHILD}?

CAPI INSTRUCTION: RANGE CHECK 5-10.

IF DK OR RF, DISPLAY "YOU MUST ENTER AN AGE FOR THE CHILD IF DATE OF BIRTH IS MISSING. IF THEIR RESPONDENT DOESN'T KNOW THE AGE, ASK FOR HIS/HER BEST GUESS. IF THE RESPONDENT REFUSES TO PROVIDE AN AGE, ENTER YOUR BEST GUESS OR A '7' IF YOU CAN'T GUESS AT THE CHILD'S AGE."

REFUSED .…………………………………………….. 8
DON'T KNOW .……………………………………… 9

BOX 8

IF PREVIOUS ADDRESS IS IN THE PRELOAD, GO TO INQ.180. ELSE, IF PREVIOUS ADDRESS IS NOT IN THE PRELOAD, GO TO INQ.190.

INQ.180   I have recorded that {CHILD}'s home address is:

STREET ADDRESS1:   [_____]
STREET ADDRESS2:   [_____]

```
CITY:                    [_____]
STATE:                   [_____]
ZIP CODE:                [_____]
```
Is this still correct?

CAPI INSTRUCTION: IN THE RESPONSE FIELD, DISPLAY CURRENT ADDRESS INFO FROM THE PRELOAD.

CAPI INSTRUCTION: IF REFUSED OR DON'T KNOW, GO TO BOX 9.

```
              YES, CORRECT ADDRESS.....................…………… 1 (INQ.200)
              YES, SAME ADDRESS – MINOR
                 CORRECTIONS .....................................…… 2 (INQ.190)
              NO. NEW ADDRESS................................................. 3 (INQ.190)
```

{HELP AVAILABLE}

INQ.190   {What is {CHILD}'s home address?}

{MAKE CORRECTIONS TO ADDRESS BELOW.}

{TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE NAME. USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH." WHEN ON STATE ENTRY FIELD.}

CAPI INSTRUCTION: IF THE HOME ADDRESS WAS NOT IN THE PRELOAD, DISPLAY "What is… address?" ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF INQ.180 = 2 OR 3, DISPLAY "MAKE CORRECTIONS…BELOW." ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW ALLOWED AT ALL FIELDS.

CAPI INSTRUCTION: DISPLAY "TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE NAME. USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH." WHEN ON STATE ENTRY FIELD.

CAPI INSTRUCTION: DISPLAY CURRENT ADDRESS INFO IN THE RESPONSE FIELD IF PREVIOUS ADDRESS INFORMATION WAS IN PRELOAD.

CAPI INSTRUCTION: FOR THIS ITEM ONLY, DO NOT DISPLAY PUERTO RICO IN THE STATE LOOKUP HELP FILE.

```
                              [STREET ADDRESS1]
                              [STREET ADDRESS2]
                                        [CITY]
                                       [STATE]
                                    [ZIP CODE]

              STREET ADDRESS1:  [_____]
              STREET ADDRESS2:  [_____]
                         CITY:  [_____]
                        STATE:  [_____]
                     ZIP CODE:  [_____]
```

BOX 9

IF TELEPHONE NUMBER IS IN THE PRELOAD, GO TO INQ.200. ELSE, IF TELEPHONE NUMBER IS NOT IN THE PRELOAD, GO TO INQ.205.

INQ.200   I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct?

CAPI INSTRUCTION: DISPLAY CURRENT PHONE NUMBER FROM PRELOAD.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW GO TO BOX 10.

YES, CORRECT TELEPHONE NUMBER.................. 1(BOX 10)
YES, SAME TELEPHONE NUMBER – MINOR
   CORRECTIONS …………….…………………………2 (INQ.205)
NO, NEW TELEPHONE NUMBER …………….…….. 3 (INQ.205)

INQ.205   {What is {CHILD}'s family's current home phone number?}

{MAKE CORRECTIONS TO TELEPHONE NUMBER BELOW.}

IF NO TELEPHONE, ENTER '000'.

CAPI INSTRUCTION: IF TELEPHONE NUMER WAS MISSING IN PRELOAD, DISPLAY "What is… number?". ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF INQ.200 = 2 OR 3, DISPLAY "MAKE…BELOW." ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW ALLOWED AT ALL FIELDS.

CAPI INSTRUCTION: DISPLAY CURRENT TELEPHONE NUMBER IN THE RESPONSE FIELD.

[CURRENT TELEPHONE NUMBER]

TELEPHONE NUMBER: [_____]

REFUSED   8
DON'T KNOW   9

+---+
| **BOX 10** |
| |
| IF THE PRELOAD SHOWS THAT INQ.300 WAS ASKED IN THE SPRING OF FIRST GRADE OR THE SPRING OF |
| KINDERGARTEN, GO TO BOX 13. ELSE, GO TO INQ.300. |
+---+

INQ.300   Next, I have a few questions about {CHILD}'s background. Was {CHILD} born in this country, that is, in any of the fifty states or the District of Columbia?

YES …………………………………………….. 1 (BOX 13)
NO ……………………………………………..... 2 (INQ.310)
REFUSED ……………………………………….8 (BOX 13)
DON'T KNOW ………………………………….9 (BOX 13)

INQ.310   In what country or territory was {CHILD} born?

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT ***NOT ON LIST*** IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

CAPI INSTRUCTION: DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

REFUSED.. 8
DON'T KNOW 9

BOX 11

IF INQ.310 = 0 (NOT ON LIST), CONTINUE WITH INQ.312OS. OTHERWISE, GO TO INQ.320.

INQ.312OS   What is {CHILD}'s country of birth?

SPECIFY COUNTRY

INQ.320   In what year did {CHILD} come to the United States to stay?

CAPI INSTRUCTION: RANGE CHECK: THE YEAR CHILD CAME TO U.S. CANNOT BE EARLIER THAN CHILD'S YEAR OF BIRTH OR LATER THAN THE CURRENT YEAR. IF IT IS, DISPLAY ERROR MESSAGE: "THE YEAR ENTERED CANNOT BE A YEAR BEFORE THE CHILD WAS BORN OR A YEAR AFTER THE CURRENT YEAR. PLEASE VERIFY THE YEAR."

REFUSED.. 8
DON'T KNOW 9

BOX 12

IF INQ.310 = 90, 139, 179, 203, 235 (GUAM, MARIANA ISLAND, PUERTO RICO, SOLOMON ISLANDS, US VIRGIN ISLANDS), GO TO BOX 13.

OTHERWISE, CONTINUE WITH INQ.330.

INQ.330   Is {CHILD} a U.S. citizen?

YES …………………………………………...1
NO …………………………………………......2
REFUSED ……………………………..………….8
DON'T KNOW ………………………………….9

BOX 13

GO TO SECTION PIQ (PARENT'S INVOLVEMENT WITH CHILD'S SCHOOL).

PARENT'S INVOLVEMENT WITH CHILD'S SCHOOL - PIQ

HELP AVAILABLE

PIQ.120 Now I would like to ask some questions about {CHILD}'s education. How far in school do you <u>expect</u> {CHILD} to go? Would you say you expect {him/her} …

CAPI INSTRUCTION: DISPLAY "expect" IN UNDERLINED TEXT.

HELP TEXT
How far the respondent expects the child to go in school:
This question is about how far in school the respondent realistically expects the child to go, not how far the respondent hopes the child will go. If it is difficult to answer the question because the answer depends on many factors, ask for the best guess.

To receive less than a high school diploma, ...	1
To graduate from high school, ...	2
To attend a vocational or technical school after high school,..	3
To attend two or more years of college, ...	4
To finish a four- or five-year college degree, ...	5
To earn a master's degree or equivalent, or	6
To finish a Ph.D., MD, or other advanced degree? …..	7
REFUSED	88
DON'T KNOW	99

PIQ.127   Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household about any <u>behavior</u> problems {he/she} is having in school?

ENTER NUMBER OF TIMES.

ENTER "77" IF THE CHILD IS SCHOOLED <u>ONLY</u> AT HOME AND DOES NOT ALSO ATTEND SCHOOL.

CAPI INSTRUCTION: DISPLAY "his" AND "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "her" AND "she".
IF GENDER IS MISSING, DISPLAY "he/she".
CAPI INSTRUCTION: DISPLAY "behavior" IN UNDERLINED TEXT.
CAPI INSTRUCTION: IF "77" IS ENTERED, GO TO BOX 2.
CAPI INSTRUCTION: SOFT RANGE= 0 – 50; HARD RANGE 0 - 77.

_____
                          TIMES

REFUSED...	8
DON'T KNOW	9

15

PIQ.128   [Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household about any problems {he/she} is having with school work?]

How about any problems {he/she} is having with school work?

PROBE: Please tell me the number of times.

ENTER NUMBER OF TIMES.

CAPI INSTRUCTION: DISPLAY "school work" IN UNDERLINED TEXT.
CAPI INSTRUCTION: DISPLAY "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "she". IF GENDER IS MISSING, DISPLAY "he/she".
CAPI INSTRUCTION: RANGE= 0 – 50.

_____
                          TIMES

REFUSED..   8
DON'T KNOW   9

PIQ.129   [Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household about anything {CHILD} is doing particularly well or better in school?]

How about anything {CHILD} is doing particularly well or better in school?

PROBE: Please tell me the number of times.

ENTER NUMBER OF TIMES.

CAPI INSTRUCTION: RANGE= 0 – 50.

_____
                          TIMES

REFUSED..   8
DON'T KNOW   9

PIQ.130   Since the beginning of this school year, have you or the other adults in your household attended an open house or a back-to-school night?

YES...   1
NO..   2
REFUSED..   8
DON'T KNOW   9

PIQ.140   [Since the beginning of this school year, have you or the other adults in your household…]

Attended a meeting of a PTA, PTO, or Parent-Teacher Organization?

```
                                YES.................................................................  1
                                NO..................................................................  2
                                REFUSED........................................................  8
                                DON'T KNOW..............................................  9
```

PIQ.150   [Since the beginning of this school year, have you or the other adults in your household…]

Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?

```
                                YES.................................................................  1
                                NO..................................................................  2
                                REFUSED........................................................  8
                                DON'T KNOW ...........................................  9
```

PIQ.160   [Since the beginning of this school year, have you or the other adults in your household…]

Attended a school or class event, such as a play, sports event, or science fair?

```
                                YES.................................................................  1
                                NO..................................................................  2
                                REFUSED........................................................  8
                                DON'T KNOW ...........................................  9
```

PIQ.170   [Since the beginning of this school year, have you or the other adults in your household…]

Served as a volunteer in (CHILD)'s classroom or elsewhere in the school?

```
                                YES.................................................................  1
                                NO..................................................................  2
                                REFUSED........................................................  8
                                DON'T KNOW ...........................................  9
```

PIQ.185   During this school year, how many times have you or other adults in your household gone to meetings or

participated in activities at {CHILD}'s school?

CAPI INSTRUCTIONS: RANGE: 1 TO 180.

|___|___|___|

TIMES

17

REFUSED 8

DON'T KNOW 9

BOX 1

IF THE PRELOAD INDICATES THAT THERE WAS NOT A COMPLETE OR PARTIALLY COMPLETE SPRING-FIRST GRADE INTERVIEW, GO TO PIQ.190. ELSE, GO TO PIQ.189.

PIQ.189   Is {CHILD} attending a different school than {he/she} was at the time of our interview {on {DATE OF SPRING-FIRST GRADE INTERVIEW}/last spring}?

CAPI INSTRUCTIONS: DISPLAY "on {DATE OF SPRING-FIRST GRADE INTERVIEW" FROM THE PRELOAD F THIS DATE IS NOT MISSING. ELSE, DISPLAY "last spring".

YES... 1 (PIQ.190)
NO.. 2 (PIQ.410)
REFUSED.. 8 (PIQ.410)
DON'T KNOW 9 (PIQ.410)

PIQ.190   For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year. The school lets you know between report cards how {CHILD} is doing in school. Would you say {CHILD}'s school…

Does this very well,................................1
Just OK, or...2
Doesn't do this at all?............................3
REFUSED...8
DON'T KNOW..9

PIQ.200   [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school helps you understand what children at {CHILD}'s age are like. Would you say {CHILD}'s school…

Does this very well,................................1
Just OK, or...2
Doesn't do this at all?............................3
REFUSED...8
DON'T KNOW..9

18

PIQ.210   [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school makes you aware of chances to volunteer at the school. Would you say {CHILD}'s school…

Does this very well,...............................1
Just OK, or...2
Doesn't do this at all?...........................3
REFUSED...8
DON'T KNOW.......................................9

PIQ.220   [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school provides workshops, materials, or advice about how to help {CHILD} learn at home. Would you say {CHILD}'s school…

Does this very well,...............................1
Just OK, or...2
Doesn't do this at all?...........................3
REFUSED...8
DON'T KNOW.......................................9

PIQ.230   [For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.] The school provides information on community services to help {CHILD} or your family. Would you say {CHILD}'s school…

Does this very well,...............................1
Just OK, or...2
Doesn't do this at all?...........................3
REFUSED...8
DON'T KNOW.......................................9

PIQ.410   This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school? Inconvenient meeting times? Has that made it harder for you to participate in activities at {CHILD}'s school?

YES...   1
NO...   2
REFUSED..   8
DON'T KNOW…………………………………   9

PIQ.420   [This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?] No child care keeps your family from going to school meetings or events? Has that made it harder for you to participate in activities at {CHILD}'s school?

```
                              YES................................................  1
                              NO.................................................  2
                              REFUSED.......................................  8
                              DON'T KNOW……………………………  9
```

PIQ.430   [This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s
             school?] Family members can't get time off from work? [Has that made it harder for you to
             participate in activities at {CHILD}'s school?]

```
                              YES................................................  1
                              NO.................................................  2
                              REFUSED.......................................  8
                              DON'T KNOW……………………………  9
```

PIQ.440   [This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s
             school?]   Problems with safety going to the school? [Has that made it harder for you to
             participate in activities at {CHILD}'s school?]

```
                              YES................................................  1
                              NO.................................................  2
                              REFUSED.......................................  8
                              DON'T KNOW……………………………  9
```

PIQ.450   [This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s
             school?] The school does not make your family feel welcome? [Has that made it harder for you to
             participate in activities at {CHILD}'s school?]

```
                              YES................................................  1
                              NO.................................................  2
                              REFUSED.......................................  8
                              DON'T KNOW……………………………  9
```

PIQ.460   [This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s
             school?] Problems with transportation to the school? [Has that made it harder for you to
             participate in activities at {CHILD}'s school?]

```
                              YES................................................  1
                              NO.................................................  2
                              REFUSED.......................................  8
                              DON'T KNOW……………………………  9
```

PIQ.480   [This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?]
             You don't hear about things going on at school that you might want to be involved in? [Has that made it
             harder for you to participate in activities at {CHILD}'s school?]

```
                              YES................................................  1
                              NO.................................................  2
                              REFUSED.......................................  8
                              DON'T KNOW……………………………  9
```

PIQ.490   Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied with the school {CHILD} attends this year?

                          VERY SATISFIED... 1
                          SOMEWHAT SATISFIED............................... 2
                          SOMEWHAT DISSATISFIED......................... 3
                          VERY DISSATISFIED.………………………… 4
                          REFUSED.……………………………………….. 8
                          DON'T KNOW.…………………………………… 9

PIQ.491   About how far would you say it is from your home to the school {CHILD} attends?
                          LESS THAN 1/8TH MILE (LESS THAN 3 BLOCKS)………………….1   (PIQ.492)
                          1/8TH MILE TO 1/4 MILE (3-5 BLOCKS)……………………….....….2   (PIQ.492)
                          MORE THAN 1/4 MILE, BUT LESS THAN 1/2 MILE (6-9 BLOCKS)...3   (PIQ.492)
                          1/2 MILE TO LESS THAN 1 MILE (10-19 BLOCKS)…………………...4   (PIQ.492)
                          ONE MILE TO 2.5 MILES (LESS THAN 5 MINUTE DRIVE)………….…5   (PIQ.492)
                          2.6 MILES TO 5 MILES (BETWEEN 5-10 MINUTE DRIVE)…………...6   (PIQ.492)
                          5.1 MILES TO 7.5 MILES (BETWEEN 11 AND 15 MINUTE DRIVE)…7   (PIQ.492)
                          7.6 MILES TO 10 MILES (BETWEEN 16 AND 20 MINUTE DRIVE)….8   (PIQ.492)
                          10.1 MILES OR MORE (MORE THAN 20 MINUTE DRIVE)………..…..9   (PIQ.492)
                          OTHER (SPECIFY)…………………………………………………….91 (PIQ.491OS)
                          REFUSED.……………………………………………………………88 (PIQ.492)
                          DON'T KNOW.……………………………………………………….99 (PIQ.492)

PIQ.491OS   [About how far would you say it is from your home to the school {CHILD} attends?]

                _____

                          SPECIFY DISTANCE

PIQ.492   How does {CHILD} usually get to school in the morning?

                          SCHOOL BUS.…………………………………… 1 (PIQ.493)
                          PARENT DRIVES (HIM/HER)………………….. 2 (PIQ.493)
                          CARPOOL.……………………………………… 3 (PIQ.493)
                          WALK.…………………………………………… 4 (PIQ.493)
                          RIDES A BIKE OR SCOOTER………………….. 5 (PIQ.493)
                          SOMEONE OTHER THAN PARENT DRIVES/
                          TAKES CHILD TO SCHOOL…………………..   6 (PIQ.493)
                          OTHER (SPECIFY)……………………………..91 (PIQ.492OS)
                          REFUSED.………………………………………. 8 (PIQ.493)
                          DON'T KNOW.……………………………………. 9 (PIQ.493)

PIQ.492OS   [How does {CHILD} usually get to school in the morning?]

                _____
                          SPECIFY

PIQ.493   How long does this take? Would you say…
                          Less than 15 minutes,................................1
                          15-30 minutes, or......................................2
                          More than 30 minutes?...............................3
                          REFUSED...8
                          DON'T KNOW..9

PIQ.494   On school days, how much time does {CHILD} have between arriving at school and classes starting?   Would you say…

Less than 10 minutes, ... 1
10-20 minutes, or 2
More than 20 minutes?................................. 3
REFUSED.. 7
DON'T KNOW... 9

PIQ.510   How often does {CHILD} do homework at home? Would you say…
PROBE: This refers to homework assigned by the school and not extra work provided by the parent.

Never... 1 (BOX 2)
Less that once a week.................................. 2 (PIQ.520)
1 to 2 times a week...................................... 3 (PIQ.520)
3 to 4 times a week, or................................. 4 (PIQ.520)
5 or more times a week?............................... 5 (PIQ.520)
REFUSED.. 8 (BOX 2)
DON'T KNOW... 9 (BOX 2)

PIQ.520   During this school year, how often did you or someone else help {him/her} with {his/her} homework? Would you say…
CAPI INSTRUCTION: IF PIQ.510=2, PIQ.520 CANNOT EQUAL TO 3, 4, OR 5. IF PIQ.510=3, PIQ.520 CANNOT EQUAL TO 4 OR 5. IF PIQ.510=4, PIQ.520 CANNOT EQUAL TO 5. OTHERWISE, DISPLAY ERROR MESSAGE: "Child does homework at home {DISPLAY RESPONSE AT PIQ.510} but parent helped {him/her} with {his/her} homework {DISPLAY RESPONSE AT PIQ.520}."

Never... 1
Less that 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
REFUSED.. 8
DON'T KNOW... 9

BOX 2

GO TO SECTION FSQ (FAMILY STRUCTURE).

FAMILY STRUCTURE - FSQ

BOX 1

IF THE CASE HAD A COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, OR SPRING-FIRST GRADE, GO TO FSQ010. (NOTE: THIS DOES NOT INCLUDE CASES THAT ONLY HAVE FALL-FIRST GRADE DATA, ONLY FALL-SECOND GRADE DATA, OR ONLY FALL-FIRST AND FALL-SECOND GRADE DATA BECAUSE THOSE HAD NO HOUSEHOLD ROSTER INFORMATION COLLECTED).

ELSE, IF THE CASE DID NOT HAVE COMPLETE FSQ DATA FROM A PARENT INTERVIEW IN FALL- KINDERGARTEN, SPRING-KINDERGARTEN, OR SPRING-FIRST GRADE, GO TO FSQ.020.

DEFINITION: COMPLETE FSQ DATA INDICATES ALL OF FSQ IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE, OR FSQ DATA THROUGH FSQ200 IN SPRING-KINDERGARTEN.

FSQ.010   Now I have a few questions about your household. We have listed that (READ NAMES FROM MATRIX) lived in this household at the time of our last interview.

As I read each person's name again, please tell me if he or she still lives in this household.

Does {NAME} still live in this household?
CAPI MATRIX INSTRUCTIONS:

1. DISPLAY 'still' IN UNDERLINED TEXT.

2. DISPLAY THE COMPLETED HOUSEHOLD MATRIX FROM THE MOST RECENT COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL-K, SPRING K, OR SPRING-FIRST GRADE. THIS INCLUDES THE PERSON TYPE, FIRST NAME, LAST NAME, AGE, AND GENDER COLUMNS. THESE COLUMNS SHOULD BE PROTECTED, THAT IS, INFORMATION CANNOT BE CHANGED. CHANGES MADE AT INQ.130, INQ.160, AND AGE QUESTIONS (IF INQ.175 = 1, CALCULATE AGE FROM BIRTHDATE IN INQ.170. ELSE, GET FROM INQ.176) SHOULD SHOW UP ON THE MATRIX AT FSQ.010. .CHANGES MADE AT INQ.060, INQ.070 INQ.112, AND INQ.116, SHOULD BE REFLECTED IN THE FSQ.010 MATRIX.

3. ADD AS THE 6TH COLUMN TO THE MATRIX, 'STILL HERE'. DISPLAY 'Y' IF PERSON STILL LIVES IN THE HOUSEHOLD AND 'N' IF THE PERSON DOES NOT (BASED ON HOW FSQ010 IS CODED).

4. THE CURSOR SHOULD START AT THE 'STILL HERE' COLUMN FOR THE FIRST PERSON LISTED IN THE MATRIX.

5. DISPLAY BRACKETS [ ] AROUND THE FIRST TWO PARAGRAPHS WHENEVER IN THE 'STILL HERE' COLUMN FOR SOMEONE OTHER THAN THE FIRST PERSON LISTED ON THE MATRIX. (THE FIRST TWO PARAGRAPHS SHOULD BE DISPLAYED WITHOUT THE BRACKETS WHEN YOU FIRST ARRIVE AT THIS QUESTION.)

6. ADD AS THE 7TH COLUMN TO THE MATRIX, 'REASON LEFT'(FSQ.015).

7. IF THE 'STILL IN HH' COLUMN IS CODED 'NO', THE CURSOR SHOULD MOVE RIGHT TO THE 'REASON LEFT' COLUMN. IF THE 'STILL IN HH' IS CODED 'YES', THE CURSOR SHOULD MOVE TO THE 'STILL HERE' COLUMN FOR THE NEXT PERSON ON THE MATRIX (THE 'REASON LEFT' COLUMN DOES NOT NEED TO BE COMPLETED IN THIS INSTANCE).

8. ADD AS THE 8TH COLUMN TO THE MATRIX, 'REASON LEFT OTHER' (FSQ.015OS).

9. THE MATRIX CANNOT HAVE MORE THAN 25 ROW ENTRIES.

10. IF QUESTION IS ABOUT THE RESPONDENT AND INQ.055 NE 0 (RESPONDENT IS NOT A NEW HOUSEHOLD MEMBER) AND FSQ.010 = 2 (NOT IN HH), DISPLAY ERROR MESSAGE: 'THIS PERSON CANNOT BE THE RESPONDENT AND NOT BE IN THE HOUSEHOLD.'

YES…………… 1 (GO TO 'STILL HERE' COLUMN FOR THE NEXT PERSON IN THE MATRIX)
NO…………….. 2 (FSQ.015)

FSQ.015   Why is {NAME} no longer living in this household?

CODE ALL THAT APPLY

CAPI MATRIX INSTRUCTIONS:

1. DISPLAY THIS QUESTION WHENEVER IN THE 'REASON LEFT' COLUMN.

2. ONCE THIS ITEM IS CODED, THE CURSOR SHOULD MOVE TO THE 'STILL HERE' COLUMN FOR THE NEXT PERSON ON THE MATRIX.

3. HOWEVER, IF SOME OTHER REASON IS CODED, THEN FSQ015OS MUST FIRST BE COMPLETED BEFORE MOVING TO THE NEXT PERSON ON THE MATRIX.

SEPARATION OR DIVORCE……………………………………………1
ATTENDING COLLEGE OR BOARDING SCHOOL…………………..2
LIVING ELSEWHERE FOR EMPLOYMENT- RELATED REASONS 3
DECEASED……………………………………………………...…....4
MOVED ON/MOVED
ELSEWHERE………………………………………………...……….5
ROSTER ERROR……………………………………………………....6
MOVED BACK WITH PARENTS…………………………………..…….7
IN JAIL OR PRISON………………………………….……..................8
RESPONDENT MOVED OUT OF THIS PERSON'S HOUSEHOLD. 9
SOME OTHER REASON (SPECIFY)……………………………….91
REFUSED…………………………………………………………..88
DON'T KNOW…………………………………………………….…...99

FSQ.015OS   [Why is {NAME} no longer living in this household?]
              CAPI MATRIX INSTRUCTIONS.

1. DISPLAY 'REASON LEFT OTHER' AS THE 8TH COLUMN IN THE MATRIX.

2. DISPLAY THIS QUESTION WHENEVER IN THE 'REASON LEFT OTHER' COLUMN.

3. THIS COLUMN ONLY NEEDS TO BE COMPLETED IF CODE 91 IS SELECTED AS A REASON IN THE 'WHY REASON LEFT' COLUMN.

_____

ENTER OTHER REASON

FSQ.020   **{**Other than the people I just asked about, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since our last interview? Please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}

{Now I have a few questions about your household. We have noted that you and {CHILD} currently live in this household. First I'd like to ask you some questions about yourself, then I'd like you to please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}

{PROBE: Anyone else (living in this household)?}

{ENTER FIRST NAME OF {NEW} HOUSEHOLD MEMBER OR PRESS ENTER IF MATRIX IS COMPLETE.}

{YOU WILL NEED TO ENTER THE NAME, AGE, AND GENDER OF EACH HOUSEHOLD MEMBER NAMED BEFORE LEAVING THE MATRIX.}

{PRESS ENTER TO RECORD THE AGE AND GENDER OF THE RESPONDENT OR PRESS THE DOWN ARROW KEY TO ADD A HOUSEHOLD MEMBER.}

CAPI MATRIX INSTRUCTIONS:

1. DISPLAY THE HOUSEHOLD MATRIX (PERSON TYPE, FIRST NAME, LAST NAME, AGE, AND GENDER COLUMNS.)

2. THE INTERVIEWER CAN ADD UP TO 25 ROW ENTRIES.

3. THE INTERVIEWER CAN MOVE ALL AROUND THE MATRIX USING THE ARROW KEYS (EXCEPT ON PROTECTED FIELDS).

4. IF, ACCORDING TO THE PRELOAD, A CASE HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST GRADE:
a. DISPLAY FIRST PARAGRAPH "Other…else." WHEN YOU FIRST ARRIVE AT FSQ020. ALSO DISPLAY THIS PARAGRAPH IN BRACKETS [ ] WHENEVER YOU ARE IN THE FIRST NAME COLUMN FOR ANY PERSON OTHER THAN PERSON NUMBER 1 (THE RESPONDENT).
b. DISPLAY ALL HOUSEHOLD MEMBERS AND ASSOCIATED INFORMATION AS COLLECTED IN THE MOST RECENT PARENT INTERVIEW (IN SPRING-FIRST GRADE, SPRING-KINDERGARTEN OR FALL-KINDERGARTEN) OR UPDATED IN SPRING-SECOND GRADE INQ (INQ.060, INQ.070,INQ.112, INQ.116, INQ.130, INQ.160, AND AGE VARIABLES ((IF INQ.175 = 1, CALCULATE AGE FROM BIRTHDATE IN INQ.170. ELSE, GET FROM INQ.176)) FOR THE CHILD AND THE RESPONDENT. HOWEVER, DO NOT DISPLAY THE NAMES OF THOSE HH MEMBERS THAT WERE CODED '2' AT FSQ010 (NOT IN HH ANYMORE).
c. ALL PREVIOUS HH MEMBER ROWS SHOULD BE PROTECTED. THE CURSOR SHOULD APPEAR ON THE FIRST BLANK FIRST NAME COLUMN.
d. WHEN ON THE FIRST BLANK FIRST NAME COLUMN DISPLAY "PROBE: … household", "ENTER FIRST …COMPLETE", AND THE "NEW" IN THAT SCREEN INSTRUCTION.
e. WHEN ON THE SECOND BLANK FIRST NAME COLUMN, THE PROBE AND SCREEN INSTRUCTION CITED IN "d" ABOVE SHOULD ALSO CONTINUE TO BE DISPLAYED.

5. IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST GRADE:
a. DISPLAY THE SECOND PARAGRAPH "Now…else." WHEN YOU FIRST ARRIVE AT FSQ020. ALSO DISPLAY THIS PARAGRAPH IN BRACKETS [ ] WHENEVER YOU ARE IN THE FIRST NAME COLUMN FOR ANY PERSON OTHER THAN PERSON NUMBER 1 (THE RESPONDENT).
b. DISPLAY THE RESPONDENT'S FIRST AND LAST NAMES IN THE APPROPRIATE COLUMNS (COLLECTED AT INQ060, INQ070, INQ.112, OR INQ.116). DISPLAY 'R' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE RESPONDENT.

c. DISPLAY THE NAME OF THE FOCAL CHILD IN THE SECOND ROW OF THE FIRST AND LAST NAME COLUMNS (FROM INQ.130). DISPLAY 'C' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE FOCAL CHILD. DISPLAY THE AGE (IF INQ.175 = 1, CALCULATE AGE FROM BIRTHDATE IN INQ.170. ELSE, GET FROM INQ.176) AND GENDER (INQ.160) OF THE CHILD IN THE APPROPRATE COLUMNS OF THE SECOND ROW. THIS ROW IS PROTECTED.

d. DISPLAY "YOU WILL NEED…THE MATRIX." AND "PRESS ENTER TO…A HOUSEHOLD MEMBER" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR PERSON NUMBER 1.

e. DISPLAY "ENTER FIRST NAME…IF MATRIX IS COMPLETE." WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR A ROW OTHER THAN PERSON NUMBER 1 (THE FIRST BLANK ROW AFTER CHILD).

f. DISPLAY "PROBE:… household)?" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR SOMEONE OTHER THAN PERSON NUMBER 1 OR THE FIRST HOUSEHOLD MEMBER ADDED AFTER THE CHILD.

FSQ.025   ENTER LAST NAME OF {NAME}.
            DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE LAST NAME COLUMN OF THE HOUSEHOLD MATRIX.

FSQ.030   How old {are you/is {NAME}}?

            ENTER AGE OF {NAME}.
            {ENTER ZERO IF PERSON'S AGE IS LESS THAN ONE YEAR.}

            DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN OF THE HOUSEHOLD MATRIX.

            DISPLAY "are you" WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR THE RESPONDENT'S ROW AND "is {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT'S ROW.

            DISPLAY "ENTER ZERO…ONE YEAR." WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT.

            CAPI INSTRUCTIONS: SOFT RANGE FOR RESPONDENT'S AGE IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "RESPONDENT'S AGE IS OUTSIDE THE RANGE OF 18 TO 100. PLEASE VERIFY BEFORE CONTINUING."

            HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

                        REFUSED... 8
                        DON'T KNOW...9

FSQ.040   CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME}} male or female?}

ENTER GENDER OF {NAME}.

CAPI INSTRUCTIONS: DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE
GENDER COLUMN.

CAPI INSTRUCTIONS: DISPLAY "Are you" WHEN THE CURSOR IS POSITIONED IN THE GENDER
COLUMN FOR THE RESPONDENT'S ROW AND "Is {NAME}" (DISPLAY THE APPROPRIATE FIRST
NAME) WHEN THE CURSOR IS POSITIONED IN THE GENDER COLUMN FOR SOMEONE OTHER THAN
THE RESPONDENT'S ROW.

MALE..   1
FEMALE...   2
REFUSED...   8
DON'T KNOW…………………………………   9

FSQ.045   IF HOUSEHOLD MATRIX IS COMPLETE, PRESS 1 AND ENTER TO CONTINUE.

FSQ.060   Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at
school, or any babies or small children?

YES...1 (FSQ.020)
NO...2 (FSQ.110)
REFUSED...8 (FSQ.110)
DON'T KNOW…………………………………..9 (FSQ.110)

FSQ.110   Do you have a spouse or partner who lives in this household?
YES...1 (FSQ.120)
NO...2 (BOX 2)
REFUSED...8 (BOX 2)
DON'T KNOW…………………………………..9 (BOX 2)

FSQ.120   Who in the household is your spouse or partner?
ENTER THE NUMBER NEXT TO THE NAME OF THE PERSON WHO IS {RESPONDENT}'S
SPOUSE/PARTNER.

IF NAME NOT LISTED, BACK UP AND ADD PERSON (IF PART OF HOUSEHOLD).

CAPI INSTRUCTIONS: DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE
CATEGORY CHOICES. INCLUDE THOSE WITH REFUSED/DON'T KNOW ANSWERS FOR AGE AND
DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME. (LINES FOR 8 HH MEMBERS ARE SHOWN BELOW,
BUT UP TO 25 SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD). DO NOT DISPLAY THE
NAMES OF HOUSEHOLD MEMBERS CODED AS NO LONGER LIVING IN THE HOUSEHOLD AT
FSQ.010.

CAPI INSTRUCTIONS: DO NOT DISPLAY THE RESPONDENT'S NAME.

CAPI INSTRUCTIONS: FLAG PERSON SELECTED AT FSQ.120 AS "RESPONDENT'S
SPOUSE/PARTNER".

CAPI INSTRUCTIONS: DISPLAY THE RESPONDENT'S FIRST NAME FOR {RESPONDENT}.

CAPI INSTRUCTIONS: ALLOW FOR REFUSED OR DON'T KNOW ANSWERS.

{DISPLAY HH MEMBER NAME 1}……………….. 1
{DISPLAY HH MEMBER NAME 2}……………….. 2

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{DISPLAY HH MEMBER NAME 3}………..…….. 3
{DISPLAY HH MEMBER NAME 4}………..…….. 4
{DISPLAY HH MEMBER NAME 5}…………….....5
{DISPLAY HH MEMBER NAME 6}…………….....6
{DISPLAY HH MEMBER NAME 7}…………….....7
{DISPLAY HH MEMBER NAME 8}…………….....8

BOX 2

IF THE CASE HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST GRADE AND THE RESPONDENT HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT INTERVIEW: STEP OR FOSTER MOTHER OR FATHER, OTHER MALE OR FEMALE PARENT OR GUARDIAN, BOYFRIEND OR GIRLFRIEND OF PARENT, OTHER RELATIVE, OR NON-RELATIVE [(FSQ.140 = 3, 4, OR 5) OR (FSQ.150 = 3, 4, OR 5) OR (FSQ.130 = 5, 6, 12, OR 13))], GO TO FSQ.121.

ELSE, GO TO BOX 2A.

FSQ.121   During our last interview, it was reported that you were {the girlfriend or female partner of {CHILD}'s parent or guardian}/the boyfriend or male partner of {CHILD}'s parent or guardian/the female guardian of {CHILD}/the male guardian of {CHILD}/{CHILD}'s relative, but not a guardian/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in your relationship to {CHILD}?

PROBE: For example, we mean changes in relationship such as becoming a step-parent, adoptive, parent, or guardian of {CHILD}.

CAPI INSTRUCTIONS: USE THE FOLLOWING DISPLAYS BASED ON PRELOAD INFORMATION FROM THE MOST RECENT COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL-K, SPRING-K OR SPRING-FIRST GRADE: IF FSQ.130 = 5 OR FSQ.180 = 1, DISPLAY "the girlfriend or female partner of {CHILD}'s parent or guardian". ELSE, IF FSQ.130 = 6 OR FSQ.180 = 2, DISPLAY "the boyfriend or male partner of {CHILD}'s parent or guardian". ELSE, IF FSQ.180 = 3, DISPLAY "the female guardian of {CHILD}." ELSE, IF FSQ.180 = 4, DISPLAY "the male guardian of {CHILD}." ELSE, IF FSQ.130 = 12, DISPLAY {CHILD}'s relative, but not a guardian". ELSE, IF FSQ.130 = 13, DISPLAY "not related to {CHILD}". ELSE, USE THE DISPLAY FOR "{CHILD}'s {RELATIONSHIP}" AND DO THE FOLLOWING: IF FSQ.140 = 3, DISPLAY "stepmother". IF FSQ.140 = 4, DISPLAY "foster mother or female guardian". IF FSQ.140 = 5, DISPLAY "other female parent or guardian". IF FSQ.150 = 3, DISPLAY "stepfather". IF FSQ.150 = 4, DISPLAY "foster father or male guardian". IF FSQ.150 = 5, DISPLAY "other male parent or guardian".

YES...   1   (BOX 2A)
NO...   2   (BOX 2A)
REFUSED..   8   (BOX 2A)
DON'T KNOW...   9   (BOX 2A)

BOX 2A

IF THE CASE HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST GRADE AND HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT INTERVIEW: STEP OR FOSTER MOTHER/FATHER, BOYFRIEND/GIRLFRIEND OF PARENT, OTHER RELATIVE, OR NON-RELATIVE [(FSQ.140 = 3, 4, OR 5) OR (FSQ.150 = 3, 4, OR 5) OR (FSQ.130 = 5, 6, 12, OR 13))]], GO TO FSQ.122.

ELSE, GO TO BOX 3.

FSQ.122   During our last interview, it was reported that {NAME OF SPOUSE/PARTNER} was {the girlfriend or female partner of {CHILD}'s parent or guardian}/the boyfriend or male partner of {CHILD}'s parent or guardian/{CHILD}'s relative, but not a guardian/ the female guardian of {CHILD}/the male guardian of {CHILD}/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}?

30

IF THE RESPONDENT SAYS THAT THE PERSON SHOWN IN THIS QUESTION IS NOT HIS/HER CURRENT SPOUSE/.PARTNER, BACK UP TO FSQ.120 AND ASK WHO THE SPOUSE/PARTNER IS.

PROBE: For example, we mean changes in relationship such as becoming a step-parent, adoptive, parent, or guardian of {CHILD}.

CAPI INSTRUCTIONS: USE THE FOLLOWING DISPLAYS BASED ON PRELOAD INFORMATION FROM THE MOST RECENT COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL-K, SPRING-K OR SPRING-FIRST GRADE: IF FSQ.130 = 5 OR FSQ.180 = 1, DISPLAY "the girlfriend or female partner of {CHILD}'s parent or guardian". ELSE, IF FSQ.130 = 6 OR FSQ.180 = 2, DISPLAY "the boyfriend or male partner of {CHILD}'s parent or guardian". ELSE, IF FSQ.180 = 3, DISPLAY "the female guardian of {CHILD}." ELSE, IF FSQ.180 = 4, DISPLAY "the male guardian of {CHILD}." ELSE, IF FSQ.130 = 12, DISPLAY {CHILD}'s relative, but not a guardian". ELSE, IF FSQ.130 = 13, DISPLAY "not related to {CHILD}". ELSE, USE THE DISPLAY FOR "{CHILD}'s {RELATIONSHIP}" AND DO THE FOLLOWING: IF FSQ.140 = 3, DISPLAY "stepmother". IF FSQ.140 = 4, DISPLAY "foster mother or female guardian". IF FSQ.140 = 5, DISPLAY "other female parent or guardian". IF FSQ.150 = 3, DISPLAY "stepfather". IF FSQ.150 = 4, DISPLAY "foster father or male guardian". IF FSQ.150 = 5, DISPLAY "other male parent or guardian".

YES...   1
NO...   2
DIFFERENT SPOUSE/PARTNER.................   3
REFUSED..   8
DON'T KNOW...   9

BOX 3

IF IT IS [A CASE THAT HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST GRADE AND ((THERE WERE NEW HOUSEHOLD MEMBERS ADDED TO FSQ.020 IN THE CURRENT INTERVIEW) OR (THE RESPONDENT OR SPOUSE/PARTNER HAS A NEW RELATIONSHIP TO THE CHILD (FSQ.121 = 1 OR FSQ.122 = 1)))] OR (A CASE WITHOUT A COMPLETE OR PARTIALLY COMPLETE FALL-KINDERGARTEN, SPRING–KINDERGARTEN, OR SPRING –FIRST GRADE INTERVIEW), GO TO LOOP 1.

ELSE, GO TO BOX 4A.

LOOP 1

IF A CASE WITHOUT A COMPLETE OR PARTIALLY COMPLETE FALL-KINDERGARTEN, SPRING–KINDERGARTEN, OR SPRING-FIRST GRADE INTERVIEW, ASK FSQ.130 - FSQ.180 FOR EACH PERSON ENUMERATED ON THE HOUSEHOLD MATRIX (AT FSQ.020) WHO IS NOT THE FOCAL CHILD.
ELSE, IF IT IS A CASE THAT HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, OR SPRING-FIRST GRADE, ASK FSQ.130 - FSQ.180 FOR [(EACH NEW PERSON ENUMERATED ON THE HOUSEHOLD MATRIX (AT FSQ.020) WHO IS NOT THE FOCAL CHILD) AND (EACH OLD PERSON WHO HAS A NEW RELATIONSHIP TO THE CHILD (FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON))].

HELP AVAILABLE

FSQ.130　　What is {your/{NAME}'s} relationship to {CHILD}?
　　　　　　{CODE RELATIONSHIP OF NEW HOUSEHOLD MEMBERS ONLY.}

CAPI INSTRUCTION: REFUSED AND DON'T KNOW ARE DISALLOWED FOR FSQ.130.
CAPI INSTRUCTIONS: DISPLAY THE RELATIONSHIP MATRIX.

CAPI INSTRUCTIONS: DO NOT DISPLAY THE FOCAL CHILD'S ROW.

CAPI INSTRUCTIONS: CONSISTENCY CHECK: IF FSQ.040 = 1 (MALE) FOR THE SUBJECT OF THIS QUESTION, FSQ.130 SHOULD NOT EQUAL 1, 3, 5, 7, OR 9. ELSE, IF FSQ.040 = 2 (FEMALE) FOR THE SUBJECT OF THIS QUESTION, FSQ.130 SHOULD NOT EQUAL 2, 4, 6, 8, OR 10. IF ANY ANSWERS VIOLATE THESE RULES, DISPLAY MESSAGE: THIS PERSON CANNOT BE CODED AS BOTH A {RELATIONSHIP FROM FSQ.130} AND A {GENDER FROM FSQ.040}. PLEASE VERIFY INFORMATION AND CHANGE THE RELATIONSHIP OR GENDER, AS NECESSARY.

CAPI INSTRUCTIONS: CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "7" OR "8" (GRANDMOTHER OR GRANDFATHER), SOFT AGE RANGE IS 30-120.   IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: UNLIKELY AGE FOR A GRANDPARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

CAPI INSTRUCTIONS: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "5" OR "6" (GIRLFRIEND OR BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: UNLIKELY AGE FOR A GIRLFRIEND OR BOYFRIEND OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

CAPI INSTRUCTIONS: CONSISTENCY CHECK: IF [(A NEW HOUSEHOLD MEMBER IS ADDED WITH FSQ130=1 OR FSQ130=1 FOR AN OLD HOUSEHOLD MEMBER WITH A RELATIONSHIP CHANGE THIS ROUND (FSQ121 = 1 OR FSQ122 = 1 FOR THIS PERSON))) AND (THERE IS ALREADY SOMEONE IN THE HOUSEHOLD WITH FSQ130=1)] OR (TWO NEW HOUSEHOLD MEMBERS ARE ADDED WITH FSQ130=1), DISPLAY MESSAGE: "TWO MOTHER/FEMALE GUARDIANS ARE IN THE SAME HOUSEHOLD. IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHOOSE A DIFFERENT RELATIONSHIP CODE."

CAPI INSTRUCTIONS: CONSISTENCY CHECK: IF [(A NEW HOUSEHOLD MEMBER IS ADDED WITH FSQ130=2 OR FSQ130=2 FOR AN OLD HOUSEHOLD MEMBER WITH A RELATIONSHIP CHANGE THIS ROUND (FSQ121 = 1 OR FSQ122 = 1 FOR THIS PERSON))) AND (THERE IS ALREADY SOMEONE IN THE HOUSEHOLD WITH FSQ130=2)] OR (TWO NEW HOUSEHOLD MEMBERS ARE ADDED WITH FSQ130=2), DISPLAY MESSAGE: "TWO FATHER/MALE GUARDIANS ARE IN THE SAME HOUSEHOLD. IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHOOSE A DIFFERENT RELATIONSHIP CODE."

CAPI MATRIX INSTRUCTIONS:

a. IF, ACCORDING TO THE PRELOAD, A CASE HAD A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST GRADE, DISPLAY THE HOUSEHOLD MATRIX FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW:
a.   DO NOT DISPLAY THE NAMES OF HH MEMBERS NOT LIVING IN THE HOUSEHOLD (CODED '2' AT FSQ010).
b. THE NAMES OF HOUSEHOLD MEMBERS COLLECTED IN THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW SHOULD BE PROTECTED.
c. THE RELATIONSHIPS OF HOUSEHOLD MEMBERS COLLECTED IN THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW SHOULD BE PROTECTED UNLESS THERE HAS BEEN A CHANGE IN RELATIONSHIP FOR THE RESPONDENT OR SPOUSE/PARTNER TO THE FOCAL CHILD (FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON). IF FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON, ALLOW THE RELATIONSHIP FIELD TO BE CHANGED.
d. THE CURSOR SHOULD START IN THE FIELD FOR FIRST PERSON WITH A RELATIONSHIP CHANGE (IF FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON) AND THEN MOVE TO THE FIELD FOR THE FIRST NEW PERSON ADDED AT FSQ020 THIS ROUND. IF THERE IS NO ONE WITH A RELATIONSHIP CHANGE, START IN THE FIELD FOR THE FIRST NEW PERSON ADDED AT FSQ020 THIS ROUND.
e. DISPLAY "CODE RELATIONSHIP…ONLY."
f. DISPLAY "your" IF LOOPING ON A NEW RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" USING THE NAME OF THE NEW HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

2. IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE A COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST GRADE:
a. DISPLAY ALL NAMES COLLECTED AT FSQ.020.
b. THE CURSOR SHOULD BEGIN IN THE COLUMN FOR THE RELATIONSHIP OF THE RESPONDENT TO THE CHILD.
c. DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

HELP TEXT:
Mother/Female Guardian: The female primarily responsible for the child. Includes birth or biological mothers, adoptive, step, foster, and other mothers, as well as legal female guardians.

Father/Male Guardian: The male primarily responsible for the child. Includes birth or biological fathers, adoptive, step, foster, and other fathers, as well as legal male guardians.

Sister: Include biological (full, half), adoptive, step, and foster sisters.

Brother: Include biological (full, half), adoptive, step, and foster brothers.

Girlfriend or Female Partner of CHILD's Parent/Guardian: The female who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

Boyfriend or Male Partner of CHILD's Parent/Guardian: The male who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

Grandmother: The female parent of the child's biological or adoptive mother or father.

Grandfather: The male parent of the child's biological or adoptive mother or father.

Aunt: The sister of the child's biological or adoptive mother or father or the wife of the child's uncle.

Uncle: The brother of the child's biological or adoptive mother or father or the husband of the child's aunt.

Cousin: A child of the focal child's uncle, aunt, or cousin.

Other Relative: Refers to relationships that aren't specifically listed, such as great grandmother, niece, or nephew.

Other Non-relative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married). It also refers to more ambiguous relationships that exist where there are two people living together as married and they have children. For example, the child's father and the father's girlfriend (who is not the child's mother) live together as married and the girlfriend's daughter lives with them. The relationship of the girlfriend's daughter to the child would be siblings if they were married, but since the father and the girlfriend are not married, she is an "other non-relative." If the "other non-relative" is coded, you will receive a list of other codes to use if they are more descriptive than "other non-relative."

```
        MOTHER/FEMALE GUARDIAN......................................................................1  (FSQ.140)
        FATHER/MALE GUARDIAN..........................................................................2  (FSQ.150)
        SISTER.........................................................................................................3  (FSQ.160)
        BROTHER.....................................................................................................4  (FSQ.170)
        GIRLFRIEND OR FEMALE PARTNER OF {CHILD}'S PARENT/GUARDIAN. 5 (BOX 4)
        BOYFRIEND OR MALE PARTNER OF {CHILD}'S PARENT/GUARDIAN.......6 (BOX 4)
        GRANDMOTHER...........................................................................................7 (BOX 4)
        GRANDFATHER............................................................................................8 (BOX 4)
        AUNT............................................................................................................9 (BOX 4)
        UNCLE.........................................................................................................10 (BOX 4)
        COUSIN.......................................................................................................11 (BOX 4)
        OTHER RELATIVE.......................................................................................12 (BOX 4)
        OTHER NON-RELATIVE..............................................................................13 (FSQ180)
```

FSQ.140   {Are you/Is {NAME}} {CHILD}'s…

CAPI INSTRUCTION: DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

CAPI INSTRUCTIONS: CONSISTENCY CHECK: IF FSQ.140 = 1, THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 50 YEARS OLDER THAN THE CHILD IN A SOFT RANGE CHECK.   IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE MOTHER WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY. ELSE, IF FSQ.140 = 2-5, THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 70 YEARS OLDER THAN THE CHILD. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE MOTHER OR FEMALE GUARDIAN WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

HELP TEXT:
Biological or Birth Mother: Child's female biological parent. This may be the birth mother, but could also apply to a mother who used a surrogate mother to have her biological child.

Adoptive Mother: The female who has taken the child into her own family by legal process to raise as her own child.

Step Mother: The female other than the child's mother who is married to the child's father.

Foster Mother: The female with whom the child is placed temporarily, usually through a social service agency and/or a court.

Female Guardian: The female legally placed in charge of the affairs of the child.

Other Female Parent or Guardian: This person acts as the mother of the child, but does not fit into one of the other categories. For example, in a household with two mothers, one of the mothers may not classify herself as biologically related and she may not be legally in charge of the affairs of the child even though she is another parent to the child. This category may also be used if a mother has a child through a surrogate mother, or with a donated egg, and does not classify the child as biologically related or adopted through a legal process.

Biological or birth mother,..............................	1	(BOX 4)
Adoptive mother,...	2	(BOX 4)
Step mother, ...	3	(BOX 4)
Foster mother or female guardian, or.............	4	(BOX 4)
Other female parent or guardian?.................	5	(BOX 4)
REFUSED...	8	(BOX 4)
DON'T KNOW..	9	(BOX 4)

FSQ.150   {Are you/Is {NAME}} {CHILD}'s…

CAPI INSTRUCTION: DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

CAPI INSTRUCTIONS: CONSISTENCY CHECK: IF FSQ.150 = 1-5, THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD'S AGE USING A SOFT EDIT. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE FATHER OR MALE GUARDIAN WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

HELP TEXT:
Biological or Birth Father: Child's male biological parent. This could also apply to a father who used a surrogate mother to have his biological child.

Adoptive Father: The male who has taken the child into his own family by legal process to raise as his own child.

Step Father: The male other than the child's father who is married to the child's mother.

Foster Father: The male with whom the child is placed temporarily, usually through a social service agency and/or a court.

Male Guardian: The male legally placed in charge of the affairs of the child.

Other Male Parent or Guardian: This person acts as the father of the child, but does not fit into one of the other categories. For example, in a household with two fathers, one of the fathers may not classify himself as biologically related and he may not be legally in charge of the affairs of the child even though he is another parent to the child. This category may also be used if a father has a child through a surrogate mother, or with donated sperm, and does not classify the child as biologically related or adopted through a legal process.

Biological or birth father,................................	1	(BOX 4)
Adoptive father,..	2	(BOX 4)
Step father, or..	3	(BOX 4)
Foster father or male guardian,or...................	4	(BOX 4)
Other male parent or guardian?....................	5	(BOX 4)
REFUSED..	8	(BOX 4)
DON'T KNOW..	9	(BOX 4)

FSQ.160   {Are you/Is {NAME}} {CHILD}'s…
           CAPI INSTRUCTION: DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY
           "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

           HELP TEXT:
           Full Sister: A female with whom the child shares the same biological parents.

           Half Sister: A female with whom the child shares one biological parent.

           Step Sister: A female to whom the child is unrelated except by the marriage of one biological parent.

           Adoptive Sister: A female to whom the child is unrelated except that they are in the same family in which
           she or the child has been legally adopted by the family.

           Foster Sister: A female to whom the child is unrelated except that they are in the same family in which she
           or the child have been taken into the home on a temporary basis and the parents have legal responsibility for
           the child.

           Full sister,.. 1 (BOX 4)
           Half sister,.. 2 (BOX 4)
           Step sister,.. 3 (BOX 4)
           Adoptive sister, or... 4 (BOX 4)
           Foster sister?... 5 (BOX 4)
           REFUSED.. 8 (BOX 4)
           DON'T KNOW... 9 (BOX 4)

FSQ.170   {Are you/Is {NAME}} {CHILD}'s…

           CAPI INSTRUCTION: DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY
           "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

           HELP TEXT:
           Full Brother: A male with whom the child shares the same biological parents.

           Half Brother: A male with whom the child shares one biological parent.

           Step Brother: A male to whom the child is unrelated except by the marriage of one biological parent.

           Adoptive Brother: A male to whom the child is unrelated except that they are in the same family in which he
           or the child has been legally adopted by the family.

           Foster Brother: A male to whom the child is unrelated except that they are in the same family in which he or
           the child have been taken into the home on a temporary basis and the parents have legal responsibility for
           the child.

           Full brother,.. 1 (BOX 4)
           Half brother,.. 2 (BOX 4)
           Step brother,... 3 (BOX 4)
           Adoptive brother, or.. 4 (BOX 4)
           Foster brother?... 5 (BOX 4)
           REFUSED.. 8 (BOX 4)
           DON'T KNOW... 9 (BOX 4)

FSQ.180   CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.

CAPI INSTRUCTIONS: IF FSQ.180 IS CODED 1 (GIRLFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 5.

CAPI INSTRUCTIONS: IF FSQ.180 IS CODED 2 (BOYFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 6.

CAPI INSTRUCTIONS: IF FSQ.180 IS CODED 3 (FEMALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 1 AND RESPONSE TO FSQ.140 AS CODE 4.

CAPI INSTRUCTIONS: IF FSQ.180 IS CODED 4 (MALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 2 AND RESPONSE TO FSQ.150 AS CODE 4.

CAPI INSTRUCTIONS: CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "1" OR "2" (GIRLFRIEND OR BOYFRIEND OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100.   IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: UNLIKELY AGE FOR A GIRLFRIEND OR BOYFRIEND OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

ELSE, IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "3" OR "4", THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 70 YEARS OLDER THAN THE CHILD. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE MOTHER OR FEMALE GUARDIAN WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY. DISPLAY FATHER OR MALE GUARDIAN IF FSQ180=4; DISPLAY MOTHER OR FEMALE GUARDIAN IF FSQ180=3.

HELP TEXT:
Girlfriend or Female Partner of CHILD's Parent/Guardian: The female who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

Boyfriend or Male Partner of CHILD's Parent/Guardian: The male who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

Female Guardian: The female legally placed in charge of the affairs of the child.

Male Guardian: The male legally placed in charge of the affairs of the child.

Daughter/son of CHILD's Parent's Partner: The child of the person who has a "partner-like" relationship with one of the child's parents or guardians.

Other Relative of CHILD's Parent's Partner: Some other relative of the person who has a "partner-like" relationship with one of the child's parents or guardians.

Other Non-relative: If one of the codes for non-relative above does not better describe the relationship of the person to the child, and there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married), use this code.

GIRLFRIEND OR FEMALE PARTNER OF {CHILD}'S PARENT/GUARDIAN…..1 (BOX 4)
BOYFRIEND OR MALE PARTNER OF {CHILD}'S PARENT/GUARDIAN………2 (BOX 4)
FEMALE GUARDIAN………………………………………………………………..3 (BOX 4)
MALE GUARDIAN…………………………………………………………………..4 (BOX 4)
DAUGHTER/SON OF {CHILD}'S PARENT'S PARTNER…………………………5 (BOX 4)
OTHER RELATIVE OF {CHILD}'S PARENT'S PARTNER………………………..6 (FSQ.181)
OTHER NON-RELATIVE (SPECIFY)………………………………………………91
REFUSED…………………………………………………………………………...88 (BOX 4)

DON'T KNOW………………………………………………………………………….…99 (BOX 4)

FSQ.181

_____
SPECIFY OTHER NON-RELATIVE.

BOX 4

END LOOP 1.
ASK FSQ130 - FSQ180 FOR NEXT PERSON ON THE HOUSEHOLD ROSTER WHO IS NOT THE FOCAL CHILD.
IF NO NEXT PERSON, CONTINUE WITH BOX 4A.

BOX 4A

LOOP 2.
- IF ANY FOCAL CHILD, RESPONDENT, MOTHER FIGURE, OR FATHER FIGURE, OR RESPONDENT AND RESPONDENT'S SPOUSE (IF NO MOTHER OR FATHER FIGURES) (NEW OR OLD HH MEMBERS) IS MISSING ETHNICITY OR RACE DATA, CONTINUE WITH FSQ.190.
- OTHERWISE, GO TO BOX 4B.

HELP AVAILABLE

FSQ.190   {Are you/Is {NAME}} Hispanic or Latino?

CODE HISPANIC OR LATINO FOR NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS WITH MISSING DATA. IF NO NEW PERSONS OR OLD PERSONS WITH MISSING DATA, PRESS ENTER TO CONTINUE.

CAPI MATRIX INSTRUCTIONS:

DISPLAY IN COLUMN 1 EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ.020) WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ.130 OR CODE '3' AT FSQ.180), OR FATHER FIGURE (CODE '2' AT FSQ.130 OR CODE '4' AT FSQ.180). IF NO MOTHER OR FATHER FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH (A CODE '1' OR '2' AT FSQ.130) OR (CODE "3" OR "4" AT FSQ.180)), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

NOTE: IF THE RESPONDENT IS A MOTHER OR FATHER FIGURE, ONLY DISPLAY HIS/HER NAME ONCE.

NOTE: DO NOT DISPLAY HOUSEHOLD MEMBERS CODED AS NOT LIVING IN THE HOUSEHOLD AT FSQ.010.

THE CURSOR SHOULD BE POSITIONED ON THE FIRST BLANK FIELD. IF NO BLANK FIELDS, THE CURSOR SHOULD BE POSITIONED ON THE LAST COMPLETED FIELD IN THE MATRIX.

IF, ACCORDING TO THE PRELOAD, A CASE HAD COMPLETE FSQ DATA IN FALL K, SPRING K, OR SPRING-FIRST GRADE:

ASK ABOUT HISPANIC OR LATINO ONLY IF NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS MISSING DATA ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT, IF PREVIOUS HOUSEHOLD MEMBERS BECAME THE CHILD'S PARENTS OR THE RESPONDENT, OR IF THERE ARE NO PARENTS, THEN ASK ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW OR MISSING DATA).
DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE COMPLETE FSQ DATA IN FALL K, SPRING K, OR SPRING-FIRST GRADE:

ASK ABOUT HISPANIC OR LATINO FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES. IF NO MOTHER OR FATHER FIGURES, THEN ASK ABOUT THE FOCAL CHILD, THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF ANY).

DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

HELP TEXT:
Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

```
YES.............................................................   1
NO..............................................................   2
REFUSED..................................................   8
DON'T KNOW……………………………………   9
```

HELP AVAILABLE

FSQ.195   What is {your/{NAME}'s} race? You may name one or more races to indicate what {you/NAME} {consider/considers} {yourself/himself/herself} to be.

IF "HISPANIC" or "LATINO" PROBE: Is that White Hispanic, Black Hispanic, both, or something else?

IF RESPONDENT CONTINUES TO SAY "HISPANIC" or "LATINO" AFTER USING THE PROBE ABOVE, CODE AS "DON'T KNOW."

CAPI MATRIX INSTRUCTIONS:

DISPLAY IN COLUMN 1 EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ.020) WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ.130 OR CODE '3' AT FSQ.180), OR FATHER FIGURE (CODE '2' AT FSQ.130 OR CODE '4' AT FSQ.180).
IF NO MOTHER OR FATHER FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1' OR '2' AT FSQ.130) OR (CODE "3" OR "4" AT FSQ.180), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IFANY).

NOTE: IF THE RESPONDENT IS A MOTHER OR FATHER FIGURE, ONLY DISPLAY HIS/HER NAME ONCE.

NOTE: DO NOT DISPLAY HOUSEHOLD MEMBERS CODED AS NOT LIVING IN THE HOUSEHOLD AT FSQ.010.

IF THERE WAS COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, OR SPRING-FIRST GRADE, ASK ABOUT RACE ONLY IF NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS MISSING DATA ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT, IF PREVIOUS HOUSEHOLD MEMBERS BECAME THE CHILD'S PARENTS OR THE RESPONDENT, OR IF THERE ARE NO PARENTS, THEN ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW OR MISSING DATA).

DISPLAY "your", "you", "consider", AND "yourself" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}", "{NAME}", "considers" AND ("himself" OR "herself") USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

DISPLAY "himself" IF THE PERSON IS MALE AND "herself" IF THE PERSON IS FEMALE. IF GENDER IS MISSING, DISPLAY "himself/herself".

IF THERE WAS NOT COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, OR SPRING-FIRST GRADE, ASK ABOUT RACE FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND

FATHER FIGURES. IF NO MOTHER OR FATHER FIGURES, THEN ASK ABOUT THE FOCAL CHILD, THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF ANY).

DISPLAY "your", "you", "consider", AND "yourself" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}", "{NAME}", "considers" AND ("himself" OR "herself") USING THE NAME OFTHE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. DISPLAY "himself" IF THE PERSON IS MALE AND "herself" IF THE PERSON IS FEMALE. IF GENDER IS MISSING, DISPLAY "himself/herself".

CODE ALL THAT APPLY.

HELP TEXT:
American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

Black or African American: A person having origins in any of the black racial groups of Africa.

Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

> AMERICAN INDIAN OR ALASKA NATIVE…………..……1
> ASIAN……………………………………………………….....2
> BLACK OR AFRICAN AMERICAN................................…...3
> NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER…4
> WHITE..……………………………………………………...5
> REFUSED………………………………………………………8
> DON'T KNOW…………………………………………………..9

BOX 4B

END LOOP 2.
- ASK FSQ.190 – FSQ.195 FOR NEXT PERSON WHO IS THE FOCAL CHILD, MOTHER FIGURE, FATHER FIGURE, OR RESPONDENT OR RESPONDENT'S SPOUSE (IF NO MOTHER OR FATHER FIGURES) (NEW OR OLD HH MEMBERS) WHOSE ETHNICITY OR RACE DATA ARE MISSING.
- IF NO NEXT PERSON, CONTINUE WITH FSQ.196.

FSQ.196   Now I have a few questions about {CHILD}'s ethnicity and race. Is {CHILD} a member of the Spanish, Hispanic, or Latino group?

> YES...1 (FSQ.196b)
> NO...2 (FSQ.197)
> REFUSED...8 (FSQ.197)
> DON'T KNOW...9 (FSQ.197)

FSQ.196b   Which of the following Spanish, Hispanic, or Latino groups best describes {CHILD}'s origin? Is {he/she}…

                    Mexican, Mexican American or Chicano,.......1
                    Puerto Rican, ...2
                    Cuban, or 3
                    Other Spanish/Hispanic/Latino group?...........4
                    REFUSED..8
                    DON'T KNOW..9

FSQ.197   Is {CHILD} a member of an Asian group?

                    YES.. 1 (FSQ.197b)
                    NO.. 2 (FSQ.198)
                    REFUSED.. 8 (FSQ.198)
                    DON'T KNOW... 9 (FSQ.198)

FSQ.197b   Which of the following Asian groups best describes {CHILD}'s origin? Is {he/she}…

                    Asian Indian,..1
                    Chinese,...2
                    Filipino,...3
                    Japanese, ...4
                    Korean,...5
                    Vietnamese, ...6
                    Hmong, or 7
                    Other Asian?...8
                    REFUSED...88
                    DON'T KNOW..99

FSQ.198 Is {CHILD} a member of a Pacific Islander group?

                    YES.. 1 (FSQ.198b)
                    NO.. 2 (FSQ.200)
                    REFUSED.. 8 (FSQ.200)
                    DON'T KNOW... 9 (FSQ.200)

FSQ.198b Which of the following Pacific Islander group best describes {CHILD}'s origin? Is {he/she}…

                    Native Hawaiian,....................................1
                    Guamanian or Chamorro,.....................................2
                    Samoan, or 3
                    Other Pacific Islander?...4
                    REFUSED..8
                    DON'T KNOW...9

FSQ.200

{FILL 1}	{FILL 2}	{FILL 3}	ParentIsR	BioMoInHH	BioFaInHH	AdopMoInHH	AdopFaInHH	OtherinHH	SameAdopinHH	SameBioinHH
			The current roster shows a relationship of biological/ adoptive mother or biological/ adoptive father for the person flagged as the respondent for YES	The current roster shows the relationship of biological mother for at least one HH member (not the R) for YES	The current roster shows the relationship of biological father for at least one HH member (not the R) for YES	The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for YES	The current roster shows the relationship of adoptive father for at least one HH member (not the R) for YES	The current roster shows there is no biological/ado ptive mother/father in the household for YES	The current roster shows there are same sex adoptive parents (one of them is not the R) for YES	The current roster shows there are same sex biological parents (one of them is not the R) for YES
Are you	have you		YES							
Are you	have you							YES		
Are CHILD's biological parents	have they	to each other	NO	YES	YES			NO		
Are CHILD's biological parents	have they	to each other	NO					NO		YES
Is CHILD's biological mother	has she		NO	YES	NO			NO		
Is CHILD's biological father	has he		NO	NO	YES			NO		
Is CHILD's adoptive mother	has she		NO	NO	NO	YES	NO	NO		
Is CHILD's adoptive father	has he		NO	NO	NO	NO	YES	NO		
Are CHILD's adoptive parents	have they	to each other	NO	NO	NO	YES	YES	NO		
Are CHILD's adoptive parents	have they	to each other	NO	NO	NO			NO	YES	

FSQ.200   {FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married {FILL 3}?

PROBE: This question is about parents who live in the household.

MARRIED..1
SEPARATED...2
DIVORCED..3
WIDOWED...4
NEVER MARRIED...5
CIVIL UNIONS/DOMESTIC PARTNERSHIP.......6
REFUSED...8
DON'T KNOW...9

BOX 5

IDENTIFY THE 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD. THIS PERSON OR PERSONS SHOULD BE CHOSEN AS FOLLOWS:
- 1) THE KEY PARENT FIGURES SHOULD BE CHOSEN ONLY FROM AMONG CURRENT MEMBERS OF THE HOUSEHOLD;

- 2) IF A MOTHER (RELATION=1) IS IN THE HOUSEHOLD SHE SHOULD BE A KEY PARENT FIGURE; IF A FATHER (RELATION =2) IS IN THE HOUSEHOLD HE SHOULD BE A KEY PARENT FIGURE; IF THERE ARE TWO MOTHERS (RELATION=1) PICK THE MOTHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH MOTHER =1, ADOPTIVE MOTHER=2, STEPMOTHER=3, FOSTER MOTHER OR FEMALE GUARDIAN =4. OTHER TYPE OF MOTHER = 5. IF TWO MOTHERS HAVE SAME NUMBER RELATIONSHIP, PICK ONE WITH LOWEST PERSON NUMBER. IF THERE ARE TWO FATHERS (RELATION=2), PICK THE FATHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH FATHER =1, ADOPTIVE FATHER=2, STEPFATHER=3, FOSTER FATHER OR MALE GUARDIAN =4, AND OTHER TYPE OF FATHER = 5. IF TWO FATHERS HAVE SAME NUMBER RELATIONSHIP, PICK ONE WITH LOWEST PERSON NUMBER;

  3) IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THE MOTHER HAS A MALE SPOUSE/PARTNER, THE MOTHER SHOULD BE A KEY PARENT FIGURE AND THE MALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THERE ARE TWO MOTHERS IN THE HOUSEHOLD, THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER MOTHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THE MOTHER HAS A SPOUSE/PARTNER WHO IS FEMALE, THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND HER FEMALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. (NOTE: IN HOUSEHOLDS WITH TWO MOTHERS, EACH MOTHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF MOTHER FIGURE #1 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A MOTHER FIGURE #2 WHO IS THE RESPONDENT AND A MOTHER, MOTHER FIGURE #1 SHOULD BE ONE KEY PARENT AND MOTHER FIGURE #2 WHO IS THE RESPONDENT AND A MOTHER SHOULD BE THE OTHER PARENT FIGURE.)

- 4) IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER (RELATION=1) AND THE FATHER HAS A FEMALE SPOUSE/PARTNER, THE FATHER SHOULD BE A KEY PARENT FIGURE AND THE FEMALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A FATHER (RELATION =2) BUT NO MOTHER (RELATION=2) AND THERE ARE TWO FATHERS IN THE HOUSEHOLD, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER FATHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER (RELATION=1) AND THE FATHER HAS A MALE SPOUSE/PARTNER, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND HIS MALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. (NOTE: IN HOUSEHOLDS WITH TWO FATHERS, EACH FATHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF FATHER FIGURE #1 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A FATHER FIGURE #2 WHO IS THE RESPONDENT AND A FATHER, FATHER FIGURE #1 SHOULD BE ONE KEY PARENT AND FATHER FIGURE #2 WHO IS THE RESPONDENT AND A FATHER SHOULD BE THE OTHER PARENT FIGURE.)

- 5) OTHERWISE, IF THERE ARE NOT PARENTS IN THE HOUSEHOLD (RELATION NE 1 OR 2), THE RESPONDENT SHOULD BE A KEY PARENT FIGURE AND THE RESPONDENT'S SPOUSE/PARTNER, IF ONE, SHOULD BE A KEY PARENT FIGURE.

FSQ.212   Now I have a few questions about {your/{NAME}'s} country of birth. In what country {were/was} {you/{NAME}} born?

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT ***NOT ON LIST*** IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

CAPI INSTRUCTIONS: DISPLAY "your","were" AND "you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME), "was" and "{NAME}" (AND THAT PERSON'S FIRST NAME AGAIN), IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

CAPI INSTRUCTION: DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

FSQ.212OS   [In what country {were/was} {you/{NAME}} born?}

CAPI INSTRUCTIONS: DISPLAY "were" AND "you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "was" and "{NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

SPECIFY COUNTRY.

_____

FSQ.213   How old {was/were} {you/{NAME}} when {you/{he/she}} first moved to {any of the fifty states in the United States or the District of Columbia
/the United States}?

CAPI INSTRUCTIONS: DISPLAY "were", "you", AND "you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "was", "{NAME}" (AND THAT PERSON'S FIRST NAME), AND "he" FOR A MALE/"she" FOR A FEMALE/"he/she" IF GENDER IS MISSING IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

CAPI INSTRUCTIONS: DISPLAY "any of the fifty states in the United States or the District of Columbia" IF FSQ.212 = 5, 90, 139, 179, 203, 235 (AMERICAN SAMOA, GUAM, MARIANA ISLAND, PUERTO RICO, SOLOMON ISLANDS, OR US VIRGIN ISLANDS). ELSE, DISPLAY "the United States."

CAPI INSTRUCTION: RANGE CHECK: 0 – 75 YEARS OLD. UNLESS AGE IN HOUSEHOLD ROSTER = DK OR RF, AGE ENTERED AT THIS ITEM SHOULD BE CHECKED IN A SOFT RANGE AGAINST THIS PERSON'S AGE IN THE HOUSEHOLD ROSTER. OTHERWISE, DISPLAY ERROR MESSAGE: "THIS AGE CANNOT BE GREATER THAN PERSON'S CURRENT AGE. PLEASE CONFIRM ANSWER.

1. PRESS G TO REENTER ANSWER.

2. PRESS C TO ESCAPE OR CANCEL.
3. PRESS S TO ACCEPT ANSWER ABOUT AGE WHEN FIRST MOVED TO THE UNITED STATES. ADD COMMENT ABOUT THE PERSON'S CURRENT AGE."

|___|___|
AGE

REFUSED.. 88
DON'T KNOW.. 99

BOX 8

ASK FSQ.212-FSQ.213 FOR THE NEXT APPROPRIATE KEY PARENT FIGURE IDENTIFIED IN BOX 6. IF THERE IS NOT AN APPROPRIATE KEY PARENT FIGURE LEFT TO BE ASKED ABOUT, GO TO PLQ.

PRIMARY LANGUAGE(S) SPOKEN - PLQ

PLQ.020   Is any language other than English regularly spoken in your home?

HELP TEXT:
Regularly: A language, other than English, that is spoken on a regular basis (that is, occurring at least weekly) by at least one household member.

YES...	1	
NO...	2	(PLQ.110)
REFUSED...	8	(PLQ.110)
DON'T KNOW..	9	(PLQ.110)

PLQ.030   Is English also spoken in your home?

YES...	1
NO...	2
REFUSED...	8
DON'T KNOW..	9

PLQ.040   What languages other than English are spoken in your home?

CODE ALL THAT APPLY

ARABIC...	1	KOREAN..	9
CHINESE LANGUAGE/DIALECT.	2	POLISH...	10
FILIPINO LANGUAGE..................	3	PORTUGUESE.............................	11
FRENCH.......................................	4	SPANISH......................................	12
GERMAN.......................................	5	VIETNAMESE...............................	13
GREEK..	6	FARSI...	14
ITALIAN..	7	HMONG..	15
JAPANESE...................................	8	SOME OTHER LANGUAGE (SPECIFY)_____	91
		REFUSED.....................................	88
		DON'T KNOW................................	99

```
┌─────────────────────────────────────────────────────────────┐
│                           BOX 1                               │
│                                                               │
│  IF PLQ.040 = 91, GO TO PLQ.040OS.  ELSE, GO TO BOX 2.       │
└─────────────────────────────────────────────────────────────┘
```

PLQ.040OS   [What languages other than English are spoken in your home?]

SPECIFY LANGUAGE.

_____

+---+
| **BOX 2** |
| |
| ASK PLQ.041, PLQ.041OS, AND PLQ.050 AS A LOOP ACCORDING TO THE |
| INSTRUCTIONS IN BOX 3 FOR UP TO 2 "KEY" PARENT FIGURES (AS DEFINED IN |
| BOX 3 OF FSQ). |
+---+

+---+
| **BOX 3** |
| |
| ■ IF ONLY ONE LANGUAGE SPOKEN IN THE HOME (PLQ.030 = 2, REFUSED, |
| OR DON'T KNOW), AND ONLY ONE LANGUAGE IS CODED AT PLQ.040 OR |
| PLQ.040 = REFUSED OR DON'T KNOW), GO TO PLQ.050. |
| ■ OTHERWISE, GO TO PLQ.041 TO START LOOP. |
+---+

HELP AVAILABLE

PLQ.041   What is the primary language that {you/NAME} {speak/speaks} in your home?

HELP TEXT:
Primary language: The language spoken most of the time.

CAPI INSTRUCTIONS: DISPLAY "you" AND "speak" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME) AND "speaks" IF ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

CAPI INSTRUCTION: DISPLAY 'you' AND "NAME" IN UNDERLINED TEXT.

CAPI INSTRUCTION: SOFT EDIT: IF ANY CATEGORY 1-15 IS ANSWERED IN PLQ.041, IT SHOULD HAVE BEEN A LANGUAGE MENTIONED IN CATEGORIES 1-15 IN PLQ.040. IF A NEW LANGUAGE IS CODED IN PLQ.041 THAT WAS NOT CODED IN PLQ.040, DISPLAY MESSAGE: "THE PRIMARY LANGUAGE IS NOT A LANGUAGE SPOKEN IN THE HOME ACCORDING TO PLQ.040. PLEASE CONFIRM." NOTE: THIS IS A SOFT EDIT BECAUSE A LANGUAGE COULD HAVE BEEN NOTED IN THE "OTHER SPECIFY" IN PLQ.040 EVEN THOUGH THE LANGUAGE ACTUALLY HAS A CODE.

CODE '16' IF RESPONDENT CANNOT CHOOSE A PRIMARY LANGUAGE.

ENGLISH...................................... 0   KOREAN....................................... 9
ARABIC.. 1   POLISH.. 10
CHINESE LANGUAGE/DIALECT. 2   PORTUGUESE............................ 11
FILIPINO LANGUAGE................. 3   SPANISH..................................... 12
FRENCH....................................... 4   VIETNAMESE.............................. 13
GERMAN...................................... 5   FARSI.. 14
GREEK... 6   HMONG....................................... 15
ITALIAN.. 7   TWO LANGUAGES ARE USED
JAPANESE................................... 8   EQUALLY.....................................16
                                                       SOME OTHER LANGUAGE
                                                       (SPECIFY)_____ 91
                                                       REFUSED.....................................88
                                                       DON'T KNOW...............................99

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┌─────────────────────────────────────────────────────────────────┐
│                          BOX 4                                    │
│                                                                   │
│ IF PLQ.041 = 91, GO TO PLQ.041OS.  ELSE, GO TO PLQ.050.           │
└─────────────────────────────────────────────────────────────────┘
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PLQ.041OS   [What is the primary language that {<u>you/NAME</u>} {speak/speaks} in your home?]

CAPI INSTRUCTIONS: DISPLAY "you" AND "speak" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME) AND "speaks" IF ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

CAPI INSTRUCTION: DISPLAY 'you' AND "NAME" IN UNDERLINED TEXT.

SPECIFY LANGUAGE.

_____

PLQ.050   How well do/does {you/NAME} . . .

CAPI INSTRUCTIONS: DISPLAY "do" AND "you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "done" AND "{NAME}" (AND THAT PERSON'S FIRST NAME) IF ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

RESPONSES: VERY WELL = 1, PRETTY WELL = 2, NOT VERY WELL = 3, NOT WELL AT ALL = 4, REFUSED = 8, DON'T KNOW = 9

a.   Speak English? Would you say very well, pretty well, not very well, or not well at all?..___
b.   Read English? ....___
c.   Write English? ....___
d.   Understand someone speaking English? ....___

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┌─────────────────────────────────────────────────────────────────┐
│                          BOX 5                                    │
│                                                                   │
│ GO BACK TO BOX 2 FOR SECOND "KEY" PARENT FIGURE (IF APPLICABLE).  │
│ ELSE, GO TO BOX 6.                                                │
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┌─────────────────────────────────────────────────────────────────┐
│                          BOX 6                                    │
│                                                                   │
│ IF (THERE ARE 2 KEY PARENT FIGURES IN THE HOUSEHOLD AND PLQ.041   │
│ FOR ONE KEY PARENT FIGURE IS NOT EQUAL TO PLQ.041 FOR THE OTHER   │
│ KEY PARENT FIGURE) OR (THERE IS ONLY 1 KEY PARENT FIGURE BUT THERE│
│ ARE OTHER HOUSEHOLD MEMBERS WHO ARE 18 YEARS OLD OR OLDER),       │
│ ASK PLQ.060.   ELSE, GO TO PLQ.083.                               │
└─────────────────────────────────────────────────────────────────┘
```

PLQ.060   What is the <u>primary</u> language spoken in your home?

HELP TEXT:
Primary language: The language spoken the most of the time by most of the household members.

CODE '16' IF TWO LANGUAGES ARE USED EQUALLY.

CAPI INSTRUCTION: DISPLAY 'primary' IN UNDERLINED TEXT.

CAPI INSTRUCTION: SOFT EDIT: IF ANY CATEGORY 1-15 IS ANSWERED IN PLQ.060, IT SHOULD HAVE BEEN A LANGUAGE MENTIONED IN CATEGORIES 1-15 IN PLQ.040. IF A NEW LANGUAGE IS CODED IN PLQ.060 THAT WAS NOT CODED IN PLQ.040, DISPLAY MESSAGE: "THE PRIMARY LANGUAGE IS NOT A LANGUAGE SPOKEN IN THE HOME ACCORDING TO PLQ.040. PLEASE CONFIRM." NOTE: THIS IS A SOFT EDIT BECAUSE A LANGUAGE NOTED IN THE "OTHER SPECIFY" IN PLQ.040 MAY HAVE ACTUALLY HAD A CODE THAT WAS NOT USED UNTIL PLQ.060.

ENGLISH...................................... 0	KOREAN....................................... 9
ARABIC... 1	POLISH.. 10
CHINESE LANGUAGE/DIALECT. 2	PORTUGUESE............................ 11
FILIPINO LANGUAGE.................. 3	SPANISH..................................... 12
FRENCH....................................... 4	VIETNAMESE.............................. 13
GERMAN...................................... 5	FARSI.. 14
GREEK... 6	HMONG.. 15
ITALIAN.. 7	TWO LANGUAGES ARE USED
JAPANESE................................... 8	EQUALLY.....................................16
	SOME OTHER LANGUAGE
	(SPECIFY)_____ 91
	REFUSED.....................................88
	DON'T KNOW................................99

+--+
| **BOX 7** |
| |
| IF PLQ.060 = 91, GO TO PLQ.060OS. ELSE, GO TO PLQ.083. |
+--+

PLQ.060OS   [What is the <u>primary</u> language spoken in your home?]

CAPI INSTRUCTION: DISPLAY 'primary' IN UNDERLINED TEXT.

SPECIFY LANGUAGE.

_____

PLQ.083   How often {do/does} {{you/{NAME} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {{CHILD}? Would you say never, sometimes, often, or very often?

{PROBE: IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often {do/does} {{you/{NAME}}/{CHILD}} use **all** languages, other than English, in speaking to {{CHILD}/{you/{NAME}}}?}

PROBE: We just need to know in general.

First Name	PLQ.083 VARIABLE NAME How often {do/does} {{you/{NAME}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}? Would you say never, sometimes, often, or very often?	
{Display HH Member Name}	||___||
{Display HH Member Name}	||___||

CAPI ROSTER INSTRUCTION: DISPLAY IN COLUMN 1 PERSONS ENUMERATED ON THE HOUSEHOLD ROSTER WHO ARE KEY PARENT FIGURES (UP TO TWO PERSONS).

CAPI MATRIX INSTRUCTIONS:
1.   THE FIRST COLUMN OF THE MATRIX (FIRST NAME) IS READ ONLY (SEE CAPI ROSTER INSTRUCTIONS ABOVE).

2. WHEN CURSOR IS POSITIONED IN THE SECOND COLUMN (PLQ.083), DISPLAY THE VARIABLE NAME FOR PLQ.083 AT THE TOP OF THE COLUMN AND THE FOLLOWING QUESTION TEXT AT THE TOP OF THE SCREEN: "How often {do/does} {{you/{NAME}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}? Would you say never, sometimes, often, or very often?" DISPLAY "you" IF THE KEY PARENT FIGURE IS THE RESPONDENT. OTHERWISE, DISPLAY THE NAME OF THE KEY PARENT FIGURE. IF PLQ.040 SHOWS ONE LANGUAGE SELECTED THAT HAS A CODE FROM 1 TO 15, DISPLAY THE NAME OF THE LANGUAGE IN "{NON-ENGLISH LANGUAGE}". ELSE IF PLQ.040 = 91, 88, OR 99, OR IF THERE ARE TWO OR MORE LANGUAGES IN PLQ.040, DISPLAY "a language other than English" AND "{PROBE: IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often {do/does} {{you/{NAME}} use **all** languages, other than English, in speaking to {CHILD}?"

3. ANOTHER COLUMN OF THE MATRIX IS USED TO ASK PLQ.090 (BELOW) THE CURSOR WILL MOVE FROM PLQ.083 TO PLQ.090 FOR THE SAME PERSON AND THEN WILL MOVE BACK TO PLQ.083 AND THEN PLQ.090 FOR THE SECOND PERSON.

4. INTERVIEWER CANNOT LEAVE THE MATRIX UNTIL ALL FIELDS ARE ACCOUNTED FOR.

NEVER, ...   1
SOMETIMES, ...   2
OFTEN, OR   3
VERY OFTEN?..   4
REFUSED..   8
DON'T KNOW...   9

PLQ.090   How often does {CHILD}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? Would you say never, sometimes, often, or very often?

{PROBE: IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often {do/does} {{you/{NAME}}/{CHILD}} use **all** languages, other than English, in speaking to {{CHILD}/{you/{NAME}}}?}

PROBE: We just need to know in general.

First Name	PLQ.090 VARIABLE NAME: How often does {CHILD} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? Would you say never, sometimes, often, or very often?"
{Display HH Member Name}	|___|
{Display HH Member Name}	|___|

CAPI ROSTER INSTRUCTION: DISPLAY IN COLUMN 1 PERSONS ENUMERATED ON THE HOUSEHOLD ROSTER WHO ARE KEY PARENT FIGURES (UP TO TWO PERSONS).

CAPI MATRIX INSTRUCTIONS:
1. THE FIRST COLUMN OF THE MATRIX (FIRST NAME) IS READ ONLY (SEE CAPI ROSTER INSTRUCTIONS ABOVE).

2. WHEN CURSOR IS POSITIONED IN THE NEXT COLUMN {PLQ.090}, DISPLAY THE VARIABLE NAME FOR PLQ.090 AT THE TOP OF THE COLUMN AND THE FOLLOWING QUESTION TEXT AT THE TOP OF THE SCREEN: "How often does {CHILD} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? Would you say never, sometimes, often, or very often?" DISPLAY "you" IF THE KEY PARENT FIGURE IS THE RESPONDENT. OTHERWISE, DISPLAY THE NAME OF THE KEY PARENT FIGURE. IF PLQ.040 SHOWS ONE LANGUAGE SELECTED THAT HAS A CODE FROM 1 TO 15, DISPLAY THE NAME OF THE LANGUAGE IN "{NON-ENGLISH LANGUAGE}". ELSE IF PLQ.040 = 91, 88, OR 99, OR IF THERE ARE TWO OR MORE LANGUAGES IN PLQ.040, DISPLAY "a language other than English" AND "{PROBE: IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often does {CHILD} use all languages, other than English, in speaking to {you/{NAME}}."

4. AFTER PLQ.090 IS COMPLETED FOR THE FIRST PERSON, THE CURSOR WILL MOVE BACK TO PLQ.083 FOR THE SECOND PERSON AND THEN TO PLQ.090 FOR THAT PERSON.,

5. INTERVIEWER CANNOT LEAVE THE MATRIX UNTIL ALL FIELDS ARE ACCOUNTED FOR.

NEVER, ...   1
SOMETIMES, ...   2
OFTEN, OR   3
VERY OFTEN?...   4
REFUSED...   8
DON'T KNOW...   9

BOX 8

IF PLQ.020=1 (OTHER LANGUAGE REGULARLY SPOKEN AT HOME BESIDES ENGLISH) AND [(PLQ.060 WAS ASKED AND PLQ.060 NE 0 (ENGLISH NOT SPOKEN AS PRIMARY LANGUAGE)) OR (PLQ.060 WAS NOT ASKED AND PLQ.041 NE 0 FOR RESPONDENT K (ENGLISH NOT SPOKEN AS PRIMARY LANGUAGE-NOTE: THIS STATEMENT INCLUDES CASES FOR WHICH PLQ.041 WAS ALSO NOT ASKED)), GO TO PLQ.100.
ELSE, GO TO PLQ.110

PLQ.100   This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English? [Has that made it harder for you to participate in activities at {CHILD}'s school?]

```
                    YES...............................................................……1
                    NO................................................................………2
                    REFUSED......................................................………8
                    DON'T KNOW......................................................9
```

PLQ.110   {You said that (English/NON-ENGLISH LANGUAGE/a language other than English) is spoken in your home.} When {CHILD}'s teacher sends home notes or newsletters, are these in (English/NON-ENGLISH LANGUAGE/a language that you speak)?

CAPI INSTRUCTIONS: IF PLQ.020 = REF/DK, USE A NULL DISPLAY FOR THE FIRST SENTENCE "You…home." AND DISPLAY "a language that you speak" IN THE SECOND SENTENCE.
ELSE, DISPLAY THE FIRST SENTENCE FOR ALL CASES.

ELSE, IF PLQ.020=2 (NO OTHER LANGUAGE REGULARLY SPOKEN AT HOME BESIDES ENGLISH) OR (IF PLQ.060 WAS ASKED AND PLQ060=0 (ENGLISH SPOKEN AS PRIMARY LANGUAGE), DISPLAY 'English' IN THE FIRST AND SECOND SENTENCES.

OTHERWISE, IF PLQ.060 WAS ASKED, DO THE FOLLOWING:
IF PLQ060 1-15, DISPLAY THE LANGUAGE SPECIFIED IN.PLQ.060OS.
ELSE, IF PLQ060=91, DISPLAY THE OTHER SPECIFY TEXT.
ELSE, IF PLQ060=16, DK, RF, DISPLAY "a language other than English" IN THE DISPLAY IN THE FIRST SENTENCE AND "a language that you speak" IN THE DISPLAY IN THE SECOND SENTENCE.

OTHERWISE, IF PLQ.060 WAS NOT ASKED, AND ONE LANGUAGE WAS REPORTED FOR PLQ.040 OR PLQ.040 = REF/DK, DO THE FOLLOWING:
IF PLQ.040 = 1-15, DISPLAY THE LANGUAGE IN PLQ.040.
ELSE, IF PLQ.040=91, DISPLAY THE OTHER SPECIFY TEXT IN PLQ.040OS.
ELSE, IF PLQ.040= DK, RF, DISPLAY "a language other than English" AND "a language that you speak".

OTHERWISE, IF PLQ.060 WAS NOT ASKED AND PLQ.041 WAS ASKED, DO THE FOLLOWING:
IF PLQ.041 = 1-15, DISPLAY THE LANGUAGE IN PLQ.041.
ELSE, IF PLQ.041=91, DISPLAY THE OTHER SPECIFY TEXT IN PLQ.041OS.
ELSE, IF PLQ.041=16, DK, REF, DISPLAY ""a language other than English" AND "a language that you speak".

```
                    YES............................................................  1
                    NO.............................................................  2
                    REFUSED....................................................  8
                    DON'T KNOW………………………………… 9
```

BOX 8

GO TO SECTION HEQ (HOME ENVIRONMENT, ACTIVITIES, AND COGNITIVE STIMULATION).

HOME ENVIRONMENT, ACTIVITIES, AND COGNITIVE STIMULATION - HEQ

HEQ.010   Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical <u>week</u>, how often do you or any other family members do the following things with {CHILD}?

PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?

HELP TEXT:
FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.
Tell stories: Story-telling is different from reading. Stories include fairy tales, family stories, or any type of story that is not read.
Sing Songs with child: Include times that a family member sings to or with the child. This may include teaching the child songs, singing along with tapes or to the radio, or singing while playing musical instruments.
Help child with arts and crafts: Arts and crafts may include making seasonal decorations, making cutouts or drawing pictures, painting or finger-painting, whittling wood, etc. It also includes helping the child with arts and crafts projects assigned by school, but done at home.
Involve child in household chores: Chores not mentioned can also satisfy this item.
Play games or do puzzles: Includes indoor "quiet" games like board games or puzzles, or more active indoor games like Ping-Pong.
Talk about nature or do science projects: Talking about nature could include answering any questions the child may have about trees, weather, etc. or watching a television program or video about nature together and then discussing it. Science projects include any type of project designed to show the child how the world works, such as understanding how plants grow, studying rocks, using flashlights to create shadows, or mixing paints to create different colors.
Build something or play with construction toys: This would include activities that the child does with family members, such as making a tent, constructing a toy car, building a doghouse, and using Lincoln logs, Brio, or other construction toys or tools.
Play a sport or exercise together: This includes calisthenics (e.g., jumping jacks, sit- ups), riding bicycles, rollerblading, individual or team sports, games like hide-and-go-seek, or other outdoor activities where activity or exercise is involved. Do not include times when the child does the sport or activity by him or herself.
Practice reading, writing, or working with numbers: This includes time family members spend on homework, reading a calendar, practicing in an exercise or workbook.

CAPI INSTRUCTION:

1. WHEN ON B-I. DISPLAY "PROBE……every day?" IN SQUARE BRACKETS.
2. DISPLAY "Now …… {CHILD}?" IN SQUARE BRACKETS WHEN ON B-K.

3. DISPLAY "week" in UNDERLINED TEXT.

		NOT AT <u>ALL</u>	ONCE OR TWICE A <u>WEEK</u>	3-6 TIMES A <u>WEEK</u>	EVERY <u>DAY</u>	<u>REF</u>	<u>DK</u>
a.	Tell stories to {CHILD}? Would you say not at all, once or twice a week, 3-6 times a week, or every day?	1	2	3	4	8	9
b.	Sing songs with {CHILD}?............................	1	2	3	4	8	9
c.	Help {CHILD} to do arts and crafts?..............	1	2	3	4	8	9
d.	Involve {CHILD} in household chores, like cooking, cleaning, setting the table, or caring for pets?	1	2	3	4	8	9
e.	Play games or do puzzles with {CHILD}? ….	1	2	3	4	8	9
f.	Talk about nature or do science projects with {CHILD}?	1	2	3	4	8	9
g.	Build something or play with construction toys with {CHILD}?	1	2	3	4	8	9
h.	Play a sport or exercise together?	1	2	3	4	8	9
i.	Practice reading, writing or working with						

numbers? 1   2   3   4   8   9

HEQ.020   How often do you or other family members use {PRIMARY LANGUAGE/a language other than English} when doing any of the activities we just talked about?"

CAPI INSTRUCTIONS. IF PLQ.040 SHOWS ONE LANGUAGE SELECTED THAT HAS A CODE FROM 1 TO 15, DISPLAY THE NAME OF THE LANGUAGE IN "{PRIMARY LANGUAGE}". ELSE IF PLQ.040 = 91, 88, OR 99, OR IF THERE ARE TWO OR MORE LANGUAGES IN PLQ.040, DISPLAY "a language other than English".

Always,...	1
Most of the time,..	2
Sometimes, or..	3
Never?...	4
REFUSED	8
DON'T KNOW	9

HEQ.030   In a typical <u>week</u>, how often do you or any other family members read books to {CHILD}? Would you say…

CAPI INSTRUCTION: DISPLAY "week" IN UNDERLINED TEXT.

HELP TEXT:

Read books: Include only times family members have read books to the child. Do not include times when the child reads or looks at books by him or herself.

Not at all,...	1
Once or twice a week,.....................................	2
3-6 times a week, or.......................................	3
Every day?...	4
REFUSED	8
DON'T KNOW	9

HEQ.035   In a typical <u>week</u>, how often do you or any other family members read books to {CHILD} in {PRIMARY LANGUAGE/a language other than English}. Would you say…

CAPI INSTRUCTION: DISPLAY "week" IN UNDERLINED TEXT.

CAPI INSTRUCTIONS. IF PLQ.040 SHOWS ONE LANGUAGE SELECTED THAT HAS A CODE FROM 1 TO 15, DISPLAY THE NAME OF THE LANGUAGE IN "{PRIMARY LANGUAGE}". ELSE IF PLQ.040 = 91, 88, OR 99, OR IF THERE ARE TWO OR MORE LANGUAGES IN PLQ.040, DISPLAY "a language other than English".

Not at all,...	1
Once or twice a week,...................................	2
3-6 times a week, or......................................	3
Every day?...	4
REFUSED	8 (HEQ.105)
DON'T KNOW	9 (HEQ.105)

HEQ.036   Generally, how long is {CHILD} read to at each of these times?

PROBE: Please include reading in any language.

CAPI INSTRUCTION: SOFT RANGE CHECK: 1-60 MINUTES. HARD RANGE CHECK: 1-100 MINUTES.

|___|___|
ENTER MINUTES

REFUSED...	88
DON'T KNOW...	99

HELP AVAILABLE

HEQ.105   In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?

Visited a library or bookstore?

HELP TEXT:

Do not count visiting a library or bookstore online.   We are asking about in person visits to a library or bookstore.
CAPI INSTRUCTION: DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

YES...	1
NO...	2
REFUSED...	8
DON'T KNOW……………………………………	9

HEQ.130   [In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?]

Gone to a play, concert, or other live show?
CAPI INSTRUCTION: DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

YES..   1
NO..   2
REFUSED..   8
DON'T KNOW……………………………………   9

HEQ.140   [In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?]

Visited an art gallery, museum, or historical site?
CAPI INSTRUCTION: DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

YES..   1
NO..   2
REFUSED..   8
DON'T KNOW……………………………………   9

HEQ.150   [In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?]

Visited a zoo, aquarium, or petting farm?

CAPI INSTRUCTION: DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

YES..   1
NO..   2
REFUSED..   8
DON'T KNOW……………………………………   9

HEQ.180   [In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?]"

Attended an athletic or sporting event in which {CHILD} is not a player?
CAPI INSTRUCTION: DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

YES..   1
NO..   2
REFUSED..   8
DON'T KNOW……………………………………   9

HEQ.210   In the <u>past week</u>, how often did {CHILD} read to {himself/herself} or to others outside of school?

Would you say …

CAPI INSTRUCTION: DISPLAY "past week" IN UNDERLINED TEXT.

Never, ...1
Once or twice a week, ...2
3 to 6 times a week, or................................3
Every day?..4
REFUSED..8
DON'T KNOW..9

HELP AVAILABLE

HEQ.220   Do you have a home computer or other electronic device that {CHILD} uses?

YES.. 1
NO.. 2
REFUSED.. 8   (HEQ.262)
DON'T KNOW…………………………………   9

START TIME:_____

HEQ.221a   What kinds of computers or electronic devices did you think of when you answered that question?

IF RESPONDENT SAYS "CELL PHONE" PROBE: "Were you thinking of a cell phone used to connect
to the Internet?"

CODE ONLY USING EXACT EXAMPLES LISTED.

CODE ALL THAT APPLY

PROBE: Anything else?

DESKTOP OR LAPTOP COMPUTER.. 1
CELL PHONE/SMART PHONE THAT CONNECTS TO THE INTERNET..... 2
CELL PHONE THAT DOES NOT CONNECT TO THE INTERNET.............. 3
iPOD (NANO, SHUFFLE,CLASSIC) 4
KINDLE OR NOOK... 5
Wii, XBOX (KINECT), DS (DSi, 3DS), iTOUCH,
OR PLAYSTATION (PSP, PS3, PS2).. 6
OTHER (SPECIFY).. 91
REFUSED... 8   (HEQ.262)
DON'T KNOW.. 9

BOX 2A

IF HEQ221a =91 (OTHER), GO TO HEQ221aOS. ELSE, GO TO BOX 2B.

HEQ.221aOS [What kinds of computers or electronic devices did you think of when you answered this question?]

RECORD NAMES OF COMPUTERS OR ELECTRONIC DEVICES

_____

_____

_____

_____

BOX 2B

IF HEQ221a =3 (CELL PHONE THAT DOES NOT CONNECT TO THE INTERNET), GO TO BOX 2C. ELSE, ASK HEQ221b.

HEQ.221b When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?" would you have included a cell phone that does not connect to the Internet if {CHILD} used one?

YES.. 1
NO.. 2
REFUSED... 8 (HEQ.262)
DON'T KNOW…………………………………. 9

BOX 2C

IF HEQ221a = 2 (CELL PHONE/SMART PHONE THAT CONNECTS TO THE INTERNET), GO TO BOX 2D. ELSE, GO TO HEQ221c.

HEQ.221c When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?" would you have included a "smart phone" that connects to the Internet if {CHILD} used one?

YES.. 1
NO.. 2
REFUSED... 8 (HEQ.262)
DON'T KNOW…………………………………. 9

BOX 2D

IF HEQ221a = 6 (GAME SYSTEM), GO TO BOX 2E. ELSE, GO TO HEQ221d.

HEQ.221d [When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?]"

Would you have included an electronic device that is used to play video games if {CHILD} used one?

YES.. 1
NO.. 2
REFUSED... 8 (HEQ.262)
DON'T KNOW…………………………………. 9

HEQ.221e   [When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?]"

Would you have included an electronic device that is used to play music if {CHILD} used one?

```
                YES.............................................  1
                NO..............................................  2
                REFUSED....................................  8   (HEQ.262)
                DON'T KNOW…………………………………   9
```

HEQ.221f   [When I asked the question, "Do you have a home computer or other electronic device that {CHILD} uses?]"

Would you have included an iPad or other tablet computer if {CHILD} used one?

```
                YES.............................................  1
                NO..............................................  2
                REFUSED....................................  8   (HEQ.262)
                DON'T KNOW…………………………………   9
```

HEQ.221g   Our definition of electronic device in this question was any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation). If I had read you this definition before, would you still have included the device or devices you mentioned that were not listed as examples?

```
                YES.............................................  1
                NO..............................................  2
                REFUSED....................................  8   (HEQ.262)
                DON'T KNOW…………………………………   9
```

HEQ.221h   If I had read you this definition before, would you have included any other computers or electronic devices that you did not think of before?

```
                YES.............................................  1
                NO..............................................  2   (BOX 2I)
                REFUSED....................................  8   (HEQ.262)
                DON'T KNOW…………………………………   9   (BOX 2I)
```

HEQ.221i   What other computers or electronic devices would you have included?

IF RESPONDENT SAYS "CELL PHONE" PROBE: "Were you thinking of a cell phone used to connect to the Internet?"

CODE ONLY USING EXACT EXAMPLES LISTED.

CODE ALL THAT APPLY

 PROBE: Anything else?

DESKTOP OR LAPTOP COMPUTER.. 1
CELL PHONE/SMART PHONE THAT CONNECTS TO THE INTERNET..... 2
CELL PHONE THAT DOES NOT CONNECT TO THE INTERNET.............. 3
iPOD (NANO, SHUFFLE,CLASSIC) 4
KINDLE OR NOOK... 5
Wii, XBOX (KINECT), DS (DSi, 3DS), iTOUCH,
OR PLAYSTATION (PSP, PS3, PS2)).. 6
OTHER (SPECIFY)... 91
REFUSED.. 8   (HEQ.262)
DON'T KNOW... 9

BOX 2H

IF HEQ221h =91 (OTHER), GO TO HEQ221hOS. ELSE, GO TO BOX 2I.

HEQ.221hOS [What other computers or electronic devices would you have included?]

RECORD NAMES OF COMPUTERS OR ELECTRONIC DEVICES

_____

_____

_____

_____

BOX 2I

IF HEQ221a = 1-6 AND NOT 91, GO TO HEQ222a.   ELSE, IF HEQ.220 = 2 OR 9 (NO OR DON'T KNOW TO WHETHER THERE IS A HOME COMPUTER OR OTHER ELECTRONIC DEVICE THAT THE CHILD USES), GO TO HEQ.262. ELSE, GO TO HEQ.225.

HEQ.222a   Our definition of electronic device in this question was any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation). If I had read you this definition before, would you have included any other computers or electronic devices that you did not think of before?

YES.. 1
NO.. 2   (BOX 2J)
REFUSED... 8   (HEQ.262)
DON'T KNOW…………………………………. 9   (BOX 2J)

HEQ.222b   What other computers or electronic devices would you have included?

IF RESPONDENT SAYS "CELL PHONE" PROBE: "Were you thinking of a cell phone used to connect to the Internet?"

CODE ONLY USING EXACT EXAMPLES LISTED.

CODE ALL THAT APPLY

PROBE: Anything else?

DESKTOP OR LAPTOP COMPUTER... 1
CELL PHONE/SMART PHONE THAT CONNECTS TO THE INTERNET..... 2
CELL PHONE THAT DOES NOT CONNECT TO THE INTERNET.............. 3
iPOD (NANO, SHUFFLE,CLASSIC) 4
KINDLE OR NOOK.. 5
Wii, XBOX (KINECT), DS (DSi, 3DS), iTOUCH,
OR PLAYSTATION (PSP, PS3, PS2)).. 6
OTHER (SPECIFY).. 91
REFUSED... 8   (HEQ.262)
DON'T KNOW... 9

BOX 2J

IF HEQ222b =91 (OTHER), GO TO HEQ222bOS. ELSE, IF HEQ.220 = 2 OR 9 (NO OR DON'T KNOW TO WHETHER THERE IS A HOME COMPUTER OR OTHER ELECTRONIC DEVICE THAT THE CHILD USES), GO TO HEQ.262. ELSE, GO TO HEQ225.

HEQ.222bOS [What other computers or electronic devices would you have included?]

RECORD NAMES OF COMPUTERS OR ELECTRONIC DEVICES

_____

_____

_____

_____

STOP TIME:_____

HEQ.225   In an average week, how often does {CHILD} use the computer or other electronic device to play with programs that teach {him/her} something, like math or reading skills?

Would you say …

HELP TEXT:
Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation).

Never, ...1
Once or twice a week, ...2
3 to 6 times a week, or....................................3
Every day?...4
REFUSED...8
DON'T KNOW...9

HEQ.260   Does {CHILD} use the computer or other electronic device to get on the Internet?

HELP TEXT:
Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, XBox, DS, iTouch, and Playstation).

YES..   1
NO..   2
REFUSED...   8
DON'T KNOW…………………………………… 9

HEQ.262   In the past month, that is, since {MONTH} {DAY}, how often has {CHILD} gone online with you or another adult in your household to look for or get books from websites that sell, lend, or let you download books? Would you say...

CAPI INSTRUCTION: DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

Never,...   1   (HEQ280)
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
REFUSED...   8   (HEQ280)
DON'T KNOW...   9

START TIME:_____

HEQ.263   What kinds of websites did you think of when you answered that question?

CODE ALL THAT APPLY

PROBE: Anything else?

ONLINE BOOKSTORES (E.G. AMAZON, BARNES AND NOBLE).............. 1
BOOK APPLICATIONS (E.G., iBOOKS, KINDLE)....................................... 2
LIBRARY WEBSITES... 3
OTHER (SPECIFY)... 91
REFUSED 8
DON'T KNOW... 9

BOX 2F

IF HEQ263 =91 (OTHER), GO TO HEQ.263aOS. ELSE, GO TO HEQ.280.

HEQ.263aOS [What kinds of websites did you think of when you answered that question?]

RECORD NAMES OF WEBSITES OR APPS

_____

_____

_____

_____

STOP TIME:_____

HEQ.280   Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?

                              YES.. 1 (HEQ.290)
                              NO.. 2 (HEQ.300)
                              REFUSED... 8 (HEQ.300)
                              DON'T KNOW... 9 (HEQ.300)

HEQ.290   What is {CHILD} tutored in?

            CODE ALL THAT APPLY.

            PROBE: Anything else?

                              READING.. 1 (HEQ.300)
                              MATH... 2 (HEQ.300)
                              SCIENCE.. 3 (HEQ.300)
                              FOREIGN LANGUAGE................................. 4 (HEQ.300)
                              OTHER (SPECIFY)...................................... 91 (HEQ.290OS)
                              REFUSED... 8 (HEQ.300)
                              DON'T KNOW... 9 (HEQ.300)

HEQ.290OS   [What is {CHILD} tutored in?]

SPECIFY SUBJECT.

HEQ.300   Outside of school hours in the past <u>year</u>, has {CHILD} participated in academic activities, like science, computers, math lab, or taking a class to learn a language other than English?

CAPI INSTRUCTION: DISPLAY "year" IN UNDERLINED TEXT.

YES...1
NO...2
REFUSED..8
DON'T KNOW..9

HEQ.310   [Outside of school hours in the past <u>year</u>, has {CHILD} participated in:]

CAPI INSTRUCTION: DISPLAY "year" IN UNDERLINED TEXT.

Organized athletic activities, like basketball, soccer, baseball, or gymnastics?
YES...1
NO..2
REFUSED...8
DON'T KNOW..9

HEQ.320   [Outside of school hours in the past <u>year</u>, has {CHILD} participated in:]

CAPI INSTRUCTION: DISPLAY "year" IN UNDERLINED TEXT.

Organized clubs or recreational programs, like scouts?
YES...1
NO..2
REFUSED...8
DON'T KNOW..9

HEQ.330   [Outside of school hours in the past <u>year</u>, has {CHILD} participated in:]

CAPI INSTRUCTION: DISPLAY "year" IN UNDERLINED TEXT.

Music lessons, for example, piano, instrumental music or singing lessons?
YES...1
NO..2
REFUSED...8
DON'T KNOW..9

HEQ.340   [Outside of school hours in the past <u>year</u>, has {CHILD} participated in:]

CAPI INSTRUCTION: DISPLAY "year" IN UNDERLINED TEXT.

Drama classes?

```
                         YES.................................................................   1
                         NO...................................................................   2
                         REFUSED.......................................................   8
                         DON'T KNOW…………………………………  9
```

HEQ.350   [Outside of school hours in the past <u>year</u>, has {CHILD} participated in:]

           CAPI INSTRUCTION: DISPLAY "year" IN UNDERLINED TEXT.

           Art classes or lessons, for example, painting, drawing, or sculpture?

```
                         YES....................................................................1
                         NO.....................................................................2
                         REFUSED...........................................................8
                         DON'T KNOW.....................................................9
```

HEQ.370   [Outside of school hours in the past <u>year</u>, has {CHILD} participated in:]

           CAPI INSTRUCTION: DISPLAY "year" IN UNDERLINED TEXT.

           Organized performing arts programs, such as children's choirs, dance programs, or theater performances?

```
                         YES....................................................................1
                         NO.....................................................................2
                         REFUSED...........................................................8
                         DON'T KNOW.....................................................9
```


HEQ.391   [Outside of school hours in the past <u>year</u>, has {CHILD} ever participated in:]

           CAPI INSTRUCTION: DISPLAY "year" IN UNDERLINED TEXT.

           Religious activities or instruction?


```
                         YES....................................................................1
                         NO.....................................................................2
                         REFUSED...........................................................8
                         DON'T KNOW.....................................................9
```


HEQ.393   Did {CHILD}'s participation in {academic activities /organized athletic activities/ organized clubs or
           recreational programs/ music lessons/ drama classes / art classes or lessons/ organized performing arts
           programs/ religious activities or instruction /any of these activities} help to cover the hours when you needed
           adult supervision for {him/her}?

           CAPI INSTRUCTIONS: IF ONLY ONE OF THE ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ320,
           HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) EQUALS 1 (YES), DISPLAY THE ACTIVITY LISTED
           AS SHOWN BELOW. ELSE, DISPLAY "any of these activities".

           IF HEQ.300 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.310, HEQ.320, HEQ.330, HEQ.340,
           HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "academic activities".

           ELSE, IF HEQ310 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.320, HEQ.330,
           HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "organized athletic activities".

ELSE, IF HEQ320 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "organized clubs or recreational programs".

ELSE, IF HEQ330 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "music lessons".

ELSE, IF HEQ340 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "drama classes".

ELSE, IF HEQ350 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.370, HEQ.391) NE 1, DISPLAY "art classes or lessons".

ELSE, IF HEQ370 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.391) NE 1, DISPLAY "organized performing arts programs".

ELSE, IF HEQ391 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.370) NE 1, DISPLAY "religious activities or instruction".

```
YES......................................................................1
NO.......................................................................2
REFUSED...........................................................8
DON'T KNOW.....................................................9
```

HEQ.400   Now, I have a question about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?
Would you say it's …

```
Not at all safe,..................................1
Somewhat safe, or...........................2
Very safe?.......................................3
REFUSED.......................................8
DON'T KNOW.................................9
```

HEQ.460   Now, I have some questions about meals. During the last <u>five days {CHILD} was in school</u>, how many breakfasts did {he/she} eat that were <u>NOT</u> school breakfasts. By breakfast we mean breakfasts eaten at home, at childcare, or at school, but not part of a school breakfast program. Please count only one breakfast per day.
CAPI INSTRUCTIONS:

1. DISPLAY "five days {CHILD} was in school" IN UNDERLINED TEXT.
2. DISPLAY "NOT" IN UNDERLINED TEXT.
3. HARD RANGE CHECK: 0-5 BREAKFASTS

```
|___|
NUMBER OF BREAKFASTS

REFUSED………………………………………8
DON'T KNOW……………………………...9
```

BOX 3
IF NUMBER OF BREAKFASTS IS ZERO, REFUSED, OR DON'T KNOW, GO TO HEQ.500.
ELSE, GO TO HEQ.470.

HEQ.470   Where did {CHILD} eat these breakfasts?

    CAPI INSTRUCTION: WHEN ON B-F, DISPLAY "Where…breakfasts?" IN SQUARE BRACKETS.
    CAPI INSTRUCTION: RESPONSES: 1 = YES, 2 = NO

	YES	NO	REF	DK
a. At home?	1	2	8	9
b. At a relative's or friend's home?	1	2	8	9
c. At a child care location?	1	2	8	9
d. At school, but not part of school breakfast?	1	2	8	9
e. At a restaurant, including food taken out from fast food restaurants?	1	2	8	9
f. Somewhere else? (SPECIFY)	1	2	8	9

BOX 4

IF HEQ470F = 1, GO TO HEQ470OS. ELSE, GO TO HEQ.500.

HEQ.470OS   {Where did {CHILD} eat these breakfasts?}

    _____

    SPECIFY LOCATION.

HELP AVAILABLE

HEQ.500   I'm going to read some statements about things that may occur in your family. In a <u>typical week</u>, please tell me the number of days at least some of the family eats breakfast together.

    HELP TEXT:
    Family: By family, we mean at least one adult and one child.

    CAPI INSTRUCTION: RANGE:0 TO 7.
    CAPI INSTRUCTION: DISPLAY "typical week" IN UNDERLINED TEXT.

                    |___|
                    NUMBER OF DAYS

                    REFUSED…………………………………….8
                    DON'T KNOW………………………………...9

HEQ.510   [I'm going to read some statements about things that may occur in your family. In a <u>typical week</u>, please tell me the number of days ...]

{CHILD} has breakfast at a regular time.

IF RESPONDENT ASKS WHAT "REGULAR" MEANS, SAY THAT IT MEANS "GENERALLY AROUND THE SAME TIME."

CAPI INSTRUCTION: RANGE: 0 TO 7.
CAPI INSTRUCTION: DISPLAY "typical week" IN UNDERLINED TEXT.

|___|
NUMBER OF DAYS

REFUSED……………………………………8
DON'T KNOW………………………………...9

HELP AVAILABLE

HEQ.520   [I'm going to read some statements about things that may occur in your family. In a <u>typical week</u>, please tell me the number of days ...]

Your family eats the evening meal together.

HELP TEXT:
Family: By family, we mean at least one adult and one child.

CAPI INSTRUCTION: RANGE: 0 TO 7.
CAPI INSTRUCTION: DISPLAY "typical week" IN UNDERLINED TEXT.

|___|
NUMBER OF DAYS

REFUSED……………………………………8
DON'T KNOW………………………………...9

HEQ.530   [I'm going to read some statements about things that may occur in your family. In a <u>typical week</u>, please tell me the number of days ...]

The evening meal is served at a regular time.

IF RESPONDENT ASKS WHAT "REGULAR" MEANS, SAY THAT IT MEANS "GENERALLY AROUND THE SAME TIME."

CAPI INSTRUCTION: RANGE: 0 TO 7.
CAPI INSTRUCTION: DISPLAY "typical week" IN UNDERLINED TEXT.

|___|
NUMBER OF DAYS

REFUSED……………………………………8
DON'T KNOW………………………………...9

HEQ.570   How often does someone in your family talk with {CHILD} about {his/her} ethnic or racial heritage?

Would you say …
Never,..1
Almost never,...2
Several times a year,..................................3
Several times a month, or...........................4
Several times a week or more?..................5
REFUSED..8
DON'T KNOW..9

HEQ.590   How often does someone in your family talk with {CHILD} about your family's religious beliefs or traditions?
Would you say …
Never,..1
Almost never,...2
Several times a year,..................................3
Several times a month, or...........................4
Several times a week or more?..................5
REFUSED..8
DON'T KNOW..9

BOX 4

GO TO SECTION SSQ (SOCIAL SKILLS, PROBLEM BEHAVIORS, AND APPROACHES TO LEARNING).

SOCIAL SKILLS, PROBLEM BEHAVIORS, AND APPROACHES TOWARD LEARNING - SSQ

SSQ.010   Twenty-four items ask parents to rate their children on social skills (including their ability to exercise self-control and interact with others); problem behaviors (e.g., fighting, arguing, anger, depression, low self-esteem, impulsiveness, etc.); and learning dispositions or "approaches to learning" (e.g., curiosity, self-direction, and inventiveness). The social skills items and the problem behavior items are not listed as they are copyright protected. The learning disposition items are not copyright protected and are listed below.

Learning disposition items:

      j.   Keep working at something until {he/she} is finished? ....___
      m.   Show interest in a variety of things? ....___
      o.   Concentrate on a task and ignore distractions? ....___
      r.   Help with chores? ....___
      v.   Eager to learn new things? ....___
      x.   Creative in work or in play? ....___

BOX 1

GO TO CFQ (CRITICAL FAMILY PROCESSES).

CRITICAL FAMILY PROCESSES – CFQ

BOX 1

IF PERSON FLAGGED AS R SCORES '1' OR '2' AT FSQ.130
OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130,
CONTINUE WITH BOX 2.
OTHERWISE, GO TO BOX 3.

BOX 2

IF FSQ110=1 (PARTNER CURRENTLY LIVING IN HOUSEHOLD), ASK CFQ.100.
OTHERWISE, GO TO BOX 3.

CFQ.100   Now, I'd like to ask about your relationship with {NAME OF CURRENT PARTNER}. Would you say that your
                  relationship is…
                  CAPI INSTRUCTION: DISPLAY NAME OF PARTNER FROM FSQ.120.

                            Very happy,...…1
                            Fairly happy, or...….2
                            Not too happy?...….3
                            REFUSED...…8
                            DON'T KNOW..9

BOX 3

GO TO SECTION CCQ (CHILD CARE).

CHILD CARE - CCQ

CCQ.005   Next, I'd like to talk with you about the child care arrangements you have for {CHILD} this year. First, I'd like to talk to you about all the child care {CHILD} now receives on a <u>regular basis</u> from someone other than {you/{his/her} parents} {or {his/her} guardians}}. This does not include occasional baby-sitting or backup care providers.

           PRESS ENTER TO CONTINUE.

           CAPI INSTRUCTIONS: DISPLAY 'regular basis" IN UNDERLINED TEXT

           CAPI INSTRUCTIONS: FOR ALL DISPLAYS, DEFINE 'PARENT FIGURE" AS THE MOTHER OR FATHER OR MALE OR FEMALE GUARDIAN (FSQ.130= 1 OR 2 - THIS INCLUDES BIRTH, ADOPTIVE, STEP, FOSTER, AND OTHER PARENTS OR GUARDIANS).

           IF RESPONDENT IS A PARENT FIGURE (FSQ.130 = 1 OR 2 FOR THE RESPONDENT) OR (IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER)), DISPLAY "you".

           OTHERWISE, DISPLAY "{his/her} parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140 OR FSQ.150 = 1, 2, 3, DK, OR REF).

           DISPLAY "or {his/her} guardians" IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER). ELSE, USE A NULL DISPLAY.

Relative Care

HELP AVAILABLE

CCQ.010   Is {CHILD} <u>now</u> receiving care from a relative on a <u>regular basis</u> (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s parents} {or {CHILD}'s guardians}}.

           DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

           HELP TEXT:
           Care from a relative: Record care or programs provided by a relative other than the child's parents in a private home. The private home may be the child's home, the caregiver's home, or another home. In all cases, do not include care provided by a parent, even if they do not live in the household. (Do not include visitation with a separated or divorced parent who does not have custody.)

           If there is at least one parent in the household, any relative living in the household is eligible to be counted as a care arrangement, if the care is provided on a regularly scheduled basis. Relatives outside the household may also be regular care providers.

           If neither parent lives in the household, do not include care provided by guardians who live with the child (they are similar to parents).

           Relative care arrangements may or may not have a charge or fee.

           Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or 'back up" arrangements that are just used once in a while.

           CAPI INSTRUCTIONS: DISPLAY 'now" AND "regular basis" IN UNDERLINED TEXT.

CAPI INSTRUCTIONS: FOR ALL DISPLAYS, DEFINE 'PARENT FIGURE" AS THE MOTHER OR FATHER OR MALE OR FEMALE GUARDIAN (FSQ.130= 1 OR 2 - THIS INCLUDES BIRTH, ADOPTIVE, STEP, FOSTER, AND OTHER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ.130 = 1 OR 2 FOR THE RESPONDENT) OR (IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER)), DISPLAY "you".

OTHERWISE, DISPLAY "{CHILD}'s parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140 OR FSQ.150 = 1, 2, 3, DK, OR REF).

DISPLAY "or {CHILD}'s guardians" IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER). ELSE, USE A NULL DISPLAY.

YES..	1	(CCQ.060)
NO..	2	(CCQ.115)
REFUSED..	8	(CCQ.115)
DON'T KNOW...	9	(CCQ.115)

HELP AVAILABLE

CCQ.060   How many different <u>regular </u>care arrangements do you <u>currently</u> have with relatives?

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

HELP TEXT:
Care from a relative: Record care or programs provided by a relative other than the child's parents in a private home. The private home may be the child's home, the caregiver's home, or another home. In all cases, do not include care provided by a parent, even if they do not live in the household. (Do not include visitation with a separated or divorced parent who does not have custody.)

If there is at least one parent in the household, any relative living in the household is eligible to be counted as a care arrangement, if the care is provided on a regularly scheduled basis. Relatives outside the household may also be regular care providers.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are similar to parents).

Relative care arrangements may or may not have a charge or fee.

Regular Care Arrangements: Arrangements or programs occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

CAPI INSTRUCTIONS: DISPLAY "regular" AND 'currently" IN UNDERLINED TEXT.

ONE	1
TWO..	2
THREE..	3
FOUR..	4
FIVE OR MORE...	5
REFUSED...	8

DON'T KNOW.. 9

CCQ.065   {Let's talk about the relative who provides the most care for {CHILD} <u>now</u>.} Who is the relative who cares for {CHILD}?

PROBE FOR RELATIONSHIP TO CHILD.

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

CAPI INSTRUCTION: DISPLAY "now' IN UNDERLINED TEXT. DISPLAY "{Let's talk about the relative who provides the most care for {CHILD} now.}" IF CCQ.060 = 2, 3, 4, 5, 8, OR 9. OTHERWISE, USE A NULL DISPLAY.

GRANDPARENT.. 1
AUNT.. 2
UNCLE.. 3
BROTHER.. 4
SISTER.. 5
ANOTHER RELATIVE................................... 6
REFUSED.. 8
DON'T KNOW.. 9

BOX 2B

IF CCQ.065 = 1, AUTOCODE CCQ.066 = 1 AND GO TO CCQ.070.
OTHERWISE, GO TO CCQ.066

CCQ.066   Is {{CHILD}'s {RELATIVE}/ that relative} 18 years of age or older?

CAPI INSTRUCTIONS: DISPLAY '{CHILD}'S {RELATIVE}" IF CCQ.065 = 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative". FOR "{RELATIVE}", DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

YES 1
NO... 2
REFUSED.. 8
DON'T KNOW.. 9

CCQ.070   Is the care provided by {{CHILD}'s {RELATIVE}/that relative} in your home or another home?

CAPI INSTRUCTION: DISPLAY "{CHILD}'S {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

CAPI INSTRUCTION: FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

OWN HOME... 1
OTHER HOME... 2
BOTH/VARIES... 3
REFUSED.. 8
DON'T KNOW.. 9

CCQ.075   Does {CHILD} receive that care before school, after school, or on weekends?

CODE ALL THAT APPLY

BEFORE SCHOOL.. 1
AFTER SCHOOL.. 2
WEEKENDS... 3
REFUSED 8
DON'T KNOW 9

HELP AVAILABLE

CCQ.080   Is the care that {CHILD} receives from {{his/her} {RELATIVE}/that relative} <u>regularly scheduled</u> at least once <u>each</u> week?

HELP TEXT:
Regularly Scheduled: Regularly scheduled at least once **each week** could mean every Wednesday, every Monday and Friday, everyday, or some other schedule, as long as it is at least once **each week**.

CAPI INSTRUCTION: DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative". FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

CAPI INSTRUCTION: DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

CAPI INSTRUCTION: FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

CAPI INSTRUCTION: DISPLAY "regularly scheduled" AND "each" IN UNDERLINED TEXT.

YES.. 1
NO.. 2   (BOX 4)
REFUSED.. 8   (BOX 4)
DON'T KNOW.. 9   (BOX 4)

CCQ.085   How many <u>days</u> each <u>week</u> does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?

CAPI INSTRUCTION: SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

CAPI INSTRUCTION: DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

CAPI INSTRUCTION: DISPLAY "days" AND "week" IN UNDERLINED TEXT.

CAPI INSTRUCTION: FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

|___|
ENTER # OF DAYS

REFUSED... 88
DON'T KNOW.. 99

CCQ.090   How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {{his/her} {RELATIVE}/that relative}?

RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

CAPI INSTRUCTION: RANGE CHECK: IF CCQ.085 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.085 IS REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

CAPI INSTRUCTION: DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

CAPI INSTRUCTION: DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

CAPI INSTRUCTION: FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

|___|___|
ENTER # OF HOURS

REFUSED..888
DON'T KNOW...999

CCQ.092   Is there any charge or fee for the care {CHILD} receives from {{his/her} {RELATIVE}/that relative}, paid
either by you or someone else?

IF NECESSARY SAY: Please only think about the relative who provides the most care for {CHILD}.

CAPI INSTRUCTION: DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE,
DISPLAY "that relative."

CAPI INSTRUCTION: FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ.065 = 1; DISPLAY "aunt" IF
CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister"
IF CCQ.065 = 5.

                        YES   1
                        NO...   2   (BOX 4)
                        REFUSED...   8   (BOX 4)
                        DON'T KNOW...   9   (BOX 4)

CCQ.093   Do any of the following people or organizations help to pay for {{his/her} {RELATIVE}/that relative} to care for
{CHILD}?

How about…

CAPI INSTRUCTION: FOR ITEMS B – D DISPLAY THE FIRST PARAGRAPH (Do any …
{CHILD}) IN BRACKETS.

CAPI INSTRUCTION: DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3,4, OR 5. OTHERWISE,
DISPLAY "that relative."

CAPI INSTRUCTION: FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ.065 = 1; DISPLAY "aunt" IF
CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF
CCQ.065 = 5.

		YES	NO	R	DK
a.	A relative of {CHILD} outside your household who provides money specifically for that care?...	1	2	8	9
b.	Temporary Assistance for Needy Families, or TANF?........................				
c.	Another social service or welfare agency?......................................	1	2	8	9
d.	An employer?	1	2	8	9
e.	Someone else? (SPECIFY)...	1	2	8	9

+---+
| **BOX 3** |
| |
| IF CCQ.093E = 1, GO TO CCQ.093OS. ELSE, GO TO CCQ.094. |
+---+

CCQ.093OS   [Who was that?]

SPECIFY PERSON.

_____

CCQ.094   How much does your household pay for {CHILD}'s {RELATIVE}/that relative} to care for {him/her}, not
counting any money that you may receive from others to help pay for care?

IF NONE, ENTER ZERO.

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CAPI INSTRUCTION: DISPLAY "{RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

CAPI INSTRUCTION: FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

CAPI INSTRUCTION: IF CCQ.092=1 AND CCQ.093A – E ALL = 2, THEN CCQ.094 CANNOT EQUAL ZERO—IF IT DOES, THE FOLLOWING ERROR MESSAGE SHOULD BE DISPLAYED: "IF THERE IS A CHARGE OR FEE, AND NO ONE ELSE HELPS PAY FOR IT, THE FEE PAID CANNOT BE ZERO. PLEASE CONFIRM ANSWER."   ELSE, HARD RANGE CHECK: $0 – 9999.

$|___|___|___|___|.|___|___|

ENTER AMOUNT OF PAYMENT..................(BOX 3A)

REFUSED...8 (BOX 4)
DON'T KNOW..9 (BOX 4)

BOX 3A

IF CCQ.094 = 0, GO TO BOX 4. ELSE, GO TO CCQ.095.

CCQ.095   [How much does your household pay for {CHILD}'s {RELATIVE}/that relative} to care for {him/her}, not counting any money that you may receive from others to help pay for care?]

ENTER UNIT

CAPI INSTRUCTION: DISPLAY "{RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative."

CAPI INSTRUCTION: FOR "{RELATIVE}", DISPLAY "grandparent IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

PER HOUR........................ 1 (BOX 3B)
PER DAY........................... 2 (BOX 3B)
PER WEEK........................ 3 (BOX 3B)
PER MONTH..................... 4 (BOX 3B)
PER YEAR......................... 5 (BOX 3B)
EVERY TWO WEEKS........ 6 (BOX 3B)
OTHER (SPECIFY)............ 91(CCQ.095OS)
REFUSED.......................... 8 (BOX 4)
DON'T KNOW.................... 9 (BOX 4)

CCQ.095OS [How much does your household pay for {CHILD}'s {RELATIVE}/that relative} to care for {him/her}, not counting any money that you may receive from others to help pay for care?]

SPECIFY UNIT.

_____

BOX 3B

IF THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD (INCLUDING THE CHILD) = 1, GO TO BOX 4. ELSE, GO TO CCQ.096.

CCQ.096   How many children is this amount for, including {CHILD}?

CAPI INSTRUCTION: SOFT RANGE CHECK: THE NUMBER IN THE ANSWER CHOICE SHOULD NOT BE GREATER THAN THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD. ERROR MESSAGE SHOULD SAY: "NUMBER NOT IN RANGE OF CHILDREN 15 OR YOUNGER IN HOUSEHOLD. VERIFY THAT THE NUMBER OF CHILDREN IS CORRECT."

{CHILD} ONLY..1
{CHILD} + 1 MORE (2 TOTAL)...2
{CHILD} + 2 MORE (3 TOTAL)...3
{CHILD} + 3 OR MORE (4 OR MORE TOTAL).......................................4
REFUSED...8
DON'T KNOW...9

BOX 4

IF THERE IS ONLY ONE CURRENT REGULAR RELATIVE CARE ARRANGEMENT FOR THE CHILD (CCQ.060 = 1 OR 8 OR 9), GO TO CCQ.115.

OTHERWISE, CONTINUE WITH CCQ.110.

CCQ.110   You said that {CHILD} was cared for by {NUMBER} other {relatives/relative} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} receive care from {these/this} other {relatives/relative}?

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

ENTER "77" IF CHILD DID NOT HAVE CHILD CARE FROM OTHER RELATIVE(S)AT LEAST ONCE EACH WEEK.

CAPI INSTRUCTION: FOR "{NUMBER}", DISPLAY "1" IF CCQ.060 = 2; "2" IF CCQ.060 = 3; DISPLAY "3" IF CCQ.060 = 4. IF CCQ.060 = 5, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CCQ.060 = 2, DISPLAY "relative," "this" and "relative." OTHERWISE, DISPLAY "relatives", "these," and "relatives."

CAPI INSTRUCTION: DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

CAPI INSTRUCTION: SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

|___|___|
ENTER # OF HOURS

REFUSED.. 88
DON'T KNOW.. 99

Non-Relative Care

CCQ.115   {Now I'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} <u>now</u> receiving care in a private home on a <u>regular basis</u> from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters or neighbors. {It does not include child care centers.}

PROBE: This refers to care received from nonrelatives in a private home, including home child care providers, regular sitters, or neighbors. However, this does not include child care centers.

CAPI INSTRUCTION: DISPLAY "now" AND "regular basis" IN UNDERLINED TEXT.

CAPI INSTRUCTION: DISPLAY "Now . . . centers" IF CCQ.010 = 1. OTHERWISE, USE A NULL DISPLAY.

CAPI INSTRUCTION: DISPLAY "It does not include child care centers." IF CCQ.010 NE 1. OTHERWISE, USE A NULL DISPLAY.

HELP TEXT:
Care from a non-relative: Non-relative care is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home.

If there is at least one parent in the household, any nonrelative living in the household is eligible to be counted as a care arrangement, IF the care is given on a regularly scheduled basis.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are treated the same as parents).

Non-relative care arrangements or programs may or may not have a charge or fee.

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

YES...	1	(CCQ.165)
NO...	2	(CCQ.260)
REFUSED...	8	(CCQ.260)
DON'T KNOW...	9	(CCQ.260)

CCQ.165   How many different <u>regular</u> care arrangements do you <u>currently</u> have with nonrelatives?

CAPI INSTRUCTION: DISPLAY "regular" AND "currently" IN UNDERLINED TEXT.

HELP TEXT:
Care from a non-relative: Non-relative care is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home.

If there is at least one parent in the household, any nonrelative living in the household is eligible to be counted as a care arrangement, IF the care is given on a regularly scheduled basis.

If neither parent lives in the household, do not include care provided by guardians who live with the child (they are treated the same as parents).

Non-relative care arrangements or programs may or may not have a charge or fee.

Regular Care Arrangements: Arrangements or programs occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

ONE	1
TWO..	2
THREE...	3
FOUR...	4
FIVE OR MORE..	5
REFUSED..	8
DON'T KNOW..	9

CCQ.166   {Let's talk about the nonrelative who provides the most care for {CHILD} <u>now</u>.} Is this person 18 years of age or older?

CAPI INSTRUCTION: DISPLAY "Let's talk about the nonrelative who provides the most care for {CHILD} now.} IF CCQ.165 = 2, 3, 4, 5, 8, OR 9. OTHERWISE, USE A NULL DISPLAY.

CAPI INSTRUCTION: DISPLAY "now" IN UNDERLINED TEXT.

YES	1
NO...	2
REFUSED..	8
DON'T KNOW..	9

CCQ.170   Is that care provided in your home or another home?

OWN HOME...	1
OTHER HOME...	2
BOTH/VARIES...	3
REFUSED..	8
DON'T KNOW..	9

CCQ.175   Does {CHILD} receive that care before school, after school, or on weekends?

CODE ALL THAT APPLY

BEFORE SCHOOL...	1
AFTER SCHOOL..	2
WEEKENDS..	3
REFUSED	8
DON'T KNOW	9

CCQ.180   Is the care that {CHILD} receives from that person <u>regularly scheduled</u> at least once <u>each</u> week?

HELP TEXT:
Regularly Scheduled: Regularly scheduled at least once <u>each week</u> could mean every Wednesday, every Monday and Friday, everyday, or some other schedule, as long as it is at least once <u>each week</u>.

CAPI INSTRUCTION: DISPLAY "regularly scheduled" AND "each" IN UNDERLINED TEXT.

YES...	1	
NO...	2	(BOX 8)
REFUSED..	8	(BOX 8)
DON'T KNOW..	9	(BOX 8)

CCQ.185   How many days each week does {CHILD} receive care from that person?

           CAPI INSTRUCTION: DISPLAY "days" AND "week" IN UNDERLINED TEXT.

           CAPI INSTRUCTION: SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

                              |___|
                              ENTER # OF DAYS

                              REFUSED.. 88
                              DON'T KNOW.. 99

CCQ.190   How many hours each week does {CHILD} receive care from that person?

           RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

           CAPI INSTRUCTION: DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

           CAPI INSTRUCTION RANGE CHECK: IF CCQ.185 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS
           THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 10 HOURS AND THE HARD RANGE
           IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.185 IS
           REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

                              |___|___|
                              ENTER # OF HOURS

                              REFUSED..888
                              DON'T KNOW..999

CCQ.192   Is there any charge or fee for the care {CHILD} receives from this nonrelative, paid either by you or
           someone else?

           IF NECESSARY SAY: Please only think about the nonrelative who provides the most care for {CHILD}.

           CAPI INSTRUCTION: DISPLAY "most" IN UNDERLINED TEXT.

                              YES 1
                              NO... 2 (BOX 8)
                              REFUSED.. 8 (BOX 8)
                              DON'T KNOW... 9 (BOX 8)

CCQ.193   Do any of the following people or organizations help to pay for this nonrelative to care for {CHILD}?

           How about…

           CAPI INSTRUCTIONS: DISPLAY 'specifically" IN UNDERLINED TEXT IN ITEM A.

           CAPI INSTRUCTION: FOR ITEMS B – D DISPLAY THE FIRST PARAGRAPH (Do any …
           {CHILD}) IN BRACKETS.

		YES	NO	R	DK
a.	A relative of {CHILD} outside your household who provides money specifically for that care?...	1	2	8	9
b.	Temporary Assistance for Needy Families, or TANF?........................				
c.	Another social service or welfare agency?.....................................	1	2	8	9
d.	An employer?	1	2	8	9
e.	Someone else? (SPECIFY)..	1	2	8	9

CCQ.193OS   [Who was that?]

SPECIFY PERSON.

_____

CCQ.194   How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?

CAPI INSTRUCTION: IF CCQ.192=1 AND CCQ.193A – E ALL = 2, THEN CCQ.194 CANNOT EQUAL ZERO—IF IT DOES, THE FOLLOWING ERROR MESSAGE SHOULD BE DISPLAYED: "IF THERE IS A CHARGE OR FEE, AND NO ONE ELSE HELPS PAY FOR IT, THE FEE PAID CANNOT BE ZERO. PLEASE CONFIRM ANSWER."   ELSE, HARD RANGE CHECK: $0 – 9999.

$|___|___|___|___|.|___|___|

ENTER AMOUNT OF PAYMENT..................(BOX 7A)

REFUSED..8 (BOX 8)
DON'T KNOW..9 (BOX 8)

CCQ.195   [How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?

ENTER UNIT

PER HOUR... 1 (BOX 7B)
PER DAY... 2 (BOX 7B)
PER WEEK.. 3 (BOX 7B)
PER MONTH.. 4 (BOX 7B)
PER YEAR .... 5 (BOX 7B)
EVERY TWO WEEKS.................................... 6 (BOX 7B)
OTHER (SPECIFY).......................................91 (CCQ.195OS)
REFUSED .... 8 (BOX 8)
DON'T KNOW.. 9 (BOX 8)

CCQ.195OS [How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?]

SPECIFY UNIT.

_____

84

CCQ.196   How many children is this amount for, including {CHILD}?

CAPI INSTRUCTION: SOFT RANGE CHECK: THE NUMBER IN THE ANSWER CHOICE SHOULD NOT BE GREATER THAN THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD. ERROR MESSAGE SHOULD SAY: "NUMBER NOT IN RANGE OF CHILDREN 15 OR YOUNGER IN HOUSEHOLD. VERIFY THAT THE NUMBER OF CHILDREN IS CORRECT."

{CHILD} ONLY..1
{CHILD} + 1 MORE (2 TOTAL)...2
{CHILD} + 2 MORE (3 TOTAL)...3
{CHILD} + 3 OR MORE (4 OR MORE TOTAL)..4
REFUSED...8
DON'T KNOW...9

CCQ.205   You said that {CHILD} was cared for by {NUMBER} other {nonrelative/nonrelatives} on a regular basis. How many hours each week does {CHILD} receive care from {this nonrelative/these nonrelatives}?

ENTER "77" IF CHILD DID NOT HAVE CHILD CARE FROM OTHER NONRELATIVE(S) AT LEAST ONCE EACH WEEK.

CAPI INSTRUCTION: FOR "{NUMBER}", DISPLAY "1" IF CCQ.165 = 2; DISPLAY "2" IF CCQ.165 = 3; DISPLAY "3" IF CCQ.165 = 4.

CAPI INSTRUCTION: IF CCQ.165 = 2, DISPLAY "nonrelative" AND "this nonrelative." OTHERWISE, DISPLAY "nonrelatives" AND "these nonrelatives."

CAPI INSTRUCTION: DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

CAPI INSTRUCTION: SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

|___|___|
ENTER # OF HOURS

REFUSED.. 88
DON'T KNOW.. 99

Day Care Center/Before- or After-School Program

CCQ.260   {Now I'd like to ask you about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} <u>now</u> attending a day care center or a before- or after-school program at a school or in a center on a <u>regular basis</u>?

CAPI INSTRUCTION: DISPLAY "Now . . . programs" IF CCQ.115 = 1. OTHERWISE, USE A NULL DISPLAY.

CAPI INSTRUCTION: DISPLAY "now" and "regular basis" in UNDERLINED TEXT.

HELP TEXT:
Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are older (some of which may be sponsored by the state) are also included.
Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional babysitting or "back up" arrangements that are just used once in a while.

YES	1	(CCQ.325)
NO	2	(CCQ.376)
REFUSED	8	(CCQ.376)
DON'T KNOW	9	(CCQ.376)

CCQ.325   How many different day care centers or before- or after-school care programs does {CHILD} <u>currently</u> go to on a <u>regular</u> basis?

CAPI INSTRUCTION: DISPLAY "currently" AND "regular" IN UNDERLINED TEXT.

HELP TEXT:
Day Care Center or Before- or After-School Program: Includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are older (some of which may be sponsored by the state) are also included.

ONE	1
TWO	2
THREE	3
FOUR	4
FIVE OR MORE	5
REFUSED	8
DON'T KNOW	9

CCQ.330   {Let's talk about the program where {CHILD} spends the most time <u>now</u>.} Is that program located in the school {CHILD} currently attends?

CAPI INSTRUCTION: DISPLAY "now" IN UNDERLINED TEXT.

CAPI INSTRUCTION: DISPLAY {Let's talk about the program where {CHILD} spends the most time <u>now</u>.} IF CCQ.325 = 2, 3, 4, 5, 8, OR 9. OTHERWISE, USE A NULL DISPLAY.

YES	1
NO	2
REFUSED	8
DON'T KNOW	9

CCQ.331   Is {CHILD}'s main teacher or care provider at this program 18 years of age or older?

                            YES.. 1
                            NO... 2
                            REFUSED 8
                            DON'T KNOW 9

CCQ.335   Does {CHILD} go to that program before school, after school, or on weekends?

           CODE ALL THAT APPLY

                            BEFORE SCHOOL... 1
                            AFTER SCHOOL.. 2
                            WEEKENDS.. 3
                            REFUSED 8
                            DON'T KNOW 9

                                                                    HELP AVAILABLE
CCQ.340   Does {CHILD} go to that program on a <u>regularly scheduled</u> basis at least once <u>each</u> week?

           HELP TEXT:
           Regularly Scheduled: Regularly scheduled at least once **each week** could mean every Wednesday, every
           Monday and Friday, everyday, or some other schedule, as long as it is at least once **each week**.

           CAPI INSTRUCTION: DISPLAY "regularly scheduled" and "each" IN UNDERLINED TEXT.

                            YES.. 1
                            NO... 2 (BOX 14)
                            REFUSED... 8 (BOX 14)
                            DON'T KNOW.. 9 (BOX 14)

CCQ.350   How many <u>days</u> each <u>week</u> does {CHILD} go to that program?

           CAPI INSTRUCTION: DISPLAY "days" AND "week" IN UNDERLINED TEXT.

           CAPI INSTRUCTION: SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

                            |___|
                            ENTER # OF DAYS

                            REFUSED... 8
                            DON'T KNOW.. 9

CCQ.355   Other than regular school hours, how many <u>hours</u> each <u>week</u> does {CHILD} go to that program?

           RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

           CAPI INSTRUCTION: DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

           CAPI INSTRUCTION: RANGE CHECK: IF CCQ.350 IS NOT EQUAL TO REF/DK, THE SOFT RANGE
           IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 10 HOURS AND THE HARD
           RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 24 HOURS. ELSE, IF
           CCQ.350 IS REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS
           IS 1-70.

                            |___|___|
                            ENTER # OF HOURS

                            REFUSED... 88
                            DON'T KNOW... 99

87

CCQ.365　　Is there any charge or fee for the program, paid either by you or someone else?

IF NECESSARY SAY: Please only think about the program that provides the <u>most</u> care for {CHILD}.

CAPI INSTRUCTIONS: DISPLAY "most" IN UNDERLINED TEXT.

YES	1	
NO..	2	(BOX 14)
REFUSED...	8	(BOX 14)
DON'T KNOW...	9	(BOX 14)

CCQ.370　　Do any of the following people or organizations help to pay for {CHILD} to go to that program?

How about…

CAPI INSTRUCTION: FOR ITEMS B – E DISPLAY THE FIRST PART OF THE QUESTION "Do any … program?" IN BRACKETS.

		YES	NO	R	DK
a.	A relative of {CHILD} outside your household who provides money <u>specifically</u> for that care?..	1	2	8	9
b.	Temporary Assistance for Needy Families, or TANF?..				
c.	Another social service or welfare agency?.......................................	1	2	8	9
d.	An employer?	1	2	8	9
e.	Someone else? (SPECIFY)...	1	2	8	9

BOX 13
IF CCQ.370e = 1, GO TO CCQ370OS. ELSE, GO TO CCQ.371.

CCQ.370OSOS   [Who was that?]

SPECIFY PERSON.

_____

CCQ.371　　How much does your household pay for {CHILD} to go to that program, not counting any money that you may receive from others to help pay for care?

CAPI INSTRUCTION: IF CCQ.365=1 AND CCQ.370A – E ALL = 2, THEN CCQ.371 CANNOT EQUAL ZERO—IF IT DOES, THE FOLLOWING ERROR MESSAGE SHOULD BE DISPLAYED: "IF THERE IS A CHARGE OR FEE, AND NO ONE ELSE HELPS PAY FOR IT, THE FEE PAID CANNOT BE ZERO. PLEASE CONFIRM ANSWER."   ELSE, HARD RANGE CHECK: $0 – 9999.

$|___|___|___|___|.|___|___|

ENTER AMOUNT OF PAYMENT..................(BOX 13A)

REFUSED...8 (BOX 14)
DON'T KNOW...9 (BOX 14)

BOX 13A
IF CCQ.371 = 0, GO TO BOX 14. ELSE, GO TO CCQ.372.

CCQ.372   [How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?

ENTER UNIT

PER HOUR... 1 (BOX 13B)
PER DAY... 2 (BOX 13B)
PER WEEK... 3 (BOX 13B)
PER MONTH... 4 (BOX 13B)
PER YEAR.. 5 (BOX 13B)
EVERY TWO WEEKS.................................... 6 (BOX 13B)
OTHER (SPECIFY).......................................91 (CCQ.372OS)
REFUSED .... 8 (BOX 14)
DON'T KNOW.. 9 (BOX 14)

CCQ.372OS [How much does your household pay this person to care for {CHILD}, not counting any money that you may receive from others to help pay for care?]

SPECIFY UNIT.

_____

BOX 13B

IF THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR
EQUAL TO 15 YEARS OLD (INCLUDING THE CHILD) = 1, GO TO BOX 14. ELSE, GO TO CCQ.373.

CCQ.373   How many children is this amount for, including {CHILD}?

CAPI INSTRUCTION: SOFT RANGE CHECK: THE NUMBER IN THE ANSWER CHOICE SHOULD NOT BE GREATER THAN THE NUMBER OF CHILDREN IN THE HOUSEHOLD WHO ARE LESS THAN OR EQUAL TO 15 YEARS OLD. ERROR MESSAGE SHOULD SAY: "NUMBER NOT IN RANGE OF CHILDREN 15 OR YOUNGER IN HOUSEHOLD. VERIFY THAT THE NUMBER OF CHILDREN IS CORRECT."

{CHILD} ONLY...1
{CHILD} + 1 MORE (2 TOTAL)...2
{CHILD} + 2 MORE (3 TOTAL)...3
{CHILD} + 3 OR MORE (4 OR MORE TOTAL)..4
REFUSED..8
DON'T KNOW..9

BOX 14

IF ONLY ONE CURRENT REGULAR CENTER OR PROGRAM CARE ARRANGEMENT FOR CHILD (CCQ.325 = 1 OR REF/DK), GO TO CCQ.376.

OTHERWISE, CONTINUE WITH CCQ.375.

CCQ.375   You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many <u>hours</u> each <u>week</u> does {CHILD} attend {this program/these programs}?

ENTER "77" IF CHILD DID NOT GO TO CHILD CARE AT LEAST ONCE EACH WEEK.

CAPI INSTRUCTION: FOR "{NUMBER}", DISPLAY "1" IF CCQ.325 = 2; DISPLAY "2" IF CCQ.325 = 3; DISPLAY "3" IF CCQ.325 = 4. IF CCQ.325 = 5, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CCQ.325 = 2, DISPLAY "center," "program" AND "this program." OTHERWISE, DISPLAY "centers," "programs" AND "these programs."

CAPI INSTRUCTION: DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

CAPI INSTRUCTION: SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

|___|___|
ENTER # OF HOURS

REFUSED.. 88
DON'T KNOW.. 99

CCQ.376   Sometimes children spend time caring for themselves, either at home or somewhere else, without an adult or older child responsible for them. Does {CHILD spend time caring for {himself/herself} on a <u>regular basis</u> before or after school?

CAPI INSTRUCTION: DISPLAY "regular basis" IN UNDERLINED TEXT.

YES 1
NO... 2 (BOX 15)
REFUSED.. 8 (BOX 15)
DON'T KNOW... 9 (BOX 15)

CCQ.377   How many <u>hours</u> per <u>week</u> does {CHILD} take care of {himself/herself}?

CAPI INSTRUCTIONS:

1. DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

2. SOFT RANGE CHECK : 0 – 25. HARD RANGE CHECK: 0-70 HOURS.

|___|
ENTER # HOURS

REFUSED 88
DON'T KNOW 99

BOX 15

GO TO SECTION NRQ (NON-RESIDENT PARENT).

NON-RESIDENT PARENTS – NRQ

BOX 1

IF BOTH BIOLOGICAL PARENTS (CODED '1' AT FSQ.140 FOR AT LEAST ONE HOUSEHOLD MEMBER AND CODED '1' AT FSQ.150 FOR AT LEAST ONE HOUSEHOLD MEMBER) ARE CURRENTLY LIVING TOGETHER IN THE HOUSEHOLD, GO TO BOX 4.
OTHERWISE, CONTINUE WITH BOX 2.

BOX 2

LOOP 1

ASK NRQ.040 THROUGH BOX 4 ONE TIME FOR EACH BIOLOGICAL MOTHER, ADOPTIVE MOTHER, BIOLOGICAL FATHER, AND ADOPTIVE FATHER NOT LIVING IN THE HOUSEHOLD.
DETERMINING LOOPING ELIGIBILITY:
1. NO BIOLOGICAL/BIRTH MOTHER IN HH: IF NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.140 AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW), THEN ASK ABOUT BIOLOGICAL MOTHER.
2. NO ADOPTIVE MOTHER IN HH: IF NO BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD AND THERE IS ONLY ONE ADOPTIVE FATHER IN THE HOUSEHOLD (THAT IS, THERE IS NO HOUSEHOLD MEMBER WITH A CODE '1' OR '2' AT FSQ.140, AND ONLY ONE HOUSEHOLD MEMBER WITH A CODE '2' AT FSQ.150), AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW), THEN ASK ABOUT ADOPTIVE MOTHER.
3. NO BIOLOGICAL/BIRTH FATHER IN HH: IF NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.150 AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW), ASK ABOUT BIOLOGICAL FATHER.
4. NO ADOPTIVE FATHER IN HH: IF NO BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD AND THERE IS ONLY ONE ADOPTIVE MOTHER IN THE HOUSEHOLD (THAT IS, THERE IS NO HOUSEHOLD MEMBER WITH CODE '1' OR '2' AT FSQ.150, AND ONLY ONE HOUSEHOLD MEMBER WITH A CODE '2' AT FSQ.140), AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW), THEN ASK ABOUT ADOPTIVE FATHER.

5. INELIGIBLE CASES: IF NRQ.030 = 2 (NO ADOPTIVE NON-RESIDENT MOTHER/FATHER) FROM FALL-K, DO NOT LOOP ON THAT ADOPTIVE NONRESIDENT PARENT.

ELSE, IF NRQ.040 = 5 (PARENT DECEASED), NRQ.040 = 6 (NO CONTACT SINCE ADOPTION), NRQ.040 = 7 (NO ADOPTIVE MOTHER/FATHER), OR NRQ.040 = 8 (PARENT UNKNOWN /WAS ONLY A DONOR) IN ANY PREVIOUS ROUND FOR A BIOLOGICAL OR AN ADOPTIVE NON-RESIDENT PARENT, DO NOT LOOP ON THIS PARENT.

ELSE, IF A BIOLOGICAL PARENT WAS NOT LIVING OR RESPONDENT DID NOT KNOW WHO THE BIOLOGICAL PARENT WAS IN THE FALL K INTERVIEW (FALL K HRQ.030=2 OR 3), DO NOT LOOP ON THIS PARENT.

ELSE, IF FSQ.015=4 (DECEASED) FOR A BIOLOGICAL OR ADOPTIVE PARENT IN THE CURRENT ROUND, DO NOT LOOP ON THIS PARENT.

IF THERE ARE ANY ELIGIBLE CASES ACCORDING TO THE LOOPING RULES ABOVE, GO TO NRQ.040 FOR EACH ELIGIBLE CASE UNTIL ALL ELIGIBLES HAVE BEEN ASKED ABOUT IN THE QUESTIONS. ELSE, GO TO BOX 4.

NRQ.040   The next questions are about {CHILD}'s contact with {his/her}{biological/adoptive}(father/mother).

[We understand that some of these questions may be difficult {for adoptive parents} to answer, however, these are standard questions we ask when a child does not live with {his/her} biological parents. Any information you can provide will be helpful.]

How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her} {biological/adoptive} {father/mother}? Would you say …

CAPI INSTRUCTIONS:
DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE, IF CHILD GENDER IS MISSING, DISPLAY "his/her".

IF THERE IS A BIRTH FATHER IN THE HOUSEHOLD, DISPLAY "biological" AND "mother" FOR THE PARTICULAR LOOP R IS ON.

IF THERE IS A BIRTH MOTHER IN THE HOUSEHOLD, DISPLAY "biological" AND "father" FOR THE PARTICULAR LOOP R IS ON.

IF THERE IS AN ADOPTIVE FATHER IN THE HOUSEHOLD, DISPLAY "adoptive" AND "mother" FOR THE PARTICULAR LOOP R IS ON.

IF THERE IS AN ADOPTIVE MOTHER IN THE HOUSEHOLD, DISPLAY "adoptive" AND "father" FOR THE PARTICULAR LOOP R IS ON.

DISPLAY '[We…helpful]' IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.140 OR FSQ.150). OTHERWISE, USE A NULL DISPLAY.

DISPLAY 'for adoptive parents' IF THE RESPONDENT IS AN ADOPTIVE PARENT (FSQ.140 OR FSQ.150 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

Less than one month…...…………………………………….……1 (NRQ.050)
More than a month but less than a year……………………...2 (BOX 3)
More than a year……..…………………………………………..3 (BOX 3)
No contact since birth?..........…………………………………4 (BOX 4)
PARENT IS DECEASED……………………………………….5 (BOX 4)
NO CONTACT SINCE ADOPTION………….………….……6 (BOX 4)
NO ADOPTIVE {MOTHER/FATHER}……….………….……7 (BOX 4)
PARENT UNKNOWN/WAS ONLY A DONOR……….………8 (BOX 4)
REFUSED……………………………………………………88 (BOX 4)
DON'T KNOW………………………………………………….99 (BOX 4)

NRQ.050　　　How many days has {CHILD} seen {his/her} {biological/adoptive}{father/mother} in the past 4 weeks?
　　　　　　　CAPI INSTRUCTIONS:
　　　　　　　DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE, IF CHILD
　　　　　　　GENDER IS MISSING, DISPLAY "his/her".

　　　　　　　IF THERE IS A BIRTH FATHER IN THE HOUSEHOLD, DISPLAY "biological" AND "mother" FOR THE
　　　　　　　PARTICULAR LOOP R IS ON.

　　　　　　　IF THERE IS A BIRTH MOTHER IN THE HOUSEHOLD, DISPLAY "biological" AND "father" FOR THE
　　　　　　　PARTICULAR LOOP R IS ON.

　　　　　　　IF THERE IS AN ADOPTIVE FATHER IN THE HOUSEHOLD, DISPLAY "adoptive" AND "mother" FOR THE
　　　　　　　PARTICULAR LOOP R IS ON.

　　　　　　　IF THERE IS AN ADOPTIVE MOTHER IN THE HOUSEHOLD, DISPLAY "adoptive" AND "father" FOR THE
　　　　　　　PARTICULAR LOOP R IS ON.
　　　　　　　CAPI INSTRUCTIONS: RANGE: 0 TO 28.

　　　　　　　　　　　　　　　|___|___ |
　　　　　　　　　　　　　　　NUMBER OF DAYS

　　　　　　　　　　　　　　　REFUSED……………………………………8
　　　　　　　　　　　　　　　DON'T KNOW………………………………..9

NRQ.123　　　How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone
　　　　　　　or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in
　　　　　　　the past 4 weeks?

　　　　　　　CAPI INSTRUCTIONS:
　　　　　　　DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE, IF CHILD
　　　　　　　GENDER IS MISSING, DISPLAY "his/her".

　　　　　　　IF THERE IS A BIRTH FATHER IN THE HOUSEHOLD, DISPLAY "biological" AND "mother" FOR THE
　　　　　　　PARTICULAR LOOP R IS ON.

　　　　　　　IF THERE IS A BIRTH MOTHER IN THE HOUSEHOLD, DISPLAY "biological" AND "father" FOR THE
　　　　　　　PARTICULAR LOOP R IS ON.

　　　　　　　IF THERE IS AN ADOPTIVE FATHER IN THE HOUSEHOLD, DISPLAY "adoptive" AND "mother" FOR THE
　　　　　　　PARTICULAR LOOP R IS ON.

　　　　　　　IF THERE IS AN ADOPTIVE MOTHER IN THE HOUSEHOLD, DISPLAY "adoptive" AND "father" FOR THE
　　　　　　　PARTICULAR LOOP R IS ON.

　　　.　　　CAPI INSTRUCTIONS: RANGE: 0 TO 84.

　　　　　　　　　　　　　　　|___|___ |
　　　　　　　　　　　　　　　NUMBER OF TIMES

　　　　　　　　　　　　　　　REFUSED……………………………………8
　　　　　　　　　　　　　　　DON'T KNOW………………………………..9

NRQ.200   Did {CHILD}'s biological father ever sign the application for {CHILD}'s birth certificate or sign a statement that legally says he is {CHILD}'s biological father?

YES..1 (NRQ.255)
NO..2 (NRQ.210)
REFUSED...8 (NRQ.210)
DON'T KNOW…………………………………… 9 (NRQ.210)

NRQ.210   Did you or someone in your family go to court to establish that he was {CHILD}'s legal biological father?

YES...   1
NO..   2
REFUSED..   8
DON'T KNOW……………………………………   9

NRQ.255   During the last year, how often has {CHILD}'s {biological/adoptive} {mother/father} paid child support or helped pay other expenses for {CHILD}? Has {he/she} helped pay these…..

Often, ... 1
Sometimes, ... 2
Hardly ever, or 3
Never?.. 4
REFUSED 8
DON'T KNOW 9

NRQ.256   How much of {CHILD}'s expenses does {his/her} (biological/adoptive) (father/mother) pay for? Would you say…

CAPI INSTRUCTION: DISPLAY "or" IN RESPONSE CATEROGY 2 AND DISPLAY "?" IN RESPONSE

CATEGORY 3 IF NRQ.255 = 3.

CAPI INSTRUCTION: DISPLAY ",or" IN RESPONSE CATEGORY 3 AND "All" IN RESPONSE CATEGORY 4 IF NRQ.255 = 1 OR 2.

Less than half, ... 1
About half, {or}, ... 2
More than half {?} {,or } 3
{All?} 4
REFUSED 8
DON'T KNOW 9

NRQ.266   During the last year, have you received this money regularly, so that you could almost always count on getting the money?

    YES...1
    NO...2
    REFUSED...8
    DON'T KNOW...9

BOX 4

ASK NRQ.040 TO NRQ.266 FOR THE NEXT NON-RESIDENTIAL PARENT. IF NO NEXT NON-RESIDENTIAL PARENT, GO TO SECTION COQ (COUNTRY OF ORIGIN FOR NON-RESIDENT BIOLOGICAL PARENTS).

COUNTRY OF ORIGIN FOR NON-RESIDENT BIOLOGICAL PARENTS: COQ

BOX 1

IF **BOTH** BIOLOGICAL PARENTS (ACCORDING TO THE ROSTER, AT LEAST
ONE HOUSEHOLD MEMBER IS A BIRTH MOTHER **AND** AT LEAST ONE
HOUSEHOLD MEMBER IS A BIRTH FATHER) ARE CURRENTLY LIVING
TOGETHER IN THE HOUSEHOLD, GO TO BOX 6. ELSE, GO TO BOX 2.

BOX 2

ASK COQ.005 – COQ.010 IF NO HOUSEHOLD MEMBER IS A BIRTH MOTHER.
OTHERWISE, GO TO BOX 4.

COQ.005   {Earlier we asked about where people in your household were born.} Now, we'd like to ask {another
            question} about {CHILD}'s biological mother. In what country was {his/her} biological mother born?

            IF R SAYS THAT THE MOTHER IS DECEASED, SAY: I'm sorry to hear that. We understand that it
            may be hard to talk about those who are no longer living. The only questions that I'll be asking about
            this parent are where she was from and, if it was not the U.S., when she first moved to the United States.

            TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON
            THE LIST, HIGHLIGHT 'NOT ON LIST' IN THE LOOKUP FILE AND PRESS ENTER.
            USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

            CAPI INSTRUCTION: DISPLAY "Earlier…born" IF FSQ.212 WAS ASKED. ELSE, USE A NULL DISPLAY.
            CAPI INSTRUCTION: DISPLAY "another question" IF SECTION NRQ ASKED ABOUT THE BIOLOGICAL
            MOTHER. ELSE, USE A NULL DISPLAY.

            CAPI INSTRUCTION: DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE
            FIELD FOR ENTERING RESPONSE CODES.

BOX 3

IF COQ.005 = 0 (NOT ON LIST), CONTINUE WITH COQ.005OS.
IF COQ.005 = 1, DK, OR RF, GO TO BOX 4.
OTHERWISE, CONTINUE WITH COQ.010.

COQ.005OS [In what country was {his/her} biological mother born?]

SPECIFY COUNTRY.

_____

COQ.010   How old was {CHILD'}'s biological mother when she first moved to {any of the fifty states in the United
            States or the District of Columbia /the United States}?

                 CAPI INSTRUCTIONS: DISPLAY "any of the fifty states or the District of Columbia" IF COQ.020 = 5, 90,
                 139, 179, 203, 235 (AMERICAN SAMOA, GUAM, MARIANA ISLANDS, PUERTO RICO, SOLOMON
                 ISLANDS, OR US VIRGIN ISLANDS). ELSE, DISPLAY "the United States."

                 CAPI INSTRUCTION: RANGE CHECK: 0 – 75 YEARS OLD.

                 |___|___|
                 AGE

                 REFUSED 88
                 DON'T KNOW 99

BOX 4
ASK COQ.020 – COQ.030 IF NO HOUSEHOLD MEMBER IS A BIRTH FATHER. OTHERWISE, GO TO BOX 6.

COQ.020   {Earlier we asked about where people in your household were born.} Now, we'd like to ask {another question} about {CHILD}'s biological father. In what country was {his/her} biological father born?

IF R SAYS THAT THE FATHER IS DECEASED, SAY: I'm sorry to hear that. We understand that it may be hard to talk about those who are no longer living. The only questions that I'll be asking about this parent are where he was from and, if it was not the U.S., when he first moved to the United States .

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT 'NOT ON LIST' IN THE LOOKUP FILE AND PRESS ENTER.
USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

CAPI INSTRUCTION: DISPLAY "Earlier…born" IF FSQ.212 WAS ASKED AND COQ.005 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.
CAPI INSTRUCTION: DISPLAY "another question" IF SECTION NRQ ASKED ABOUT THE BIOLOGICAL FATHER. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

BOX 5
IF COQ.020 = 0 (NOT ON LIST), CONTINUE WITH COQ.020OS. IF COQ.020 = 1 (UNITED STATES), DK, OR RF, GO TO BOX 6. OTHERWISE, CONTINUE WITH COQ.025.

COQ.020OS   [In what country was {his/her} biological father born?]

SPECIFY COUNTRY.

_____

COQ.025   How old was {CHILD'}'s biological father when he first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?

CAPI INSTRUCTIONS: DISPLAY "any of the fifty states or the District of Columbia" IF COQ.020 = 5, 90, 139, 179, 203, 235 (AMERICAN SAMOA, GUAM, MARIANA ISLANDS, PUERTO RICO, SOLOMON ISLANDS, OR US VIRGIN ISLANDS). ELSE, DISPLAY "the United States."

CAPI INSTRUCTION: RANGE CHECK: 0 – 75 YEARS OLD.

|___|___|
   AGE

REFUSED 88
DON'T KNOW 99

BOX 6
GO TO DISCIPLINE, WARMTH, AND EMOTIONAL SUPPORTIVENESS (DWQ)

DISCIPLINE, WARMTH, AND EMOTIONAL SUPPORTIVENESS - DWQ

BOX 1

IF PERSON FLAGGED AS R SCORES '1' OR '2' AT FSQ.130
OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130,
CONTINUE WITH DWQ.040.
OTHERWISE, GO TO DWQ.080.

DWQ.040   Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.
Being a parent is harder than I thought it would be.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

COMPLETELY TRUE.....................................1
MOSTLY TRUE..2
SOMEWHAT TRUE.......................................3
NOT AT ALL TRUE......................................4
REFUSED...8
DON'T KNOW...9

DWQ.045   [Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]
{CHILD} does things that really bother me.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

COMPLETELY TRUE.....................................1
MOSTLY TRUE..2
SOMEWHAT TRUE.......................................3
NOT AT ALL TRUE......................................4
REFUSED...8
DON'T KNOW...9

DWQ.050   [Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]
I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

COMPLETELY TRUE.....................................1
MOSTLY TRUE..2
SOMEWHAT TRUE.......................................3
NOT AT ALL TRUE......................................4
REFUSED...8
DON'T KNOW...9

DWQ.060 [Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]
I often feel angry with {CHILD}.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

COMPLETELY TRUE.....................................1
MOSTLY TRUE...2
SOMEWHAT TRUE.......................................3
NOT AT ALL TRUE.......................................4
REFUSED...8
DON'T KNOW...9

DWQ.070 Now I am going to read some statements. Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.

		NEVER	SOMETIMES	OFTEN	VERY OFTEN	REF	DK
a.	Even if I am really busy, I make time to listen to {CHILD}. Would you say it's never true, sometimes true, often true, or very often true?.....................................	1	2	3	4	8	9
b.	I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}. …..	1	2	3	4	8	9
c.	I encourage {CHILD} to talk about {his/her} troubles..	1	2	3	4	8	9
d.	I encourage {CHILD} to tell me about {his/her} friends and activities.	1	2	3	4	8	9
e.	I encourage {CHILD} to express {his/her} opinions.	1	2	3	4	8	9
f.	When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore....................................	1	2	3	4	8	9

DWQ.080 Now I'd like to ask some questions about {CHILD}'s television viewing. We want you to include television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone; but not games played on gaming systems like Playstation, Wii, Xbox or handheld devices.

On any given weekday, how many hours of television, videotapes, or DVDs on average does {CHILD} watch?

CAPI INSTRUCTIONS:

1. DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

HOURS	MINUTES

2. WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY "ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER '0.' MINUTES CAN BE ENTERED ON THE NEXT SCREEN."

3. WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'

4. WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'Now…XBox' AND 'On…watch?' IN SQUARE BRACKETS.

5. DK AND RF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.

6. IF HOURS ARE REF/DK, SKIP TO DWQ.081. ELSE, CONTINUE WITH MINUTES.

7. DISPLAY "television viewing" IN UNDERLINED TEXT.

8. HARD RANGE = 0 – 24 FOR HOURS; 0 – 59 FOR MINUTES. THE HOURS AND MINUTES TOGETHER SHOULD NOT EXCEED 24 HOURS. OTHERWISE, DISPLAY ERROR MESSAGE: "The total amount of time exceeds 24 hours! Please correct the entries."

START TIME:_____

DWQ.080a What types of electronic devices for watching television, videos, or DVD's did you think of when I asked you that question?

CODE ONLY USING EXACT EXAMPLES LISTED

CODE ALL THAT APPLY

PROBE: Anything else?

TELEVISION 1
DESKTOP OR LAPTOP COMPUTER..2
HANDHELD DEVICE (iPAD, CELLPHONE/SMARTPHONE)....................3
OTHER (SPECIFY)...91
REFUSED 8 (DWQ.081)
DON'T KNOW...9

BOX 1A

IF DWQ080a =91 (OTHER), GO TO DWQ080aOS. ELSE, GO TO DWQ080b.

DWQ.080aOS [What types of electronic devices for watching television, videos, or DVD's did you think of when I asked you that question?]

RECORD OTHER DEVICES

_____

_____

_____

_____

DWQ.080b   When I asked the question about television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone, would you have included Blu-Ray discs if {CHILD} watched those?

                           YES.. 1
                           NO.. 2
                           REFUSED... 8
                           DON'T KNOW…………………………………   9

DWQ.080c   [When I asked the question about television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone...]

             Would you have included downloaded or streaming videos or movies on a TV, computer, or handheld device if {CHILD} watched those?

                           YES.. 1
                           NO.. 2
                           REFUSED... 8
                           DON'T KNOW…………………………………   9

STOP TIME:_____

DWQ.081   Now I'd like to ask some questions about the amount of time {CHILD} <u>plays video games</u>. We want you to include games played on systems like Playstation, Wii, or Xbox, or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, or cellphone, or games played on the computer.

             On any given weekday, how much time does {CHILD} spend playing video games? Please do not include time the child spends on the computer doing educational activities or homework.

             CAPI INSTRUCTIONS:

             1.   DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

HOURS	MINUTES

             2.   WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY 'ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER '0.' MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

             3.   WHEN CURSOR IS ON THE MINUTE FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'

             4.   WHEN CURSOR IS ON THE MINUTES FIELDS, DISPLAY 'Now…computer.' AND 'on any given….homework…' IN SQUARE BRACKETS.

             5.   DK AND RF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.

             6.   IF HOURS ARE REF/DK, SKIP TO DWQ.082. ELSE, CONTINUE WITH MINUTES.

             7.   DISPLAY "plays video games" IN UNDERLINED TEXT.

8. HARD RANGE = 0 – 24 FOR HOURS; 0 – 59 FOR MINUTES. THE HOURS AND MINUTES TOGETHER SHOULD NOT EXCEED 24 HOURS. OTHERWISE, DISPLAY ERROR

MESSAGE: "The total amount of time exceeds 24 hours! Please correct the entries."

START TIME:_____

DWQ.081a   What types of electronic devices for playing video games did you think of when I asked you that question?

CODE ONLY USING EXACT EXAMPLES LISTED

CODE ALL THAT APPLY

PROBE: Anything else?

PLAYSTATION (PS3, PS2); Wii, OR XBOX... 1
NINTENDO DS, DSi, 3DS; SONY PSP,
iPOD OR iPOD TOUCH 2
IPAD   3
CELLPHONE/SMARTPHONE... 4
DESKTOP OR LAPTOP COMPUTER... 5
OTHER (SPECIFY).. 91
REFUSED 8   (DWQ.082)
DON'T KNOW... 9

BOX 1B

IF DWQ081a =91 (OTHER), GO TO DWQ081aOS. ELSE, GO TO DWQ082.

DWQ.081aOS [What types of electronic devices for playing video games did you think of when I asked you that question?]

RECORD OTHER DEVICES

_____

_____

_____

_____

BOX 1C

IF ONE OF THE OTHER SPECIFY ANSWERS IN DWQ081a OS WAS ANY TYPE OF ELECTRONIC READING DEVICE, GO TO BOX 1D. ELSE, GO TO DWQ081b.

DWQ.081b   When I asked about the types of electronic devices used for playing video games would you have included
            an electronic reading device, such as a Kindle or Nook, if {CHILD} used one?

                            YES... 1
                            NO.. 2
                            REFUSED.. 8
                            DON'T KNOW…………………………………   9

BOX 1D

IF ONE OF THE OTHER SPECIFY ANSWERS IN DWQ081a OS WAS ANY TYPE OF MUSIC PLAYING DEVICE, GO TO DWQ082. ELSE, GO TO DWQ.081c.

DWQ.081c   When I asked about the types of electronic devices used for playing video games would you have included
            an electronic device that is used to play music if {CHILD} used one?

                            YES... 1
                            NO.. 2
                            REFUSED.. 8
                            DON'T KNOW…………………………………   9

STOP TIME:_____

DWQ.082   Are there family rules for {CHILD} about
 how many hours {he/she} may spend on the computer or
                 play video games?

                            YES...   1
                            NO..   2
                            REFUSED..   8
                            DON'T KNOW……………………………………   9

DWQ.100   Sometimes kids mind pretty well and sometimes they don't. About how many times, if any, have you spanked {CHILD} in the past week?

ENTER 95 IF RESPONDENT VOLUNTEERS THAT {CHILD} IS NEVER SPANKED.
CAPI INSTRUCTIONS: SOFT RANGE CHECK: 0 TO 15 SPANKINGS. HARD RANGE CHECK 0 to 95.

|__|__|
NUMBER

REFUSED...8
DON'T KNOW……………………………………   9

+--+
| **BOX 2** |
| |
| IF DWQ.100 = 0, GO TO DWQ.101. ELSE, GO TO BOX 3. |
+--+

DWQ.101   Do you ever spank {CHILD}?

YES..   1
NO...   2
REFUSED...   8
DON'T KNOW…………………………………   9

+--+
| **BOX 3** |
| |
| GO TO SECTION CHQ (CHILD HEALTH AND WELL-BEING). |
+--+

CHILD'S HEALTH AND WELL-BEING – CHQ

CHQ.010   Now we'd like to discuss the child's health and well-being. How long has it been since {CHILD}'s last visit to
a dentist or dental hygienist for dental care?

                              NEVER BEEN TO DENTIST OR DENTAL
                              HYGENIST FOR DENTAL CARE.................. 1
                              LESS THAN 6 MONTHS............................... 2
                              6 MONTHS TO LESS THAN 1 YEAR............ 3
                              1 YEAR TO 2 YEARS.................................... 4
                              MORE THAN 2 YEARS................................. 5
                              REFUSED.. 8
                              DON'T KNOW... 9

CHQ.020   How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other
place for routine health care?

           PROBE: Routine health care may include check-ups or immunization appointments.

                              NEVER HAD ROUTINE HEALTH CARE....... 1
                              LESS THAN 6 MONTHS............................... 2
                              6 MONTHS TO LESS THAN 1 YEAR............ 3
                              1 YEAR TO 2 YEARS.................................... 4
                              MORE THAN 2 YEARS................................. 5
                              REFUSED.. 8
                              DON'T KNOW... 9

CHQ.021   Has {CHILD} had an ear infection since last spring?

                              YES... 1   (CHQ.023)
                              NO.. 2   (CHQ.026)
                              REFUSED.. 8   (CHQ.026)
                              DON'T KNOW... 9   (CHQ.026)

CHQ.023   Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD}
had an ear infection?

           RECORD NUMBER OF TIMES.

           CAPI INSTRUCTIONS: RANGE: 0 – 15.

                              |___|
                              NUMBER OF TIMES

                              REFUSED.. 8
                              DON'T KNOW... 9

CHQ.022   Has {CHILD} had an ear ache since last spring?

                                  YES.. 1 (CHQ.024)
                                  NO.. 2 (CHQ.040)
                                  REFUSED.. 8 (CHQ.040)
                                  DON'T KNOW.. 9 (CHQ.040)

CHQ.024   How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical
           professional since last spring?

           PROBE: Anything else?

           CODE ALL THAT APPLY FOR 1-9 AND 91.

           CAPI INSTRUCTION: DISPLAY "ear infections" IF CHQ.021 = 1. ELSE, DISPLAY "ear aches".

               NO TREATMENT/WATCH AND WAIT.. 1
               DECONGESTANTS/ANTIHISTAMINES/ALLERGY MEDICATION.......... 2
               ANTIBIOTICS... 3
               WITH EAR TUBES... 4
               ANALGESICS (E.G., FEVER REDUCER OR PAIN RELIEVER)............. 5
               EAR DROPS.. 6
               FLUSHING THE EAR/ IRRIGATION/ EAR WAX REMOVAL................... 7
               REMOVE TONSILS/ADENOIDS.. 8
               CHIROPRACTIC TREATMENTS.. 9
               DID NOT GO TO DOCTOR, NURSE, OR MEDICAL PROFESSIONAL... 10
               OTHER (SPECIFY)_____ 91
               REFUSED.. 88
               DON'T KNOW.. 99

+---+
| BOX 1 |
| |
| IF ONE OF THE CODES IN CHQ.024 = 91, GO TO CHQ.024OS. ELSE, GO TO BOX 2. |
+---+

CHQ.024OS [How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?]

CAPI INSTRUCTION: DISPLAY "ear infections" IF CHQ.021 = 1. ELSE, DISPLAY "ear aches".

SPECIFY TREATMENT.

_____

BOX 2

IF ONE OF THE CODES IN CHQ.024 = 4, GO TO CHQ.025. ELSE, GO TO CHQ.026.

CHQ.025 Have ear tubes been placed in the right ear, left ear, or both ears when your child has had surgery to place tubes in his/her ears?

IF NEEDED: Please consider all surgeries since last spring if {CHILD} had more than one to place ear tubes.

RIGHT EAR... 1
LEFT EAR.. 2
BOTH EARS... 3
REFUSED.. 8
DON'T KNOW.. 9

CHQ.026 Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?

YES 1 (CHQ.027)
NO.. 2 (CHQ.040)
REFUSED 8 (CHQ.040)
DON'T KNOW 9 (CHQ.040)

CHQ.027 Does {he/she} receive treatment for this condition?

YES...1
NO..2
REFUSED..8
DON'T KNOW...9

CHQ.040 What kind of health insurance or health care coverage does {CHILD} have? By health insurance I mean any kind of coverage that pays for health care expenses. Please do not include private plans that only provide extra cash while hospitalized. Does {he/she} have…

	YES	NO	REF	DK

a. A private health insurance plan (from employer, workplace, or purchased directly or through a state or local government program or community program). 1 2 8 9
b. A public health insurance plan, such as Medicaid, the Children's Health Insurance Program (CHIP), or health care through the military?...1 2 8 9

BOX 3

IF ANY CHQ.040a AND b EQUAL 1, AUTOCODE CHQ.040c = 2 AND GO TO CHQ.060. ELSE, GO TO CHQ.040c.

---

c. No health insurance? 1
....2
....8
....9

CHQ.060 In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?

CAPI INSTRUCTION: RANGE CHECK 0-7.

|___|
ENTER # OF DAYS

REFUSED.. 88
DON'T KNOW... 99

CHQ.095 For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age.

{CHILD} is independent and takes care of {himself/herself} ...

Better than other children {his/her} age,......... 1
As well as other children,............................... 2
Slightly less well than other children, or......... 3
Much less well than other children?.............. 4
REFUSED.. 8
DON'T KNOW 9

CHQ.100 Does {CHILD} pay attention ....

Better than other children {his/her} age,......... 1
As well as other children,............................... 2
Slightly less well than other children, or......... 3
Much less well than other children?.............. 4
REFUSED.. 8
DON'T KNOW 9

CHQ.105   Does {CHILD} learn, think, and solve problems ...

Better than other children {his/her} age,......... 1
As well as other children,.............................. 2
Slightly less well than other children, or......... 3
Much less well than other children?............... 4
REFUSED.. 8
DON'T KNOW.. 9

CHQ.106   Does {CHILD} show good coordination in moving {his/her} arms and legs? Would you say {he/she} does this ...

IF RESPONDENT REPORTS DIFFERENTIALLY FOR ARMS OR LEGS OR FOR SIDES OF THE BODY, SAY: Answer for the part of the body your child has the most difficulty using.

IF CHILD HAS EPISODIC TROUBLE, SAY: Answer for what you consider a typical day.

Better than other children {his/her} age,......... 1
As well as other children,.............................. 2
Slightly less well than other children, or......... 3
Much less well than other children?............... 4
REFUSED.. 8
DON'T KNOW.. 9

CHQ.107   Would you say {CHILD} behaves and relates.to other children...

Better than other children {his/her} age,......... 1
As well as other children,.............................. 2
Slightly less well than other children, or......... 3
Much less well than other children?.............. 4
REFUSED.. 8
DON'T KNOW 9

CHQ.108   Would you say {CHILD} behaves and relates to adults...

CAPI INSTRUCTION: DISPLAY "adults" IN UNDERLINED TEXT.

Better than other children {his/her} age,......... 1
As well as other children,.............................. 2
Slightly less well than other children, or......... 3
Much less well than other children?.............. 4
REFUSED.. 8
DON'T KNOW.. 9
DON'T KNOW.. 9

CHQ.109   Thinking about {CHILD}'s overall activity level, would you say {he/she} is …

                            Less active than other children of
                                {his/her} age,..   1
                            About as active,...   2
                            Slightly more active, or................................   3
                            A lot more active than other children of
                                {his/her} age?...   4
                            REFUSED...   8
                            DON'T KNOW...   9

CHQ.110   Does {CHILD} have any emotional or psychological difficulties?

                            YES...   1
                            NO...   2   (BOX 5)
                            REFUSED...   8   (BOX 5)
                            DON'T KNOW...   9   (BOX 5)

CHQ.111   Do you think this is a mild problem, a moderate problem, or a severe problem?

                            MILD PROBLEM...   1
                            MODERATE PROBLEM................................   2
                            SEVERE PROBLEM.....................................   3
                            REFUSED...   8
                            DON'T KNOW...   9

+---+
| **BOX 5** |
| |
| IF (CHQ.095 = 3 OR 4) OR (CHQ.100 = 3 OR 4) OR (CHQ.105 = 3 OR 4) OR (CHQ.106 = 3 |
| OR 4), OR (CHQ.107 = 3 OR 4) OR (CHQ.108 = 3 OR 4) OR (CHQ.109 = 4) OR (CHQ.110 = |
| 1), GO TO CHQ.115. ELSE, GO TO CHQ.200. |
+---+

                                                                          HELP AVAILABLE
CHQ.115   {Since last spring has {CHILD}}/Has {CHILD ever} been evaluated by a professional because of an issue
            with {independence and taking care of {himself/herself} {or}/paying attention {or}/learning, thinking, and
            solving problems {or}/ coordination in moving {his/her} arms and legs {or}/behaving and relating to other
            children {or}/ behaving and relating to adults {or}/{his/her} overall activity level {or}/{his/her} emotional or
            psychological difficulties}?

            HELP TEXT: Professional: This includes health professionals such as doctors, pediatricians, and other
            licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat
            (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social
            workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.

            CAPI INSTRUCTIONS: DISPLAY "Since last spring has {CHILD}" IF SECTION CHQ WAS COMPLETED IN
            SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has {CHILD} ever".

CAPI INSTRUCTIONS: DISPLAY ALL THE ISSUES THAT THE CHILD HAS ACCORDING TO THE INSTRUCTIONS BELOW. IF THERE IS MORE THAN ONE ISSUE, DISPLAY THE "or" FOLLOWING THE DISPLAY (E.G., IF A CHILD HAS PROBLEMS WITH BOTH PAYING ATTENTION AND BEHAVING AND RELATING TO ADULTS, THE DISPLAY WOULD BE "paying attention or behaving and relating to adults.").

IF CHQ.095 = 3 OR 4, DISPLAY "independence and taking care of {himself/herself}".
IF CHQ.100 = 3 OR 4, DISPLAY "paying attention".
IF CHQ.105 = 3 OR 4, DISPLAY "learning, thinking, and solving problems".
IF CHQ.106 = 3 OR 4, DISPLAY "coordination in moving {his/her} arms and legs".
IF CHQ.107 = 3 OR 4, DISPLAY "behaving and relating to other children".
IF CHQ.108 = 3 OR 4, DISPLAY "behaving and relating to adults".
IF CHQ.109 = 4, DISPLAY "overall activity level".
IF CHQ.110 = 1, DISPLAY "{his/her} emotional or psychological difficulties".

```
YES.............................................................  1
NO...............................................................  2  (CHQ.200)
REFUSED.....................................................  8  (CHQ.200)
DON'T KNOW...............................................  9  (CHQ.200)
```

HELP AVAILABLE

CHQ.120   {Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses <u>of a problem</u> from a professional?

HELP TEXT: Professional: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.

CAPI INSTRUCTIONS: DISPLAY "Since …obtained" IF SECTION CHQ WAS COMPLETED IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Did…obtain" FOR THE SECOND DISPLAY.

CAPI INSTRUCTION: DISPLAY "of a problem" IN UNDERLINED TEXT.

```
YES.............................................................  1
NO...............................................................  2  (CHQ.200)
REFUSED.....................................................  8  (CHQ.200)
DON'T KNOW...............................................  9  (CHQ.200)
```

HELP AVAILABLE

CHQ.125   What was the diagnosis or were the diagnoses?

PROBE: Anything else?

CODE ALL THAT APPLY.

CODE DYSLEXIA AS "6." CODE DYSCALCULIA AS "7". CODE "LEARNING DISABILITY" (CODE 1) ONLY IF THE CHILD HAS AN ADDITIONAL LEARNING DISABILITY THAT IS SEPARATE FROM OR IN ADDITION TO DYSLEXIA (CODE 6) OR DYSCALCULIA (CODE 7).

IF BOTH ADD (CODE 2) AND ADHD (CODE 3) ARE MENTIONED, CODE AS "3" FOR ADHD.

HELP TEXT:

Learning disability: This is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which shows up as difficulty to listen, think, speak, read, write, spell, or do mathematical calculations. In some cases the child can perform at grade level, but only with special help. Some names of learning disabilities are dyslexia (CODE UNDER DYSLEXIA), dyscalculia (CODE UNDER DYSCALCULIA), developmental aphasia, minimal brain dysfunction, brain injury, and perceptual disabilities. The term does not include learning problems that are primarily the result of problems with seeing, hearing, or walking (or visual, hearing or motor disabilities); intellectual or severe cognitive disability/mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage. A commonly used acronym is "LD."

Attention Deficit Disorder (ADD): A childhood syndrome characterized by short attention span that is inappropriate for his/her age group.

Attention Deficit Hyperactivity Disorder (ADHD): The child displays signs of inattention, impulsivity, and hyperactivity that are inappropriate for his or her mental and chronological age. Adults in the child's environment, such as parents and teachers must report the signs. Inattention means difficulty concentrating, easily distracted, and not finishing things started. Impulsivity means often acts before thinking, shifts excessively from one activity to another, needs a lot of supervision. Hyperactivity means runs about or climbs on things excessively, has difficulty staying seated, always on the go, as if driven by a motor. Onset is typically before age seven and condition lasts at least six months.

Developmental delay: A condition in which a young child falls significantly behind his/her age-mates in physical, mental (cognitive), speech (communication), social/emotional, adaptive (behavioral) development. It does not simply mean that the child talked somewhat later than some children talked or was smaller than average. It is not to be confused with autism or pervasive developmental delay. If the child's social behavior and relationships with other people are generally consistent with his or her delayed cognitive development, then the classification of the condition as developmental delay is probably appropriate. If this is not the case, see the definitions of autism and pervasive developmental disorder or delay.

Autism: A developmental disability significantly affecting verbal and nonverbal communication as well as social interaction, generally evident before age three. Other characteristics often associated with autism are a pervasive lack of responsiveness to other people, and engagement in repetitive activities and stereotyped movements (such as hand-flapping or rocking). There is also often an insistence on sameness, as shown by stereotyped play, abnormal preoccupations, or resistance to change. With autism, the impaired social development and delayed or deviant language development are not merely predictable from the child's cognitive retardation. Some children with autism are actually advanced in their reading skills, memory skills, or musical abilities. The term autism does not apply if the child's educational performance is negatively affected primarily because the child has an emotional disturbance. **Asperger's Disorder, Pervasive Developmental Disorder (PDD), or any other autism spectrum disorder may be coded here**; the subtype will be captured in the next question. **Pervasive developmental disorder or delay** is also characterized by gross and sustained impairment in social relationships, but typically has an onset **after** 30 months of age. Other characteristics are sudden excessive anxiety, inappropriate affect or emotions, resistance to change in the environment, oddities of motor movement, abnormalities of speech, hypersensitivity to sensory stimuli, and self-mutilation. This condition generally does not involve delusions, hallucinations, incoherence, or bizarre associations.

Dyslexia: A learning disability (see above definition) marked by impairment of the ability to recognize and comprehend the written word.

Dyscalculia: A learning disability (see above definition) marked by impairment in the ability to perform and remember calculations in mathematics.

Intellectual disability/Severe cognitive disability/Mental Retardation: The child's mental development is significantly and noticeably behind what would ordinarily be expected for a child of his or her age. This significantly below average general intellectual functioning exists at the same time as problems in adaptive behavior, and negatively affects the child's educational performance.

Orthopedic impairment: A bodily (or physical) impairment that is severe enough to negatively affect a child's educational performance. Disabling physical problems such as those resulting from poliomyelitis (often called polio or infantile paralysis), bone tuberculosis, cerebral palsy, amputations, and fractures or contractures (shortening of tissue) from burns would be considered as orthopedic impairments.

Serious Emotional Disturbance or SED: A condition that has one or more of the following characteristics over a long period of time that negatively affect a child's educational performance: (a) an inability to learn that cannot be explained by other factors; (b) an inability to build or maintain satisfactory

interpersonal relationships with peers and teachers; (c) inappropriate behavior or feelings; d) a general mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

Traumatic Brain Injury: An acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psycho-social behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital (there at birth) or degenerative (problem that grows worse over time), or to brain injuries brought on by birth trauma (injuries during birth). The term is used when an external force has caused the injury.

Panic Disorder: A disorder in which there is the sudden onset of several different physical signs, such as rapid heart rate, shaking, sweating, nausea, dizziness, and difficulty breathing. A panic disorder may make a child think that something horrible is about to happen.

Separation Anxiety Disorder: This is the fear a child has of being separated from his/her parents which is far more than would be expected for the child's developmental stage.

Obsessive Compulsive Disorder: A child must have obsessions or compulsions or both to have this disorder, and these obsessions and/or compulsions must be disabling to the child. Obsessions are thoughts that aren't visible to others but cause the child distress. The thoughts occur over and over and the child spends so much time on them that they have a hard time taking care of themselves or relating to others. Compulsions are mental acts that a child feels driven to perform in response to an obsession.

Generalized Anxiety Disorder: Children who have this disorder worry all the time over nothing, themselves, other's safety, their health, and/or the world to a far greater extent than average. They often have many physical signs of anxiety such as headache, abdominal pain, cramps, diarrhea, vomiting, and dizziness.

Other Anxiety Disorder: An anxiety disorder that is not one of the specific disorders in this list.

Bipolar Disorder: A child with bipolar disorder displays signs of major mood changes, sometimes sad, as in depression, or the opposite, mania. All bipolar disorders are a combination of mania with or without depression. Some signs of mania include inflated self-esteem, decreased need for sleep, distractibility and increased activity. Some signs of depression are sleeping too much, poor appetite, feelings of severe worthlessness, hallucinations or strange beliefs about the past.

Depression: Some signs of depression are frequent sadness, loss of interest or enjoyment of activities, low energy, isolation from friends, sleeping too much, poor appetite, a severe sense of worthlessness, problems with concentration, frequent complaints of physical illnesses, and thoughts of suicide or destructive
behavior.

LEARNING DISABILITY................................. 1
ATTENTION DEFICIT DISORDER (ADD)..... 2
ATTENTION DEFICIT HYPERACTIVE
    DISORDER (ADHD).................................. 3
DEVELOPMENTAL DELAY........................... 4
AUTISM/ASPERGER'S DISORDER/
PERVASIVE DEVELOPMENTAL DISORDER
(PDD)/OTHER AUTISM SPECTRUM
DISORDER 5
DYSLEXIA... 6
DYSCALCULIA.. 7
INTELLECTUAL DISABILITY/SEVERE
COGNITIVE DISABILITY/
MENTAL RETARDATION.............................. 8
ORTHOPEDIC IMPAIRMENT........................ 9
SERIOUS EMOTIONAL DISTURBANCE...... 10
TRAUMATIC BRAIN INJURY......................... 11
PANIC DISORDER....................................... 12
SEPARATION ANXIETY DISORDER............ 13
OBSESSIVE COMPULSIVE DISORDER...... 14
GENERALIZED ANXIETY DISORDER.......... 15

```
OTHER ANXIETY DISORDER ...................... 16
BIPOLAR DISORDER................................... 17
DEPRESSION.............................................. 18
SPEECH PROBLEMS (SUCH AS
ARTICULATION PROBLEMS;
COMMUNICATION PROBLEMS;
PHONOLOGICAL PROBLEMS; VOICE
DISORDERS; OR STUTTERING) ..................19
SENSORY DEFICIT DISORDER (SUCH AS
SENSORY DEPRIVATION PROBLEMS;
SENSORY PROCESSING PROBLEMS,
SENSORY INTEGRATION PROBLEMS;
OR SENSORY ORGANIZATION
PROBLEMS) ..................................................20
OTHER (SPECIFY)_____ 91
REFUSED.................................................... 88   (CHQ.200)
DON'T KNOW...............................................  99 (CHQ.200)
```

BOX 6

IF CHQ.125 = 91, GO TO CHQ.125OS. ELSE, GO TO BOX 7.

CHQ.125OS

[What {was the diagnosis/were the diagnoses?}]

SPECIFY DIAGNOSIS/DIAGNOSES.

_____

BOX 7

IF CHQ.125 HAS A CODE OF 5, GO TO CHQ.126. ELSE, GO TO BOX 8.

CHQ.126   What type of autism spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive
            Developmental Disorder, or something else?

```
AUTISM........................................................  1
ASPERGER'S DISORDER............................  2
PERVASIVE DEVELOPMENTAL
DISORDER (PDD)........................................  3
OTHER (SPECIFY)_____ 91
REFUSED....................................................  8
DON'T KNOW...............................................  9
```

BOX 7B

IF CHQ.126 = 91, GO TO CHQ.126OS. ELSE, GO TO BOX 8.

CHQ.126OS

[What {was the diagnosis/were the diagnoses?}]

SPECIFY TYPE OF AUTISM SPECTRUM DISORDER.

_____

BOX 8

LOOP 1

ASK CHQ.130, CHQ.131, CHQ.135, CHQ.140, CHQ.155, AND CHQ.173 (IF
APPLICABLE ACCORDING TO THE SKIPS BETWEEN THE ITEMS) FOR EACH
DIAGNOSIS IN CHQ.125, UP TO 21 TIMES. THE DIAGNOSIS LISTED AS AN "OTHER
SPECIFY" SHOULD ALSO BE PART OF THIS LOOP.

LOOPING ELIGIBILITY:

IF CHQ.125 = 1, ASK ABOUT A LEARNING DISABILITY.
IF CHQ.125 = 2, ASK ABOUT ATTENTION DEFICIT DISORDER (ADD).
IF CHQ.125 = 3, ASK ABOUT ATTENTION DEFICIT HYPERACTIVE DISORDER
(ADHD).
IF CHQ.125 = 4, ASK ABOUT DEVELOPMENTAL DELAY.
IF CHQ.125 = 5, ASK ABOUT AUTISM.
IF CHQ.125 = 6, ASK ABOUT DYSLEXIA.
IF CHQ.125 = 7, ASK ABOUT DYSCALCULIA.
IF CHQ.125 = 8, ASK ABOUT INTELLECTUAL OR SEVERE COGNITIVE
DISABILITY/MENTAL RETARDATION..
IF CHQ.125 = 9, ASK ABOUT ORTHOPEDIC IMPAIRMENT.
IF CHQ.125 = 10, ASK ABOUT SERIOUS EMOTIONAL DISTURBANCE.
IF CHQ.125 = 11, ASK ABOUT TRAUMATIC BRAIN INJURY.
IF CHQ.125 = 12, ASK ABOUT PANIC DISORDER.
IF CHQ.125 = 13, ASK ABOUT SEPARATION ANXIETY DISORDER.
IF CHQ.125 = 14, ASK ABOUT OBSESSIVE COMPULSIVE DISORDER.
IF CHQ.125 = 15, ASK ABOUT GENERALIZED ANXIETY DISORDER.
IF CHQ.125 = 16, ASK ABOUT OTHER ANXIETY DISORDER.
IF CHQ.125 = 17, ASK ABOUT BIPOLAR DISORDER.
IF CHQ.125 = 18, ASK ABOUT DEPRESSION.
IF CHQ.125 = 19, ASK ABOUT SPEECH PROBLEMS.
IF CHQ.125 = 20, ASK ABOUT SENSORY DEFICIT DISORDER.
IF CHQ.125 = 91, ASK ABOUT THE DIAGNOSIS AS LISTED IN THE OTHER SPECIFY
TEXT OF CHQ.125OS.

CHQ.130   How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention Deficit
Disorder (ADD)/Attention Deficit Hyperactive Disorder (ADHD)/a developmental delay/autism/
dyslexia/dyscalculia/an intellectual or severe cognitive disability, or mental retardation/an orthopedic
impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety
disorder/obsessive compulsive disorder/a generalized anxiety disorder/an {other} anxiety disorder/bipolar
disorder/depression/speech/a sensory deficit disorder/{TEXT FROM OTHER SPECIFY}} was made?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

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CAPI INSTRUCTIONS: DISPLAY THE FOLLOWING FOR THE PARTICULAR LOOP THE R IS ON:

IF CHQ.125 = 1, DISPLAY "a learning disability".
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)".
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactive Disorder (ADHD)".
IF CHQ.125 = 4, DISPLAY "a developmental delay".
IF CHQ.125 = 5, DISPLAY "autism".
IF CHQ.125 = 6, DISPLAY "dyslexia".
IF CHQ.125 = 7, DISPLAY "dyscalculia".
IF CHQ.125 = 8, DISPLAY "an intellectual or severe cognitive disability, or mental retardation".
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment".
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance".
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury".
IF CHQ.125 = 12, DISPLAY "a panic disorder".
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder".
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder".
IF CHQ.125 = 15, DISPLAY "a generalized anxiety disorder".
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other".
IF CHQ.125 = 17, DISPLAY "bipolar disorder".
IF CHQ.125 = 18, DISPLAY "depression".
IF CHQ.125 = 19, DISPLAY "speech".
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder".
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

CAPI INSTRUCTIONS: RANGE CHECK: 0-23.

|___|___|
ENTER NUMBER FOR AGE

REFUSED... 88 (CHQ.140)
DON'T KNOW... 99 (CHQ.135)

CHQ.131   [How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactive Disorder (ADHD)/a developmental delay/autism/dyslexia/dyscalculia/an intellectual or severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/a generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit disorder/{TEXT FROM OTHER SPECIFY} was made?]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

IF CHQ.125 = 1, DISPLAY "a learning disability".
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)".
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactive Disorder (ADHD)".
IF CHQ.125 = 4, DISPLAY "a developmental delay".
IF CHQ.125 = 5, DISPLAY "autism".
IF CHQ.125 = 6, DISPLAY "dyslexia".
IF CHQ.125 = 7, DISPLAY "dyscalculia".

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IF CHQ.125 = 8, DISPLAY "an intellectual or severe cognitive disability, or mental retardation".
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment".
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance".
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury".
IF CHQ.125 = 12, DISPLAY "a panic disorder".
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder".
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder".
IF CHQ.125 = 15, DISPLAY "a generalized anxiety disorder".
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other".
IF CHQ.125 = 17, DISPLAY "bipolar disorder".
IF CHQ.125 = 18, DISPLAY "depression".
IF CHQ.125 = 19, DISPLAY "speech".
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder".
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

CAPI INSTRUCTIONS: RANGE CHECK: 0-23 IF MONTHS IS THE UNIT; 1-"CHILD'S CURRENT AGE" IF YEARS IS THE UNIT. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

|___|___|
ENTER UNIT FOR AGE

MONTHS.. 1 (CHQ.140)
YEARS... 2 (CHQ.140)
REFUSED.. 88 (CHQ.140)
DON'T KNOW.. 99 (CHQ.135)

CHQ.135   What was the month and year when the diagnosis was made?

IF R DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

CAPI INSTRUCTIONS: RANGE CHECK: 1-12 FOR MONTH, 2003-2013 FOR YEAR.

CAPI INSTRUCTION: EDIT: YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

|___|___| AND |___|___|___|___|
ENTER MONTH   ENTER YEAR

REFUSED.. 88
DON'T KNOW.. 99

CHQ.140   Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactive Disorder (ADHD)/developmental delay/autism/dyslexia/dyscalculia/intellectual or severe cognitive disability, or mental retardation/orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/{other} anxiety disorder/bipolar disorder/depression/speech problems/sensory deficit disorder/{{TEXT FROM OTHER SPECIFY}?

IF CHQ.125 = 1, DISPLAY "learning disability".

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IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)".
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactive Disorder (ADHD)".
IF CHQ.125 = 4, DISPLAY "developmental delay".
IF CHQ.125 = 5, DISPLAY "autism".
IF CHQ.125 = 6, DISPLAY "dyslexia".
IF CHQ.125 = 7, DISPLAY "dyscalculia".
IF CHQ.125 = 8, DISPLAY "intellectual or severe cognitive disability, or mental retardation".
IF CHQ.125 = 9, DISPLAY "orthopedic impairment".
IF CHQ.125 = 10, DISPLAY "serious emotional disturbance".
IF CHQ.125 = 11, DISPLAY "traumatic brain injury".
IF CHQ.125 = 12, DISPLAY "panic disorder".
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder".
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder".
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder".
IF CHQ.125 = 16, DISPLAY "{other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other".
IF CHQ.125 = 17, DISPLAY "bipolar disorder".
IF CHQ.125 = 18, DISPLAY "depression".
IF CHQ.125 = 19, DISPLAY "speech problems".
IF CHQ.125 = 20, DISPLAY "sensory deficit disorder".
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

```
YES................................................................  1
NO..................................................................  2
REFUSED.......................................................  8
DON'T KNOW.................................................  9
```

BOX 9

IF CHQ.140 = 1 AND CHQ.125 = 2 OR 3, GO TO CHQ.155. ELSE, IF CHQ.140 =1, GO TO CHQ.173. ELSE, GO TO BOX 11.

CHQ.155   Is {CHILD} medicated for ADD or ADHD at school, at home, or both?

```
AT SCHOOL....................................................  1
AT HOME........................................................  2
BOTH AT SCHOOL AND AT HOME..............  3
REFUSED.......................................................  8
DON'T KNOW.................................................  9
```

CHQ.173   How long has {CHILD} taken such prescription medicine for {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactive Disorder (ADHD)/a developmental delay/autism/dyslexia/dyscalculia/an intellectual or severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/a generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech problems/a sensory deficit disorder/{TEXT FROM OTHER SPECIFY}}, in total?

IF CHQ.125 = 1, DISPLAY "a learning disability".
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)".

IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactive Disorder (ADHD) ".
IF CHQ.125 = 4, DISPLAY "a developmental delay".
IF CHQ.125 = 5, DISPLAY "autism".
IF CHQ.125 = 6, DISPLAY "dyslexia".
IF CHQ.125 = 7, DISPLAY "dyscalculia".
IF CHQ.125 = 8, DISPLAY "an intellectual or severe cognitive disability, or mental retardation".
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment".
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance".
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury".
IF CHQ.125 = 12, DISPLAY "a panic disorder".
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder".
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder".
IF CHQ.125 = 15, DISPLAY "a generalized anxiety disorder".
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other".
IF CHQ.125 = 17, DISPLAY "bipolar disorder".
IF CHQ.125 = 18, DISPLAY "depression".
IF CHQ.125 = 19, DISPLAY "speech problems".
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder".
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

Less than one month,....................................	1
Less than a year,..	2
1 to 2 years,...	3
3 to 4 years, or...	4
5 years or more?..	5
REFUSED..	8
DON'T KNOW...	9

BOX 11

END OF LOOP 1.

IF ALL CODES INDICATED IN CHQ.125 HAVE BEEN ASKED ABOUT IN LOOP 1 (ALL DIAGNOSES THE CHILD HAS HAVE BEEN ASKED ABOUT), GO TO CHQ.200. ELSE, GO BACK UP TO BOX 8 AND ASK ABOUT THE NEXT DIAGNOSIS.

CHQ.200   For the next question, please base your answer on how {CHILD} compares to other children of the same age. Does {CHILD} pronounce words, communicate with and understand others...

IF RESPONDENT INDICATES CHILD DIFFERS ON ANY OF THE AREAS (E.G., CAN UNDERSTAND BUT NOT PRONOUNCE), SAY: Answer for the area in which the child has the most difficulty.

Better than other children {his/her} age,.........	1
As well as other children,..............................	2
Slightly less well than other children,or..........	3
Much less well than other children?...............	4
REFUSED..	8
DON'T KNOW...	9

CHQ.205　　When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?

YES..	1
NO	2
REFUSED..	8
DON'T KNOW..	9

CHQ.206　　Did or does {CHILD} have any of the following?

a.　　　Problem with talking too loudly

YES..	1
NO..	2
REFUSED..	8
DON'T KNOW..	9

b.　　　Problem with talking too softly

YES..	1
NO..	2
REFUSED..	8
DON'T KNOW..	9

c.　　　A problem chewing

YES..	1
NO..	2
REFUSED..	8
DON'T KNOW..	9

d.　　　A problem swallowing

YES..	1
NO..	2
REFUSED..	8
DON'T KNOW..	9

e.　　　A problem with stuttering

YES..	1
NO..	2
REFUSED..	8

DON'T KNOW... 9

f.   A cleft lip and/or palate

YES... 1
NO... 2
REFUSED.. 8
DON'T KNOW... 9

g.   Abnormalities of the face or head

YES... 1
NO... 2
REFUSED.. 8
DON'T KNOW... 9

h.   Malformation of the ear

YES... 1
NO... 2
REFUSED.. 8
DON'T KNOW... 9

BOX 11B

FOR CONTINUING HOUSEHOLDS, IF CHQ.200 = 3 OR 4, GO TO CHQ.210. ELSE, GO TO CHQ.216.

FOR HOUSEHOLD DID NOT HAVE A CHQ SECTION IN SPRING KINDERGARTEN OR SPRING-FIRST GRADE AND IF (CHQ.200 = 3 OR 4) OR (CHQ.205 = 1) OR (ANY CHQ.206a-h = 1), GO TO CHQ.210. ELSE, GO TO CHQ.216.

HELP AVAILABLE

CHQ.210   {Since last spring has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?

HELP TEXT: Professional: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.

CAPI INSTRUCTIONS: DISPLAY "Since last spring has {CHILD}" IF SECTION CHQ WAS COMPLETED IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. .ELSE, DISPLAY "Has {CHILD} ever".

YES... 1
NO... 2 (CHQ.216)
REFUSED.. 8 (CHQ.216)
DON'T KNOW... 9 (CHQ.216)

123

CHQ.215   Did you obtain a diagnosis or diagnoses <u>of a problem</u> related to {his/her} ability to communicate from a professional?

CAPI INSTRUCTIONS: DISPLAY "of a problem" IN UNDERLINED TEXT.

YES... 1
NO... 2
REFUSED.. 8
DON'T KNOW.. 9

CHQ.216   Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. Would you say {CHILD} has...

excellent hearing,... 1 (CHQ.221)
good hearing,.. 2 (CHQ.221)
a little trouble hearing,.................................... 3
moderate trouble hearing,.............................. 4
a lot of trouble hearing, or............................. 5
is {CHILD} deaf?... 6
REFUSED.. 8 (CHQ.221)
DON'T KNOW.. 9 (CHQ.221)

CHQ.217   Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.

   IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

CAPI INSTRUCTIONS: DISPLAY "hear and understand" AND "whispers" IN UNDERLINED TEXT.

YES... 1 (CHQ.221)
NO... 2
REFUSED.. 8
DON'T KNOW.. 9

CHQ.218   [Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

CAPI INSTRUCTIONS: DISPLAY "hear and understand" AND "talks in a normal voice" IN UNDERLINED TEXT.

```
YES................................................................  1  (CHQ.221)
NO.................................................................  2
REFUSED......................................................  8
DON'T KNOW...............................................  9
```

CHQ.219   [Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

CAPI INSTRUCTIONS: DISPLAY "hear and understand" AND "shouts" IN UNDERLINED TEXT.

```
YES................................................................  1  (CHQ.221)
NO.................................................................  2
REFUSED......................................................  8
DON'T KNOW...............................................  9
```

CHQ.220   [Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} ears or better ear.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

CAPI INSTRUCTIONS: DISPLAY "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.

```
YES................................................................  1
NO.................................................................  2
REFUSED......................................................  8
DON'T KNOW...............................................  9
```

CHQ.221   Is {CHILD}'s hearing worse in one ear?

```
YES................................................................  1
NO.................................................................  2  (CHQ.235)
REFUSED......................................................  8  (CHQ.235)
DON'T KNOW...............................................  9  (CHQ.235)
```

CHQ.222   Which best describes {CHILD}'s hearing in {his/her} <u>worse</u> ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.

Is {CHILD}'s hearing…

CAPI INSTRUCTIONS: DISPLAY "worse" IN UNDERLINED TEXT.

Excellent,	1
Good,	2
A little trouble hearing,	3
Moderate trouble hearing,	4
A lot of trouble hearing, or	5
Deaf?	6
REFUSED	8
DON'T KNOW	9

CHQ.235   {Since last spring has/Has} {CHILD}'s hearing {ever} been evaluated by a professional?

HELP TEXT: Professional: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.

For the **vision and hearing questions,** having been evaluated at the school by a health professional **does** count as being evaluated by a professional.

CAPI INSTRUCTIONS: DISPLAY "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever".

YES	1
NO	2
REFUSED	8
DON'T KNOW	9

BOX 12

IF CHQ.235 = 1, GO TO CHQ.245.   ELSE, IF CHQ215=1, GO TO BOX 13. ELSE, GO TO CHQ.285.

CHQ.245   Did you obtain a diagnosis <u>of a problem</u> from a professional?

CAPI INSTRUCTIONS: DISPLAY "of a problem" IN UNDERLINED TEXT.

YES.. 1
NO... 2 (BOX 13)
REFUSED.. 8 (BOX 13)
DON'T KNOW... 9 (BOX 13)

CHQ.246   What was the diagnosis?

PROBE: Anything else?

CODE ALL THAT APPLY.

DUE TO EAR WAX (EXTERNAL EAR CANAL EAR WAX)...................... 1
DUE TO EAR CANAL DEFORMITY ("ATRESIA" (EAR CANAL NOT
    NORMALLY FORMED), CRANIAL-FACIAL DISORDER,
    ETC.).. 2
DUE TO EAR INFECTION (ACUTE OR RECURRENT EPISODES
    (INFECTION BEGINS AND PROGRESSES QUICKLY OR KEEPS
    COMING BACK) OFTEN WITH EAR ACHE AND FEVER –
    ACUTE OTITIS MEDIA)... 3
DUE TO FLUID IN THE EAR (FLUID BEHIND THE EARDRUM,
    RUNNY EARS, FLUID OR PUS DRAINING FROM THE MIDDLE
    EAR SPACE, CHRONIC OTITIS MEDIA, GLUE EAR)......................... 4
DUE TO EAR DRUM PROBLEM (INCLUDES PERFORATED/
    TORN/RUPTURED) EARDRUM).. 5
DUE TO ILLNESS (MENINGITIS, MEASLES, MUMPS, RUBELLA,
    SCARLET FEVER, ETC.)... 6
DUE TO CMV (CYTOMEGALOVIRUS, A TYPE OF HERPES
    VIRUS)... 7
DUE TO OTOTOXIC EXPOSURE TO DRUGS/MEDICINES (DAMAGE
    TO THE EARS BY DRUGS OR CHEMICALS. INCLUDES
    DAMAGE FROM MYCIN DRUGS, SUCH AS, STREPTOMYCIN,
    GENTAMYCIN, ETC., SALICYLATE, LASIX, CISPLATIN – MAY
    RESULT FROM TREATMENT OF RESPIRATORY PROBLEMS OF
    PRETERM INFANTS, OR AS TREATMENTS DUE TO CHILDHOOD
    CANCER, ETC.).. 8
DUE TO NOISE EXPOSURE (FROM GUNFIRE, FIRE
    CRACKERS, ETC.)... 9
DUE TO GENETIC CAUSE (INCLUDES CONGENITAL (THERE AT
    BIRTH) HEARING LOSS, HEREDITARY HEARING LOSS,
    SYNDROMAL HEARING LOSS – DOWN SYNDROME, USHER'S
    SYNDROME, ETC.)... 10
DUE TO INJURY OR TRAUMA TO HEAD & NECK 11
DUE TO EAR OR FACIAL SURGERY..................................... 12
DUE TO NERVE DEAFNESS (NERVE HEARING LOSS OR SENSORI-
    NEURAL HEARING LOSS)... 13
DUE TO CENTRAL AUDITORY PROCESSING DISORDER
    (PROBLEM WITH BEING ABLE TO RECOGNIZE, TELL THE
    DIFFERENCE BETWEEN, OR UNDERSTAND SOUNDS).................. 14
DEAF.. 15
OTHER (SPECIFY)_____ 91

DON'T KNOW... 88
REFUSED... 99

BOX12A

IF CHQ.246 = 91, GO TO CHQ.246OS. ELSE, GO TO BOX 13.

CHQ.246OS   [What was the diagnosis?]]

SPECIFY DIAGNOSIS

_____

BOX 13

IF THE CASE HAD A SPRING KINDERGARTEN OR SPRING FIRST GRADE
INTERVIEW, DETERMINE FROM THE PRELOAD IF CHQ.250A WAS ASKED IN
EITHER SPRING-KINDERGARTEN OR SPRING-FIRST GRADE FOR ABILITY TO
COMMUNICATE, HEARING, OR BOTH. IF SO, DETERMINE IF CHQ.250 WOULD BE
ASKED ABOUT THE SAME CURRENT ISSUE(S) (E.G., CHILD HAD A HEARING
DIAGNOSIS IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE AND GOT
ANOTHER HEARING DIAGNOSIS IN SPRING-SECOND GRADE) ACCORDING TO THE
DIRECTIONS BELOW. IF CHQ.250 WOULD BE ASKED ABOUT AN ISSUE THAT HAD
BEEN ASKED ABOUT IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, WE
DO NOT NEED TO ASK ABOUT IT AGAIN IN SPRING-SECOND GRADE. IF THE
CURRENT DIAGNOSIS IS FOR THE SAME ISSUE AS IN SPRING-KINDERGARTEN OR
SPRING-FIRST GRADE, GO TO CHQ.255.

(NOTE: IF THERE WERE TWO ISSUES IN SPRING-KINDERGARTEN OR SPRING-
FIRST GRADE (E.G., BOTH ABILITY TO COMMUNICATE AND HEARING WERE
ASKED ABOUT IN ONE OF THE INTERVIEWS OR ABILITY TO COMMUNICATE WAS
ASKED ABOUT IN ONE INTERVIEW AND HEARING WAS ASKED ABOUT IN
ANOTHER INTERVIEW), BUT ONE ISSUE IN SPRING-SECOND (E.G., HEARING), GO
TO CHQ.255 BECAUSE WE ALREADY ASKED ABOUT HEARING IN SPRING-
KINDERGARTEN OR SPRING-FIRST GRADE. HOWEVER, IF ONE ISSUE WAS
MENTIONED IN SPRING-K OR SPRING-FIRST GRADE AND IT WAS THE SAME
ISSUE IN BOTH TIME PERIODS (E.G., HEARING) AND BOTH ISSUES ARE NOTED IN
SPRING-SECOND GRADE (ABILITY TO COMMUNICATE AND HEARING), ASK ABOUT
THE ONE THAT THE TWO TIME PERIODS DO NOT HAVE IN COMMON (ABILITY TO
COMMUNICATE) BECAUSE THAT HAS NOT BEEN ASKED ABOUT BEFORE.)

ELSE, FOLLOW DIRECTIONS BELOW.
ASK CHQ.250a, CHQ.250b (IF APPLICABLE), CHQ.250c (IF APPLICABLE), AND
CHQ.255 (IF APPLICABLE) FOR THE FOLLOWING:

IF CHQ.215 = 1 AND CHQ.245 NE 1, ASK ABOUT ABILITY TO COMMUNICATE.
IF CHQ.215 NE 1 AND CHQ.245 = 1, ASK ABOUT HEARING.
IF CHQ.215 = 1 AND CHQ.245 = 1, ASK ABOUT BOTH ABILITY TO COMMUNICATE
AND HEARING SEPARATELY IN A LOOP.

ELSE, GO TO CHQ.285.

CHQ.250a How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?

CAPI INSTRUCTIONS: IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE

MONTHS…………………………………………………………1 (CHQ.250b)
YEARS……………………………………………………………2 (CHQ.250c)
DON'T KNOW.. 8 (CHQ.255)
REFUSED.. 9 (BOX 14)

CHQ.250b **[**How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?]

ENTER NUMBER FOR AGE IN MONTHS

CAPI INSTRUCTIONS: IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

 CAPI INSTRUCTIONS: RANGE CHECK: 0-23.

|___|___|
MONTHS (BOX 14)

DON'T KNOW...88 (CHQ.255)
REFUSED...99 (BOX 14)

CHQ.250c [How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?]

ENTER NUMBER FOR AGE IN YEARS

CAPI INSTRUCTIONS: IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

CAPI INSTRUCTIONS: RANGE CHECK: 1-"CHILD'S CURRENT AGE". IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

|___|___|
YEARS

DON'T KNOW..88 (CHQ.255)
REFUSED...99 (BOX 14)

BOX 14

IF CHQ.215 = 1 AND CHQ.245 = 1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ.250a AND ASK ABOUT HEARING. ELSE, IF THE PRELOAD SHOWS THAT CHQ256 = 1 IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, GO TO CHQ.256a. ELSE, IF CHQ.245 = 1, GO TO CHQ.256b. ELSE, GO TO CHQ.285.

CHQ.255   What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?

IF R DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

CAPI INSTRUCTIONS: IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing". ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

CAPI INSTRUCTIONS: RANGE CHECK: 1-12 FOR MONTH, 2003-2013 FOR YEAR.

CAPI INSTRUCTION: EDIT: YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

|___|___| AND |___|___|___|___|
ENTER MONTH   ENTER YEAR

DON'T KNOW..88
REFUSED...99

BOX 16

IF CHQ.215 = 1 AND CHQ.245 = 1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ.250a AND ASK ABOUT HEARING. ELSE, IF THE PRELOAD SHOWS THAT CHQ256 = 1 IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, GO TO CHQ.256a. ELSE, IF CHQ.245 =1, GO TO CHQ.256b. ELSE, GO TO CHQ.285.

CHQ.256a   {Since last spring/Since the spring of 2011}, has {CHILD} worn a hearing aid?

> **HELP TEXT: Hearing Aid:** A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.
>
> IF RESPONDENT SAYS "Yes" OR "CHILD USED TO WEAR ONE," ASK "Does {CHILD} wear one now?"
>
> CAPI INSTRUCTION: DISPLAY "Since last spring" IF CHQ.256=1 IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Since the spring of 2011" IF CHQ.256=1 IN SPRING-KINDERGARTEN.

YES, CURRENTLY..	1	(BOX 16A)
YES, IN THE PAST.......................................	2	(BOX 16A)
NO..	3	(CHQ.263)
REFUSED..	8	(CHQ.263)
DON'T KNOW...9		(CHQ.263)

CHQ.256b   Has {CHILD} ever worn a hearing aid?

> **HELP TEXT: Hearing Aid:**   A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.
>
> IF RESPONDENT SAYS "Yes" OR "CHILD USED TO WEAR ONE," ASK "Does {CHILD} wear one now?"

YES, CURRENTLY..	1	
YES, IN THE PAST.......................................	2	
NO..	3	(CHQ.263)
REFUSED..	8	(CHQ.263)
DON'T KNOW..	9	(CHQ.263)

BOX 16A

IF CHQ.257 WAS ASKED IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, GO TO BOX 16A2. ELSE, GO TO CHQ.257.

CHQ.257   At what age was the recommendation that {CHILD} wear a hearing aid first made?

> **HELP TEXT:** This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.
>
> ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.
>
> CAPI INSTRUCTIONS: RANGE CHECK: 0-36 IF MONTHS IS THE UNIT; 1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S AGE, DISPLAY A

MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

|___|___|
ENTER NUMBER FOR AGE

REFUSED.. 88
DON'T KNOW.. 99

ENTER UNIT FOR AGE

MONTHS.. 1
YEARS... 2
REFUSED... 8
DON'T KNOW... 9

BOX16A2

IF CHQ.256a OR CHQ.256b = 2, GO TO CHQ.270.

CHQ.258   How often does {CHILD} use the hearing aid(s) in school? Would you say…

All of the time,.. 1
Most of the time,... 2
Sometimes,... 3
Rarely, or.. 4
Never?.. 5
REFUSED.. 8
DON'T KNOW.. 9

CHQ.259   Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} hearing aid(s).</u>

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.

CAPI INSTRUCTIONS: DISPLAY "when wearing {his/her} hearing aid(s)", "hear and understand", AND"whispers" IN UNDERLINED TEXT.

YES... 1   (CHQ.270)
NO... 2
REFUSED... 8
DON'T KNOW.. 9

CHQ.260   [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} hearing aid(s). </u>]

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room.

CAPI INSTRUCTIONS: DISPLAY "when wearing {his/her} hearing aid(s)", "hear and understand", AND "talks in a normal voice" IN UNDERLINED TEXT.

YES	1	(CHQ.270)
NO	2	
REFUSED	8	
DON'T KNOW	9	

CHQ.261   [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} hearing aid(s).</u>]

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>shouts</u> to {him/her} from across a quiet room.

CAPI INSTRUCTIONS: DISPLAY "when wearing {his/her} hearing aid(s)", "hear and understand", AND "shouts" IN UNDERLINED TEXT.

YES	1	(CHQ.270)
NO	2	
REFUSED	8	
DON'T KNOW	9	

CHQ.262   [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} hearing aid(s).</u>]

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>speaks loudly</u> into {his/her} {better} ear.

CAPI INSTRUCTIONS: DISPLAY "when wearing {his/her} hearing aid(s)", "hear and understand", AND "speaks loudly" IN UNDERLINED TEXT.
CAPI INSTRUCTION: DISPLAY "better" IF CHQ.221 = 1. ELSE, USE A NULL DISPLAY.

YES	1	(CHQ.270)
NO	2	(CHQ.270)
REFUSED	8	(CHQ.270)
DON'T KNOW	9	(CHQ.270)

CHQ.263   {Since last spring has/Has} a doctor or other health care professional {ever} recommended that {CHILD} wear a hearing aid?

HELP TEXT: Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

CAPI INSTRUCTIONS: DISPLAY "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever".

YES... 1
NO... 2 (CHQ.270)
REFUSED... 8 (CHQ.270)
DON'T KNOW... 9 (CHQ.270)

CHQ.264   At what age was the recommendation that {CHILD} wear a hearing aid first made?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

CAPI INSTRUCTION: RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

|___|___|
ENTER NUMBER FOR AGE

REFUSED... 88
DON'T KNOW... 99

ENTER UNIT FOR AGE

MONTHS 1
YEARS 2
REFUSED... 8
DON'T KNOW... 9

CHQ.270   Does {CHILD} have a cochlear implant?

PROBE: IF RESPONDENT SAYS "YES" BUT WHICH EAR IS NOT SPECIFIED, PROBE Is the cochlear implant in the right or left ear or does {CHILD} have them in both ears?

HELP TEXT: Cochlear Implants: An electronic device that is surgically placed in the inner ear which is designed to provide useful hearing and improved communication ability to individuals who are profoundly hearing impaired and unable to understand speech with hearing aids.

YES, ONE EAR ONLY – RIGHT EAR............ 1
YES, ONE EAR ONLY – LEFT EAR.............. 2
YES, IN BOTH EARS.................................... 3

NO.. 4 (CHQ.285)
REFUSED.. 8 (CHQ.285)
DON'T KNOW.. 9 (CHQ.285)

BOX 16B

IF CHQ.271 WAS ASKED IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE
AND [(CHQ.270 IN (SPRING-KINDERGARTEN OR SPRING-FIRST GRADE) AND
SPRING-SECOND GRADE = 1) OR
(CHQ.270 IN (SPRING-KINDERGARTEN OR SPRING-FIRST GRADE) AND SPRING-
FIRST GRADE = 2)], GO TO CHQ.277.

ELSE, IF CHQ.273 WAS ASKED IN SPRING-KINDERGARTEN OR SPRING-FIRST
GRADE AND CHQ.270 IN (SPRING-KINDERGARTEN OR SPRING-FIRST GRADE)
AND SPRING-FIRST GRADE = 3, GO TO CHQ.277.

ELSE, IF CHQ.270 = 1 OR 2, GO TO CHQ.271. ELSE, IF CHQ.270 = 3, GO TO
CHQ.273.

CHQ.271   In what year was it implanted?

CAPI INSTRUCTION: RANGE CHECK: 2003-2013.
CAPI INSTRUCTION: EDIT: YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S
BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

|___|___|___|___| (CHQ.277)

ENTER YEAR

REFUSED..88 (CHQ.272)
DON'T KNOW..99 (CHQ.272)

CHQ.272   How old was {CHILD} when it was implanted?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

CAPI INSTRUCTION: RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1-"CHILD'S CURRENT AGE IF UNIT IS
YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S AGE, DISPLAY A MESSAGE: THE
AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION
AND SUPPRESS IF CURRENT AGE IS INCORRECT.

|___|___| (CHQ.277)
ENTER NUMBER FOR AGE

REFUSED.. 88 (CHQ.277)
DON'T KNOW.. 99 (CHQ.277)

ENTER UNIT FOR AGE

MONTHS.. 1 (CHQ.277)
YEARS.. 2 (CHQ.277)
REFUSED.. 8 (CHQ.277)
DON'T KNOW.. 9 (CHQ.277)

CHQ.273   In what years were they implanted?

ENTER YEAR FOR LEFT EAR.

PROBE: When was it implanted in the left ear?

CAPI INSTRUCTION: RANGE CHECK: 2003-2013.
CAPI INSTRUCTION: EDIT: YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

|___|___|___|___|
ENTER YEAR FOR LEFT EAR

REFUSED... 88
DON'T KNOW... 99

CHQ.274   [In what years were they implanted?]

ENTER YEAR FOR RIGHT EAR.

PROBE: When was it implanted in the right ear?

CAPI INSTRUCTION: RANGE CHECK: 2003-2013.
CAPI INSTRUCTION: EDIT: YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

|___|___|___|___| (CHQ.277)
ENTER YEAR FOR RIGHT EAR

REFUSED... 88
DON'T KNOW... 99

CHQ.275   How old was {CHILD} when they were implanted?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

PROBE: How old was {CHILD} when it was implanted in the left ear?

CAPI INSTRUCTION: RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- "CHILD'S CURRENT AGE IF UNIT IS YEARS.   IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

|___|___|
ENTER NUMBER FOR AGE IN MONTHS OR YEARS FOR LEFT EAR

REFUSED... 88
DON'T KNOW... 99

136

ENTER UNIT FOR AGE IN MONTHS OR YEARS FOR LEFT EAR

MONTHS... 1
YEARS... 2
REFUSED... 8
DON'T KNOW.. 9

CHQ.276   [How old was {CHILD} when they were implanted?]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

PROBE: How old was {CHILD} when it was implanted in the right ear?

CAPI INSTRUCTION: RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1-"CHILD'S CURRENT AGE IF UNIT IS YEARS.   IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

|___|___|
ENTER NUMBER FOR AGE IN MONTHS OR YEARS FOR RIGHT EAR

REFUSED... 88
DON'T KNOW.. 99

ENTER UNIT FOR AGE IN MONTHS OR YEARS FOR RIGHT EAR

MONTHS... 1
YEARS... 2
REFUSED... 8
DON'T KNOW.. 9

CHQ.277   Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}.</u>

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>whispers</u> to {him/her} from across a quiet room.

CAPI INSTRUCTIONS: DISPLAY "when wearing {his/her} cochlear implant(s)", "hear and understand" AND "whispers" IN UNDERLINED TEXT.

YES.. 1   (CHQ.285)
NO.. 2
REFUSED... 8
DON'T KNOW.. 9

CHQ.278   [Please indicate whether the following statement describes {CHILD}'s hearing <u>when wearing {his/her} cochlear implant {s}.</u>]

{CHILD} can usually <u>hear and understand</u> what a person says without seeing his or her face if that person <u>talks in a normal voice</u> to {him/her} from across a quiet room.

                    YES.. 1 (CHQ.285)
                    NO.. 2
                    REFUSED... 8
                    DON'T KNOW... 9

CHQ.279   [Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant {s}.]

           {CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

           CAPI INSTRUCTIONS: DISPLAY "when wearing {his/her} cochlear implant(s)", "hear and understand" AND "shouts" IN UNDERLINED TEXT.

                    YES.. 1 (CHQ.285)
                    NO.. 2
                    REFUSED... 8
                    DON'T KNOW... 9

CHQ.280   [Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant {s}.]

           {CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.

           CAPI INSTRUCTIONS: DISPLAY "when wearing {his/her} cochlear implant(s)", "hear and understand" AND "speaks loudly" IN UNDERLINED TEXT.
           CAPI INSTRUCTION: DISPLAY "better" IF CHQ.221 = 1. ELSE, USE A NULL DISPLAY.

                    YES.. 1
                    NO.. 2
                    REFUSED... 8
                    DON'T KNOW... 9

CHQ.285   Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance or letters on paper?

                    YES.. 1 (CHQ.286)
                    NO.. 2 (CHQ.290)
                    REFUSED... 8 (CHQ.290)
                    DON'T KNOW... 9 (CHQ.290)

CHQ.286   Is {CHILD}'s difficulty with seeing objects in the distance, things up close, like letters on paper, or both?

                                SEEING THINGS UP CLOSE......................... 1
                                SEEING THINGS IN THE DISTANCE........... 2
                                BOTH.. 3
                                REFUSED.. 8
                                DON'T KNOW... 9

                                                                    HELP AVAILABLE

CHQ.290   {Since last spring has/Has} {CHILD}'s vision {ever} been evaluated by an eye care professional?

            HELP TEXT: Eye Care Professional: This includes optometrists and ophthalmologists. Include a school
            nurse who gives a vision test, but do not include teachers or some other non-health professional, or a doctor
            who simply looks in the child's eyes.

            CAPI INSTRUCTIONS: DISPLAY "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF
            SECTION CHQ WAS COMPLETED IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE,
            DISPLAY "Has" AND "ever".

                                YES... 1
                                NO... 2 (CHQ.330)
                                REFUSED.. 8 (CHQ.330)
                                DON'T KNOW... 9 (CHQ.330)

CHQ.300   Did you obtain a diagnosis of a vision-related problem from an eye care professional?

            CAPI INSTRUCTION: DISPLAY "of a vision-related problem" IN UNDERLINED TEXT.

                                YES... 1
                                NO... 2 (CHQ.330)
                                REFUSED.. 8 (CHQ.330)
                                DON'T KNOW... 9 (CHQ.330)

CHQ.301   What was the diagnosis?

            PROBE: Anything else?

            CODE ALL THAT APPLY.

                                NEARSIGHTEDNESS (MYOPIA).................. 1
                                FARSIGHTED (HYPEROPIA)........................ 2
                                COLOR BLINDNESS OR DEFICIENCY........ 3
                                ASTIGMATISM... 4
                                CROSSED OR WANDERING EYE
                                   (STRABISMUS).. 5
                                AMBLYOPIA OR "LAZY EYE" 6
                                RETINOPATHY... 7
                                BLINDNESS... 8
                                CONDITION REQUIRING GLASSES –

SPECIFIC CONDITION UNSPECIFIED**........** 9
OTHER (SPECIFY)_____ 91
REFUSED.. 88
DON'T KNOW... 99

BOX 17

IF CHQ.301 = 91, CONTINUE WITH CHQ.301OS. OTHERWISE, GO TO BOX 17A.

CHQ.301OS   [What was the diagnosis?]

SPECIFY DIAGNOSIS.

_____

BOX 17A

IF CHQ.305 WAS ASKED IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, GO TO CHQ.311. ELSE, GO TO CHQ.305.

CHQ.305   How old was {CHILD} when the first diagnosis of a problem was made?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER AGE IN MONTHS OR YEARS.

CAPI INSTRUCTION: RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- "CHILD'S CURRENT AGE IF UNIT IS YEARS.   IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

|___|___|
ENTER NUMBER FOR AGE

REFUSED.. 88
DON'T KNOW... 99

ENTER UNIT FOR AGE

MONTH.. 1   (CHQ.311)
YEAR... 2   (CHQ.311)
REFUSED.. 8   (CHQ.311)
DON'T KNOW... 9   (CHQ.310)

CHQ.310   What was the month and year the diagnosis was made?

IF R DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

CAPI INSTRUCTIONS: RANGE CHECK: 1-12 FOR MONTH, 2003-2013 FOR YEAR.

CAPI INSTRUCTION: EDIT: YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

|___|___| AND |___|___|___|___|
ENTER MONTH   ENTER YEAR

REFUSED...   8
DON'T KNOW...   9

CHQ.311   Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?

YES..   1
NO..   2 (CHQ.330)
REFUSED...   8 (CHQ.330)
DON'T KNOW...   9 (CHQ.330)

CHQ.312   How often does {CHILD} wear glasses or contact lenses?

All of the time,..   1 (CHQ.314)
Most of the time,..   2 (CHQ.314)
Sometimes,..   3 (CHQ.314)
Rarely, or..   4 (CHQ.314)
Never?..   5 (CHQ.313)
CHILD DOES NOT HAVE GLASSES OR
    CONTACTS..   6 (CHQ.330)
REFUSED...   8 (CHQ.330)
DON'T KNOW...   9 (CHQ.330)

CHQ.313   Does {CHILD} have glasses or contact lenses?

YES..   1
NO..   2 (CHQ.330)
REFUSED...   8 (CHQ.330)
DON'T KNOW...   9 (CHQ.330)

CHQ.314   Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?

SEE THINGS UP CLOSE............................... 1
SEE THINGS IN THE DISTANCE.................. 2
BOTH... 3
REFUSED.. 8
DON'T KNOW.. 9

CHQ.330   Would you say {CHILD}'s health is ...

Excellent,... 1
Very good,.. 2
Good,.. 3
Fair, or... 4
Poor?.. 5
REFUSED.. 8
DON'T KNOW.. 9

BOX 18

IF CHILD DOES NOT HAVE ANY DISABILITIES AND HIS OR HER HEALTH IS GOOD TO
EXCELLENT, THAT IS:
CHQ.095=1, 2, 8, 9 (INDEPENDENCE)
AND
CHQ.100=1, 2, 8, 9 (ATTENTION)
AND
CHQ.105=1, 2, 8, 9 (THINK/LEARN/SOLVE)
AND
CHQ.106=1, 2, 8, 9 (COORDINATION)
AND
CHQ.107=1, 2, 8, 9 (BEHAVIOR WITH OTHER CHILDREN)
AND
CHQ.108=1, 2, 8, 9 (BEHAVIOR WITH ADULTS)
AND
CHQ.109=1, 2, 3, 8, 9 (HYPERACTIVE)
AND
CHQ.110=2, 8, 9 (EMOTIONAL/PSYCHOLOGICAL DIFICULTIES)
AND
CHQ.200=1, 2, 8, 9 (COMMUNICATION)
AND
CHQ205=2, 8, 9, OR -1 (COMMUNICATION WHEN YOUNGER).
AND
CHQ.216=1, 2, 8, 9 (HEARING)
AND
CHQ.285=2, 8, 9 (VISION)
AND
CHQ.330=1, 2, 3, 8, 9 (HEALTH),
GO TO BOX 22.
OTHERWISE, CONTINUE WITH CHQ.331.

CHQ.331   Prior to this school year, did {CHILD} ever receive therapy services, take part in a program for children with disabilities, or participate in a special education program?

HELP TEXT: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

```
                         YES................................................  1
                         NO.................................................  2
                         REFUSED.....................................  8
                         DON'T KNOW...............................  9
```

CHQ.340   During <u>this school year</u>, has {CHILD} received therapy services or taken part in a program for children with disabilities?

HELP TEXT: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

CAPI INSTRUCTIONS: DISPLAY 'this school year' IN UNDERLINED TEXT.

```
                         YES................................................  1
                         NO.................................................  2
                         REFUSED.....................................  8
                         DON'T KNOW...............................  9
```

CHQ.420   During <u>this school year</u>, did {CHILD} participate in a special education program?

CAPI INSTRUCTIONS: DISPLAY 'this school year' IN UNDERLINED TEXT.

```
                         YES................................................  1
                         NO.................................................  2
                         REFUSED.....................................  8
                         DON'T KNOW...............................  9
```

BOX 19

IF CHQ.340 OR CHQ.420 = 1, GO TO CHQ.430. ELSE, GO TO BOX 22.

CHQ.430   Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program <u>this school year</u>? Are you…

CAPI INSTRUCTIONS: DISPLAY 'this school year' IN UNDERLINED TEXT.

```
                         Completely satisfied,......................................  1
                         Very satisfied,...............................................  2
                         Fairly satisfied,..............................................  3
                         Somewhat dissatisfied, or.............................  4
                         Very dissatisfied?..........................................  5
                         REFUSED.....................................................  8
                         DON'T KNOW...............................................  9
```

BOX 22

GO TO SECTION VIQ (PEER VICTIMIZATION).

PEER VICTIMIZATION – VIQ

VIQ.010   Now, I have some questions about problems {CHILD} may have had with other children.

Has another child in {CHILD's} school:

Ever hit {him /her} at school?   Would you say...

No, this has never happened,........................	1
Yes, this has happened once or twice,...........	2
Yes, this happens occasionally, or................	3
Yes, this happens a lot...................................	4
REFUSED...	8
DON'T KNOW...	9

VIQ.020   [Has another child in {CHILD's} school:. . .]

Ever said mean things to {him /her} at school? Would you say...

No, this has never happened,........................	1
Yes, this has happened once or twice,...........	2
Yes, this happens occasionally, or................	3
Yes, this happens a lot...................................	4
REFUSED...	8
DON'T KNOW...	9

VIQ.030   [Has another child in {CHILD's} school:. . .]

Ever said bad things about {him /her} to other kids at school? Would you say...

No, this has never happened,........................	1
Yes, this has happened once or twice,...........	2
Yes, this happens occasionally, or................	3
Yes, this happens a lot...................................	4
REFUSED...	8
DON'T KNOW...	9

VIQ.040   [Has another child in {CHILD's} school:. . .]

Ever picked on {him /her} at school? Would you say...

No, this has never happened,........................	1
Yes, this has happened once or twice,...........	2
Yes, this happens occasionally, or................	3
Yes, this happens a lot...................................	4
REFUSED...	8
DON'T KNOW...	9

BOX 2

GO TO PPQ (PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH).

PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH – PPQ

BOX 1

IF PERSON FLAGGED AS R SCORES '1' OR '2' AT FSQ.130
OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130,
CONTINUE WITH PPQ.220. OTHERWISE, GO TO BOX 2.

PPQ.220   Now, I would like to ask you about your health. In general, would you say that your health is…

Excellent, ... 1
Very good, ... 2
Good, ... 3
Fair, or... 4
Poor? 5
REFUSED.. 8
DON'T KNOW.. 9

BOX 2

GO TO SECTION PEQ (PARENT EDUCATION).

PARENT EDUCATION – PEQ

+---+
| **BOX 1** |
| ASK PEQ.010-PEQ.060 FOR 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD. |
| THIS PERSON OR PERSONS SHOULD BE CHOSEN AS DEFINED IN FSQ |
| BOX 5. |
| |
| AFTER DETERMINING FOR WHOM THE EDUCATION QUESTIONS WILL BE |
| ASKED, CHECK PRELOAD TO DETERMINE IF EACH PERSON HAD |
| NONMISSING EDUCATION DATA. IF SO, GO TO PEQ.010 FOR THAT |
| PERSON. |
| |
| OTHERWISE, GO TO PEQ.020 FOR EACH APPROPRIATE PERSON. |
+---+

PEQ.010   {Now I have a few questions about education and job training.} Since (DATE OF INTERVIEW}, {have/has} {you/{NAME}} completed any additional grades of school or received any diplomas or degrees?

CAPI INSTRUCTION: DISPLAY "Now…training." IF ON FIRST CYCLE OF LOOP1. OTHERWISE, USE A NULL DISPLAY.

CAPI INSTRUCTION: FROM THE PRELOAD, DISPLAY THE DATE OF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW IN WHICH THE PEQ SECTION WAS COLLECTED. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., September12th, 2010).

CAPI INSTRUCTIONS: DISPLAY "have" AND "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "has" AND "{NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A KEY PARENT FIGURE.

YES..	1	(PEQ.020)
NO..	2	(PEQ.030)
REFUSED	7	(PEQ.030)
DON'T KNOW	9	(PEQ.030)

HELP AVAILABLE

PEQ.020   {What grade, diploma, or degree was that?}/{Now I have a few questions about education and job training.} {What is the highest grade or year of school that {you/{NAME}} {have/has} completed?

CAPI INSTRUCTIONS:

1.   IF PEQ.010 = 1, DISPLAY "What grade….was that?"

2.   OTHERWISE: IF ON FIRST CYCLE OF LOOP 1, DISPLAY "Now I have…..training." AND "What is…..completed?" OTHERWISE, DISPLAY "What is…..completed?" ONLY.

CAPI INSTRUCTIONS: DISPLAY "you" AND "have" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "{NAME}" and "has" USING NAME OF THE KEY PARENT FIGURE.

HELP TEXT:
Highest Grade or Year of School Completed: For grades 1-11, enter the exact grade level. If the person you are asking about completed elementary school, find out the last grade completed. If the respondent says the person finished 12th grade, ask whether the person received a diploma or got the equivalent of a high school diploma.

Completing a given grade in school should be counted as the number of years it normally takes to complete that grade level of education, regardless of how many years it actually took the person to finish. This means that for persons who skipped or repeated grades in elementary school, you will enter the highest grade

completed _regardless_ of the number of years they were in school. This rule is true for elementary school through high school and is especially relevant to college.

12th grade but no diploma: The person completed the 12th grade, but did not earn a high school diploma or GED.

High school equivalent: This means that the person has a GED. The GED is an exam certified equivalent of a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

High school diploma: A certificate that verifies that a person has successfully completed the required courses of a high school curriculum and has actually graduated from high school rather than having a GED.

Vocational/technical program after high school but no voc/tech diploma: The person attended this type of program, but did _not_ earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Vocational/technical program after high school: The person attended this type of program and DID earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

Some college but no degree: The person does not have a 4-year college (bachelor's) degree but has completed a class for credit at a college or university.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Graduate or professional school but no degree: The person attended a graduate or professional school that advanced him/her toward a degree _beyond_ a Bachelor's degree (for example, a Master's, Doctorate, or other professional degree). However, the person did not complete the program or earn the degree.

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

Doctorate Degree (Ph.D., EDD): Studies beyond a Master's degree that result in a doctorate degree.

Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

```
NEVER WENT TO SCHOOL.................................................................  0
1ST GRADE...............................................................................  1
2ND GRADE .............................................................................  2
3RD  GRADE .............................................................................  3
4TH GRADE ..............................................................................  4
5TH GRADE ..............................................................................  5
6TH GRADE ..............................................................................  6
7TH GRADE ..............................................................................  7
8TH GRADE ..............................................................................  8
9TH GRADE ..............................................................................  9
10TH GRADE .............................................................................  10
11TH GRADE .............................................................................  11
12TH GRADE BUT NO DIPLOMA .......................................................  12
HIGH SCHOOL EQUIVALENT/GED......................................................  13   (PEQ.030)
HIGH SCHOOL DIPLOMA.................................................................  14   (PEQ.030)
VOC/TECH PROGRAM
   AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA......................  15
VOC/TECH PROGRAM AFTER HIGH SCHOOL, DIPLOMA......................16
SOME COLLEGE BUT NO DEGREE ...................................................  17
ASSOCIATE'S DEGREE...................................................................  18
BACHELOR'S DEGREE....................................................................  19   (PEQ.030)
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE...........  20   (PEQ.030)
MASTER'S (MA, MS)........................................................................  21   (PEQ.030)
DOCTORATE DEGREE (PHD, EDD)....................................................  22   (PEQ.030)
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE
   (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)....................  23   (PEQ.030)
REFUSED...................................................................................  88
DON'T KNOW..............................................................................  99
```

PEQ.021   {Do/Does} {you/{NAME}} have a high school diploma, or its equivalent, such as a GED, or neither?

CAPI INSTRUCTION: DISPLAY "Do you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Does {NAME}" USING NAME OF THE KEY PARENT FIGURE.

```
                         HIGH SCHOOL DIPLOMA ...........................   1
                         HIGH SCHOOL EQUIVALENT (GED)...........   2
                         NO HIGH SCHOOL DIPLOMA/EQUIVALENT   3
                         REFUSED ....................................................   8
                         DON'T KNOW .............................................   9
```

PEQ.030   Are you/Is {NAME}} currently attending or enrolled in any courses from a school, college, or university?

CAPI INSTRUCTION: DISPLAY "Are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF THE KEY PARENT FIGURE

```
                         YES.............................................................   1
                         NO...............................................................   2  (PEQ.050)
                         REFUSED ....................................................   8  (PEQ.050)
                         DON'T KNOW .............................................   9  (PEQ.050)
```

PEQ.040   {Are you/Is {NAME}} currently taking courses full-time or part-time?

HELP TEXT:
Full-time: A person is considered to be attending school full-time if he or she is carrying a full load of class hours in a semester or quarter. This is typically 12 credit hours or more.

Part-time: A person is considered to be attending school part-time if he or she is carrying less than a full load of class hours in a semester or quarter. This is typically less than 12 credit hours.

CAPI INSTRUCTIONS: DISPLAY "Are you" IF LOOPING ON RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF THE KEY PARENT FIGURE.

FULL-TIME 1
PART-TIME 2
REFUSED 8
DON'T KNOW 9

PEQ.050   {Are you/Is {NAME}} currently participating in a job training or on the job training program? Please do not report participation in any vocational or technical programs taken at a college or university that you just told me about.

HELP TEXT: Job-training/On-the-job-training program: Job training includes activities that qualify someone to work in a particular occupation, such as a carpenter, a cook, or an electrician. Do not include 2-year colleges (A.A. degree), 4-year college degree (B.A.) or high school equivalency degrees (GED). On-the-job training includes activities at the work site to help the learner develop job-related skills while doing work at the same time. This also includes apprenticeships.

CAPI INSTRUCTIONS: DISPLAY "Are you" IF LOOPING ON RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF THE KEY PARENT FIGURE.

YES.. 1
NO.. 2 (BOX 2)
REFUSED .... 8 (BOX 2)
DON'T KNOW .... 9 (BOX 2)

PEQ.060   About how many hours a week {do/does} {you/NAME}} spend in that program? Please include hours spent on homework for the training program.

CAPI INSTRUCTION: RANGE CHECK 1-80.

CAPI INSTRUCTIONS: DISPLAY "do you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Does {NAME}" USING NAME OF THE KEY PARENT FIGURE.

|___|___|___|
ENTER HOURS

REFUSED 888
DON'T KNOW 999

BOX 2

IF PEQ.030 OR PEQ.050 = 1, GO TO PEQ.062. ELSE, GO TO BOX 3.

HELP AVAILABLE

PEQ.062   What type of school or job training {are you/Is {NAME}} currently in?

CODE ALL THAT APPLY.

HELP TEXT:
Basic skills or high school/GED completion classes. These are classes taken to learn basic skills such as writing or math. In some cases, they may be taken to complete high school or earn a high school equivalent or GED. A GED is an exam certified equivalent of a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

Vocational/technical program: Refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "associate's degree" and not vocational or trade school.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

Doctorate Degree (Ph.D., EDD): Studies beyond a Master's degree that result in a doctorate degree.

Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

On-the-job-training: On-the-job training includes activities at the work site to help the learner develop job-related skills while doing work at the same time. This also includes apprenticeships. Do not include high school equivalency degrees (GED), 2-year colleges (A.A. degree), 4-year college degree (B.A.), master's, doctorates, or professional degree programs after a bachelor's degree (MA, MS, PHD, EDD, MD, DDS, LAW/JD/LLB).

Job training: Job training includes activities that qualify someone to work in a particular occupation, such as a carpenter, a cook, or an electrician. Do not include high school equivalency degrees (GED), 2-year colleges (A.A. degree), 4-year college degree (B.A.), master's, doctorates, or professional degree programs after a bachelor's degree (MA, MS, PHD, EDD, MD, DDS, LAW/JD/LLB).

CAPI INSTRUCTION: DISPLAY "Are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTER.

BASIC SKILLS OR HIGH SCHOOL/GED COMPLETION CLASSES...........................1
        VOCATIONAL OR TECHNICAL DEGREE PROGRAM..2

        ASSOCIATE'S DEGREE PROGRAM...3

        BACHELOR'S DEGREE PROGRAM...4

MASTER'S (MA, MS) DEGREE PROGRAM...5

DOCTORATE DEGREE (PHD, EDD) PROGRAM...6

PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE PROGRAM
   (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) 7

ON-THE-JOB TRAINING AT CURRENT JOB TO GET NEW SKILLS....................8

JOB TRAINING TO GET A JOB/LEARN NEW JOB...9

REFUSED...88

DON'T KNOW..99

BOX 3

LOOP 2. ASK PEQ.010 - PEQ.062 ABOUT NEXT MOTHER OR FATHER FIGURE IN
THE HOUSEHOLD OR RESPONDENT AND RESPONDENT'S PARTNER IF NO
MOTHER AND FATHER FIGURES.
IF NO NEXT MOTHER OR FATHER FIGURE, GO TO BOX 4.

BOX 4

⬜⬜IF RESPONDENT IS THE BIOLOGICAL MOTHER OR FATHER AND HE/SHE
DOES NOT HAVE AT LEAST A COLLEGE DEGREE BUT WAS IN HIGH
SCHOOL [(PEQ.020=9-18) OR (PEQ.010 = 2 AND THE PRELOAD SHOWS THAT THIS RESPONDENT WAS
REPORTED TO NOT HAVE A COLLEGE DEGREE BUT WAS IN HIGH SCHOOL)], CONTINUE WITH PEQ.100.
⬜⬜IF THE RESPONDENT IS THE BIOLOGICAL MOTHER OR FATHER AND
HE/SHE WAS NOT IN HIGH SCHOOL OR HE/SHE HAS A COLLEGE
DEGREE OR MORE EDUCATION (PEQ.020=1-8, 19-23, REF, OR DK), GO TO
PEQ.140.
⬜⬜OTHERWISE, GO TO BOX PEQ.140.

PEQ.100   Now I have some questions about your high school education. What grades did you usually get in high
           school?

             MOSTLY A's (NUMERICAL AVERAGE OF 90-100)...........1
             MOSTLY A's AND B's (85-89).. 2
             MOSTLY B's (80-84) 3
             MOSTLY B's AND C's (75-79) 4
             MOSTLY C's (70-74) 5
             MOSTLY C's AND D's (65-69) 6
             MOSTLY D's AND LOWER (64 AND BELOW) 7
             NEVER IN HIGH SCHOOL 8 (PEQ.140)
             REFUSED 88
             DON'T KNOW 99

PEQ.120   Now I have a list of high school mathematics and technical courses. As I read each one, please tell me whether you have taken that course in regular high school.

RESPONSES: TAKEN = 1, NOT TAKEN = 2, REFUSED = 8, DON'T KNOW = 9

a. Elementary Algebra or Algebra I?...................................___
b. Plane Geometry? ....___
c. Business Math? ....___
d. Intermediate Algebra or Algebra II? ....___

BOX 5

IF RESPONDENT HAS NOT TAKEN INTERMEDIATE ALGEBRA OR
ALGEBRA II (PEQ.120 = 2, REF OR DK, GO TO PEQ.140.
OTHERWISE, CONTINUE WITH PEQ.120e.

---

e. Trigonometry? ....___
f. Calculus? ....___

PEQ.140   What is the highest grade or year of regular school your **father** completed?

NEVER WENT TO SCHOOL.. 0
1ST GRADE... 1
2ND GRADE 2
3RD GRADE 3
4TH GRADE 4
5TH GRADE 5
6TH GRADE 6
7TH GRADE 7
8TH GRADE 8
9TH GRADE 9
10TH GRADE 10
11TH GRADE 11
12TH GRADE BUT NO DIPLOMA 12
HIGH SCHOOL EQUIVALENT/GED.. 13
HIGH SCHOOL DIPLOMA... 14
VOC/TECH PROGRAM
   AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA...................... 15
VOC/TECH PROGRAM AFTER HIGH SCHOOL, DIPLOMA....................16
SOME COLLEGE BUT NO DEGREE 17
ASSOCIATE'S DEGREE... 18
BACHELOR'S DEGREE.. 19
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE............ 20
MASTER'S (MA, MS)... 21
DOCTORATE DEGREE (PHD, EDD).. 22
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE
   (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)..................... 23
REFUSED... 88
DON'T KNOW.. 99

PEQ.150.   What is the highest grade or year of regular school your **mother** completed?

NEVER WENT TO SCHOOL.. 0
1ST GRADE... 1
2ND GRADE 2
3RD GRADE 3
4TH GRADE 4
5TH GRADE 5
6TH GRADE 6
7TH GRADE 7
8TH GRADE 8
9TH GRADE 9
10TH GRADE 10
11TH GRADE 11
12TH GRADE BUT NO DIPLOMA 12
HIGH SCHOOL EQUIVALENT/GED.. 13
HIGH SCHOOL DIPLOMA... 14
VOC/TECH PROGRAM
    AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA...................... 15
VOC/TECH PROGRAM AFTER HIGH SCHOOL, DIPLOMA....................16
SOME COLLEGE BUT NO DEGREE 17
ASSOCIATE'S DEGREE... 18
BACHELOR'S DEGREE.. 19
GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE............ 20
MASTER'S (MA, MS).. 21
DOCTORATE DEGREE (PHD, EDD).. 22
PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE
    (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.).................... 23
REFUSED.. 88
DON'T KNOW... 99

+---+
| **BOX 6** |
| |
| GO TO SECTION EMQ (PARENT EMPLOYMENT). |
+---+

PARENT EMPLOYMENT - EMQ

<table>
<tr><td>

BOX 1

LOOP 1
ASK EMQ.010/EMQ.020 - EMQ.150 FOR 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5.

AFTER DETERMINING FOR WHOM THE EMPLOYMENT SECTION WILL BE ASKED, CHECK PRELOAD TO DETERMINE IF EACH PERSON WAS EMPLOYED OR ON LEAVE FROM A JOB IN THE MOST RECENT PREVIOUS ROUND. IF SO, AND WE HAVE NONMISSING DATA FOR EMPLOYER NAME (EMQ120) AND JOB TITLE (EMQ140) (NOT DK, RF, EMPTY, NOT ASCERTAINED), WE WILL ONLY VERIFY EMPLOYMENT STATUS FOR THIS PERSON AND GO TO EMQ.010.

OTHERWISE, ASK EMQ.020 - EMQ.150 FOR EACH APPROPRIATE PERSON.

</td></tr>
</table>

EMQ.010   Since (DATE OF INTERVIEW}, has {your/{NAME's}} job title, place of or type of employment changed?

      PROBE: During another interview, we recorded that {you/{NAME}} worked for {EMPLOYER NAME} as a {JOB TITLE}.

      CAPI INSTRUCTION: FROM THE PRELOAD, DISPLAY THE DATE OF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW IN WHICH THE EMQ SECTION WAS COLLECTED.   DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., September12[th], 2010).

      CAPI INSTRUCTION: DISPLAY "your" and "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" and {NAME}. FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

      CAPI INSTRUCTION: FROM PRELOAD, DISPLAY EMPLOYER NAME FROM EMQ.120 AND JOB TITLE FROM EMQ.140.

                YES..   1   (EMQ.020)
                NO..   2   (EMQ.040)
                REFUSED..   7   (EMQ.020)
                DON'T KNOW...   9   (EMQ.020)

                                            HELP AVAILABLE

EMQ.020   During the past week, did {you/{NAME}} work at a job for pay?

      HELP TEXT:
      Job for pay: Paid work for wages, salary, commission, or pay 'in kind.' Examples of 'pay in kind' include meals, living quarters, or supplies provided in place of wages. This definition of employment **includes** work in the person's own business, professional practice, or farm, paid leave of absence (including vacations and illnesses), and work without pay in a family business or farm run by a relative. This definition **excludes** unpaid volunteer work (such as for a church or charity), unpaid leaves of absence, temporary layoffs (such as a strike), and work around the house.

      IF SELF-EMPLOYED, CODE AS YES.

      IF RESPONDENT OR SPOUSE/PARTNER IS SELF-EMPLOYED, CODE AS YES.

      CAPI INSTRUCTION: DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}".

```
YES............................................................. 1  (EMQ.040)
NO.............................................................. 2
REFUSED ................................................... 8
DON'T KNOW ............................................. 9
```

EMQ.030   {Were you/Was {NAME}} on leave or vacation from a job?

CAPI INSTRUCTION: DISPLAY "Were you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "Was {NAME}".

CAPI INSTRUCTION: FOR "Was {NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

```
YES............................................................. 1
NO.............................................................. 2  (EMQ.060)
REFUSED ................................................... 8  (EMQ.060)
DON'T KNOW ............................................. 9  (EMQ.060)
```

EMQ.040   How many jobs {do you/does {NAME}} have now?

CAPI INSTRUCTION: RANGE CHECK 1-6.

CAPI INSTRUCTION: DISPLAY "do you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "does {NAME}".

CAPI INSTRUCTION: FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

```
|___|
ENTER # OF JOBS
```

```
REFUSED ................................................... 8
DON'T KNOW ............................................. 9
```

EMQ.050   About how many total hours per week {do you/does {NAME}} usually work for pay {counting {all/both} {# of jobs from EMQ.040, IF MORE THAN ONE} jobs}?

IF HOURS VARY, PROBE FOR AVERAGE HOURS PER WEEK.

CAPI INSTRUCTION: DISPLAY "do you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "does {NAME}".

CAPI INSTRUCTION: FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

CAPI INSTRUCTION: IF NUMBER OF JOBS IS GREATER THAN ONE IN EMQ.040, DISPLAY "counting… jobs". ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF NUMBER OF JOBS = 2 IN EMQ.040, DISPLAY "both" AND USE A NULL DISPLAY FOR "# of jobs…ONE". ELSE, DISPLAY "all" AND THE NUMBER OF JOBS IN EMQ.040.

CAPI INSTRUCTION: DISPLAY "all", "both" and "# of jobs from EMQ.040, IF MORE THAN TWO" IN UNDERLINED TEXT.

CAPI INSTRUCTION: RANGE CHECK 0-80.

```
|___|___|
```

ENTER # OF WEEKLY HOURS

REFUSED...888
DON'T KNOW...999

BOX 1A

IF EMQ.010=2, GO TO BOX 5.

OTHERWISE, GO TO BOX 4.

HELP AVAILABLE

EMQ.060   {Have you/Has {NAME}} been actively looking for work <u>in the past 4 weeks</u>?

CAPI INSTRUCTION: DISPLAY "Have you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "Has {NAME}".

CAPI INSTRUCTION: FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

CAPI INSTRUCTION: DISPLAY "in the past 4 weeks" IN UNDERLINED TEXT

HELP TEXT:
Actively looking for work: The person has done at least one of the following activities in the past 4 weeks:
1. Checked with public employment agency;
2. Checked with private employment agency;
3. Checked with employer directly/sent resume;
4. Checked with friends or relatives; or
5. Placed or answered ads/sent resume.

YES..   1
NO..   2 (EMQ.080)
REFUSED 8 (EMQ.080)
DON'T KNOW 9 (EMQ.080)

EMQ.070   What {have you/has {NAME}} been doing <u>in the past 4 weeks</u> to find work?

CAPI INSTRUCTION: DISPLAY "have you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "has {NAME}".

CAPI INSTRUCTION: FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

CAPI INSTRUCTION: DISPLAY "in the past 4 weeks" IN UNDERLINED TEXT

CODE ALL THAT APPLY

CHECKED WITH PUBLIC EMPLOYMENT AGENCY...............................   1
CHECKED WITH PRIVATE EMPLOYMENT AGENCY   2
CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME   3
CHECKED WITH FRIENDS OR RELATIVES   4
PLACED OR ANSWERED ADS/SENT RESUME   5
READ WANT-ADS/INTERNET SEARCH   6
SOMETHING ELSE (SPECIFY)_____ 91
_____
REFUSED 88
DON'T KNOW 99

```
┌─────────────────────────────────────────────────────────────────────────┐
│                                  BOX 2                                    │
│                                                                           │
│   IF ANY CATEGORY IN EMQ.070 BETWEEN "1" AND "5" IS ENTERED, GO TO        │
│   EMQ.100.  ELSE, IF "6" IS ENTERED IN EMQ.070 BUT "91" IS NOT, GO TO     │
│   EMQ.080.  ELSE, IF "91" IS ENTERED IN EMQ.070, CONTINUE WITH            │
│   EMQ.070OS.  OTHERWISE, GO TO EMQ.080.                                   │
└─────────────────────────────────────────────────────────────────────────┘
```

EMQ.070OS [What {have you/has {NAME}} been doing in the past 4 weeks to find work?]

SPECIFY ACTIVITIES.

CAPI INSTRUCTION: DISPLAY "have you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "has {NAME}".

CAPI INSTRUCTION: FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

CAPI INSTRUCTION: DISPLAY "in the past 4 weeks" IN UNDERLINED TEXT

EMQ.080 What {were you/was {NAME}} doing most of last week? Would you say …

CAPI INSTRUCTION: DISPLAY "last week" in UNDERLINED TEXT.

CAPI INSTRUCTION: DISPLAY "were you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "was {NAME}". FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

Keeping house, or caring for children or other family members, ...	1	(BOX 3)
Going to school, ...	2	(BOX 3)
Retired, ...	3	(BOX 3)
Unable to work, or	4	(BOX 3)
Something else? What was that? (SPECIFY)_____	91	
REFUSED	8	(BOX 3)
DON'T KNOW	9	(BOX 3)

EMQ.080OS [What {were you/was {NAME}} doing most of last week? Would you say …]

SPECIFY ACTIVITY.

CAPI INSTRUCTION: DISPLAY "last week" in UNDERLINED TEXT.

CAPI INSTRUCTION: DISPLAY "were you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "was {NAME}". FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

```
┌─────────────────────────────────────────────────────────────────────────┐
│                                  BOX 3                                    │
│   IF DOING SOMETHING ELSE IN THE PAST 4 WEEKS (EMQ.070 = 91),             │
│   CONTINUE WITH EMQ.100.                                                  │
│   OTHERWISE, GO TO BOX 4.                                                 │
└─────────────────────────────────────────────────────────────────────────┘
```

EMQ.100   Could {you/{NAME}} have taken a job last week if one had been offered?

CAPI INSTRUCTION: DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}".

CAPI INSTRUCTION: FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

YES 1
NO 2
REFUSED 8
DON'T KNOW 9

```
+----------------------------------------------------------+
|                          BOX 4                           |
|                                                          |
| IF WORKED AT A JOB FOR PAY (EMQ.020=1)                   |
| OR                                                       |
| WAS ON LEAVE OR VACATION (EMQ.030=1)                     |
| OR                                                       |
| WAS ACTIVELY LOOKING FOR WORK (EMQ.060=1),              |
| CONTINUE WITH EMQ.120.                                   |
| OTHERWISE, GO TO BOX 5.                                  |
+----------------------------------------------------------+
```

EMQ.120   For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?

PROBE FOR: NAME OF THE COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER. IF MORE THAN ONE CURRENT JOB, ASK ABOUT THE ONE AT WHICH THE PERSON SPENDS THE MOST TIME.

CAPI INSTRUCTION: DISPLAY "do" IF EMQ.020 = 1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "DOES" IF EMQ.020 =1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT. DISPLAY "did" IF EMQ.060 = 1.

CAPI INSTRUCTION: DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}".

CAPI INSTRUCTION: FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

CAPI INSTRUCTION: DISPLAY "WHEN {you/{he/she}} LAST WORKED" IF EMQ.060 = 1. OTHERWISE, USE A NULL DISPLAY.

CAPI INSTRUCTION: DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{he/she}".

_____
ENTER EMPLOYER NAME

REFUSED 8
DON'T KNOW 9

EMQ.130   What kind of business or industry {is/was} this?

PROBE: What do they make or do?

PROBE: For example, TV and radio manufacturing, retail shoe store, state labor department, farming.

CAPI INSTRUCTION: DISPLAY "is" IF EMQ.020 = 1 OR EMQ.030 = 1. OTHERWISE, DISPLAY "was".

_____
                    ENTER INDUSTRY DESCRIPTION
        REFUSED...   8
        DON'T KNOW...   9

EMQ.140   What kind of work {are/is/were/was} {you/{NAME}} doing?

PROBE: What {is/was/} {your/{NAME}'s} job called?

PROBE: For example, electrical engineer, stock clerk, administrative assistant, or farmer.

CAPI INSTRUCTION: DISPLAY "are" IF EMQ.020 = 1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "is" IF EMQ.020 =1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT. DISPLAY "were" IF EMQ.060 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "was" IF EMQ.060 =1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT.

CAPI INSTRUCTION: DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}".

CAPI INSTRUCTION: FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

_____
                        ENTER JOB TITLE

        REFUSED...   8
        DON'T KNOW...   9

EMQ.150   What {are/is/were/was} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?

PROBE: For example, word processing, keeping account books, filing, selling cars, operating a printing press, finishing concrete.

_____
ENTER JOB DUTIES

REFUSED   8
DON'T KNOW   9

```
                                 BOX 5

END LOOP 1
ASK EMQ.010/EMQ.020 - EMQ.150 FOR NEXT PERSON.
IF NO NEXT PERSON, GO TO WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).
```

HELP AVAILABLE

WPQ.100   {Since {DATE OF LAST INTERVIEW}/In the past 12 months}, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called {TANF or} {STATE TANF PROGRAM NAME}?

PROBE: TANF was formerly known as Aids to Families with Dependent Children, or AFDC.

IF NEEDED:

TANF: Temporary Assistance for Needy Families (TANF) or {STATE TANF PROGRAM NAME} in {STATE} is a government program that provides cash benefits to low-income families with children. Many states provide TANF money through an Electronic Benefits Transfer (EBT) card that is like a debit or ATM card.

Past 12 Months: For this question, consider whether or not TANF (or AFDC) was received in the past 12 calendar months, not the last calendar year.

CAPI INSTRUCTION: IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{TANF or}". ELSE, DISPLAY "TANF or" AND STATE TANF PROGRAM NAME. ELSE, IF STATE PROGRAM NAME IS MISSING, DISPLAY "TANF".
IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{or {STATE TANF PROGRAM NAME} IN {STATE}}".

CAPI INSTRUCTIONS: IF, ACCORDING TO THE PRELOAD, THERE ARE PREVIOUS WPQ DATA FOR THE WHOLE WPQ SECTION FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED SPRING-FIRST OR SPRING-KINDERGARTEN INTERVIEW, DISPLAY "Since {DATE OF LAST INTERVIEW}" AND DISPLAY THE MONTH, DAY, AND YEAR OF THE LAST INTERVIEW. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., March 5th, 2012). ELSE, DISPLAY "In the past 12 months."

YES..	1	
NO..	2	(WPQ.110)
REFUSED	8	(WPQ.110)
DON'T KNOW	9	(WPQ.110)

WPQ.105   {Since {DATE OF LAST INTERVIEW}/During those 12 months}, how many months did your household receive {TANF or} {STATE TANF PROGRAM NAME}}?

ENTER NUMBER OF MONTH(S).

CAPI INSTRUCTION: IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{TANF or}". ELSE, DISPLAY "TANF or" AND STATE TANF PROGRAM NAME. ELSE, IF STATE PROGRAM NAME IS MISSING, DISPLAY "TANF".

CAPI INSTRUCTIONS: IF, ACCORDING TO THE PRELOAD, THERE ARE PREVIOUS WPQ DATA FOR THE WHOLE WPQ SECTION FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED SPRING-FIRST OR SPRING-KINDERGARTEN INTERVIEW, DISPLAY "Since {DATE OF LAST INTERVIEW}" AND DISPLAY THE MONTH, DAY, AND YEAR OF THE LAST INTERVIEW. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., March 5th, 2012). ELSE, DISPLAY "During those 12 months."

CAPI INSTRUCTIONS: RANGE: 1 TO 12

CAPI INSTRUCTION: DISPLAY STATE TANF PROGRAM NAME.

|___|___|
NUMBER OF MONTHS

REFUSED 8
DON'T KNOW 9

HELP AVAILABLE

WPQ.110 {Since {DATE OF LAST INTERVIEW}/In the past 12 months}, have you or anyone in your household received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?

CAPI INSTRUCTIONS: IF, ACCORDING TO THE PRELOAD, THERE ARE PREVIOUS WPQ DATA FOR THE WHOLE WPQ SECTION FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED SPRING-FIRST OR SPRING-KINDERGARTEN INTERVIEW, DISPLAY "Since {DATE OF LAST INTERVIEW}" AND DISPLAY THE MONTH, DAY, AND YEAR OF THE LAST INTERVIEW. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., March 5th, 2012). ELSE, DISPLAY "In the past 12 months."

HELP TEXT: Food Stamps or SNAP (**Supplemental Nutrition Assistance Program)**: A government program that provides plastic cards that can be used to buy food. In the past, SNAP was called the Food Stamp Program and gave people benefits in paper coupons or food stamps.

Past 12 Months: For this question, consider whether or not food stamps were received in the past 12 calendar months, not the last calendar year.

YES.. 1
NO.. 2 (WPQ.150)
REFUSED 8 (WPQ.150)
DON'T KNOW………………………………….. 9 (WPQ.150)

WPQ.120 {Since {DATE OF LAST INTERVIEW}/During those 12 months}, how many months did your household receive food stamps or food benefits on EBT (Electronic Benefit Transfer) from SNAP?

CAPI INSTRUCTIONS: IF, ACCORDING TO THE PRELOAD, THERE ARE PREVIOUS WPQ DATA FOR THE WHOLE WPQ SECTION FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED SPRING-FIRST OR SPRING-KINDERGARTEN INTERVIEW, DISPLAY "Since {DATE OF LAST INTERVIEW}" AND DISPLAY THE MONTH, DAY, AND YEAR OF THE LAST INTERVIEW. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., March 5th, 2012). ELSE, DISPLAY " During those 12 months."

CAPI INSTRUCTIONS: RANGE: 1 TO 12.

|___|___|

ENTER NUMBER OF MONTH(S).
REFUSED 8
DON'T KNOW………………………………….. 9

WPQ.150 Does {CHILD}'s school offer lunch for its students?

YES.. 1 (WPQ.160)
NO.. 2 (WPQ.200)

| | | REFUSED... | 8 | (WPQ.200) |
| | | DON'T KNOW.. | 9 | (WPQ.200) |

WPQ.160   Does {CHILD} usually receive a complete lunch offered at school?

PROBE: By complete school lunch, I mean a complete meal such as a salad, soup, a sandwich, or a   hot meal that is offered each day at a fixed price, not just milk, snacks, or ice cream. This does not include a lunch {he/she} brought from home.

YES..	1	(WPQ.170)
NO..	2	(WPQ.200)
REFUSED...	8	(WPQ.200)
DON'T KNOW..	9	(WPQ.200)

WPQ.170   Does {CHILD} receive <u>free</u> or <u>reduced price</u> lunches at school?

CAPI INSTRUCTION: DISPLAY 'free' AND 'reduced price' IN UNDERLINED TEXT.

YES..	1	(WPQ.180)
NO..	2	(WPQ.200)
REFUSED...	8	(WPQ.200)
DON'T KNOW..	9	(WPQ.200)

WPQ.180   Are these lunches free or reduced price?

FREE...	1	
REDUCED PRICE...	2	
REFUSED...	8	(WPQ.200)
DON'T KNOW..	9	(WPQ.200)

WPQ.190   During the last five days {CHILD} was in school, how many complete school lunches did {he/she} receive?

CAPI INSTRUCTIONS: SOFT RANGE: 0 TO 5. HARD RANGE 0 TO 10.

|___|___|

NUMBER OF LUNCHES

REFUSED...	8
DON'T KNOW..	9

WPQ.200   Does {CHILD}'s school offer breakfast for its students?

YES..	1	(WPQ.210)
NO..	2	(BOX 2)
REFUSED...	8	(BOX 2)
DON'T KNOW..	9	(BOX 2)

WPQ.210   Does {CHILD} usually receive a breakfast provided by the school?

YES..	1	
NO..	2	(BOX 2)
REFUSED...	8	(BOX 2)
DON'T KNOW..	9	(BOX 2)

WPQ.215   Does {CHILD} receive <u>free</u> or <u>reduced price</u> breakfasts at school?

CAPI INSTRUCTION: DISPLAY "free" AND "reduced price" IN UNDERLINED TEXT

YES.. 1 (WPQ.216)
NO.. 2 (BOX 2)
REFUSED.. 8 (BOX 2)
DON'T KNOW.. 9 (BOX 2)

WPQ.216   Are these breakfasts free or reduced price?

FREE.. 1
REDUCED PRICE.. 2
REFUSED.. 8 (BOX 2)
DON'T KNOW.. 9 (BOX 2)

WPQ.220   During the last five days {CHILD} was in school, how many school breakfasts did {he/she} receive?

CAPI INSTUCTIONS: RANGE: 0 TO 5.

|___|

NUMBER OF DAYS
REFUSED.. 8
DON'T KNOW.. 9

BOX 2
GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

PARENT INCOME AND ASSETS – PAQ

BOX 1

IF, ACCORDING TO THE PRELOAD, THERE WERE NONMISSING VALUES (ANY VALUE OF 1-18) FOR PAQ.110 IN SPRING-FIRST GRADE OR PAQ.090 IN SPRING-FIRST GRADE = 1 (INCOME IN SPRING-FIRST GRADE WAS STILL IN THE RANGE OF THE SPRING-KINDERGARTEN RANGE PRELOADED IN PAQ.090), GO TO PAQ.090. ELSE, IF THERE WAS NO INTERVIEW IN SPRING-FIRST GRADE AND THERE WERE NONMISSING VALUES (ANY VALUE OF 1-18) FOR PAQ.110 IN SPRING-KINDERGARTEN, GO TO PAQ.090. ELSE, GO TO PAQ.100.

PAQ.090   In studies like this, households are sometimes grouped according to income. In the last interview, it was reported that the household income was {INCOME RANGE IN PRELOAD FROM PAQ.110}. Was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members still in that range?

CAP I INSTRUCTIONS: DISPLAY THE PRELOAD VALUE FOR ONE OF THE RANGES 1-18 FROM PAQ.110 IN THE MOST RECENTLY COMPLETED INTERVIEW.

              YES 1   (BOX 2)
              NO.. 2
              REFUSED.. 8   (PAQ.135)
              DON'T KNOW.. 9   (PAQ.135)

PAQ.100   {In studies like this, households are sometimes grouped according to income.} What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

              Was it…

              CAPI INSTRUCTIONS: DISPLAY "In..income." IF PAQ.090 WAS ASKED. ELSE, USE A NULL DISPLAY.

              $25,000 or less, or 1
              More than $25,000?...................................... 2
              REFUSED.. 8   (PAQ.135)
              DON'T KNOW.. 9   (PAQ.135)

PAQ.110   Was it…

              CAPI INSTRUCTION: IF PAQ.100=1, DISPLAY SET 1. IF PAQ.100=2, DISPLAY SET 2. DO NOT DISPLAY THE WORDS "SET 1" AND "SET 2" BUT DISPLAY THE INFORMATION IN EACH SET ABOUT INCOME RANGES.

              CAPI INSTRUCTION: DO NOT DISPLAY "[SET 1]" OR "[SET 2]" ON THE CAPI SCREEN.

              [SET 1]
                      $5,000 or less…………….……… 1
                      $5,001 to $10,000……….……… 2
                      $10,001 to $15,000…….……… 3
                      $15,001 to $20,000…….……… 4
                      $20,001 to $25,000…….……… 5
                      REFUSED……….…………….… 88
                      DON'T KNOW…….…………….… 99

              [SET 2]
                      $25,001 to $30,000……….………6
                      $30,001 to $35,000……….………7
                      $35,001 to $40,000……….………8
                      $40,001 to $45,000……….………9

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$45,001 to $50,000………………10
$50,001 to $55,000………………11
$55,001 to $60,000………………12
$60,001 to $65,000………………13
$65,001 to $70,000………………14
$70,001 to $75,000………………15
$75,001 to $100,000……………...16
$100,001 to $200,000……………17
$200,001 or more………………... 18
REFUSED………………………… 88
DON'T KNOW…………………… 99

BOX 2

[THRESHOLDS BELOW WILL CHANGED TO REFLECT POVERTY STATISTICS AT THE TIME OF PROGRAMMING]

IF PAQ.110 (SET 1 OR SET 2) IS RF/DK, GO TO PAQ.135.

IF PAQ.090 WAS NOT ASKED,

PAQ.120 IS ASKED IF THE HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW.

ASK PAQ.120 IF
 (NUMBER IN HH = 1 AND PAQ.110 < 6) OR
(NUMBER IN HH = 2 AND PAQ.110 < 7) OR
(NUMBER IN HH = 3 AND PAQ.110 < 8) OR
(NUMBER IN HH = 4 AND PAQ.110 < 10) OR
(NUMBER IN HH = 5 AND PAQ.110 < 12) OR
(NUMBER IN HH = 6 AND PAQ.110 < 13) OR
(NUMBER IN HH = 7 AND PAQ.110 < 15) OR
(NUMBER IN HH = 8 AND PAQ.110 < 16) OR
(NUMBER IN HH g.e. 9 AND PAQ.110 < 17).
ELSE, GO TO PAQ.135.

ELSE, IF PAQ.090= 1, A PRELOADED VALUE OF THE INCOME RANGE IN PAQ.110 FROM A PREVIOUS INTERVIEW IS USED TO DETERMINE IF HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW:

ASK PAQ.120 IF
 (NUMBER IN CURRENT HH = 1 AND PRELOADED VALUE OF PAQ.110 < 6) OR
(NUMBER IN CURRENT HH = 2 AND PRELOADED VALUE OF PAQ.110 < 7) OR
(NUMBER IN CURRENT HH = 3 AND PRELOADED VALUE OF PAQ.110 < 8) OR
(NUMBER IN CURRENT HH = 4 AND PRELOADED VALUE OF PAQ.110 < 10) OR
(NUMBER IN CURRENT HH = 5 AND PRELOADED VALUE OF PAQ.110 < 12) OR
(NUMBER IN CURRENT HH = 6 AND PRELOADED VALUE OF PAQ.110 < 13) OR
(NUMBER IN CURRENT HH = 7 AND PRELOADED VALUE OF PAQ.110 < 15) OR
(NUMBER IN CURRENT HH = 8 AND PRELOADED VALUE OF PAQ.110 < 16) OR
(NUMBER IN CURRENT HH g.e. 9 AND PRELOADED VALUE OF PAQ.110 < 17).
ELSE, GO TO PAQ.135.

PAQ.120   What was your total household income last year, to the nearest thousand?

            CAPI INSTRUCTION: RANGE CHECK-TOTAL INCOME SHOULD BE IN RANGE OF ANSWER TO PAQ.
            110.

            CAPI INSTRUCTION: INSERT COMMAS FOR EVERY THREE DIGITS OF REPORTED INCOME (FROM
            RIGHT TO LEFT).

                        |___|___|___|,|___|___|___|,|___|___|___|.
                        TOTAL INCOME

                        REFUSED……………………………888
                        DON'T KNOW………………………..999

PAQ.135   Is tuition paid for {CHILD}'s education?

                        YES.. 1 (PAQ.137)
                        NO.. 2 (PAQ.140)
                        REFUSED... 8 (PAQ.140)
                        DON'T KNOW... 9 (PAQ.140)

PAQ.137   Approximately, how much does {CHILD}'s family pay in tuition per year for {CHILD}'s education?
            CAPI INSTRUCTION: SOFT RANGE: 1 TO 33000.

                        $ |___|___| , |___|___|___|
                        ENTER AMOUNT OF TUITION

                        REFUSED... 8
                        DON'T KNOW... 9

PAQ.140   What is your current housing situation? Do you…

                        own your own house or condominium... 1
                        rent your house or apartment.. 2
                        exchange services for housing... 3
                        not pay for housing... 4
                        live in temporary housing or a shelter, or... 5
                        have another type of arrangement (SPECIFY)? _____....... 91
                        REFUSED... 7
                        DON'T KNOW... 9

            ┌───┐
            │   BOX 3   │
            │   │
            │   IF PAQ.140=91, CONTINUE WITH PAQ.140OS. OTHERWISE, GO TO BOX 2.   │
            └───┘

PAQ.140OS   [What is your current housing situation?]

            SPECIFY TYPE OF ARRANGEMENT.

            _____

            CAPI INSTRUCTION: DK AND REF DISALLOWED.

┌───┐
│   BOX 4   │
│   │
│ GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).   │
└───┘

MOBILITY AND TRACKING UPDATES – CMQ

CMQ.010   Since the spring of 2012, how many different places has {CHILD} lived for <u>four months or more</u>?

PROBE: IF RESPONDENT SAYS ZERO, ASK: By saying zero places, do you mean that {CHILD} did not live anywhere since spring 2012 for four months or more?

CAPI INSTRUCTION: DISPLAY "four months or more" IN UNDERLINED TEXT.
CAPI INSTRUCTION: RANGE CHECK: 0 – 3 PLACES.

|___|___|
ENTER NUMBER OF PLACES

REFUSED.. 77
DON'T KNOW... 99

```
                        BOX 0

   IF CMQ.010=1, RF, OR DK, GO TO BOX 1B.  OTHERWISE, CONTINUE WITH
   CMQ.020.
```

CMQ.020   Why did you move?

PROBE: Any other reason?

CODE ALL THAT APPLY.

SO CHILD COULD GO TO A BETTER SCHOOL.................................... 1
BOUGHT A HOUSE.. 2
MOVED TO BE NEARER JOB; JOB-RELATED REASONS.................... 3
MOVED TO NICER APARTMENT/HOUSE.. 4
MOVED TO SAFER AREA, CRIME-RELATED REASONS...................... 5
MOVED TO LESS EXPENSIVE LIVING QUARTER................................ 6
BANK HAD TO BUY BACK THE HOME (FORECLOSED)...................... 7
WAS EVICTED, COULD NOT PAY RENT IN PREVIOUS RESIDENCE.. 8
OLD HOUSE/APARTMENT WAS DAMAGED.. 9
MOVED BECAUSE OF MARITAL SEPARATION, DIVORCE, DEATH
  IN FAMILY.. 10
OTHER (SPECIFY).. 91
REFUSED... 88
DON'T KNOW... 99

```
                        BOX 1A

   IF CMQ.020=91, GO TO CMQ020OS.  ELSE, GO TO BOX 1B..
```

CMQ.020OS [Why did you move?]

SPECIFY

_____

BOX 1

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING- FIRST GRADE CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING- FIRST GRADE GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING-KINDERGARTEN CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING-KINDERGARTEN GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THERE IS A TELEPHONE NUMBER FOR CMQ.080) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN), GO TO CMQ.100.

ELSE, CONTINUE WITH CMQ.060.

CMQ.060   Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you.

Is there a second phone number, such as a work number, a friend or relative's number, or a beeper or cell phone number, where you can sometimes be reached?

YES..	1	(CMQ.140)
NO..	2	(BOX 2)
REFUSED..	8	(BOX 2)
DON'T KNOW..................................	9	(BOX 2)

CMQ.100   Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you. I have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?

CAPI INSTRUCTION: USING THE PRELOAD, DISPLAY SECOND PHONE NUMBER FROM (SPRING-FIRST GRADE CMQ.100 IF SPRING- FIRST GRADE CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING- FIRST GRADE CMQ.140). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY (SPRING-K CMQ.100 IF SPRING-K CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING-K CMQ.140). IF SPRING-K INFORMATION IS MISSING, DISPLAY FALL-K TELEPHONE NUMBER FROM FALL K CMQ.080.

YES..	1	(BOX 2)
NO..	2	(CMQ.140)
REFUSED..	8	(BOX 2)
DON'T KNOW..................................	9	(BOX 2)

CMQ.140   What is that telephone number?

ENTER {NEW} SECOND PHONE NUMBER.

CAPI INSTRUCTION: DISPLAY 'NEW' IF CMQ.100=2. OTHERWISE, USE A NULL DISPLAY.

CAPI INSTRUCTION: EXTENSION FIELD SHOULD BE LIMITED TO TEN NUMBERS.

|__|__|__| – |__|__|__| –|__|__|__|__| _____
    SECOND TELEPHONE NUMBER   EXTENSION

REFUSED..	8	(BOX 2)
DON'T KNOW..................................	9	(BOX 2)

CMQ.150   Where is that telephone located?

                            OFFICE/PLACE OF BUSINESS.................... 1 (BOX 2)
                            RELATIVE (SPECIFY)_____ 2 (CMQ.155)
                            NEIGHBOR (SPECIFY)_____ 3 (CMQ.155)
                            FRIEND (SPECIFY)_____ 4 (CMQ.155)
                            BEEPER NUMBER...................................... 5 (BOX 2)
                            CELL PHONE... 6 (BOX 2)
                            HOME... 7 (BOX 2)
                            OTHER (SPECIFY)_____ 91 (CMQ.155)
                            REFUSED.. 88 (BOX 2)
                            DON'T KNOW.. 99 (BOX 2)

CMQ.155   [Where is that telephone located?]

           SPECIFY {RELATIVE / NEIGHBOR / FRIEND / OTHER}.

           CAPI INSTRUCTION: DISPLAY 'RELATIVE' IF CMQ.150=2.

           CAPI INSTRUCTION: DISPLAY 'NEIGHBOR' IF CMQ.150=3.

           CAPI INSTRUCTION: DISPLAY 'FRIEND' IF CMQ.150=4.

           CAPI INSTRUCTION: DISPLAY 'OTHER' IF CMQ.150 = 91.

BOX 2

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND (THERE WAS A FIRST
CONTACT PERSON GIVEN IN SPRING-FIRST GRADE CMQ.200 THAT WAS CORRECT (CMQ.200=1) OR A FIRST
CONTACT PERSON IN SPRING-FIRST GRADE GIVEN OR CORRECTED IN CMQ.210-CMQ.280) AND (THE
RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), GO TO CMQ.200.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND (THERE WAS A
FIRST CONTACT PERSON GIVEN IN SPRING-KINDERGARTEN CMQ.200 THAT WAS CORRECT (CMQ.200=1) OR A
FIRST CONTACT PERSON IN SPRING-KINDERGARTEN GIVEN OR CORRECTED IN CMQ.210-CMQ.280) AND (THE
RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), GO TO CMQ.200.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THERE IS A FIRST
CONTACT NAME, PHONE NUMBER, AND ADDRESS FOR CMQ.110) AND (THE RESPONDENT IS THE SAME AS IN
FALL-KINDERGARTEN), CONTINUE WITH CMQ.200.

ELSE, GO TO CMQ.205.

CMQ.200

           I have recorded that {NAME OF RELATIVE/FRIEND}

           at {PHONE NUMBER}

           on
           {STREET ADDRESS, LINE 1}
           {STREET ADDRESS, LINE 2}
           {CITY} {STATE} {ZIP CODE}

           will always know where you are if you move. Is this still true?

           IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

MAKE CORRECTIONS TO ANY INFORMATION THAT IS UNKNOWN OR SHOWN AS REFUSED (RF) OR DON'T KNOW (DK).

CAPI INSTRUCTION: FROM PRELOAD, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM (SPRING-FIRST GRADE CMQ.200 IF CMQ.200=1) OR (FIRST CONTACT PERSON IN SPRING- FIRST GRADE CMQ.210-CMQ.280). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (FIRST CONTACT PERSON IN SPRING-K CMQ.210-CMQ.280). IF SPRING-K INFORMATION IS MISSING, DISPLAY FIRST CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM FALL K CMQ.110.

IF THERE WAS NO TELEPHONE IN PRELOAD (TELEPHONE NUMBER WAS RECORDED AS '000' OR WAS MISSING, REFUSED, OR DON'T KNOW), DISPLAY "AN UNKNOWN TELEPHONE NUMBER" FOR "PHONE NUMBER" DISPLAY. IF ANY PART OF THE STREET ADDRESS IS MISSING, REFUSED, OR DON'T KNOW FROM THE PRELOAD, FOR STREET ADDRESS LINE 1, DISPLAY "AN UNKNOWN STREET". IF STREET ADDRESS LINE 2 IS MISSING, REFUSED, OR DON'T KNOW, USE A NULL DISPLAY. IF CITY IS MISSING, DISPLAY "AN UNKNOWN CITY".   IF STATE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE STATE DISPLAY. IF STATE IS REFUSED, DISPLAY RF FOR THE STATE DISPLAY. IF ZIP CODE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE ZIP CODE DISPLAY. ELSE, IF ZIP CODE WAS REFUSED, DISPLAY "RF" FOR THE ZIP CODE DISPLAY.

CAPI INSTRUCTION: DISPLAY CITY, STATE, AND ZIP ON 1 LINE.

```
YES --- NO CORRECTION NEEDED………..1 (BOX 3)
YES --- MINOR CORRECTIONS NEEDED…2 (CMQ.210)
NO……………………………………………..3 (CMQ.205)
REFUSED……………………………….……8 (BOX 3)
DON'T KNOW………………………………...9 (BOX 3)
```

CMQ.205   Is there a relative or friend, who does not live in this household, who will always know where you are if you move?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

```
YES............................................................. 1  (CMQ.210)
NO............................................................... 2  (BOX 5)
REFUSED.................................................... 8  (BOX 3)
DON'T KNOW.............................................. 9  (BOX 3)
```

CMQ.210   What is the name, address, and telephone number of that person?
{ENTER / CORRECT / ENTER NEW} FIRST AND LAST NAME.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM (SPRING-FIRST GRADE CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST GRADE CMQ.210). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.210). ELSE, IF SPRING KINDERGARTEN INFORMATION IS MISSING, DISPLAY FIRST CONTACT FIRST AND LAST NAME FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'CORRECT." IF CMQ200=3, DISPLAY 'ENTER NEW." OTHERWISE, DISPLAY 'ENTER."

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

CMQ.220 [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 1.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING- FIRST GRADE CMQ.200 IF CMQ.200=1) OR (SPRING- FIRST GRADE CMQ.220). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.220). ELSE, IF SPRING-KINDERGARTEN INFORMATION IS MISSING, DISPLAY STREET ADDRESS LINE 1 FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'CORRECT." IF CMQ.200=3, DISPLAY 'ENTER NEW." OTHERWISE, DISPLAY 'ENTER."

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

REFUSED... 8
DON'T KNOW.. 9

CMQ.230 [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 2.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING- FIRST GRADE CMQ.200 IF CMQ.200=1) OR (SPRING- FIRST GRADE CMQ.220). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.220). ELSE, IF SPRING-KINDERGARTEN INFORMATION IS MISSING, DISPLAY STREET ADDRESS LINE 2 FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'CORRECT." IF CMQ.200=3, DISPLAY 'ENTER NEW." OTHERWISE, DISPLAY 'ENTER."

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

REFUSED... 8
DON'T KNOW.. 9

CMQ.240 [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} CITY.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY CITY FROM (SPRING-FIRST GRADE CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST GRADE CMQ.240). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY CITY FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.240). ELSE, IF SPRING-KINDERGARTEN INFORMATION IS MISSING, DISPLAY CITY FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'CORRECT." IF CMQ.200=3, DISPLAY 'ENTER NEW."

OTHERWISE, DISPLAY 'ENTER."

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'IF FIELD…INFORMATION."
OTHERWISE, USE A NULL DISPLAY.

REFUSED.. 8
DON'T KNOW.. 9

HELP AVAILABLE

CMQ.250   [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STATE ABBREVIATION.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: DISPLAY STATE ABBREVIATIONS.

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST
GRADE INTERVIEW, DISPLAY STATE FROM (FIRST GRADE CMQ.200 IF CMQ.200=1) OR (FIRST
GRADE CMQ.250). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY STATE
FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.250). ELSE, IF SPRING-
KINDERGARTEN INFORMATION IS MISSING, DISPLAY STATE FROM FALL-K CMQ.110 IN THE
RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'CORRECT." IF CMQ.200=3, DISPLAY 'ENTER NEW."
OTHERWISE, DISPLAY 'ENTER."

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'IF FIELD…INFORMATION."
OTHERWISE, USE A NULL DISPLAY.

REFUSED.. 8
DON'T KNOW.. 9

BOX 2B

IF CMQ.250 = 0 (NOT IN THE UNITED STATES), CONTINUE WITH CMQ.255. ELSE, GO TO CMQ.260.

CMQ.255   [What is the name, address, and telephone number of that person?]

ENTER COUNTRY OR TERRITORY BY USING LOOKUP FILE.

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE
LIST, HIGHLIGHT ***NOT ON LIST*** IN THE LOOKUP FILE AND PRESS ENTER.

USE   THE   ARROW   KEYS   TO   HELP   YOU   LOCATE   A   MATCH.

CAPI INSTRUCTION: DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE
FIELD FOR ENTERING RESPONSE CODES.

REFUSED 8

DON'T KNOW 9

CMQ.255OS   [What is the name, address, and telephone number of that person?]

SPECIFY COUNTRY NAME

_____

CMQ.260   [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} ZIP CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY ZIP CODE FROM (SPRING- FIRST GRADE CMQ.200 IF CMQ.200=1) OR (SPRING- FIRST GRADE CMQ.260). ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY ZIP CODE FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.260). ELSE, IF SPRING-KINDERGARTEN INFORMATION IS MISSING, DISPLAY ZIP CODE FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'CORRECT." IF CMQ.200=3, DISPLAY 'ENTER NEW." OTHERWISE, DISPLAY 'ENTER."

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

REFUSED.. 8
DON'T KNOW... 9

CMQ.270   [What is the name, address, and telephone number of that person?]

IF NO TELEPHONE, ENTER '000.'

{ENTER / CORRECT / ENTER NEW} PHONE NUMBER, INCLUDING AREA CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY TELEPHONE NUMBER FROM (SPRING-FIRST GRADE CMQ.200 IF CMQ.200=1) OR (SPRING-FIRST GRADE CMQ.270) IN THE RESPONSE FIELD. ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY TELEPHONE NUMBER FROM (SPRING-K CMQ.200 IF CMQ.200=1) OR (SPRING-K CMQ.270) IN THE RESPONSE FIELD. ELSE, SPRING-KINDERGARTEN INFORMATION IS MISSING, DISPLAY TELEPHONE NUMBER FROM FALL-K CMQ.110 IN THE RESPONSE FIELD. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'CORRECT." IF CMQ.200=3, DISPLAY 'ENTER NEW." OTHERWISE, DISPLAY 'ENTER."

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'IF FIELD…INFORMATION." OTHERWISE, USE A NULL DISPLAY.

REFUSED...   8
DON'T KNOW..   9

CMQ.280   What is the person's relationship to you?

{ENTER / CORRECT / ENTER NEW} RELATIONSHIP OF PERSON TO RESPONDENT.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: ACCORDING TO THE PRELOAD, IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY RELATIONSHIP FROM SPRING-FIRST GRADE CMQ.280. ELSE, IF SPRING- FIRST GRADE INFORMATION IS MISSING, DISPLAY RELATIONSHIP FROM SPRING-K CMQ.280. ELSE, IF (SPRING-K CMQ.200=1) OR (THE HOUSEHOLD HAD A FALL-K INTERVIEW BUT NOT A SPRING-K INTERVIEW), DISPLAY RELATIONSHIP FROM FALL-K CMQ.110 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'CORRECT." IF CMQ.200=3, DISPLAY 'ENTER NEW." OTHERWISE, DISPLAY 'ENTER."

CAPI INSTRUCTION: IF CMQ.200=2, DISPLAY 'IF FIELD…INFORMATION." IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION. OTHERWISE, USE A NULL DISPLAY.

REFUSED...   8
DON'T KNOW..   9

CMQ.300   I have also recorded that {NAME OF RELATIVE/FRIEND}

at {PHONE NUMBER}

on
{STREET ADDRESS, LINE 1}
{STREET ADDRESS, LINE 2}
{CITY}
{STATE}
{ZIP CODE}

will always know where you are if you move. Is this still true?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

MAKE CORRECTIONS TO ANY INFORMATION THAT IS UNKNOWN OR SHOWN AS REFUSED (RF) OR DON'T KNOW (DK).

CAPI INSTRUCTION: DISPLAY SECOND CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM (SPRING-FIRST GRADE CMQ.300 IF CMQ.300=1) OR (SECOND CONTACT PERSON IN SPRING-FIRST GRADE CMQ.310-CMQ.380). ELSE, IF SPRING-FIRST GRADE INFORMATIN IS MISSING, DISPLAY SECOND CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM (SPRING-K CMQ.300 IF CMQ.300=1) OR (SECOND CONTACT PERSON IN SPRING-K CMQ.310-CMQ.380). IF SPRING-K INFORMATION IS MISSING, DISPLAY SECOND CONTACT NAME, PHONE NUMBER, AND ADDRESS FROM FALL K CMQ.140.

IF THERE WAS NO TELEPHONE IN PRELOAD (TELEPHONE NUMBER WAS RECORDED AS '000' OR WAS MISSING, REFUSED, OR DON'T KNOW), DISPLAY "AN UNKNOWN TELEPHONE NUMBER" FOR "PHONE NUMBER" DISPLAY. IF ANY PART OF THE STREET ADDRESS IS MISSING, REFUSED, OR DON'T KNOW FROM THE PRELOAD, FOR STREET ADDRESS LINE 1, DISPLAY "AN UNKNOWN STREET". IF STREET ADDRESS LINE 2 IS MISSING, REFUSED, OR DON'T KNOW, USE A NULL DISPLAY. IF CITY IS MISSING, DISPLAY "AN UNKNOWN CITY".   IF STATE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE STATE DISPLAY. IF STATE IS REFUSED, DISPLAY RF FOR THE STATE DISPLAY. IF ZIP CODE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE ZIP CODE DISPLAY. ELSE, IF ZIP CODE WAS REFUSED, DISPLAY "RF" FOR THE ZIP CODE DISPLAY.

CAPI INSTRUCTION: DISPLAY CITY, STATE, AND ZIP ON 1 LINE.

YES --- NO CORRECTION NEEDED………..1 (BOX 5)
YES --- MINOR CORRECTIONS NEEDED…2 (CMQ.310)

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NO………………………………………………..3 (BOX 4)
                              REFUSED……………………………………..8 (BOX 5)
                              DON'T KNOW…………………………………..9 (BOX 5)

BOX 4

IF CMQ.205=DK, RF, GO TO BOX 5.

IF CMQ.205= 1 OR WAS NOT ASKED, CONTINUE WITH CMQ.305.

CMQ.305   Besides {PERSON AT SPRING-FIRST GRADE CMQ.210/PERSON AT SPRING-KINDERGARTEN
            CMQ.300 OR CMQ.310-383/PERSON AT FALL-KINDERGARTEN CMQ.110}, is there another relative or
            friend, who does not live in this household, who will always know where you are if you move?

            IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

            CAPI INSTRUCTIONS: IF CMQ.200 = REF/DK, DISPLAY NAME FROM FIRST CONTACT PERSON IN
            SPRING-FIRST GRADE CMQ.300 IF THAT WAS CORRECT (CMQ.300=1) OR FIRST CONTACT
            PERSON NAME FROM SPRING- FIRST GRADE THAT WAS GIVEN IN CMQ.310-CMQ.380. ELSE, IF
            CMQ.200 = REF/DK, DISPLAY NAME FROM FIRST CONTACT PERSON IN SPRING-KINDERGARTEN
            CMQ.300 IF THAT WAS CORRECT (CMQ.300=1) OR FIRST CONTACT PERSON NAME FROM SPRING-
            KINDERGARTEN THAT WAS GIVEN IN CMQ.310-CMQ.380. ELSE, IF CMQ.200 = REF/DK AND
            SPRING-KINDERGARTEN FIRST CONTACT PERSON INFORMATION IS MISSING, DISPLAY NAME
            FROM PERSON IN FALL CMQ.110. ELSE, DISPLAY NAME FROM PERSON IN SPRING-FIRST GRADE
            CMQ.210.

                              YES..   1   (CMQ.310)
                              NO..   2   (BOX 5)
                              REFUSED...   8   (BOX 5)
                              DON'T KNOW..   9   (BOX 5)

CMQ.310   What is the name, address, and telephone number of that person?

            {ENTER / CORRECT / ENTER NEW} FIRST AND LAST NAME.

            {IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

            CAPI INSTRUCTION: IN THE RESPONSE FIELDS: DISPLAY SECOND CONTACT FIRST AND LAST
            NAME FROM (SPRING-FIRST GRADE CMQ.300 IF CMQ.300=1) OR (SECOND CONTACT PERSON IN
            SPRING-FIRST GRADE CMQ.310). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING,
            DISPLAY SECOND CONTACT FIRST AND LAST NAME FROM (SPRING-K CMQ.300 IF CMQ.300=1) OR
            (SECOND CONTACT PERSON IN SPRING-K CMQ.310). ELSE, IF SPRING-K INFORMATION IS
            MISSING, DISPLAY SECOND CONTACT FIRST AND LAST NAME FROM FALL K CMQ.140. ELSE, USE
            A NULL DISPLAY.

            CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'CORRECT.'
            IF CMQ.300=3, DISPLAY 'ENTER NEW.'
            OTHERWISE, DISPLAY 'ENTER.'

            CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'IF FIELD…INFORMATION.'
            OTHERWISE, USE A NULL DISPLAY.

CMQ.320   [What is the name, address, and telephone number of that person?]

            {ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 1.

            {IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-FIRST GRADE CMQ.300 IF CMQ.300=1) OR (SPRING- FIRST GRADE CMQ.320). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY STREET ADDRESS LINE 1 FROM (SPRING-K CMQ.300 IF CMQ.300=1) OR (SPRING-K CMQ.320). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY STREET ADDRESS LINE 1 FROM FALL K CMQ.140. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'CORRECT.'
IF CMQ.300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'IF FIELD…INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

<div align="center">

REFUSED.. 8
DON'T KNOW.. 9

</div>

CMQ.330   [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STREET ADDRESS, LINE 2.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-FIRST GRADE CMQ.300 IF CMQ.300=1) OR (SPRING-FIRST GRADE CMQ.330. ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY STREET ADDRESS LINE 2 FROM (SPRING-K CMQ.300 IF CMQ.300=1) OR (SPRING-K CMQ.330). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY STREET ADDRESS LINE 2 FROM FALL K CMQ.140. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'CORRECT.'
IF CMQ.300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'IF FIELD…INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

<div align="center">

REFUSED.. 8
DON'T KNOW.. 9

</div>

CMQ.340   [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} CITY.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: DISPLAY CITY FROM (SPRING-FIRST GRADE CMQ.300 IF CMQ.300=1) OR (SPRING-FIRST GRADE CMQ.340). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY CITY FROM (SPRING-K CMQ.300 IF CMQ.300=1) OR (SPRING-K CMQ.340). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY CITY FROM FALL K CMQ.140. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'CORRECT.'
IF CMQ.300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'IF FIELD…INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

<div align="center">

REFUSED.. 8

</div>

DON'T KNOW... 9

HELP AVAILABLE

CMQ.350   [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} STATE ABBREVIATION.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: DISPLAY STATE ABBREVIATIONS.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: DISPLAY STATE FROM (SPRING-FIRST GRADE CMQ.300 IF CMQ.300=1) OR (SPRING-FIRST GRADE CMQ.350). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY STATE FROM (SPRING-K CMQ.300 IF CMQ.300=1) OR (SPRING-K CMQ.350). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY STATE FROM FALL K CMQ.140. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'CORRECT.'
IF CMQ.300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'IF FIELD…INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

REFUSED.. 8
DON'T KNOW... 9

BOX 4B

IF CMQ.350 = 0 (NOT IN THE UNITED STATES), CONTINUE WITH CMQ.355. ELSE, GO TO CMQ.360.

CMQ.355   [What is the name, address, and telephone number of that person?]

ENTER COUNTRY OR TERRITORY BY USING LOOKUP FILE.

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT ***NOT ON LIST*** IN THE LOOKUP FILE AND PRESS ENTER.

USE   THE   ARROW   KEYS   TO   HELP   YOU   LOCATE   A   MATCH.

CAPI INSTRUCTION: DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

REFUSED 8

DON'T KNOW 9

BOX 4C

IF CMQ.355 = 0 (NOT ON LIST), CONTINUE WITH CMQ.355OS. OTHERWISE, GO TO CMQ.360.

CMQ.355OS [What is the name, address, and telephone number of that person?]

SPECIFY COUNTRY NAME

_____

CMQ.360 [What is the name, address, and telephone number of that person?]

{ENTER / CORRECT / ENTER NEW} ZIP CODE.

{IF FIELD IS INCOMPLETE, ENTER NEW INFORMATION.}

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: DISPLAY ZIP CODE FROM (SPRING-FIRST GRADE CMQ.300 IF CMQ.300=1) OR (SPRING-FIRST GRADE CMQ.360). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY ZIP CODE FROM (SPRING-K CMQ.300 IF CMQ.300=1) OR (SPRING-K CMQ.360). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY ZIP CODE FROM FALL K CMQ.140. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'CORRECT.'
IF CMQ.300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'IF FIELD…INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

REFUSED.. 8
DON'T KNOW... 9

CMQ.370 [What is the name, address, and telephone number of that person?]

IF NO TELEPHONE, ENTER '000.'

{ENTER / CORRECT / ENTER NEW} PHONE NUMBER, INCLUDING AREA CODE.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: DISPLAY TELEPHONE NUMBER FROM (SPRING-FIRST GRADE CMQ.300 IF CMQ.300=1) OR (SPRING-FIRST GRADE CMQ.320). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY TELEPHONE NUMBER FROM (SPRING-K CMQ.300 IF CMQ.300=1) OR (SPRING-K CMQ.320). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY TELEPHONE NUMBER FROM FALL K CMQ.140. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'CORRECT.'
CAPI INSTRUCTION: IF CMQ.300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'IF FIELD…INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

REFUSED.. 8
DON'T KNOW... 9

CMQ.380   What is the person's relationship to you?

{ENTER / CORRECT / ENTER NEW} RELATIONSHIP OF PERSON TO RESPONDENT.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY RELATIONSHIP FROM SPRING-FIRST GRADE CMQ.380. ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY RELATIONSHIP FROM SPRING-K CMQ.380. ELSE, IF (SPRING-K CMQ.300=1) OR (THE HOUSEHOLD HAD A FALL-K INTERVIEW BUT NOT A SPRING-K INTERVIEW), DISPLAY RELATIONSHIP FROM FALL-K CMQ.140 IN THE RESPONSE FIELDS. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'CORRECT.'
IF CMQ.300=3, DISPLAY 'ENTER NEW.'
OTHERWISE, DISPLAY 'ENTER.'

CAPI INSTRUCTION: IF CMQ.300=2, DISPLAY 'IF FIELD…INFORMATION.'
OTHERWISE, USE A NULL DISPLAY.

REFUSED...   8
DON'T KNOW..   9

BOX 5

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND (THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-FIRST GRADE CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-FIRST GRADE GIVEN OR CORRECTED IN CMQ.384) AND (THE RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND (THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-KINDERGARTEN CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-KINDERGARTEN GIVEN OR CORRECTED IN CMQ.384) AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THERE IS AN EMAIL ADDRESS FOR CMQ.092) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN), CONTINUE WITH CMQ.382.

ELSE, GO TO CMQ.383.

CMQ.382   I have also recorded that your e-mail address is {EMAIL ADDRESS}. Is that correct?

CAPI INSTRUCTION: DISPLAY E-MAIL ADDRESS FROM (SPRING-FIRST GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-FIRST GRADE CMQ.384). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-K CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-K CMQ.384). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM FALL K CMQ.092.

YES --- NO CORRECTION NEEDED………..1 (BOX 6)
YES --- MINOR CORRECTIONS NEEDED…2 (CMQ.384)
NO……………………………………………..3 (CMQ.383)
REFUSED………………………………………8 (BOX 6)
DON'T KNOW…………………………………..9 (BOX 6)

CMQ.383   Is there an e-mail address where we could reach you?

                                            YES.. 1
                                            NO.. 2 (BOX 6)
                                            REFUSED... 7 (BOX 6)
                                            DON'T KNOW.. 9 (BOX 6)

CMQ.384   What is your e-mail address?

            IF EMAIL ADDRESS WILL NOT FIT THE SPACE PROVIDED, ENTER IT IN COMMENTS.

            {CORRECT / ENTER NEW} E-MAIL ADDRESS.

            {IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

            CAPI INSTRUCTION: IN THE RESPONSE FIELD: DISPLAY E-MAIL ADDRESS FROM (SPRING-FIRST
            GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-FIRST GRADE CMQ.384). ELSE,
            IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-K
            CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-K CMQ.384). ELSE, IF SPRING-K
            INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM FALL K CMQ.092. ELSE, USE A NULL
            DISPLAY.

            CAPI INSTRUCTIONS: IF CMQ.382=2, DISPLAY 'CORRECT.' IF CMQ382=3, DISPLAY 'ENTER NEW.'

            CAPI INSTRUCTIONS: IF CMQ.382=2, DISPLAY 'IF FIELD…INFORMATION.'
            OTHERWISE, USE A NULL DISPLAY.

            CAPI INSTRUCTIONS: ALLOW 70 TOTAL CHARACTERS FOR THE E-MAIL ADDRESS.
            CAPI INSTRUCTIONS: IF THE EMAIL ADDRESS DOES NOT CONTAIN THE "@" SIGN, DISPLAY THE
            FOLLOWING MESSAGE "THE EMAIL ADDRESS SHOULD CONTAIN THE "@" SIGN. PLEASE CONFIRM
            AND CHANGE."

            IF THE EMAIL ADDRESS DOES NOT CONTAIN A "." (PERIOD), DISPLAY THE FOLLOWING MESSAGE
            "THE EMAIL ADDRESS SHOULD CONTAIN AT LEAST ONE PERIOD. PLEASE CONFIRM AND
            CHANGE."

            CAPI INSTRUCTIONS: ALLOW FOR REFUSED AND DON'T KNOW ANSWERS.
            _____
                                            ENTER E-MAIL ADDRESS

BOX 6

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND (THE CHILD CURRENTLY HAS AT LEAST ONE NON-RESIDENTIAL PARENT WHO THE CHILD HAS CONTACT WITH (SPRING-FIRST GRADE NRQ.040 = 1 OR 2 FOR AT LEAST ONE NON-RESIDENTIAL PARENT)) AND (SPRING-FIRST GRADE HAD COMPLETE NON-RESIDENT PARENT INFORMATION EITHER GIVEN IN SPRING-FIRST GRADE CMQ.395 THAT WAS CORRECT (CMQ.395=1) OR GIVEN OR CORRECTED IN SPRING-FIRST GRADE CMQ.400) AND (THE RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), CONTINUE WITH CMQ.395.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND (THE CHILD CURRENTLY HAS AT LEAST ONE NON-RESIDENTIAL PARENT WHO THE CHILD HAS CONTACT WITH (SPRING-FIRST GRADE NRQ.040 = 1 OR 2 FOR AT LEAST ONE NON-RESIDENTIAL PARENT)) AND (SPRING-KINDERGARTEN HAD COMPLETE NON-RESIDENT PARENT INFORMATION EITHER GIVEN IN SPRING-KINDERGARTEN CMQ.395 THAT WAS CORRECT (CMQ.395=1) OR GIVEN OR CORRECTED IN SPRING-KINDERGARTEN CMQ.400) AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), CONTINUE WITH CMQ.395.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THE CHILD CURRENTLY HAS AT LEAST ONE NON-RESIDENTIAL PARENT WHO THE CHILD HAS CONTACT WITH (SPRING-FIRST GRADE NRQ.040 = 1 OR 2 FOR AT LEAST ONE NON-RESIDENTIAL PARENT)) AND (FALL K CMQ170 HAD COMPLETE NON-RESIDENT PARENT INFORMATION) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN), CONTINUE WITH CMQ.395.

ELSE, GO TO BOX 7.

DEFINITION OF "COMPLETE" NON-RESIDENT PARENT INFORMATION:
EITHER NAME + PHONE NUMBER OR NAME + CITY+ STATE WERE COLLECTED IN SPRING-FIRST GRADE, SPRING-KINDERGARTEN OR FALL- KINDERGARTEN.

IF THE NON-RESIDENT PARENT ADDRESS COLLECTED SPRING-FIRST GRADE, SPRING-KINDERGARTEN OR FALL- KINDERGARTEN DOES NOT MEET THE DEFINITION OF "COMPLETE," THEN CAPI ROUTES THAT CASE TO BOX 7.

CMQ.395   I have recorded {NAME OF NONRESIDENTIAL PARENT} at {PHONE NUMBER}

on
{STREET ADDRESS, LINE 1}
{STREET ADDRESS, LINE 2}
{CITY} {STATE} {ZIP CODE}

is {CHILD}'s {RELATIONSHIP AT CMQ170}.

Is this information still correct?

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

MAKE CORRECTIONS TO ANY INFORMATION THAT IS UNKNOWN OR SHOWN AS REFUSED (RF)
OR DON'T KNOW (DK).

CAPI INSTRUCTION: DISPLAY NAME, ADDRESS, PHONE NUMBER, AND RELATIONSHIP OF NON-
RESIDENTIAL PARENT FROM (SPRING-FIRST GRADE CMQ.395 IF CMQ.395=1) OR (SPRING-FIRST
GRADE CMQ.400). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY NAME,
ADDRESS, PHONE NUMBER, AND RELATIONSHIP OF NON-RESIDENTIAL PARENT FROM (SPRING-K
CMQ.395 IF CMQ.395=1) OR (SPRING-K CMQ.400). ELSE, IF SPRING-K INFORMATION IS MISSING,
DISPLAY NAME, ADDRESS, PHONE NUMBER, AND RELATIONSHIP OF NON-RESIDENTIAL PARENT
FROM FALL K CMQ.170.

IF THERE WAS NO TELEPHONE IN PRELOAD (TELEPHONE NUMBER WAS RECORDED AS '000' OR
WAS MISSING, REFUSED, OR DON'T KNOW), DISPLAY "AN UNKNOWN TELEPHONE NUMBER" FOR
"PHONE NUMBER" DISPLAY. IF ANY PART OF THE STREET ADDRESS IS MISSING, REFUSED, OR
DON'T KNOW FROM THE PRELOAD, FOR STREET ADDRESS LINE 1, DISPLAY "AN UNKNOWN
STREET". IF STREET ADDRESS LINE 2 IS MISSING, REFUSED, OR DON'T KNOW, USE A NULL
DISPLAY. IF CITY IS MISSING, DISPLAY "AN UNKNOWN CITY".   IF STATE IS MISSING OR DON'T
KNOW, DISPLAY "DK" FOR THE STATE DISPLAY. IF STATE IS REFUSED, DISPLAY RF FOR THE
STATE DISPLAY. IF ZIP CODE IS MISSING OR DON'T KNOW, DISPLAY "DK" FOR THE ZIP CODE
DISPLAY. ELSE, IF ZIP CODE WAS REFUSED, DISPLAY "RF" FOR THE ZIP CODE DISPLAY.

CAPI INSTRUCTION: DISPLAY CITY, STATE, AND ZIP ON 1 LINE.

YES --- NO CORRECTION NEEDED…………………………………..1 (CMQ.680)
YES --- MINOR CORRECTIONS NEEDED……………………………2 (CMQ.400)
NO………………………………………………………………………..3 (BOX 7)
INFORMATION ALREADY PROVIDED IN PREVIOUS ITEMS……..4 (CMQ.680)
REFUSED…………………………………………………………………8 (CMQ.680)
DON'T KNOW…………………………………………………………...9 (CMQ.680)

BOX 7

IF CMQ.395 WAS NOT ASKED AND IF FOCAL CHILD HAS AT LEAST ONE NON-RESIDENT PARENT WHO THE
CHILD HAS HAD CONTACT WITH (NRQ.040=1 OR 2 FOR AT LEAST ONE NON-RESIDENT PARENT), CONTINUE
WITH CMQ.400.

IF CMQ.395=3 (NO) AND THE FOCAL CHILD HAS AT LEAST ONE NON-RESIDENT PARENTS WHO THE CHILD HAS
HAD CONTACT WITH (NRQ.040=1 OR 2 FOR AT LEAST ONE NON-RESIDENT PARENT), ALSO CONTINUE WITH
CMQ.400.
OTHERWISE, GO TO CMQ.680.

CMQ.400   What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father /
{or} adoptive mother / {or} adoptive father}?

ENTER FIRST AND LAST NAME.

IF THE PARENT IS DECEASED OR THERE HAS BEEN NO CONTACT SINCE BIRTH/ADOPTION OR
THERE IS NO ADOPTIVE MOTHER/FATHER, THEN CODE "8."

CAPI INSTRUCTION: DISPLAY 'biological mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{or} biological father] IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive father' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER OR NON-RESIDENT ADOPTIVE MOTHER ALSO.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY THE FIRST AND LAST NAME OF THE NON-RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.395 IF CMQ.395=1) OR (SPRING-FIRST CMQ.400). ELSE, IF THE MOST RECENT INTERVIEW WAS A SPRING-KINDERGARTEN INTERVIEW, DISPLAY THE FIRST AND LAST NAME OF THE NON-RESIDENTIAL PARENT FROM (SPRING-K CMQ.395 IF CMQ.395=1) OR (SPRING-K CMQ.400). ELSE, IF THE MOST RECENT INTERVIEW WAS FALL-K, DISPLAY FIRST AND LAST NAME OF THE NONRESIDENTIAL PARENT FROM FALL K CMQ.170. ELSE, USE A NULL DISPLAY.

IF NECESSARY SAY: I will only contact this person if I cannot locate you for the next interview.

REFUSED…………………………………………….8
DON'T KNOW…………………………………....9

CMQ.410   [What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER STREET ADDRESS, LINE 1.

IF THE PARENT IS DECEASED OR THERE HAS BEEN NO CONTACT SINCE BIRTH/ADOPTION OR THERE IS NO ADOPTIVE MOTHER/FATHER, THEN CODE "8."

CAPI INSTRUCTION: DISPLAY 'biological mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{or} biological father] IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive father' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER OR NON-RESIDENT ADOPTIVE MOTHER ALSO.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY STREET ADDRESS LINE 1 FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.395 IF CMQ.395=1) OR (SPRING-FIRST CMQ.410). ELSE, IF THE MOST RECENT INTERVIEW WAS SPRING-KINDERGARTEN, DISPLAY STREET ADDRESS LINE 1 FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-K CMQ.395 IF CMQ.395=1) OR (SPRINGK CMQ.410). ELSE, IF

THE MOST RECENT INTERVIEW WAS FALL-K, DISPLAY STREET ADDRESS LINE 1 FOR THE NONRESIDENTIAL PARENT FROM FALL K CMQ.170. ELSE, USE A NULL DISPLAY.

REFUSED…………………………………………8
DON'T KNOW……………………………………...9

CMQ.420   [What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER STREET ADDRESS, LINE 2.

IF THE PARENT IS DECEASED OR THERE HAS BEEN NO CONTACT SINCE BIRTH/ADOPTION OR THERE IS NO ADOPTIVE MOTHER/FATHER, THEN CODE "8."

CAPI INSTRUCTION: DISPLAY 'biological mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{or} biological father] IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive father' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER OR NON-RESIDENT ADOPTIVE MOTHER ALSO.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.395 IF CMQ.395=1) OR (SPRING-FIRST CMQ.420). ELSE, IF THE MOST RECENT INTERVIEW WAS A SPRING-KINDERGARTEN INTERVIEW, DISPLAY STREET ADDRESS LINE 2 FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-K CMQ.395 IF CMQ.395=1) OR (SPRINGK CMQ.420). ELSE, IF THE MOST RECENT INTERVIEW WAS FALL-K, DISPLAY STREET ADDRESS LINE 2 FOR THE NON RESIDENTIAL PARENT FROM FALL K CMQ.170. ELSE, USE A NULL DISPLAY.

REFUSED…………………………………………8
DON'T KNOW……………………………………...9

CMQ.430   [What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER CITY.

IF THE PARENT IS DECEASED OR THERE HAS BEEN NO CONTACT SINCE BIRTH/ADOPTION OR THERE IS NO ADOPTIVE MOTHER/FATHER, THEN CODE "8."

CAPI INSTRUCTION: DISPLAY 'biological mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{or} biological father] IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.
DISPLAY THE 'OR' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive father' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER OR NON-RESIDENT ADOPTIVE MOTHER ALSO.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY CITY FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.395 IF CMQ.395=1) OR (SPRING-FIRST CMQ.430). ELSE, IF THE MOST RECENT INTERVIEW WAS A SPRING-KINDERGARTEN INTERVIEW, DISPLAY CITY FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-K CMQ.395 IF CMQ.395=1) OR (SPRING-K CMQ.430). ELSE, IF THE MOST RECENT INTERVIEW WAS FALL-K, DISPLAY CITY FOR THE NON-RESIDENTIAL PARENT FROM FALL K CMQ.170. ELSE, USE A NULL DISPLAY.

REFUSED…………………………………………8
DON'T KNOW…………………………………...9

HELP AVAILABLE

CMQ.440   [What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER STATE ABBREVIATION.

IF THE PARENT IS DECEASED OR THERE HAS BEEN NO CONTACT SINCE BIRTH/ADOPTION OR THERE IS NO ADOPTIVE MOTHER/FATHER, THEN CODE "8."

CAPI INSTRUCTION: DISPLAY 'biological mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{or} biological father] IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER. DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER. DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive father' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER. DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER OR NON-RESIDENT ADOPTIVE MOTHER ALSO.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY STATE FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.395 IF CMQ.395=1). ELSE, IF THE MOST RECENT INTERVIEW WAS A SPRING-KINDERGARTEN INTERVIEW, DISPLAY STATE FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-K CMQ.395 IF CMQ.395=1) OR (SPRING-K CMQ.440). ELSE, IF THE MOST RECENT INTERVIEW WAS FALL-K, DISPLAY STATE FOR THE NON-RESIDENTIAL PARENT FROM FALL K CMQ.170. ELSE, USE A NULL DISPLAY.

REFUSED………………………………………….8
DON'T KNOW…………………………………...9

BOX 7B

IF CMQ.440 = 0 (NOT IN THE UNITED STATES), CONTINUE WITH CMQ.445. ELSE, GO TO CMQ.450.

CMQ.445   [What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father /
{or} adoptive mother / {or} adoptive father}?]

ENTER COUNTRY OR TERRITORY BY USING LOOKUP FILE.

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE
LIST, HIGHLIGHT ***NOT ON LIST*** IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

CAPI INSTRUCTION: DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE
FIELD FOR ENTERING RESPONSE CODES.

CAPI INSTRUCTION: DISPLAY 'biological mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT
BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{or} biological father] IF NRQ.040=1 OR 2 FOR A NON-RESIDENT
BIOLOGICAL FATHER. DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL
MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT
ADOPTIVE MOTHER. DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL
MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive father' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT
ADOPTIVE FATHER. DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL
MOTHER OR NON-RESIDENT BIOLOGICAL FATHER OR NON-RESIDENT ADOPTIVE MOTHER ALSO.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST
GRADE INTERVIEW, DISPLAY COUNTRY OR TERRITORY (IF APPLICABLE) FOR THE NON-
RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.445 IF CMQ.CMQ.440=0).

REFUSED 8

DON'T KNOW 9

BOX 7C

IF CMQ.355 = 0 (NOT ON LIST), CONTINUE WITH CMQ.445OS. OTHERWISE, GO TO CMQ.450.

CMQ.445OS [What is the name, address, and telephone number of that person?]

SPECIFY COUNTRY NAME

_____

CMQ.450   [What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

ENTER ZIP CODE.

IF THE PARENT IS DECEASED OR THERE HAS BEEN NO CONTACT SINCE BIRTH/ADOPTION OR THERE IS NO ADOPTIVE MOTHER/FATHER, THEN CODE "8."

CAPI INSTRUCTION: DISPLAY 'biological mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{or} biological father] IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive father' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER OR NON-RESIDENT ADOPTIVE MOTHER ALSO.

CAPI INSTRUCTIONS: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY ZIP CODE FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.395 IF CMQ.395=1) OR (SPRING-FIRST CMQ.450). ELSE, IF THE MOST RECENT INTERVIEW WAS A SPRING-KINDERGARTEN INTERVIEW, DISPLAY ZIP CODE FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-K CMQ.395 IF CMQ.395=1) OR (SPRING-K CMQ.450). IF THE MOST RECENT INTERVIEW WAS A FALL-K INTERVIEW, DISPLAY ZIP CODE FOR THE NON-RESIDENTIAL PARENT FROM FALL K CMQ.170. ELSE, USE A NULL DISPLAY.

REFUSED…………………………………………8
DON'T KNOW…………………………………...9

CMQ.460   [What is the name, address, and telephone number of {CHILD}'s {biological mother/ {or} biological father / {or} adoptive mother / {or} adoptive father}?]

IF THE PARENT IS DECEASED OR THERE HAS BEEN NO CONTACT SINCE BIRTH/ADOPTION OR THERE IS NO ADOPTIVE MOTHER/FATHER, THEN CODE "8."

IF NO TELEPHONE, ENTER '000.'

ENTER PHONE NUMBER, INCLUDING AREA CODE.
CAPI INSTRUCTION: DISPLAY 'biological mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER.

CAPI INSTRUCTION: DISPLAY '{or} biological father] IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive mother' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE MOTHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-RESIDENT BIOLOGICAL FATHER ALSO.

CAPI INSTRUCTION: DISPLAY '{or} adoptive father' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT ADOPTIVE FATHER.
DISPLAY THE 'or' IF NRQ.040=1 OR 2 FOR A NON-RESIDENT BIOLOGICAL MOTHER OR NON-

RESIDENT BIOLOGICAL FATHER OR NON-RESIDENT ADOPTIVE MOTHER ALSO.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY TELEPHONE NUMBER FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.395 IF CMQ.395=1) OR (SPRING-FIRST CMQ.460). ELSE, IF THE MOST RECENT INTERVIEW WAS A SPRING-KINDERGARTEN INTERVIEW, DISPLAY TELEPHONE NUMBER FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-K CMQ.395 IF CMQ.395=1) OR (SPRING-K CMQ.460). ELSE, IF THE MOST RECENT INTERVIEW IS FALL-K, DISPLAY TELEPHONE NUMBER FOR THE NONRESIDENTIAL PARENT FROM FALL K CMQ.170. ELSE, USE A NULL DISPLAY.

REFUSED…………………………………………8
DON'T KNOW…………………………………...9

CMQ.470   {Let me just confirm our information}. What is the person's relationship to {CHILD}?

ENTER RELATIONSHIP OF PERSON TO CHILD.

IF THE PARENT IS DECEASED OR THERE HAS BEEN NO CONTACT SINCE BIRTH/ADOPTION OR THERE IS NO ADOPTIVE MOTHER/FATHER, THEN CODE "8."

CAPI INSTRUCTION: DISPLAY "Let me…information" IF ONLY ONE TYPE OF NONRESIDENT PARENT WAS DISPLAYED IN CMQ.460 (E.G., ONLY "BIOLOGICAL MOTHER" AND NOT "BIOLOGICAL FATHER", "ADOPTIVE MOTHER", OR "ADOPTIVE FATHER". ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: IN THE RESPONSE FIELDS: IF THE HOUSEHOLD HAD A SPRING-FIRST GRADE INTERVIEW, DISPLAY RELATIONSHIP FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-FIRST CMQ.395 IF CMQ.395=1) OR (SPRING-FIRST CMQ.470). ELSE, IF THE MOST RECENT INTERVIEW WAS A SPRING-KINDERGARTEN INTERVIEW, DISPLAY RELATIONSHIP FOR THE NON-RESIDENTIAL PARENT FROM (SPRING-K CMQ.395 IF CMQ.395=1) OR (SPRING-K CMQ.470). ELSE, IF THE MOST RECENT INTERVIEW WAS FALL-K, DISPLAY RELATIONSHIP FOR THE NON-RESIDENTIAL PARENT FROM FALL K CMQ.170. ELSE, USE A NULL DISPLAY.

REFUSED…………………………………………8
DON'T KNOW…………………………………...9

CMQ.680   WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?

TELEPHONE…………………1
IN-PERSON……………………2

CMQ.690   WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, OR ANOTHER
           LANGUAGE?

ENGLISH... 1 (BOX 7A)
SPANISH... 2 (BOX 7A)
CHINESE LANGUAGE.. 3 (BOX 7A)
ANOTHER LANGUAGE.. 91 (CMQ.690OS)

CMQ.690OS SPECIFY OTHER LANGUAGE.

[WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, OR ANOTHER
LANGUAGE?]

BOX 7A

IF CMQ.680 =2, GO TO CMQ.695. ELSE, GO TO BOX 8.

CMQ.695   WHERE WAS THIS INTERVIEW CONDUCTED?

CHILD'S HOME... 1
CHILD'S SCHOOL... 2
SOMEWHERE ELSE.. 3

BOX 8

SET FINAL DISPOSITION CODE:

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 60.

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 61.

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=3 (CHINESE), SET DISPOSITION CODE TO 66.

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=91 (ANOTHER LANGUAGE), SET DISPOSITION CODE TO 62.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 63.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 64.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=3 (CHINESE), SET DISPOSITION CODE TO 67.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=91 (ANOTHER LANGUAGE), SET DISPOSITION CODE TO 65.

CMQ.700

Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.

PRESS 1 AND ENTER TO CONTINUE.

BOX 9

GO TO CMQ.720.

CMQ.701

We would like to call the parent or guardian for {CHILD} at the household where {he/she} lives. Could you please give me the name and telephone number for the home that I should call.

AFTER EXITING ON THE NEXT SCREEN, ENTER CONTACT INFORMATION FOR CHILD'S RESIDENCE INTO THE ELECTRONIC RECORD OF CALLS.

PRESS 1 AND ENTER TO CONTINUE.

BOX 10
GO TO CMQ.720.

CMQ.702

We would like to call back when {this person/{CHILD}'s parent or guardian} is available. Please tell me when we should call back.

AFTER EXITING ON THE NEXT SCREEN, ENTER CALL BACK TIME INTO THE ELECTRONIC RECORD OF CALLS.

PRESS 1 AND ENTER TO CONTINUE.

CAPI INSTRUCTIONS: IF (INQ020=4 and INQ025=2), THEN DISPLAY "this person". ELSE, DISPLAY "{CHILD}'s parent or guardian".

BOX 11
GO TO CMQ.720.

CMQ.703

Thank you.

AFTER EXITING ON THE NEXT SCREEN, ENTER INTO THE ELECTRONIC RECORD OF CALLS WHETHER YOU SPOKE TO THE CONTACT PERSON AND ANY INFORMATION YOU HAVE ABOUT WHY AN APPROPRIATE RESPONDENT WAS NOT AVAILABLE, NOT IN THE HOUSEHOLD, OR THE INFORMATION WAS REFUSED/DON'T KNOW.

PRESS 1 AND ENTER TO CONTINUE.

CMQ.720
PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.

AFTER TIMING INTERVIEW ASK:

1.   That is the end of the regular interview. Now, I'd like to ask you a few more questions.

        Did you find any of the questions in the interview to be upsetting, too sensitive, or too personal?

                                YES...1 (GO TO 2)
                                NO...2 (GO TO 3)
                                REFUSED..8 (GO TO 3)
                                DON'T KNOW………………………………… 9 (GO TO 3)

2. What questions were upsetting, too sensitive, or too personal?

_____

_____

_____

_____

3. As the study continues, we would like to ask children how they feel about their schools, their behavior at school, and their relationships with teachers and other children. All the answers to the questions would be kept confidential and we would not identify particular teachers or children by name. Children would mark or point to answers that were read to them or that they read themselves. The questions would take about five to six minutes.

Some examples of questions we would ask would be how true it is that the child enjoys doing work in school, gets good grades, makes friends easily, or worries about taking tests. Other questions would ask about how the child thinks her teacher feels about her and how the child feels about the teacher. We would also ask the child how fun the things he or she does at school are.

If you were asked to allow your child to participate in a study in which we asked {him/her} questions such as these, would you be likely to agree to have your child participate?

                                YES...…1 (GO TO END)
                                NO..…2 (GO TO 4)
                                REFUSED...……8 (GO TO END)
                                DON'T KNOW...9 (GO TO 4)

4. That's fine. Just so we understand, could you tell us a little more about why you would not want your child to take part in this part of the study?

_____

_____

_____

_____

5. Would you be likely to have your child participate if the questions were first asked to {him/her} in the spring of third grade?

                               YES...……1
                               NO...……2
                               REFUSED...……8
                               DON'T KNOW...9

END: Thank you so much for your time. We really appreciate it.