

September 11, 2011

## MEMORANDUM

**To:** Shelly Martinez, OMB  
**From:** Sarah Grady, NCES  
**Through:** Kashka Kubzdela, NCES  
**Re:** NHES 2015 full scale data collection – NCES response to OMB passback (OMB# 1850-0768 v.10)

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The TWS topical module is new. Other than that, can you confirm that there are no changes to the topical modules from their last use (2012)? If there are changes, we'd like to see a summary of those please.

The CWS (Credentials for Work) module and TWS (Training for Work) module are both new to NHES:2015. The TWS is being fielded as a pilot. With regards to the Early Childhood Program Participation Survey (ECP) and the Parent and Family Involvement in Education Survey (PFI) modules, minor changes were made. The following text was added to the NHES:2015 Surveys subsection of preface in Supporting Statement Part A:

“As a result of analysis of the NHES-FS results, some of the proposed content in the 2015 PFI, related to homeschooling, has been revised. NHES has traditionally experienced under-reporting of homeschoolers, and the switch to the mail mode likely exacerbated under-report of homeschoolers because of the use of self-administered screener, which was a change from prior NHES administrations when a trained interviewer helped respondents who homeschooled their children (full-time or part-time) navigate to the homeschool path rather than the enrolled path. However, at the second stage of the mail survey, we found evidence that the NHES is yielding over-reports of homeschooling. Specifically, results from the NHES-FS indicated that a smaller proportion of the respondents to the ASPA who indicated that their child was homeschooled would actually be considered a homeschooler under NCES reporting conventions. NCES considers any child who attends school for more than 25 hours per week to be enrolled rather than homeschooled. Therefore, although we still believe that the mail screener operation results in under-reporting of homeschooling, we know from the NHES-FS that when we ask respondents to a questionnaire designed for enrolled students whether or not the child is homeschooled, we get over-reporting.

For the reasons discussed above, we have revised the 2015 PFI-Enrolled questionnaire so that it:

1. Moves the homeschooling questions to the end of the first section (we believe that having the homeschooling question toward the beginning of the first section of the NHES-FS ASPA instrument led respondents to believe that we were trying to ask them something about their child's enrollment rather than asking if the child may actually be homeschooled for some or all classes).
2. Adds an additional confirmation question which attempts to further filter out students who are enrolled rather than homeschooled from the homeschooling sequence (the NHES CATI instruments used up until 2007 utilized multiple confirmation questions to try to clarify homeschooling status; adding multiple confirmation questions to NHES 2015 will parallel the approach used in the CATI instruments).
3. Asks parents of students of homeschoolers who receive the PFI-Enrolled questionnaire their main reason for homeschooling (the item comes from the PFI-Homeschooling questionnaire) so that we can get more accurate estimates of this key data point.

Because the homeschooling questionnaire design poses these challenges and also attempts to measure constructs that are observed in a small proportion of the school-aged population, we plan to cognitively test these items in early October 2014 with 5-9 respondents. NCES staff will conduct the cognitive interviews, and will recruit participants through personal networks and contacts with homeschooling policy organizations. If the proposed content is found to introduce new sources of measurement error, we will change the content to address the error. Should the cognitive interviews result in any wording changes, we will provide the updated questionnaire through a change request.”

The details of the changes made are provided below, and reflected in updated *NHES 2015 Appendix B & C Survey Instruments.pdf*.

**Changes to NHES screener instrument from 2012 to 2015**

\*\*Note: The 2012 screener asked for an enumeration of only children in the household because the 2012 NHES only included child topical surveys. However, since the 2015 NHES includes the ATEs survey, the 2015 screener asks for an enumeration of all individuals in the household (adults and children).

1. CHANGE: The 2012 age item asked for the individual’s age in years, with a check box for babies less than one year old. The 2015 version (Item 3) asks for the person’s month and year of birth because the 2014 NHES:FS data indicated that using age or date of birth yielded no statistically significant differences in unit or item nonresponse.
2. CHANGE: The 2012 item listed “homeschool” as the second option, but the 2015 item has “homeschool” as the first option in the list of enrollment options. Due to a history of screener-level under-reporting (as discussed in part A), homeschool is now the first option in the list of enrollment types on the screener.

3. What is this person’s month and year of birth?

/

month                      year

5. Is this person currently in . . . Mark [X] ONE only.

Homeschool instead of school for some or all classes,

Public or private school, or preschool,

College, university or vocational school, or

Not in school?

**Changes to NHES ECPP topical instrument from 2012 to 2015**

1. ADDITION: On page 10, item h about Quality Rating and Improvement Systems (QRIS) was added to 2015 instrument as a factor that parents may consider when choosing care (Section 2, Item 58.) The item was developed in collaboration with the Office of Early Learning within the Department of Education’s Office of Elementary and Secondary Education in order to measure the usage of QRIS among parents.
2. CHANGE: Item 84 used to include a box above the response options that said “Child no longer has condition.” We found in the 2012 data that respondents were often marking that box and marking the boxes below, too, so we opted to delete it.

h. Your city or state’s Quality Rating and Improvement System (QRIS).

*A QRIS is a voluntary “star” rating system that informs families about the quality of early learning programs (including child care and preschools) in their communities. Some areas do not have a QRIS.*

Did not use a QRIS

Not at all important

A little important

Somewhat important

Very important

84. Does this child’s condition interfere with his/her ability to do any of the following things?

Mark  ONE box for each item below.

	No ▼	Yes ▼
a. Learn . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
b. Participate in play with other children . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
c. Go on outings . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
d. Make friends . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

3. CHANGE: Item 90 added a third response option in 2015 for children who live at two addresses for an equal amount of time to accurately capture all possibilities.
4. CHANGE: Item 91 brackets were enlarged around the first two response options for the 2015 instrument because it is more noticeable to respondents.

**90. Since September, has this child usually lived at this address or another address (for example, because of a joint custody arrangement)?**  
*Do not include vacation properties.*

Child usually lived at this address

Child usually lived at another address

Child lived at at this address and another address for an equal amount of time

**91. What language does this child speak most at home?**  
 Mark  ONE only.

Child has not started to speak

English

Spanish

A language other than English or Spanish

English and Spanish equally

**92.**  English and another language equally

**GO TO section 7**

5. CHANGE: “Live in this household” was underlined in items 109 and 110 to call to the respondents’ attention to the fact that they should only be reporting on people who live with the child in the household.
6. CHANGE: Parent marital status became a series of three items (95-97) in 2015 instead of the single question used in 2012 (also for Parent 2 items 115-117) because these items reflect current Federal research on accurate measurement of same-sex marriage.

**109. Including yourself, how many total people live in this household?**

people

**110. Other than the parents or guardians already reported, how many of the following people live in the household with this child?**

Example: Brother(s)

Write '0' if none.

This child's...	Number
Brother(s) .....	<input type="text"/>
Sister(s) .....	<input type="text"/>
Aunt(s) .....	<input type="text"/>
Uncle(s) .....	<input type="text"/>
Grandmother(s) .....	<input type="text"/>
Grandfather(s) .....	<input type="text"/>
Cousin(s) .....	<input type="text"/>
Parent's girlfriend/boyfriend/partner .....	<input type="text"/>
Other relative(s) .....	<input type="text"/>
Other non-relative(s) .....	<input type="text"/>

**95. What is this person's current marital status?**  
 Mark  ONE only.

Now married → **GO TO question 98**

Widowed

Divorced

Separated

Never married

**96. Is this person currently living with a boyfriend/girlfriend or partner in this household?**

No

Yes

**97. Is this person currently in a registered domestic partnership or civil union?**

No

Yes

**Changes to NHES PFI Enrolled topical instrument from 2012 to 2015**

1. CHANGE: The item #2 below was deleted in favor of an expanded homeschool section, as described in Part A and reflected in items 26-30 below (Items 26-28 were adapted from the NHES 2007 instruments. Items 29 and 30 are directly equivalent to items on the NHES PFI-Homeschooling questionnaire):

2. Some parents decide to educate their children at home rather than send them to public or private school. Is this child being schooled at home instead of at school for at least some classes or subjects?

No

Yes - For how many hours each week does this child attend a public or private school?

hours per week

26. Some parents decide to educate their children at home rather than send them to a public or private school. Is this child being schooled at home instead of at school for at least some classes or subjects?

No → GO TO question 31

Yes

27. Which of the following statements best describes your homeschooling arrangement for this child?

This child is homeschooled for all classes or subject areas. } GO TO question 28

This child is homeschooled for some classes or subject areas and also attends a public or private school. }

This child is not homeschooled. This child attends a public or private school for all classes or subject areas. → GO TO question 31

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

hours

29. There are many different reasons that parents choose to homeschool their children. Did your family choose to homeschool this child because:

Mark  ONE box for each item below.

	No	Yes
a. You are concerned about the school environment, such as safety, drugs, or negative peer pressure? .....	<input type="checkbox"/>	<input type="checkbox"/>
b. You are dissatisfied with the academic instruction at other schools? .....	<input type="checkbox"/>	<input type="checkbox"/>
c. You prefer to teach this child at home so that you can provide religious instruction? .....	<input type="checkbox"/>	<input type="checkbox"/>
d. You prefer to teach this child at home so that you can provide moral instruction? .....	<input type="checkbox"/>	<input type="checkbox"/>
e. This child has a physical or mental health problem that has lasted six months or more? .....	<input type="checkbox"/>	<input type="checkbox"/>
f. This child has a temporary illness that prevents him/her from going to school? .....	<input type="checkbox"/>	<input type="checkbox"/>
g. This child has other special needs that you feel the school can't or won't meet? .....	<input type="checkbox"/>	<input type="checkbox"/>
h. You are interested in a nontraditional approach to children's education? .....	<input type="checkbox"/>	<input type="checkbox"/>
i. You have reason for homeschooling your child? .....	<input type="checkbox"/>	<input type="checkbox"/>

Specify:

30. Of the reasons your family chose to homeschool this child, which one would you say is the most important to you?

Write the letter from question 29 for the most important reason you chose to homeschool your child.

letter from question 29.

▶ Continue with question 31 on the next page.

2. CHANGE: Capitalized “Advanced Placement” and added (AP) in 2015 instrument for greater clarity.
3. ADDITION: An additional question about reason for internet instruction was added to the 2015 instrument in order to ascertain why the child was taking courses from the internet. It was developed and tested by AIR and NCES, and the question stem was adapted from the “main reason for homeschooling” question.

15. Is he/she currently enrolled in Advanced Placement (AP) classes?

No

Yes

Does not apply

26. What is the main reason this child took school-related courses over the internet?

Mark  ONE only.

Extra-credit


Tutoring

Improve basic reading, writing, math or science skills

School did not offer the class or subject

To earn college credit

Due to an illness or health condition

Other — Specify: 

- CHANGE: In item 51 removed the “child no longer has condition” box that was on the 2012 version. We found in 2012 that respondents were often marking that box and marking the boxes below, too, so we opted to delete it.
- CHANGE: Added third option to 2015 instrument for children who spend equal time at two addresses (item 57).

51. Does this child’s condition interfere with his/her ability to do any of the following things?

Mark  ONE box for each item below.

	No ▼	Yes ▼
a. Learn .....	<input type="checkbox"/>	<input type="checkbox"/>
b. Participate in sports, clubs, or other organized activities. . .	<input type="checkbox"/>	<input type="checkbox"/>
c. Attend school on a regular basis .....	<input type="checkbox"/>	<input type="checkbox"/>
d. Make friends .....	<input type="checkbox"/>	<input type="checkbox"/>

57. For this school year, does this child usually live at this address or another address (for example, because of a joint custody arrangement)?

Do not include vacation properties.

Child usually lives at this address

Child usually lives at another address

Child lived at at this address and another address for an equal amount of time

- CHANGE: Enlarged brackets around first two response options in 2015 instrument.

58. What language does this child speak most at home?

Mark  ONE only.

Child is not able to speak

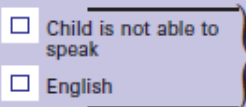
English

Spanish

A language other than English or Spanish

English and Spanish equally

English and another language equally

 **GO TO section 7**

- CHANGE: “Live in this household” was underlined in items 109-110 to call to the respondents’ attention the fact that they should only be reporting on people who live with the child in the household.

8. CHANGE: Parent marital status became a series of three items (62-65) in 2015 instead of the single question used in 2012 (also for Parent 2 items 85-87) because these items reflect current Federal research on accurate measurement of same-sex marriage.

109. Including yourself, how many total people live in this household?

people

110. Other than the parents or guardians already reported, how many of the following people live in the household with this child?

Example: Brother(s)

Write '0' if none.

This child's...	Number
Brother(s) . . . . .	<input type="text"/>
Sister(s) . . . . .	<input type="text"/>
Aunt(s) . . . . .	<input type="text"/>
Uncle(s) . . . . .	<input type="text"/>
Grandmother(s) . . . . .	<input type="text"/>
Grandfather(s) . . . . .	<input type="text"/>
Cousin(s) . . . . .	<input type="text"/>
Parent's girlfriend/ boyfriend/partner . . . . .	<input type="text"/>
Other relative(s) . . . . .	<input type="text"/>
Other non-relative(s) . . . . .	<input type="text"/>

62. What is this person's current marital status?

Mark  ONE only.

Now married → **GO TO question 65**

Widowed

Divorced

Separated

Never married

63. Is this person currently living with a boyfriend/girlfriend or partner in this household?

No

Yes

64. Is this person currently in a registered domestic partnership or civil union?

No

Yes

**Changes to NHES PFI Homeschool topical instrument from 2012 to 2015**

- CHANGE: Removed the “child no longer has condition” box that was on the 2012 version. We found in the 2012 data that respondents were often marking that box and marking the boxes below, too, so we opted to delete it.
- CHANGE: Added third response option to item 42 on the 2015 version for children who spend equal time at two addresses to accurately capture all possibilities.

36. Does this child's condition interfere with his/her ability to do any of the following things?

Mark  ONE box for each item below.

	No ▼	Yes ▼
a. Learn . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
b. Participate in sports, clubs, or other organized activities. . .	<input type="checkbox"/>	<input type="checkbox"/>
c. Attend school on a regular basis . . . . .	<input type="checkbox"/>	<input type="checkbox"/>
d. Make friends . . . . .	<input type="checkbox"/>	<input type="checkbox"/>

42. For this school year, does this child usually live at this address or another address (for example, because of a joint custody arrangement)?

Do not include vacation properties.

Child usually lives at this address

Child usually lives at another address

Child lived at at this address and another address for an equal amount of time

3. CHANGE: Brackets enlarged around first two response options of item 43 in 2015 version so that respondents would notice the navigation.
4. CHANGE: “Live in this household” was underlined in items 109-110 to call to the respondents’ attention the fact that they should only be reporting on people who live with the child in the household.

**109. Including yourself, how many total people live in this household?**

people

**110. Other than the parents or guardians already reported, how many of the following people live in the household with this child?**

Example: Brother(s)

Write '0' if none.

This child's...	Number
Brother(s) . . . . .	<input type="text"/>
Sister(s) . . . . .	<input type="text"/>
Aunt(s) . . . . .	<input type="text"/>
Uncle(s) . . . . .	<input type="text"/>
Grandmother(s) . . . . .	<input type="text"/>
Grandfather(s) . . . . .	<input type="text"/>
Cousin(s) . . . . .	<input type="text"/>
Parent's girlfriend/ boyfriend/partner . . . . .	<input type="text"/>
Other relative(s) . . . . .	<input type="text"/>
Other non-relative(s) . . . . .	<input type="text"/>

**43. What language does this child speak most at home?**

Mark  ONE only.

<input type="checkbox"/> Child is not able to speak	} <b>GO TO section 5</b>
<input type="checkbox"/> English	
<input type="checkbox"/> Spanish	
<input type="checkbox"/> A language other than English or Spanish	
<input type="checkbox"/> English and Spanish equally	
<input type="checkbox"/> English and another language equally	

5. CHANGE: Parent marital status became a series of three items (47-49) in 2015 instead of the single question used in 2012 (also for Parent 2 items 67-69) because these items reflect current Federal research on accurate measurement of same-sex marriage.
6. DELETION: Across topical surveys the 2012 item 136 on ECPP, 108 on PFI Enrolled, and 88 on PFI Homeschool, was dropped for the 2015 version because it is provided on the frame by the address vendor.

47. What is this person's current marital status?

Mark  ONE only.

- Now married → [GO TO question 50](#)
- Widowed
- Divorced
- Separated
- Never married

48. Is this person currently living with a boyfriend/girlfriend or partner in this household?

- No
- Yes

49. Is this person currently in a registered domestic partnership or civil union?

- No
- Yes

88. Other than this address, does anyone in this household currently receive mail at another address including P.O. Boxes?

- 2  No **OTHMADDR**
- 1  Yes