

APPENDIX G1:

48 MONTH SURVEY PRETEST MEMO

6/2014

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MEMORANDUM**TO:** Cynthia Miller, MDRC**FROM:** Lisbeth Goble, Lauren Maul, and Lisa Schwartz**DATE:** 5/30/2014

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SUBJECT: YouthBuild 48-Month Youth Survey Pretest Findings

A. Introduction

In preparation for the 48-month survey for the YouthBuild Evaluation, Mathematica Policy Research under subcontract to MDRC, conducted a pretest of three new series of questions for inclusion in the 48-month survey. The first series aims to capture attributes generally associated with one's character. The second two series of questions measure respondents' activities surrounding civic engagement, leadership, and their sense of responsibility to others such as their family or people in their community. The new questions that were the focus of this pretest are included in Appendix A.

The pretest was conducted in two rounds utilizing a mixed-method approach. All pretest interviews were conducted in person. The first round included a card-sort activity with debrief for the personal attributes question and cognitive interviews for the activities questions. For the second round, youth completed either interviewer-administered or self-administered questionnaires and then participated in a cognitive interview using a retrospective protocol for the entire series of questions. The pretest protocols are included in Appendices B and C.

There were four main objectives of the pretest: (1) to assess the consistency and accuracy with which respondents interpreted abstract concepts such as personal attributes; (2) to identify questions that seemed redundant with items already included on the survey; (3) to assess the best placement for the new questions in the overall survey; and (4) to assess the additional burden the new questions would place on respondents. This memo provides an overview of the pretest design and presents findings and recommendations based on those findings.

B. Pretest Methodology

Pretests were conducted in-person with a total of 18 former YouthBuild participants from YouthBuild Philadelphia and Great Falls YouthBuild in Patterson, NJ. Participants were given a \$25 gift card for their participation after completion of the interviews. Trained Mathematica staff conducted all pretest interviews.

During the first round of interviews, we used a card-sorting activity to test the personal attributes questions (Q1 in Appendix A). The card-sorting method is useful when trying to discern categories or flesh out sets of questions that tap into a shared underlying concept or construct (Righi et al, 2012). The primary goal of the card sort activity was to help determine the

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relative consistency with which people interpret and group the 21 words in this battery when each item is looked at independently. In addition, we wanted to test respondents' understanding and interpretation of the question stem "Please indicate how the people you hang out with would say that each of the following describes you...". We used separate cognitive probes to assess youth's understanding of the phrase "people you hang out with" and how well those individuals would be able to judge the respondent's character. The round 1 protocol (Appendix B) provides further details of the card sort activity.

In round 1, the activities questions were tested using cognitive interviews. Similar to the 12-month pretest, we identified questions or terms that could be ambiguous or unclear. We then created specific probes for these questions. The cognitive interview protocol is included in the round 1 protocol (Appendix B).

Round 2 consisted of a mix of interviewer-administered interviews and self-administered questionnaires followed by a retrospective debriefing. The combination of interviewer- and self-administered modes allowed us to approximate CATI and web survey conditions, the ultimate modes in which these surveys will be administered. To assess the additional time need to answer the new questions, we embedded them into the questionnaire sections with two goals in mind: (1) including them where we felt they fit best substantively and (2) minimizing the number of sections we would have to change in order to implement the questions into the 48 month survey. The latter is important to minimizing reprogramming costs for the 48-month survey. The personal attributes questions were added to section G, which asks questions about Social and Emotional Development. The activities questions were added to section H, which asks about Identity Development.

C. FINDINGS AND RECOMMENDATIONS

Findings and recommendations based on the two rounds of pretests are documented below. They are organized by each series of questions.

1. Personal attributes battery.

The personal attributes questions originated from a formative evaluation of YouthBuild conducted by Ferguson and colleagues (Ferguson et al, 1996). At the end of one-on-one interviews, respondents were asked "If someone asked you to describe yourself, to say who you are, what would you say?" This was an open ended question and the responses were coded into the groups that were ultimately used for this pretest. All respondents in that study were

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YouthBuild participants. The battery of questions was adapted as presented in Appendix A.¹ Below we present the findings on the question stem and the constructs themselves.

Question stem:

“Please indicate how the people you hang out with would say that each of the following describes you. Would you say the following are “not at all like you,” “kind of like you” “like you” or “very much like you?”²

We asked respondents who they thought of when asked about “people you hang out with”. We found respondents consider many groups of people, including friends or associates, cousins, nieces and teachers, among others. To further understand how well these individuals would be able to judge the respondents’ character, we asked them to rate, on a 1-5 scale [1 meaning not at all, 5 being very well], how well that person would be able to judge their character. The average rating was 4.1 with responses ranging between 2 and 5.

In general, respondents struggled with this question. As noted above, there was little if any consistency across respondents in terms of who they considered “the people [they] hang out with.” There were also inconsistencies within individual respondents. For example, one respondent reported that he found himself thinking of different groups of people for different items and noted that he would answer the question differently depending upon who he had in mind as he responded. The lack of consistency both within and across respondents raises concerns about the reliability and validity of the data we would capture from this series of questions.

Recommendation: Eliminate the inconsistency and more closely approximate the original question wording by changing the stem to read, “For each of the following, please indicate how much you think the word describes you. Would you say “not at all like you,” “kind of like you,” “like you,” or “very much like you.”

Constructs:

We had hoped the card sort activity would confirm that items presented together belonged to a single generally recognized construct, but ultimately we found that word groupings were varied

¹ We were unable to find documentation of the rationale for changing from self-reference – that is, how you would describe yourself-- to how other people would describe you.

² This is the version of the question that we were given for testing purposes. For Round 1, we did not include the full question text in our testing efforts. For Round 2, we revised the question to read, “Would they say the following...” to ensure subject-pronoun agreement.

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considerably across respondents. Respondents sorted the 21 words or phrases into between four and seven groups, with an average of five groups. For reference, there were nine groups in the original question. The limited number of groupings produced by respondents suggests that they may not understand all of the terms. The second round of pretesting was used to further assess respondents' understanding of the groupings of words in their original form.

Findings for each construct are summarized in table 1 below. In general, findings fell into one of three categories: (1) not all the terms fit together, (2) respondents felt they could be described by some of the terms in a series, but not all of them or (3) they did not understand all the words.

Table 1. Personal Attributes Findings

| Items | Card sort findings | General findings |
|---|---|---|
| a. Helpful/caring/ loving/I can give advice | <ul style="list-style-type: none"> While the first three were often grouped together, "I can give advice" was not | |
| b. Intelligent/trying to learn/hard-working | <ul style="list-style-type: none"> Intelligent was in various groups | <ul style="list-style-type: none"> Being hard-working does not necessarily mean you're intelligent and vice versa. |
| c. Nice/friendly/easy to get along with | <ul style="list-style-type: none"> Generally grouped together | <ul style="list-style-type: none"> Not all words describe respondents – can be nice, but not always easy to get along with |
| d. Honest/direct/sincere | <ul style="list-style-type: none"> Sincere was in multiple groups One felt that sincere didn't fit with direct or honest; another felt that direct doesn't fit with honest or sincere | <ul style="list-style-type: none"> Some confusion over the meaning of the words sincere and direct |
| e. Trying to make something of myself/determined | <ul style="list-style-type: none"> Often grouped together as well as with terms in group b | |
| f. Fun/carefree/easy-going/like to party | <ul style="list-style-type: none"> Like to party was in various groups | <ul style="list-style-type: none"> "Like to party" does not fit – one can be fun and not like to party |
| g. Faith in God | <ul style="list-style-type: none"> Often grouped with "Down-to-earth" | <ul style="list-style-type: none"> One respondent felt this was limiting in terms of religious diversity Language needs to be adapted to be consist with other categories "Have faith in God" |
| h. Down-to-earth | | |
| i. Social dexterity/ I can fit in | <ul style="list-style-type: none"> Many respondents felt that this didn't fit in a category or included it with 'down-to-earth' | <ul style="list-style-type: none"> None of the pretest respondents knew what social dexterity meant |

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Recommendation: We have strong reservations about including this series of questions in the 48-month survey in its current form. In addition to the issues raised in the table, this series has a strong bias towards words or phrases that are common among YouthBuild programs.³ As a result, the treatment group is likely to respond differently to these questions than will those who did not participate in YouthBuild and do not have the same context for the terms, potentially leading to false impacts. Further this question only highlights positive attributes of the individual and is not balanced with potentially negative attributes one might self-identify.

Before adding this series to the 48-month survey, we recommend restructuring the questions based on our findings, including:

- changing the stem of the question
- simplifying the categories into single constructs that would be familiar to all respondents
- balancing the attributes to reflect both positive and negative attributes

If we make these changes, further pretesting is needed to determine whether the changes improve the clarity of this series of questions. It will be especially important to test with both program participants and non-participants. Revising and testing the series have implications for our timeline and budget. Further, the revised questions may no longer be comparable with those that were administered as part of Ferguson et al.'s original study. While we recommend retaining the original self-referent question stem, we note that it is unlikely that all of the individual items will be retained.

2. Activities questions

To pretest the 'activities' questions, first, we regrouped and reorganized them to be in substantively similar groups. In general, we didn't find major issues with these questions, but have a number of recommendations for streamlining and integrating them into the 48-month survey. We present question by question suggestions for changes in table 2 and general recommendations below that. The final version of these questions, including our recommended ordering of the questions, is included in Appendix D.

³ For example, when conducting the pretests, interviewers noted that several of the words in this series appeared on bulletin boards at the YouthBuild sites.

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Table 2. 'Activities' questions findings.

| Question | Implemented Changes after pretest round 1 | Findings | Recommended Changes |
|--|---|--|---|
| 2. In the past year how often have you done the following activities: | | | |
| a. Helped family members | | <ul style="list-style-type: none"> This question is redundant with H10g, "How many hours do you spend taking care of a family member?" | <ul style="list-style-type: none"> Suggest dropping this question. |
| b. Helped other members of the community | | <ul style="list-style-type: none"> This question is redundant with 3h below. | <ul style="list-style-type: none"> Suggest dropping 3h. |
| c. Discussed current events and social issues | | <ul style="list-style-type: none"> Many respondents thought of "current events" in a narrow context, such as things that were going on in their own lives or neighborhoods (for example, a house burning down) and "social issues" as things that were going on in their own personal social lives (for example, social drama or prom). | <ul style="list-style-type: none"> Suggest expanding the question to include a definition or example. |
| d. Served in a leadership role in the workplace or union | <ul style="list-style-type: none"> Dropped "union", because respondents didn't differentiate this from the workplace Changed response categories to "yes/no" because respondents struggled with the frequency scale | | <ul style="list-style-type: none"> No recommendations based on updated questions text. Respondents understood the revised version of the question. |

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| Question | Implemented Changes after pretest round 1 | Findings | Recommended Changes |
|---|--|--|---|
| e. Served in a leadership role in the neighborhood | <ul style="list-style-type: none">Changed response categories to “yes/no” because respondents struggled with the frequency scale | <ul style="list-style-type: none">Respondents primarily indicated informal leadership roles, such as block captains.Several respondents indicated that they had school leadership roles (such as secretary/ recorder for YB student government), which is not captured in the current series. | <ul style="list-style-type: none">We don’t suggest any changes, but think this is important to understand analyticallySuggest adding school leadership |
| f. Volunteered as a youth mentor or sports coach | | | <ul style="list-style-type: none">No recommendations, understood as is. |
| g. Worked in a community based program | | <ul style="list-style-type: none">This question is redundant. If the question is intended to measure “work” we should capture it in the employment section; if we want volunteering captured, that is captured elsewhere in section H. | <ul style="list-style-type: none">Suggest dropping this question. |
| h. Participated in political rallies, campaigns or demonstrations | <ul style="list-style-type: none">Dropped this because it is redundant with a question in existing question H5b [Since [REF DATE] have you gotten involved in a national, state or local effort or electoral campaign?]. | | |
| i. Served in a leadership role in your child’s school | <ul style="list-style-type: none">Changed response categories to “yes/no”Added skip logic for those without children | | <ul style="list-style-type: none">This question should be moved to Section A, which asks other questions about respondents’ children. |
| j. Served in a leadership role in church | <ul style="list-style-type: none">Changed response categories to “yes/no” | <ul style="list-style-type: none">Respondents indicated that ‘church’ is narrow when it comes to religion. | <ul style="list-style-type: none">Suggest adding ‘or another religious or spiritual group’ |

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| Question | Implemented Changes after pretest round 1 | Findings | Recommended Changes |
|--|---|---|--|
| k. Ran for or was appointed to public office | <ul style="list-style-type: none"> Dropped because it was not relevant to respondents in the timeframe in which this question will be asked (48 months after they started the program) and they did not take it seriously, | | |
| 3. In the past year, have you done any of the following activities: | | | |
| a. Advocated for my child at her/his school | <ul style="list-style-type: none"> Added skip logic for those without children | <ul style="list-style-type: none"> In general, respondents did not understand the meaning of the word "advocated." | <ul style="list-style-type: none"> Suggest rewording this question. This question should be moved to Section A, which asks other questions about respondents' children. |
| b. Volunteered at my child's school | <ul style="list-style-type: none"> Added skip logic for those without children | | <ul style="list-style-type: none"> This question should be moved to Section A, which asks other questions about respondents' children. |
| c. Given money to other family members who needed it | | | <ul style="list-style-type: none"> No recommendations, understood as is. |
| d. Taken steps to improve my family's housing situation | | | <ul style="list-style-type: none"> No recommendations, understood as is. |
| e. Influenced my friends to turn their lives around for the better | | | <ul style="list-style-type: none"> No recommendations, understood as is. |
| f. Cleared most of my debts | <ul style="list-style-type: none"> We added an "N/A" response option because many respondents indicated that they did not have debt. | <ul style="list-style-type: none"> One respondent did not understand the meaning of "debt." Respondents reported that the question made them feel uncomfortable | <ul style="list-style-type: none"> Suggest adding a definition or example language Inclusion of an N/A option should alleviate any discomfort with this question. Suggest moving this question to Section I (Health and Well-being), which asks questions about risky behaviors . |
| g. Paid off parking tickets so I could get | <ul style="list-style-type: none"> We added an "N/A" response option | <ul style="list-style-type: none"> Respondents reported that the question | <ul style="list-style-type: none"> Inclusion of an N/A option should alleviate |

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| Question | Implemented Changes after pretest round 1 | Findings | Recommended Changes |
|---|---|--|--|
| my driver's license | because many respondents indicated that they did not have parking tickets. <ul style="list-style-type: none"> Dropped "...so I could get my driver's license" because respondents were confused by the conditional structure of the question. | made them feel uncomfortable, | any discomfort with this question. <ul style="list-style-type: none"> Suggest moving this question to Section I (Health and Well-being). |
| h. Assisted a neighbor or community member who needed help | | <ul style="list-style-type: none"> Redundant with 2b above. | <ul style="list-style-type: none"> Suggest dropping this question. |
| i. Attended community meetings to help improve the conditions within my community | | | <ul style="list-style-type: none"> No recommendations, understood as is. |
| j. Served as a positive role model for the younger kids in my neighborhood | | | <ul style="list-style-type: none"> No recommendations, understood as is. |

General Recommendation:

In addition to the question specific suggestions, we recommend the following updates to this series of questions.

- Reference period:** There are several issues associated with identifying the appropriate reference period for these questions. Questions about helping others may happen frequently but have fairly low salience. Under these circumstances, a shorter reference period – for example, the past month – may yield more accurate information. In contrast, serving in leadership roles are likely to be low frequency/high salience events. To avoid missing important leadership experiences, it may be important to allow for a longer reference period such as in the past year. Best practices in survey methods suggest that limiting the number of reference periods in a survey and particularly within a section of a survey facilitates more accurate recall. When this is not possible, as may be the case with these questions, sequencing of items is important so that respondents move from one reference period to another in logical way. We recommend changing the sequence to allow for ease of recall and limiting the number of reference periods in this section of the survey.

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- **Response options:** Initially these questions used a response scale that included vague quantifiers like “Always/Often/Sometimes/Never.” For most of the activities, this scale did not make sense and was confusing to respondents. One example where this confusion was particularly pronounced was when we asked about the frequency with which youth serve in certain leadership roles. For most questions, we suggest changing to a more discrete scale: “Not at all/A few times a month/A few times a week/Every day”. There are several questions, noted in table 2, where we suggest changing to a “yes or no” structure.
- **Substantive reorganization:** We suggest grouping questions together that are substantively related, for example, grouping all the leadership questions together. In addition, we suggest moving a few questions to sections other than Section H. These are noted in the table.

While these questions did not pose major issues during pretesting, we still have some reservations about including them for logistical reason. If we implement the changes we recommend, we will be changing more than the two sections we thought would be impacted. This will require more programmer and instrument testing time than we anticipated.

3. Timing and Respondent Burden

We administered sections G and H in their entirety in order to compare the timing of those sections to their timing on the 12 month survey. On the 12 month survey, we found that section G and H took just over 7 minutes when administered by phone. On the pretest, we found that the interviewer-administered survey took about 13 minutes, suggesting that the inclusion of these questions will add about six minutes to the survey administration time.

The 12 month survey was, on average, over 45 minutes in length (5 minutes longer than we anticipated), which is less than ideal. The inclusion of these new questions will increase the chances that we will experience break-offs and non-response. Further, these questions are included in sections that respondents found particularly challenging during the 12 month pretest. We have reservations about adding more to these already challenging sections.

cc:

APPENDIX A

48-MONTH PRETEST QUESTIONS

1. Please indicate how the people you hang out with would say that each of the following describes you. Would you say the following are “not at all like you,” “kind of like you” “like you” or “very much like you?”

| | Not at all like me | Kind of like me | Like Me | Very much like me |
|--|-----------------------|--------------------|------------|----------------------|
| a. Helpful/caring/loving/I can give advice | | | | |
| b. Intelligent/trying to learn/hard-working | | | | |
| c. Nice/friendly/easy to get along with | | | | |
| d. Honest/direct/sincere | | | | |
| e. Trying to make something of myself/determined | | | | |
| f. Fun/carefree/easy-going/like to party | | | | |
| g. Faith in God | | | | |
| h. Down-to-earth | | | | |
| i. Social dexterity/I can fit in | | | | |

2. In the past year how often have you done the following activities: (always, often, sometimes, never)

| | Not at all like me | Kind of like me | Like Me | Very much like me |
|---|-----------------------|--------------------|------------|----------------------|
| a. Helped family members | | | | |
| b. Helped other members of the community | | | | |
| c. Discussed current events and social issues | | | | |
| d. Served in a leadership role in the workplace or union | | | | |
| e. Served in a leadership role in the neighborhood | | | | |
| f. Volunteered as a youth mentor or sports coach | | | | |
| g. Worked in a community based program | | | | |
| h. Participated in political rallies, campaigns or demonstrations | | | | |
| i. Served in a leadership role in your child's school | | | | |
| j. Served in a leadership role in church | | | | |
| k. Ran for or was appointed to public office | | | | |

3. In the past year, have you done any of the following activities:

| | Not at all like me | Kind of like me | Like Me | Very much like me |
|---|-----------------------|--------------------|------------|----------------------|
| a. Advocated for my child at her/his school | | | | |
| b. Volunteered at my child's school | | | | |
| c. Given money to other family members who needed it | | | | |
| d. Taken steps to improve my family's housing situation | | | | |
| e. Influenced my friends to turn their lives around for the better | | | | |
| f. Cleared most of my debts | | | | |
| g. Paid off parking tickets so I could get my driver's license | | | | |
| h. Assisted a neighbor or community member who needed help. | | | | |
| i. Attended community meetings to help improve the conditions within my community | | | | |
| j. Served as a positive role model for the younger kids in my neighborhood | | | | |

APPENDIX B

YOUTHBUILD 48-MONTH FOLLOW UP SURVEY:

PRETEST QUESTIONS

YouthBuild 48-Month Follow Up Survey: Pretest Questions

Round 1: Pretest Protocol

April 2014

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**INTERVIEWER: READ CONSENT SCRIPT AT NORMAL INTERVIEWING PACE,
THEN START FIRST ACTIVITY.**

In Person Interview Script:

Hi, my name is [name] and this is my coworker [name] from Mathematica Policy Research, a social research company based out of Princeton New Jersey. Thanks so much for being willing to help us out today.

As we go through the activities, you may notice that at some points I'm reading word for word from my notes. We just want to make sure that we are giving each person the same information. There will be plenty of time for us to talk through any questions you might have after we finish the activity.

As someone may have explained to you, we are currently testing a series of questions that will eventually be part of a larger survey and we want your help to figure out how to make the questions and answer categories clear and easy to understand. To do this we are going to ask you to do two different types of activities. You will be doing the first activity with me and then you will do a second activity with [insert name of partner]. All together the activities will take about 40 minutes of your time.

Please keep in mind that there are no right or wrong answers to any of the activities or questions we ask you. We really just want to find out as much as possible about what you are thinking, so don't hesitate to speak up whenever something is unclear, hard to answer, or doesn't seem to apply to you.

I will be recording the interview so that I can go back and listen to it later when I'm summarizing the results. While we are doing our activity, my partner will be observing us and timing our activities and taking notes, so that I can just focus on talking with you.

Everything that you tell us will be kept private. You don't have to answer any questions that make you feel uncomfortable.

Do you have any questions before we start?

Let's begin.

Please hit the record button on your digital voice recorder

PART I – CARD SORT ACTIVITY

A. Materials:

- Set of index cards with the words and phrases on them (each set should have 23 cards)
- Round 1: Pretest Protocol
- Paper clips (at least 10)
- Pen or pencils
- Tape recorder (and batteries)

While the lead interviewer introduces the activity, the partner should start filling this out:

| Card Sort Results | |
|--------------------------------------|---------------------|
| PRETEST RESPONDENT NUMBER (R1 – R9): | |
| LEAD INTERVIEWER: | |
| SECONDARY INTERVIEWER: | |
| CARD SORT START TIME: | CARD SORT END TIME: |
| DEBRIEF START TIME: | DEBRIEF END TIME: |
| GENERAL NOTES ON THE CARD SORT TASK: | |
| Word and Phrases | Specific Notes |
| Helpful | |
| Down-to-earth | |
| Trying to learn | |
| Direct | |
| Loving | |
| Faith in God | |
| Honest | |
| Fun | |
| Easy to get along with | |
| Social dexterity | |
| Caring | |
| Nice | |
| Easygoing | |
| Trying to make something of myself | |
| Like to party | |
| Hard-working | |
| Intelligent | |
| Friendly | |
| Determined | |
| I can fit in. | |
| Carefree | |
| I can give advice. | |
| Sincere | |

Step 1: Give respondent instructions:

Here's how it works. In front of you is a stack of cards. Those cards represent words that might be used to describe you. I'd like you take the cards and try to sort them into groups that make sense to you.

If you don't understand the meaning of the word or phrase on the card, you can put them in a "Don't know" pile. If you think something doesn't belong or "fit" with any other words, you can make an "other" pile. At the end of this activity, I will ask you some questions about why you grouped certain cards together and what some of the words and phrases mean to you.

Step 2: Card sort debrief with respondent

While the respondent is sorting their cards, you or your partner should start filling out the Card Sort Results table on the next page making notes about the following things:

- **Respondent ID.** Enter an ID between R1 and R9, where the first pretest respondent in round one is R1 and the last pretest respondent in round one is R9.
- **Lead/secondary interviewer names.** Write down the name of the person leading the card sort activity and the name of the person observing the card sort activity and taking notes.
- **Start and stop times for the card sort.** How long does it take the respondent to complete the card sort task? Extremely long or short card sort times can be a sign that the respondent had difficulty understanding the task, the meaning of words on the individual cards, or was not taking the task seriously.
- **Observation notes.** As the respondent is conducting the sorting activity, please watch to see if there are non-verbal clues that any words or phrases are confusing. Make notes in the "General Notes" box in the Card Sort Results table.

Once the respondent has finished sorting the cards into piles you are going to want to ask them about the groups of cards they made. Some questions to ask respondents are listed below:

- I see that you have [X] groups, can you please tell me a little bit about why you grouped each of these together?
- If you had to name the group, what would you call it?
- Can you tell me any other words you would include in that group (words that aren't listed on the cards).
- Can you please tell me a little bit about the cards you didn't put into groups?

Step 3: Document the number of groups, the words in each group

In order to analyze patterns across respondents, we will want to rubber band the respondent's cards into the groups they formed and then put those groups of cards into an envelope and write the respondent ID on the envelope (R1 – R9).

We will later data enter these so that we can analyze the card sort data across respondents to identify patterns and underlying constructs.

Step 4: Follow-up on the stem to this question

Interviewer Note: The original question stem to this question was “Please indicate how the people you hang out with would say that each of the following describes you. Would you say the following are “not at all lot you”, “kind of like you”, “like you”, “very much like you”.

I just have a few more questions for you.

1. If I said the phrase “people you hang out with”, who would that include?
2. *[Interviewer - For each person they ‘hang out with] – On a scale from 1 to 5 with 1 being not at all and 5 being really well, how well do you think that person could answer questions about your character?*

PART II – OBSERVATIONAL DEBRIEF

Materials:

- Round 1: Pretest Protocol
- Pen or pencil
- Tape recorder (batteries)

Step 1: Explain the purpose of the activity

Next, I want to ask you a series of questions that will be part of a larger survey later.

Step 2: Start filling out the observational debrief notes table

| Observational Debrief Notes | |
|--|---------------------|
| PRETEST RESPONDENT NUMBER (R1 – R9): | |
| LEAD INTERVIEWER: | |
| SECONDARY INTERVIEWER: | |
| INTERVIEW START TIME: | INTERVIEW END TIME: |
| DEBRIEF START TIME: | DEBRIEF END TIME: |
| GENERAL NOTES ON THE OBSERVATIONAL DEBRIEF TASK: | |
| | |

Step 3: Administer the survey questions and verbal probes (see next page)

Before we start, can you tell me if you have any children? There are a few questions that are specific to people with children, but I will skip those if they don't apply to you

INTERVIEWER NOTE: Note if they have a child. Certain questions will contain the check for if child=yes

These first questions are about activities you may have done in the past 12 months.

PT1. In the past year, how often have you done the following activities?

Would you say always, often, sometimes, or never?

| | Always | Often | Sometimes | Never |
|---|--------|-------|-----------|-------|
| a. Helped family members | 1 | 2 | 3 | 4 |
| b. Helped other members of the community | 1 | 2 | 3 | 4 |

INTERVIEWER PROBES:

Can you tell me what types of helping activities you were thinking of when you answered this question?

[For each, if not 'never'] How many times did you help?

PT2. In the past year, how often have you done the following activities?

Would you say always, often, sometimes, or never?

| | Always | Often | Sometimes | Never |
|---|--------|-------|-----------|-------|
| a. Discussed current events and social issues | 1 | 2 | 3 | 4 |
| b. Worked in a community-based program | 1 | 2 | 3 | 4 |
| c. Participated in political rallies, campaigns, or demonstrations | 1 | 2 | 3 | 4 |
| d. Ran for or was appointed to public office | 1 | 2 | 3 | 4 |

INTERVIEWER PROBES:

What does the phrase 'current events or social issues' mean to you? Can you give me an example?

What does the phrase 'community-based program' mean to you? Can you give me an example?

[IF PT2c<4] Can you describe the political rallies, campaigns or demonstrations you participated in (or if 'never' what those are)?

What does it mean to run for or be appointed to public office?

[For each, if not 'never'] How many times did you help?

PT3. In the past year, how often have you done the following activities?

Would you say always, often, sometimes, or never?

| | Always | Often | Sometimes | Never |
|---|--------|-------|-----------|-------|
| a. Served in a leadership role in the workplace or union | 1 | 2 | 3 | 4 |
| b. Served in a leadership role in the neighborhood | 1 | 2 | 3 | 4 |
| c. Volunteered as a youth mentor or sports coach | 1 | 2 | 3 | 4 |
| d. [If child = yes] Served in a leadership role in your child’s school | 1 | 2 | 3 | 4 |
| e. Served in a leadership role in church | 1 | 2 | 3 | 4 |

INTERVIEWER PROBES:

What does the phrase ‘leadership role’ mean to you? Can you give me an example?

What does the phrase ‘workplace or union’ mean to you? Can you give me an example of each?

What did you think of when I asked about your neighborhood? What did you include?

[If have extra time ask for those activities not ‘never’] How many times did you do these things?

PT4. In the past year, have you done any of the following?

| | YES | NO |
|---|-----|----|
| a. [If child = yes] Advocated for your child at his/her school | 1 | 0 |
| b. [If child = yes] Volunteered at your child's school | 1 | 0 |
| c. Given money to other family members who needed it | 1 | 0 |
| d. Taken steps to improve your family's housing situation | 1 | 0 |
| e. Assisted a neighbor or community member who needed help | 1 | 0 |
| f. Attended community meetings to help improve the conditions within your community | 1 | 0 |

INTERVIEWER PROBES:

What does the phrase 'advocated' mean to you? Can you give me an example?

[If child= yes] Can you describe how you might volunteer at your child's school?

Which 'family members' did you include when I asked you if you had given other family members money?

What does the phrase 'improve your family's housing situation' mean to you? Can you give me an example?

Can you describe how you assisted a neighbor or community member?

Who did you include when thinking about your 'neighbors or community members'?

What does the phrase 'improve the conditions within your community' mean to you? Can you give me an example?

PT5. In the past year, have you done any of the following?

| | YES | NO |
|--|-----|----|
| a. Cleared most of your debts | 1 | 0 |
| b. Paid off parking tickets so you could get your driver's license | 1 | 0 |

INTERVIEWER PROBES:

What does the phrase 'cleared most of your debts' mean to you? Can you give me an example?

Do you have a license?

Do you have parking tickets?

PT6. In the past year, have you done any of the following?

| | YES | NO |
|--|-----|----|
| a. Influenced your friends to turn their lives around for the better | 1 | 0 |
| b. Served as a positive role model for the younger kids in your neighborhood | 1 | 0 |

INTERVIEWER PROBES:

What does the phrase 'turn your life around for the better' mean to you? Can you give me an example?

Can you describe how you might influence your friends?

What does the phrase 'positive role model' mean to you? Can you give me an example?

FINAL INTERVIEWER PROBES:

- Were there any questions in this interview that you did not know how to answer? Tell me more about that.
Were there any parts of the interview that you found confusing? Tell me more about that.
- Were there any questions in this interview that made you feel uncomfortable? Which questions?
This was the last question I had. Did you have any other comments about the questionnaire?
Thank you for helping us test the questionnaire.

Persons are not required to respond to this collection of information unless this survey displays a currently valid OMB control number (OMB xxxx-xxxx, expires xx/xx/xxxx). Responding to this questionnaire, which seeks to help the U.S. Department of Labor understand how YouthBuild programs are serving disadvantaged youth, is voluntary. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to Eileen Pederson, U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Evaluation, Room N-5641, 200 Constitution Avenue, NW, Washington, DC 20210.

APPENDIX C

YOUTHBUILD RESPONDENT DEBRIEFING PROTOCOL: ROUND 2

YouthBuild Respondent Debriefing Protocol: Round 2

Materials:

- Debriefing protocols
- Questionnaires
 - 5 for SAQ
 - 5 to provide in-person interview respondents with a blank hard copy during debriefing
 - One for interviewer
- Digital recorders
- Pens and pencils for respondents
- Gift cards for respondents

Administer Survey:

Thank you for your time and willingness to help us out.

First, let me introduce myself and tell you a little bit about what we are going to be doing here today.

- My name is [name] and I'm from Mathematica Policy Research, Inc., a research company in Princeton New Jersey.
- You may notice that at some points I'm reading word for word from my notes. We just want to make sure that we are giving each person the same information. There will be plenty of time for us to talk through any questions you might have after we finish the activity.
- Today, we are asking for your help to test a few sections of a questionnaire that will eventually be given to a larger group of youth. Your input is very valuable, as it will help us identify questions that are not clear and address any concerns that you or other youth might have about the survey. Your feedback will be incorporated into the final version of the questionnaire. Ultimately, your input will help ensure that we collect the highest quality data.
- **[For in-person interviews]:** First, I am going to ask you several survey questions, and then I would like to get your feedback about those questions. This should take about 30 minutes. Do you have any questions before you begin?

I would like to record our discussion so that I can go back and listen to it later if I need to. Is that ok?

- **[For PAPI]:** Please complete these questions, and then I would like to get your feedback on them. This should take about 30 minutes. Do you have any questions before you begin?

- **INTEVIEWER NOTES**
 - Note the start and stop times on your questionnaire.
 - **For PAPI:** Please note if respondent appears to be having any noticeable difficulties while completing the survey. When interview has ended or respondent has completed the survey, enter stop time.

YouthBuild FOLLOWUP Phone Pretest Timing Sheet

| | | |
|------------------------------|-----------------------|---------------------------|
| APPOINTMENT DATE: | | |
| TIME: | | |
| INTERVIEW START TIME: | | |
| INTERVIEW END TIME: | | |
| INTERVIEW MODE: | <u> </u> SAQ | <u> </u> "Phone" |

Comments

Debriefing Protocol:

Thank you for answering these questions. As I said before, I want to ask you some questions to get your feedback about the survey.

[For in-person respondents]: Here is a copy of the questions so that you can refer to any specific questions I ask you about]. If you have any other comments as we go through, please feel free to share.

[FOR PAPI respondents]: I would like to record our discussion so that I can go back and listen to it later if I need to. Is that ok?

INTERVIEWER: For each page/section you can start with the following stem. “On [page], [section], were there any questions that you found confusing or did not understand?”

- Were there any terms or words that you did not understand?
- Were there any questions you found especially difficult to answer?

INTERVIEWER: Go though section by section to ask the specific probes below.

| PAGE | SECTION | QUESTIONS | NOTES |
|--|--|---|-------|
| 1 | G | <p>How you feel about yourself/people in your life</p> <p>How others describe you</p> | |
| Potential Areas of Confusion for Page 1, Section G | <p>Specific probes: Please look at Question G2.</p> <ul style="list-style-type: none"> • In part [list grouped item, starting with a], <ul style="list-style-type: none"> ○ Is there one word or phrase you can think of that would describe all of the words in this group? ○ Were there any words in this group that you did not know the meaning of? ○ Do these words fit together or do some of the words not belong ○ <i>[If answer>1]</i>: You mentioned that these words describe you. Do all of these words describe you, or only certain ones? | | |

| |
|---|
| a. Helpful/caring/loving/I can give advice |
| b. Intelligent/trying to learn/hard-working..... |
| c. Nice/friendly/easy to get along with |
| d. Honest/direct/sincere |
| e. Trying to make something of myself/ determined.. |
| f. Fun/carefree/easy-going/like to party |
| g. Have faith in God |
| h. Down-to-earth |
| i. Social dexterity/I can fit in |

On pages 2:
 Were there any questions that you found confusing or did not understand?
 Were there any terms or words that you did not understand?
 Were there any questions you found especially difficult to answer?

| | | | |
|---|---|-------------------|--|
| 2 | G | People in general | |
|---|---|-------------------|--|

On pages 3:
 Were there any questions that you found confusing or did not understand?
 Were there any terms or words that you did not understand?
 Were there any questions you found especially difficult to answer?

| | | | |
|---|---|---|--|
| 3 | H | How you make decisions and solve problems | |
|---|---|---|--|

| | | | |
|---|---|-------------------------------------|--|
| 3 | H | Volunteer or community service work | |
|---|---|-------------------------------------|--|

| | | | |
|--|---|-------------------------------------|--|
| <p>On pages 4:</p> <p>Were there any questions that you found confusing or did not understand?</p> <p>Were there any terms or words that you did not understand?</p> <p>Were there any questions you found especially difficult to answer?</p> | | | |
| 4 | H | Volunteer or community service work | |
| Potential Areas of Confusion for Page 4, Section H, Volunteer or Community Service Work | <p>Specific Probes: Please look at H5/H6.</p> <ul style="list-style-type: none"> • Are there any terms or words that you do not understand? • Are there any questions you found especially difficult to answer? • <i>[INTERVIEWER: If they say yes to 'neighborhood' and any other leadership role clarify]</i> Can you tell me more about that role? Is it different than the other leadership roles you mentioned? • Have you served in any other leadership roles not listed here? | | |

On pages 5:

Were there any questions that you found confusing or did not understand?

Were there any terms or words that you did not understand?

Were there any questions you found especially difficult to answer?

| | | | |
|---|---|--------------------------|--|
| 5 | H | Help family or community | |
|---|---|--------------------------|--|

| | |
|---|---|
| <p>Potential Areas of Confusion for Page 5, Section H, Help family or community</p> | <p>Specific Probes: Please look at H7.</p> <ul style="list-style-type: none"> • <i>[INTERVIEWER: Look at the response options to try to tease out any redundancies, specifically how they answered H7b and d] Can you give me some examples of what you were thinking about when you answered these questions? Were you thinking about the same type of help or was it different?</i> • <i>[INTERVIEWER: if answered “a few times a month,” “a few times a week”, or “every day” to item c]: Can you give me some examples of what you were thinking about when you answered this question?</i> • Please look at c: What does the phrase ‘community-based program’ mean to you? Can you give me an example? • <i>[INTERVIEWER : if answered “a few times a month,” “a few times a week”, or “every day” to item b]: Can you give me some examples of what you thinking about.</i> • Please look at i: Can you tell me what the phrase “current events” means to you? Can you tell me what the phrase “social issues” means to you? |
|---|---|

| | | | |
|--|---|--------------------------------|--|
| <p>Potential Areas of Confusion for Page 5, Section H, Children</p> | <p>Specific Probes [if respondent has child]: Please look at H8.</p> <ul style="list-style-type: none"> • What does the phrase ‘advocated’ mean to you? Can you give me an example? • [INTERVIEWER: If answered greater than “not at all”]: Can you give me an example of the ways you advocated for your child? | | |
| <p>On pages 6: Were there any questions that you found confusing or did not understand? Were there any terms or words that you did not understand? Were there any questions you found especially difficult to answer?</p> | | | |
| 6 | H | Things you do in a typical day | |

General questions:

- Were there any parts of the interview that you found confusing or repetitive? Tell me more about that.
- Were there any questions in this interview that made you feel uncomfortable? Which questions?
- Do you have any other comments about these questions that you would like to share?

WRAP-UP (5 minutes)

We are coming to the end of our discussion. Thank you for sharing your experiences and opinions. Is there anything else that you would like to add about anything we discussed today?

Thanks again for your participation. *[Give gift card].*

OMB No.: 1205-0503
Expiration Date: 12/31/2015

MATHEMATICA
Policy Research

YOUTHBUILD

48-Month Pretest

April 30, 2014

Persons are not required to respond to this collection of information unless this survey displays a currently valid OMB control number (OMB 1205-0503, expires 12/31/2015). Responding to this questionnaire, which seeks to help the U.S. Department of Labor understand how YouthBuild programs are serving disadvantaged youth, is voluntary. Public reporting burden for this collection of information is estimated to average **XX** minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to Eileen Pederson, U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Evaluation, Room N-5641, 200 Constitution Avenue, NW, Washington, DC 20210.

G. Social and Emotional Development

G1. These first questions ask about how you feel about yourself and the people in your life. Below is a list of statements dealing with your general feelings about yourself. Please indicate if you strongly agree, agree, disagree, or strongly disagree.

SELECT ONE RESPONSE PER ROW

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. I feel that I'm a person of worth, at least on an equal plane with others..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. I feel that I have a number of good qualities..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. All in all, I am inclined to feel that I am a failure | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. I am able to do things as well as most other people | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. I feel I do not have much to be proud of | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. I take a positive attitude towards myself..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. On the whole, I am satisfied with myself | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. I wish I could have more respect for myself | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. I certainly feel useless at times..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| j. At times I think I am no good at all | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

G2. Now we want to know how other people see you. Please indicate how the people you hang out with would say that each of the following describes you.

Would they say the following are “not at all like you,” “kind of like you,” “like you,” or “very much like you?”

SELECT ONE RESPONSE PER ROW

| | NOT AT ALL LIKE YOU | KIND OF LIKE YOU | LIKE YOU | VERY MUCH LIKE YOU |
|--|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Helpful/caring/loving/I can give advice | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Intelligent/trying to learn/hard-working..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Nice/friendly/easy to get along with | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Honest/direct/sincere | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Trying to make something of myself/ determined... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Fun/carefree/easy-going/like to party | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Have faith in God | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Down-to-earth | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Social dexterity/I can fit in | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

G3. The next question is about people in general.

Generally speaking, would you say most people can be trusted or that you can't be too careful in life?

SELECT ONE ONLY

- 1 Most people can be trusted
- 2 Can't be too careful

G4. Do you agree or disagree with the following statements about your current relationships with family and friends?

SELECT ONE RESPONSE PER ROW

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. There are people I know who will help me if I really need it | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. There is no one I feel comfortable talking about problems with..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. I am with a group of people who think the same way I do about things | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. If something went wrong, no one would help me | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. I have a trustworthy person to turn to if I have problems | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. There is no one who likes to do the things I do . | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

H. Identity Development

H1. The next questions are about how you make decisions and solve problems.

Please read the following statements and rate how strongly you agree or disagree with each one.

SELECT ONE RESPONSE PER ROW

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Difficult problems make you very upset..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. When making decisions, you usually go with your "gut feeling" without thinking too much about the consequences of each alternative..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. When you have a problem to solve, one of the first things you do is get as many facts about the problem as possible..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. When you are attempting to find a solution to a problem, you usually try to think of as many different ways to approach the problem as possible..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. When making decisions, you generally use a systematic method for judging and comparing alternatives..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. After carrying out a solution to a problem, you usually try to analyze what went right and what went wrong..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

H2. This next question is about what you do when you need to make a decision or solve a problem.

Would you rather get \$80 tomorrow, or get \$100 three months from now?

SELECT ONE ONLY

- 1 \$80 tomorrow
 2 \$100 three months from now

H3. The next questions ask you some questions about volunteer or community service work.

In the past year, have you ever performed volunteer or community service work, not including court ordered service?

- 1 Yes
 0 No → **GO TO H4**

H3a. In the past year, about how often have you volunteered? You can answer with the number of hours per week, month, or year.

|_|_| NUMBER OF HOURS

SELECT ONE ONLY

- 1 Per Week
 2 Per Month
 3 Per Year

H3b. In the past year, have you:

SELECT ONE RESPONSE PER ROW

| | YES | NO | DOES NOT APPLY TO ME |
|-------------------------------------|----------------------------|----------------------------|----------------------------|
| a. Cleared most of your debts?..... | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> | n <input type="checkbox"/> |
| b. Paid off parking tickets?..... | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> | n <input type="checkbox"/> |

H4. Are you registered to vote in the U.S.?

- 1 Yes
- 0 No

H5. In the past year, have you:

SELECT ONE RESPONSE PER ROW

| | YES | NO |
|---|----------------------------|----------------------------|
| SKIP H5a IF YOU ANSWERED "NO" TO H4 | | |
| a. Voted in one or more elections? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| b. Taken on a leadership role by serving on a community council or board? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| c. Gotten involved in a national, state, or local political effort or electoral campaign? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |

H6. These next questions ask about other leadership roles you may have. In the past year, have you:

SELECT ONE RESPONSE PER ROW

| | YES | NO |
|---|----------------------------|----------------------------|
| a. Served in a leadership role in the workplace? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| b. Served in a leadership role in the neighborhood? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |
| c. Served in a leadership role in church? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> |

H7. These next questions ask about things you might do to help your family or community.

In the past month how often have you done the following activities? Would you say, not at all, a few times a month, a few times a week, or every day?

SELECT ONE RESPONSE PER ROW

| | NOT AT ALL | A FEW TIMES A MONTH | A FEW TIMES A WEEK | EVERY DAY |
|---|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Helped family members | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| b. Helped other members of the community..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| c. Worked in a community based program..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| d. Attended community meetings to help improve the conditions within my community | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| e. Assisted a neighbor or community member who needed help. | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| f. Served as a positive role model for the younger kids in my neighborhood..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| g. Volunteered as a youth mentor or sports coach..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| h. Influenced my friends to turn their lives around for the better | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |
| i. Discussed current events and social issues..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> |

H8. In the past month how often have you done the following activities to help your child? Would you say, not at all, a few times a month, a few times a week, or every day?

IF YOU DON'T HAVE A CHILD, GO TO QUESTION H9 ON THE NEXT PAGE

SELECT ONE RESPONSE PER ROW

| | NOT AT ALL | A FEW TIMES A MONTH | A FEW TIMES A WEEK | EVERY DAY | I DON'T HAVE A CHILD |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Advocated for my child at her/his school ... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. Volunteered at my child's school | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. Served in a leadership role in my child's school..... | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

H9. The next questions are about things you do in a typical day. First, how many hours do you usually sleep?

SELECT ONE ONLY

- 1 Less than three hours
- 2 3 to 5 hours
- 3 6 to 8 hours
- 4 9 to 11 hours
- 5 More than 11 hours

H10. Thinking about a typical day, how many hours do you usually spend:

SELECT ONE RESPONSE PER ROW

| | NONE OR ALMOST NONE | ONE | TWO OR THREE | FOUR OR FIVE | SIX OR MORE |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. Watching TV or listening to music? | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| b. Hanging out? | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| c. Playing video or computer games or using the internet? | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| d. Reading or studying? | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| e. In school or training? | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| f. Taking care of a child? | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| g. Taking care of a family member, not including a child? | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |

H11. Taking everything all together, how would you say things are these days – would you say that you are very happy, pretty happy, or not too happy?

SELECT ONE ONLY

- 1 Very happy
- 2 Pretty happy
- 3 Not too happy

Thank you for taking the time to complete this survey.

APPENDIX D

YOUTHBUILD 48-MONTH FOLLOW UP SURVEY:

WEB VERSION

OMB No.: 1205-0503
Expiration Date: 12/31/2015

MATHEMATICA
Policy Research

YouthBuild 48-Month Follow Up Survey

Web version

June 2014

Persons are not required to respond to this collection of information unless this survey displays a currently valid OMB control number (OMB 1205-0503, expires 06/30/2018). Responding to this questionnaire, which seeks to help the U.S. Department of Labor understand how YouthBuild programs are serving disadvantaged youth, is voluntary. Public reporting burden for this collection of information is estimated to average 35 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to Eileen Pederson, U.S. Department of Labor, Employment and Training Administration, Office of Policy Development and Evaluation, Room N-5641, 200 Constitution Avenue, NW, Washington, DC 20210.

| Preloads | Values Definitions / Format | Source |
|----------------|---|--|
| [YB PROGRAM] | Text | Grantee |
| REF DATE | MM/DD/YYYY | Last interview date or RA date |
| RAOutcome | 1 = Treatment 2 = Control | RA Outcome from SMS |
| 12M_comp | 1 = Completed 12M survey 0 = Did not complete 12M survey | 1 IF 12M Final Status is 010, 020, 030, 019, 029, 039; ELSE 0 |
| PL_dropout | 1 = Ask B1 0 = Do not ask B1 | 1 IF W1_b1 = D, R, M OR IF 12M_comp = 0; 0 IF W1_b1 = 1 OR 0 (Data collected) ELSE, 1. |
| PL_diploma | 0 = Data not collected, ask B3 1 = High school diploma 2 = GED 3 = Certificate of completion 4 = None of these reported, ask B3 | 0 IF W1_b3 = D, R, M OR IF 12M_comp = 0; 1 IF W1_b3 = 1 (Reported high school diploma at 12M) 2 IF W1_b3 = 2 (Reported GED at 12M) 3 IF W1_b3 = 3 (Reported Certificate of completion at 12M) 4 IF W1_b3 = 4 (Reported none of these at 12M) ELSE, 0. |
| PL_dipdate | 1 = Reported education, but no date 0 = No education date provided | 1 IF (W1_b4_month OR W1_b4_year = M, D, R); ELSE, 0 |
| PL_YBstatus | 0 = Did not complete 12M OR did not report YB services OR did not report YB status 1 = Reported currently enrolled in YB at 12M 2 = Reported graduating YB at 12M 3 = Reported stopped going to YB at 12 | 1 IF W1_d3 = 1 (currently enrolled at 12M); 2 IF W1_d3 = 2 (graduated); 3 IF W1_d3 = 3 (stopped going); ELSE, 0 |
| PL_job | 1 = Had current job at 12M survey 0 = No reported job or no current job at 12M survey | 1 IF W1_e1 = 1 (currently working) and (W1_e5 or W1_e5b) have job name ELSE, 0 |
| [12M JOB NAME] | Text | IF PLjob = 1, fill from W1_e5 or W1_e5b |
| FACEBOOK | 0 = We have FB account 1 = We do not have FB account in db | 0 IF Facebook account exists and we have URL; ELSE 1. |
| MYSFACE | 0 = We have MS account 1 = We do not have MS account in db | 0 IF MySpace account exists AND we have URL; ELSE 1. |
| TWITTER | 0 = We have Twitter account 1 = We do not have Twitter account in db | 0 IF Twitter account exists AND we have URL; ELSE 1. |

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| H. IDENTITY DEVELOPMENT..... | 8 |
| I. HEALTH AND WELL-BEING | 12 |

A. Household Information

ALL

A1. The first questions are about your housing situation.

Where do you live now? If you stay in more than one place, where do you stay most often?

Select one only

- Your parent's home 1
 - Another person's home 2
 - Your own place whether you rent or own 3
 - A group home or halfway house..... 4
 - Dormitory (such as college or Job Corps housing) 10
 - A long-term homeless shelter..... 5 GO TO A3
 - An emergency housing shelter including a domestic violence shelter 6 GO TO A3
 - An incarceration facility..... 7
 - Homeless and living on the street 8 GO TO A3
 - Some other arrangement..... 9
- Specify (STRING 200)
- NO RESPONSE M

SPECIFY TEXT: Please specify where you live now:

IF A1 NE 5, 6, 8 (NOT CURRENTLY LIVING IN SHELTER OR HOMELESS)

A2. Have you been homeless and living on the street or in a shelter at any time since [REF DATE]?

- Yes..... 1
 - No 0
- NO RESPONSE M

ALL

A3. What is your marital status?

Select one only

- Married..... 1
 - Divorced..... 2
 - Separated 3
 - Widowed 4
 - Never married 5
- NO RESPONSE M

PROGRAMMER SKIP BOX A3.1
 IF A1 = 1 – 6, 9, 10, M (LIVING IN HOUSE, OTHER, OR EMPTY)
 CONTINUE;
 ELSE, SKIP TO A6.

A1 = 1 – 6, 9, 10, M

**Does your spouse currently live IF A3 = 1;
 ELSE Do you have a partner who currently lives**

A4. [Does your spouse currently live / Do you have a partner who currently lives] with you?

- Yes..... 1
- No 0
- NO RESPONSE M

A1 = 1, 2, 3, 9, M

A5. Including yourself, how many people currently live with you? Include everyone who usually lives there, even if they are away from home right now.

PEOPLE CURRENTLY LIVING WITH YOU
 (RANGE 0-99)

NO RESPONSE M

HARD CHECK: IF A5 = 0; Your response to this question should be at least one (1). Please update your answer below.

SOFT CHECK: IF A4 = 1 AND A5 < 2; In the previous question you mentioned you live with your spouse or partner. Your answer to this question should include yourself and your spouse or partner. Please indicate below how many people currently live with you.

To continue to the next question without changing your response, click the continue button.

ALL

A6a. Do you have any children under 18 years of age? Please include your own or adopted children, foster, or stepchildren. Please do not include a current pregnancy.

- Yes..... 1
- No 0 GO TO SECTION B
- NO RESPONSE M GO TO SECTION B

A6a = 1

A7. How many children do you have? Please do not include a current pregnancy.

CHILDREN

(RANGE 00-99)

NO RESPONSE M

SOFT CHECK: IF A7 = 15 – 99; You said that you have [FILL A7] children. Please check that this is correct and either keep your answer or change your answer below.

To keep your answer without making changes, click the continue button.

SOFT CHECK: IF A7 = 0; You mentioned in a previous question that you have children. You just mentioned that you have 0 children. Click [here](#) to go back and change your answer about having children. You may also change your answer below.

To keep your answer without making changes, click the continue button.

PROGRAMMER SKIP BOX A7.1

IF A7 = 0 OR M (NO CHILDREN OR MISSING), SKIP TO SECTION B;

IF A7 = 1 (ONE CHILD), CONTINUE TO A8a;

IF A7 GT 1 (MULTIPLE CHILDREN), SKIP TO A8b.

A7 = 1

A8a. Does this child live with you?

- Yes..... 1 GO TO A9
- No 0 GO TO A9
- NO RESPONSE M GO TO A9

SOFT CHECK: IF A8a = M; Your response to this question is important. Please provide a response and continue.

To continue to the next question without providing a response, click the continue button.

A7 GT 1

A8b. How many of your children live with you?

CHILDREN LIVING WITH YOU

(RANGE 0-99)

NO RESPONSE M

SOFT CHECK: IF A8b = M; Your response to this question is important. Please provide a response and continue.

To continue to the next question without providing a response, click the continue button.

SOFT CHECK: IF A8b GT A7; You mentioned in a previous question that you have [FILL A7] children. The number of children living with you have should not be greater than the number of children you have. Click [here](#) to go back and change your answer about the number of children you have. You may also change your answer below.

To continue to the next question without making changes, click the continue button.

A7 GT 0 (HAS CHILDREN)

A9. IF A7 = 1: Was this child born after [REF DATE]?

IF A7 GT 1: **Were any of your children born after [REF DATE]?**

Yes..... 1

No 0

NO RESPONSE M

PROGRAMMER SKIP BOX A9.1

IF A7 = 1 AND A8a = 0 (ONLY CHILD IS NOT LIVING IN HOME),
CONTINUE TO A10a;

IF A7 = 1 AND A8a = 1 (ONLY CHILD IS LIVING AT HOME), GO TO A11;

IF A7 = 1 AND A8a = M, GO TO A11;

IF A7 GT 1 AND (A7 - A8b GT 0) (NOT ALL CHILDREN LIVING IN
HOME), CONTINUE TO A10a;

IF A7 GT1 AND (A7 - A8b LE 0) (ALL CHILDREN LIVING IN HOME), GO
TO A11;

IF A7 = GT 1 AND A8b = M, GO TO A11.

IF (A7 = 1 AND A8a = 0) OR (A7 GT 1 AND (A7 – A8b GT 0))

child, does IF A7 = 1 AND A8a = 0;
children, do IF A7 GT 1 AND (A7 – A8b GT 1);
child, does IF A7 GT1 AND (A7 – A8b = 1)

A10a. Did you spend time with your [child / children] who [does / do] not live with you in the past week?

- Yes..... 1 GO TO A10
- No 0 GO TO A11
- NO RESPONSE M GO TO A11

IF A10a = 1

IF A7 = 1 AND A8a = 0, FILL: **child, does**
IF A7 GT 1 AND (A7 – A8B GT 1), FILL: **children, do**
IF A7 GT1 AND (A7 – A8B = 1), FILL; **child, does**

A10. Thinking just about the [child / children] who [does / do] not live with you, please indicate which of the following activities you have done in the past week.

Select all that apply

- Read with your [child/children]..... 1
- Played with your [child/children], not including sports..... 2
- Did arts and crafts with your [child/children]..... 3
- Played sports with your [child/children] 4
- Talked with or listened to your [child/children]..... 5
- Attended your [child/children]'s events..... 6
- Helped your [child/children] with homework..... 7
- Picked up or dropped your [child/children] off 8
- Done some other activities with your [child/children]..... 9
- NO RESPONSE M

IF A7 GT 0 (HAS CHILDREN)

IF A7 GT 1 AND (A7 – A8B GT 1), FILL: **[Now thinking of all your children]**

IF A7 = 1, FILL: **child**

IF A7 GT 1, FILL: **children**

A11. [Now, thinking of all your children] In the past month how often have you done the following activities to help your [child/children]? Would you say, not at all, a few times a months, a few times a week, or every day?

PROGRAMMER: CODE ONE PER ROW

Select one per row

| | NOT AT ALL | A FEW TIMES A MONTH | A FEW TIMES A WEEK | EVERY DAY |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Talked to someone about my child's needs at her/his school..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. Volunteered at my child's school | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. Served in a leadership role in my child's school.. | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

IF A7 GT 0

A12. Do you have any legal agreements or child support orders that require you to provide financial support for a child?

Yes..... 1

No 0 GO TO SECTION B

NO RESPONSE M GO TO SECTION B

A11 = 1

A13. Did you make this payment last month?

Yes..... 1

No 0

NO RESPONSE M

H. Identity Development

ALL

H1. The next questions are about how you make decisions and solve problems.

Please read the following statements and rate how strongly you agree or disagree with each one.

PROGRAMMER: CODE ONE PER ROW

Select one per row

| | STRONGLY AGREE | AGREE | DISAGREE | STRONGLY DISAGREE |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Difficult problems make you very upset..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. When making decisions, you usually go with your "gut feeling" without thinking too much about the consequences of each alternative ... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. When you have a problem to solve, one of the first things you do is get as many facts about the problem as possible..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. When you are attempting to find a solution to a problem, you usually try to think of as many different ways to approach the problem as possible..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| e. When making decisions, you generally use a systematic method for judging and comparing alternatives | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. After carrying out a solution to a problem, you usually try to analyze what went right and what went wrong..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

ALL

H2. This next question is about what you do when you need to make a decision or solve a problem.

Would you rather get \$80 tomorrow, or get \$100 three months from now?

Select one only

- \$80 tomorrow 1
- \$100 three months from now 2
- NO RESPONSE M

ALL

H3. The next questions ask you some questions about volunteer or community service work.

Since [REF DATE], have you ever performed volunteer or community service work, not including court ordered service?

- Yes..... 1
- No 0
- NO RESPONSE M

IF H3 = 1

H3a. Since [REF DATE], about how often have you volunteered? You can answer with the number of hours per week, month, or year.

PROGRAMMER: INSERT DROPDOWN

PROGRAMMER: RANGE IS 00 – 150

Number of hours Per Week, Month, or Year

PROGRAMMER: USE THESE UNIT OPTIONS

- Per Week..... 1
- Per Month 2
- Per Year..... 3

AMOUNT NO RESPONSE..... M

UNIT NO RESPONSE..... M

ALL

H4. Are you registered to vote in the U.S.?

- Yes..... 1
- No 0
- NO RESPONSE M

ALL
 DISPLAY OPTION a ONLY IF H4 NE 0

H5. Since [REF DATE] have you:
 PROGRAMMER: CODE ONE PER ROW

Select one per row

| | YES | NO |
|---|-------------------------|-------------------------|
| a. Voted in one or more elections? | 1 <input type="radio"/> | 0 <input type="radio"/> |
| b. Taken on a leadership role by serving on a community council or board? | 1 <input type="radio"/> | 0 <input type="radio"/> |
| c. Gotten involved in a national, state, or local political effort or electoral campaign? | 1 <input type="radio"/> | 0 <input type="radio"/> |

ALL

H6. These next questions ask about other leadership roles you may have. In the past month, have you:
 PROGRAMMER: CODE ONE PER ROW

Select one per row

| | YES | NO |
|---|-------------------------|-------------------------|
| a. Served in a leadership role in the workplace? | 1 <input type="radio"/> | 0 <input type="radio"/> |
| b. Served in a leadership role in the neighborhood? | 1 <input type="radio"/> | 0 <input type="radio"/> |
| c. Served in a leadership role in church or another religious or spiritual group? | 1 <input type="radio"/> | 0 <input type="radio"/> |
| d. Served in a leadership role in school? | 1 <input type="radio"/> | 0 <input type="radio"/> |

ALL

H7. These next questions ask about things you might do in your community. In the past month, how often have you done the following activities? Would you say, not at all, a few times a months, a few times a week, or every day?
 PROGRAMMER: CODE ONE PER ROW

Select one per row

| | NOT AT ALL | A FEW TIMES A MONTH | A FEW TIMES A WEEK | EVERY DAY |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Helped members of the community | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. Attended community meetings to help improve the conditions within my community | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. Served as a positive role model for the younger kids in my neighborhood | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. Volunteered as a youth mentor or sports coach | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| e. Influenced my friends to turn their lives around for the better | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. Discussed current events (events in the news, such as an election) and social issues (problems that affect society, such as health care) | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

ALL

H8. The next questions are about things you do in a typical day. First, how many hours do you usually sleep?

Select one only

- Less than three hours 1
- 3 to 5 hours 2
- 6 to 8 hours 3
- 9 to 11 hours 4
- More than 11 hours 5
- NO RESPONSE M

ALL

H9. Thinking about a typical day, how many hours do you usually spend:

PROGRAMMER: CODE ONE PER ROW

Select one per row

| | NONE OR ALMOST NONE | ONE | TWO OR THREE | FOUR OR FIVE | SIX OR MORE |
|--|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Watching TV or listening to music | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| b. Hanging out | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| c. Playing video or computer games or using the internet..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| d. Reading or studying..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| e. In school or training | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| f. Taking care of a child | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |
| g. Taking care of a family member, not including a child | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> | 5 <input type="radio"/> |

ALL

H10. Taking everything all together, how would you say things are these days – would you say that you are very happy, pretty happy or not too happy?

Select one only

- Very happy..... 1
- Pretty happy..... 2
- Not too happy 3
- NO RESPONSE M

I. Health and Well-Being

ALL

I1. The next questions are about your general health.

In general, would you say your health is:

Select one only

- Excellent 1
- Very good 2
- Good 3
- Fair 4
- Poor 5
- NO RESPONSE M

ALL

or women's health IF GENDER = FEMALE

I2. Since [REF DATE], have you had...

PROGRAMMER: CODE ONE PER ROW

Select one per row

| | YES | NO |
|---|-------------------------|-------------------------|
| a. An annual checkup including general health [or women's health] | 1 <input type="radio"/> | 0 <input type="radio"/> |
| b. A dental exam..... | 1 <input type="radio"/> | 0 <input type="radio"/> |
| c. A flu shot..... | 1 <input type="radio"/> | 0 <input type="radio"/> |

ALL

I3. What age do you think you will live to?

YEARS OLD

(RANGE 0-999)

NO RESPONSE M

**SOFT CHECK: IF I3 GT 100 OR LT 20; You said you think you will live to [FILL I3] years old. Please check that this is correct and either keep your answer or change your answer below.
To continue to the next question without providing a response, click the continue button.**

ALL

14. Over the last 2 weeks, how often have you been bothered by any of the following problems?

PROGRAMMER: CODE ONE PER ROW

Select one per row

| | NOT AT ALL | SEVERAL DAYS | MORE THAN HALF THE DAYS | NEARLY EVERY DAY |
|---|-------------------------|-------------------------|-------------------------|-------------------------|
| a. Little interest or pleasure in doing things..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| b. Feeling down, depressed, or hopeless..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| c. Trouble falling or staying asleep, or sleeping too much | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| d. Feeling tired or having little energy..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| e. Poor appetite or overeating | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| f. Feeling bad about yourself – or that you are a failure and have let yourself or your family down | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| g. Trouble concentrating on things, such as reading the newspaper or watching television..... | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| h. Moving or speaking so slowly that other people could have noticed. Or the opposite – being so fidgety or restless that you have been moving around a lot more than usual | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |
| i. Thoughts that you would be better off dead, or of hurting yourself in some way | 1 <input type="radio"/> | 2 <input type="radio"/> | 3 <input type="radio"/> | 4 <input type="radio"/> |

ANY I4a – i = 2 – 4 (ANYTHING CHECKED AT I4)

15. How difficult have these problems made it for you to do your work, take care of things at home, or get along with other people?

Select one only

- Not difficult at all 1
- Somewhat difficult 2
- Very difficult 3
- Extremely difficult 4
- NO RESPONSE M

ALL

16. The next few questions are about gang activity in your neighborhood. Remember, all of your responses will be kept private to the fullest extent of the law.

Have you ever belonged to a gang?

- Yes..... 1
- No 0
- NO RESPONSE M

ALL

FILL IF I6 = 0, M: even if you aren't in a gang

17. In the past 12 months, have you been involved in gang fights [even if you aren't in a gang]?

- Yes..... 1
- No 0
- NO RESPONSE M

ALL

18. The next few questions are about drug and alcohol use. Remember, all of your responses will be kept private to the fullest extent of the law.

In a typical week, how many times do you have five or more drinks in a row? (A "drink" is a glass of wine, a bottle of beer, a shot glass of liquor, or a mixed drink.)

Select one only

- Never 1
- Less than once 2
- Once 3
- Twice 4
- Three to five times 5
- Every day or almost every day 6
- NO RESPONSE M

ALL

19. Since [REF DATE], have you used or tried any of the following drugs?

PROGRAMMER: CODE ONE PER ROW

Select one per row

| | YES | NO |
|--|-------------------------|-------------------------|
| a. Marijuana | 1 <input type="radio"/> | 0 <input type="radio"/> |
| b. Any kind of cocaine – including powder, freebase, or crack cocaine..... | 1 <input type="radio"/> | 0 <input type="radio"/> |
| c. Inhalants, such as glue or solvents | 1 <input type="radio"/> | 0 <input type="radio"/> |
| d. Pills without a doctor's prescription | 1 <input type="radio"/> | 0 <input type="radio"/> |
| e. Any other type of illegal drug, such as methamphetamine, LSD, PCP, ecstasy, mushrooms, speed, ice, or heroin..... | 1 <input type="radio"/> | 0 <input type="radio"/> |

PROGRAMMER SKIP BOX I9.1
 IF I8 = 2 – 6 OR ANY I9a-e = 1, CONTINUE.
 ELSE SKIP TO SECTION J.

IF I8 = 2 – 6 OR ANY I9a – e = 1

drinking IF I8 = 2 – 6 AND ALL I9a-e = 0, M;

drug use IF I8 = 1, M AND ANY I9a-e = 1;

drinking or drug use IF I8 = 2 – 5 AND ANY I9a-e = 1

I10. Since [REF DATE], how often has your [drinking / drug use / drinking or drug use] interfered with your responsibilities either at work or school, or something else?

Select one only

- Never 1
- 1 time 2
- More than 1 time..... 3
- NO RESPONSE M

IF I8 = 2 – 6 OR ANY I9a – e = 1

drinking alcohol IF I8 = 2 – 6 AND ALL I9a-e = 0, M;

doing drugs IF I8 = 1, M AND ANY I9a-e = 1;

drinking alcohol or doing drugs IF I8 = 2 – 5 AND ANY I9a-e = 1

I11. During the past 30 days, how many times did you drive a car or other vehicle when you had been [drinking alcohol / doing drugs / drinking alcohol or doing drugs]?

Select one only

- 0 times 1
- 1 time 2
- 2 to 3 times 3
- 4 to 5 times 4
- 6 or more times..... 5
- NO RESPONSE M

ALL

I12. In the past month, have you cleared most of your debts (money you owe such as loans?)

Select one only

- Yes..... 1
- No 0
- Does not apply to me..... 2
- NO RESPONSE M

ALL

112. In the past month, have you paid off parking tickets?

Select one only

- Yes..... 1
- No 0
- Does not apply to me..... 2
- NO RESPONSE M