

**National Household Education Surveys Program (NHES) 2019 Early
Childhood Cognitive Interviews**

Attachment 2 – Interview Protocol

OMB# 1850-0803 v.198

May 2017

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NHES ECPP Cognitive Interview Protocol

RECORD DATE: _____

RECORD START TIME: _____

INTERVIEWER'S INITIALS: _____

NOTETAKER'S INITIALS: _____

Protocol (English)

Interviewer Instructions: *The following scripts should NOT be read verbatim. Text in italics is suggested content with which the interviewer should be thoroughly familiar in advance. Text in brackets [] presents instructions for the interviewer.*

STEP 1: WELCOME AND INTRODUCTION

Hello, my name is <name> and I work for <Activate Research/Child Trends/Sanametrix>. It's nice to meet you. Thanks for speaking with me today.

We are having a conversation today to help us out with a survey that we are working on with the U.S. Department of Education. This survey asks about your family's experiences with your child's care, family activities, and your child's health and background. A survey is a set of questions about your experiences. I will ask you to take the survey as if you were taking a real survey. There are no right or wrong answers, and it's ok if you do not know some of the answers. As you are answering the questions, I will stop you once in a while to ask you questions. Your answers to the questions will help us make the survey better and clearer for other parents just like you.

Because the information you provide is so important, I am going to be taking notes while you are working and while we are talking [*IF THERE IS AN OBSERVER:* and my colleague will also be observing our session today].

Also, this interview will be recorded so researchers can review the tapes later. Any information that refers to you or your family will not be included in our report. All the information you provide may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose except as required by law (20 U.S.C. §9573 and 6 U.S.C. §151).

As a thank you for your time and effort, you will receive \$40 in cash.

Remember, you are not being tested; we want you to tell us what you think about the survey.

If at any time you want to stop, just let me know. [*If, for any reason, the participant is no longer interested in participating, thank the participant for his/her time and end the interview.*]

Before we continue, do you have any questions about what I just said? [*Answer any questions the participant may ask.*]

[*Provide respondent with a copy of the informed consent form. Ask the respondent to read the form (or read it to him/her, depending on respondent preference), answer any questions, and have the respondent sign the form. Leave a separate copy of the form with the respondent.*]

Protocol (English)

Fill out receipt of incentive form, have respondent sign and date.

Give the respondent the \$40 incentive.

The following is a pre-interview checklist. Please ensure the following are complete before continuing.]

- COLLECT SIGNED CONSENT FORM
- PROVIDE COPY OF CONSENT FORM TO RESPONDENT
- COLLECT SIGNED RECEIPT OF INCENTIVE FORM
- PROVIDE \$40 INCENTIVE TO RESPONDENT
- START THE RECORDER (IF THE RESPONDENT HAS CONSENTED)

STEP 2: PRACTICE THINK ALOUD

Next I am going to ask you to complete this survey. While you are completing it, I would like you to read out loud everything that you would be reading to yourself if you were completing the survey by yourself at home. I'd also like you to "think aloud" as you answer the questions. Hearing you talk about how you figure out your answers to the questions will help me understand how to make the survey better.

That's a little different from anything you have probably done before, so we are going to do a practice question. I'll start just to show you what I am looking for using this sample question.

[Interviewer, to demonstrate an example: Look at the card with the number of windows question. Read aloud. Then answer the question about your own home using think aloud. Include detail about panes of glass in doors, etc.]

Okay, now it's your turn, I'll ask you to answer the question and think aloud about your answer.

[Pass the show card to the respondent. If they just give a number ask them to do it again, but this time to say more about how they are arriving at their answer so that you can understand how they came up with the number.]

[If needed]: What are you including?

Great, thank you. That's the kind of detail I am looking for throughout our session. I will remind you to continue to think aloud if you get quiet.

Protocol (English)

Probe Bank:

[Use the following probe bank to encourage the respondent to think aloud.]

- Please keep talking.
- Tell me what you are thinking.
- How did you arrive at your answer?
- Can you tell me more about that?
- How did you choose <answer> for that one?
- [If you pick up on a visual cue like a furrowed brow or a puzzled look]: Tell me what you are thinking right now.
- [If you pick up on a visual cue that indicates confusion like going to previous pages or rereading instructions]: “Tell me what just happened. Tell me about what you were just doing.” [In response to respondent actions or comments]:

STEP 3: COMPLETION OF THE QUESTIONNAIRE

Now we’re ready to begin. [Hand respondent a copy of the questionnaire and a pen.]

Remember that I’d like you to talk aloud while you are thinking of your answer and decide on your answer. Also, remember to please, read aloud anything you would have read to yourself if I were not here.

Remember that I am very interested in hearing you talk about what you are thinking about, as you figure out your answers to the questions.

Question-by-Question Follow-Ups

RELATIVE CARE	
Q1	What is this question asking, in your own words? How easy or difficult was it for you to answer this question? [Specifically probe on understanding of “care” and “relative”]
Q6	How did you arrive at your answer for this question? How easy or difficult was it for you to answer this question? [Specifically probe on how they calculated the time and how they used the answer categories]

Protocol (English)

RELATIVE CARE	
Q7	<p>How did you arrive at your answer for this question?</p> <p>How easy or difficult was it for you to answer this question?</p> <p><i>[Specifically probe on how they calculated distance and how they used the answer categories]</i></p>
Q10	<p>What is this question asking, in your own words?</p> <p>How did you arrive at your answer for this question?</p> <p><i>[Specifically probe on understanding of “need”. Are all respondents interpreting “need” the same way? Also, are the response options adequately capturing respondents’ responses?]</i></p>
Q13	<p>How did you arrive at your answer for this question?</p> <p>Tell me more about what happens when <child> gets sick during the week.</p> <p><i>[Specifically probe on understanding of whether child can go to the care arrangement when sick]</i></p>
Q14	<p>How did you arrive at your answer?</p> <p><i>[Specifically probe to see if answers can be mapped onto the answer categories]</i></p>
Q15	<p>What is this question asking, in your own words?</p> <p><i>[Specifically probe on understanding of “pay by some other person or agency”]</i></p>
Q16	<p>IF RESPONDENT ANSWERED YES TO ANY ITEM IN Q16, ASK:</p> <p>Was this question easy or difficult? Why is that?</p> <p>In your own words, what is a referring to?</p> <p>In your own words, what is b referring to?</p> <p><i>[Specifically probe on understanding of “welfare or family assistance program, TANF”]</i></p> <p>In your own words, what is c referring to?</p>

Protocol (English)

RELATIVE CARE	
Q17	<p>IF RESPONDENT ANSWERED YES TO Q15 ASK:</p> <p>What is this question asking you?</p> <p><i>[Specifically probe on understanding of “not counting any money that may be received from others]</i></p>
NON-RELATIVE CARE	
Q21	<p>What is this question asking, in your own words?</p> <p>How easy or difficult was it for you to answer this question?</p> <p><i>[Specifically probe on understanding of “care” and “not related to him or her”]</i></p>
Q24	<p>How did you arrive at your answer for this question?</p> <p>How easy or difficult was it for you to answer this question?</p> <p><i>[Specifically probe on how they calculated the time and how they used the answer categories]</i></p>
Q25	<p>How did you arrive at your answer for this question?</p> <p>How easy or difficult was it for you to answer this question?</p> <p><i>[Specifically probe on how they calculated distance and how they used the answer categories]</i></p>
Q29	<p>What is this question asking, in your own words?</p> <p>How did you arrive at your answer for this question?</p> <p><i>[Specifically probe on understanding of “need”. Are all respondents interpreting “need” the same way? Also, are the response options adequately capturing respondents’ responses?]</i></p>
Q34	<p>How did you arrive at your answer for this question?</p> <p>Tell me more about what happens when <child> gets sick during the week.</p> <p><i>[Specifically probe on understanding of whether child can go to the care arrangement when sick]</i></p>

Protocol (English)

NON-RELATIVE CARE	
Q35	<p>How did you arrive at your answer?</p> <p><i>[Specifically probe to see if answers can be mapped onto the answer categories]</i></p>
Q37	<p>What is this question asking, in your own words?</p> <p><i>[Specifically probe on understanding of “pay by some other person or agency”]</i></p>
Q38	<p>IF RESPONDENT ANSWERED YES TO ANY ITEM IN Q38 ASK:</p> <p>Was this question easy or difficult? Why is that?</p> <p>In your own words, what is a referring to?</p> <p>In your own words, what is b referring to?</p> <p><i>[Specifically probe on understanding of “welfare or family assistance, TANF”]</i></p> <p>In your own words, what is c referring to?</p>
Q39	<p>IF RESPONDENT ANSWERED YES TO Q37 ASK:</p> <p>What is this question asking you?</p> <p><i>[Specifically probe on understanding of “not counting any money that may be received from others]</i></p>

DAY CARE CENTERS AND PRESCHOOL PROGRAMS	
Q43	<p>What is this question asking, in your words?</p> <p><i>[Ensure that child is in what we would call a center-based program.]</i></p>
Q45	<p>Could you tell me more about how you chose your response for this one?</p> <p><i>[Do respondents know the difference between day care, preschool, and prekindergarten? Is this interpreted consistently?]</i></p>
Q47	<p>How did you arrive at your answer? In your own words, what does “teach religious content” mean?</p>

Protocol (English)

DAY CARE CENTERS AND PRESCHOOL PROGRAMS	
Q52	<p>What is this question asking, in your own words?</p> <p>How did you arrive at your answer for this question?</p> <p><i>[Specifically probe on understanding of “need”. Are all respondents interpreting “need” the same way? Also, are the response options adequately capturing respondents’ responses?]</i></p>
Q55	<p>How did you arrive at your answer for this question?</p> <p>How easy or difficult was it for you to answer this question?</p> <p><i>[Specifically probe on how they calculated the time and how they used the answer categories]</i></p>
Q56	<p>How did you arrive at your answer for this question?</p> <p>How easy or difficult was it for you to answer this question?</p> <p><i>[Specifically probe on how they calculated distance and how they used the answer categories]</i></p>
Q58	<p>Could you tell me more about your response to d?</p> <p>You chose <Yes/No/Don’t know> for e and <Yes/No/Don’t know> for f. Tell me more about what happens when <child> gets sick during the week.</p> <p>How did you choose your response for g?</p> <p><i>[Find out what medications the person is talking about and how they know that the center will administer them. E.g., does parent sign a permission slip to allow them to administer medication?]</i></p>
Q59	<p>What is this question asking, in your own words?</p> <p><i>[Specifically probe on understanding of “pay by some other person or agency”]</i></p>

Protocol (English)

DAY CARE CENTERS AND PRESCHOOL PROGRAMS	
Q60	<p>IF RESPONDENT ANSWERED YES TO ANY ITEM IN Q60, ASK:</p> <p>Was this question easy or difficult? Why is that?</p> <p>In your own words, what is a referring to?</p> <p>In your own words, what is b referring to?</p> <p><i>[Specifically probe on understanding of “welfare or family assistance, TANF”]</i></p> <p>In your own words, what is c referring to?</p>
Q61	<p>IF RESPONDENT ANSWERED YES TO Q59 ASK:</p> <p>What is this question asking you?</p> <p><i>[Specifically probe on understanding of “not counting any money that may be received from others”]</i></p>

FINDING AND CHOOSING CHILD CARE	
Q66	<p>How did you arrive at your answer?</p> <p><i>[Specifically probe on how whether MAIN is considered in the question]</i></p>
Q68	<p>How did you arrive at your answer?</p> <p><i>[Specifically probe to see if answers can be mapped onto the answer categories]</i></p>
Q69	<p>In your own words, what do you think this question is asking?</p> <p><i>[Probe for adequacy of response options.]</i></p>
Q72	<p>How did you decide on your responses for this multi-part question?</p> <p><i>[If applicable ask] Is there a difference between “a little important” and “somewhat important”?</i></p>
Q73	<p>Please talk me through this item carefully.</p> <p><i>[Since this is a new item, we really want to get a sense of how consistently respondents are interpreting a through k. Are any confusing? Are a lot of respondents forced to use the “other-specify?”]</i></p>

Protocol (English)

FINDING AND CHOOSING CHILD CARE

Q74	<p>How did you arrive at your answer?</p> <p><i>[Specifically probe how they use Q73 to answer Q74]</i></p>
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YOUR CHILD’S EARLY LEARNING

Q85	<p>What is this question asking you?</p> <p>Do you feel you had the information to answer this question?</p>
Q86	<p>What is this question asking you?</p> <p>Do you feel you had the information to answer this question?</p>
Q87	<p>Tell me more about how you chose a response for this one.</p> <p><i>[Are respondents interpreting this question consistently? Are the response options clear and appropriate?]</i></p>
Q88	<p>How did you arrive at your answer for this question?</p> <p>Do you feel you had the information to answer this question?</p>
Q89	<p>How did you arrive at your answer for this question?</p> <p>Do you feel you had the information to answer this question?</p>

YOUR CHILD’S HEALTH

Q91	<p>In your own words, what is this question asking you?</p> <p>Tell me more about your responses to a through e.</p> <p><i>[Specifically probe on understanding of “screen for any of the following” and letter d, “developmental or learning problems”]</i></p>
Q92	<p><i>[Only if respondent chooses “yes” for a: an intellectual disability, formerly known as mental retardation]</i></p> <p>In your own words, what is item 92a asking?</p>
Q94	<p>In your own words, what is this question asking you?</p> <p><i>[Specifically probe on understanding of “IFSP and/or IEP.”]</i></p>
Q95	<p>Who were you thinking of when you answered this question?</p> <p>Why is that?</p>

Protocol (English)

YOUR CHILD'S HEALTH

Q98	In your own words, what is this question asking you?
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FAMILY AND HOUSEHOLD SECTIONS

Q102, Q121, Q139, [*If respondent chooses anything other than No for Hispanicity*]

How did you decide on your answer for this one?

[These categories are an expansion of yes/no options from previous Hispanicity item. Are they causing confusion? Are they sensitive?]

GENERAL FEEDBACK

Do you have anything else you would like to tell me about this questionnaire that you haven't had a chance to mention?

[At the end of the interview] Thank you so much for taking the time to work through this questionnaire. We appreciate your time and your insight.

NHES ECPP Cognitive Interview Protocol

RECORD DATE: _____

RECORD START TIME: _____

INTERVIEWER'S INITIALS: _____

NOTETAKER'S INITIALS: _____

Protocol (Spanish)

Interviewer Instructions: *The following scripts should NOT be read verbatim. Text in italics is suggested content with which the interviewer should be thoroughly familiar in advance. Text in brackets [] presents instructions for the interviewer.*

STEP 1: WELCOME AND INTRODUCTION

Hola, me llamo <name> y trabajo para <Activate Research/Child Trends/Sanametrix>. Mucho gusto. Gracias por hablar conmigo hoy.

Hoy, tenemos una entrevista para ayudarnos con una encuesta que estamos desarrollando con el Departamento de Educación de los Estados Unidos. Esta encuesta pregunta sobre sus experiencias de su familia con el cuidado de su hijo/a, actividades familiares, y la salud de su hijo/a. Una encuesta es un conjunto de preguntas sobre sus experiencias. Le pediré que llene la encuesta como si estuviera completando una encuesta real. Mientras vaya contestando las preguntas, de vez en cuando le pararé para hacerle unas preguntas sobre la encuesta. Sus repuestas a las preguntas nos ayudarán a mejorar la encuesta y hacer que sea más clara para otros padres como usted. No hay respuestas correctas o incorrectas, y está bien si no sabe algunas de las respuestas.

La información que usted nos va dar es muy importante; por eso voy a estar tomando apuntes mientras que usted vaya completando la encuesta y que estemos hablando [*IF THERE IS AN OBSERVER: y mi colega también va a estar observando nuestra sesión hoy*].

También, el audio de la entrevista se grabará para no perdernos nada de lo que usted nos diga. Cualquier información que identifique a usted o a su familia no se incluirá en nuestro informe. Toda la información que usted proporcione puede ser usada solamente para propósitos estadísticos y no puede ser divulgada, o usada, de manera identificable para cualquier otro propósito excepto como requerido por la ley (20 U.S.C. §9573 and 6 U.S.C. §151).

Como agradecimiento para su tiempo y esfuerzo, usted va a recibir \$40 en efectivo.

Recuerde, esto no es un examen; queremos que nos diga lo que verdaderamente piensa sobre la encuesta. No hay respuestas correctas o incorrectas.

Si en cualquier momento quiere parar, déjeme saber. [*If, for any reason, the participant is no longer interested in participating, thank the participant for his/her time and end the interview.*]

Antes de continuar, ¿tiene alguna pregunta sobre lo que acabo de decir? [*Answer any questions the participant may ask.*]

[*Provide respondent with a copy of the informed consent form. Ask the respondent to read the form (or read it to him/her, depending on respondent preference), answer any questions, and have the respondent sign the form. Leave a separate copy of the form with the respondent.*]

Fill out receipt of incentive form, have respondent sign and date.

Protocol (Spanish)

Give the respondent the \$40 incentive.

The following is a pre-interview checklist. Please ensure the following are complete before continuing.]

- COLLECT SIGNED CONSENT FORM
- PROVIDE COPY OF CONSENT FORM TO RESPONDENT
- COLLECT SIGNED RECEIPT OF INCENTIVE FORM
- PROVIDE \$40 INCENTIVE TO RESPONDENT
- START THE RECORDER (IF THE RESPONDENT HAS CONSENTED)

STEP 2: PRACTICE THINK ALOUD

Ahora, le voy a pedir que complete esta encuesta. Mientras que la completa, me gustaría que lea las preguntas en voz alta. Llene la encuesta como si la estuviera completando en su casa. También, me gustaría que usted “piense en voz alta” mientras que contesta las preguntas. Necesito oír en que está pensando para determinar sus respuestas a las preguntas, porque esto me ayudará entender cómo mejorar la encuesta.

Probablemente, esto es un poco distinto a todo lo que ha hecho anteriormente, así que vamos a hacer una pregunta para practicar. Yo empezaré para demostrarle a usted lo que estoy buscando con este ejemplo.

[Interviewer, to demonstrate an example: Look at the card with the number of windows question. Read aloud. Then answer the question about your own home using think aloud. Include detail about panes of glass in doors, etc.]

Bien, es su turno. Le pediré que complete la pregunta y que “piense en voz alta” sobre su respuesta.

[Pass the show card to respondent. If they just give a number ask them to do it again, but this time to say more about how they are arriving at their answer so that you can understand how they came up with the number.]

[If needed]: ¿Qué está incluyendo en su respuesta?

Muy bien, gracias. Eso es el tipo de detalle que voy a estar buscando a lo largo de nuestra sesión. Le recordaré que continúe pensando en voz alta si se pone callado/a.

Probe Bank:

[Use the following probe bank to encourage the respondent to think aloud.]

- Por favor, siga hablando.
- Dígame lo que está pensando.
- ¿Cómo llegó a su respuesta?
- ¿Puede decirme más sobre eso?
- ¿Cómo seleccionó <answer> para esa pregunta?
- *[If you pick up a visual cue like a furrowed brow or a puzzled look]:* Dígame lo que está pensando en este momento.

Protocol (Spanish)

- [If you pick up on a visual cue that indicates confusion like going to previous pages or rereading instructions]: Dígame lo que acaba de suceder. Cuénteme acerca de lo que usted acaba de hacer.

STEP 3: COMPLETION OF THE QUESTIONNAIRE

Ahora, estamos listos para empezar. [*Hand respondent a copy of the questionnaire and a pen.*]

Recuerde que quiero que hable en voz alta mientras que piensa y decide su respuesta. También, recuerde, por favor, de leer en voz alta cualquier cosa que está leyendo como si yo no estuviera aquí.

Recuerde que me interesa oírle hablar sobre lo que está pensando mientras que determina sus respuestas a las preguntas.

Question-by-Question Follow-Ups

RELATIVE CARE	
Q1	En sus propias palabras, ¿qué le está preguntando esta pregunta? ¿Cuán fácil o difícil fue contestar esta pregunta? [Specifically probe on understanding of “cuida” and “pariente”]
Q6	¿Cómo llegó a su respuesta para esta pregunta? ¿Cuán fácil o difícil fue contestar esta pregunta? [Specifically probe on how they calculated the time and how they used the answer categories]
Q7	¿Cómo llegó a su respuesta para esta pregunta? ¿Cuán fácil o difícil fue contestar esta pregunta? [Specifically probe on how they calculated distance and how they used the answer categories]
Q10	En sus propias palabras, ¿qué le está preguntando esta pregunta? ¿Cuán fácil o difícil fue contestar esta pregunta? [Specifically probe on understanding of “necesidad” Are all respondents interpreting “necesidad” the same way? Also, are the response options adequately capturing respondents’ responses?]

Protocol (Spanish)

RELATIVE CARE	
Q13	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>Dígame más sobre lo que pasa cuando <niño> se enferma durante la semana.</p> <p><i>[Specifically probe on understanding of whether child can go to the care arrangement when sick]</i></p>
Q14	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p><i>[Specifically probe to see if answers can be mapped onto the answer categories]</i></p>
Q15	<p>En sus propias palabras, ¿qué le está preguntando esta pregunta?</p> <p><i>[Specifically probe on understanding of “pague otra persona o agencia”]</i></p>
Q16	<p>IF RESPONDENT ANSWERED YES TO ANY ITEM IN Q16 ASK:</p> <p>¿Fue fácil o difícil contestar esta pregunta? ¿Por qué?</p> <p>En sus propias palabras, ¿a qué se refiere a?</p> <p>En sus propias palabras, ¿a qué se refiere b?</p> <p><i>[Specifically probe on understanding of “programa de asistencia social o familiar de su estado (puede ser Asistencia Temporal a Familias Necesitadas (TANF) o algo diferente)”]</i></p> <p>En sus propias palabras, ¿a qué se refiere c?</p>
Q17	<p>IF RESPONDENT ANSWERED YES TO Q15 ASK:</p> <p>¿Qué le está preguntando esta pregunta?</p> <p><i>[Specifically probe on understanding of “sin incluir dinero que reciba de otras personas”]</i></p>

NON-RELATIVE CARE	
Q21	<p>En sus propias palabras, ¿qué le está preguntando esta pregunta?</p> <p>¿Cuán fácil o difícil fue contestar esta pregunta?</p> <p><i>[Specifically probe on understanding of “cuida” and “que no es su pariente”]</i></p>

Protocol (Spanish)

NON-RELATIVE CARE	
Q24	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>¿Cuán fácil o difícil fue contestar esta pregunta?</p> <p><i>[Specifically probe on how they calculated the time and how they used the answer categories]</i></p>
Q25	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>¿Cuán fácil o difícil fue contestar la pregunta?</p> <p><i>[Specifically probe on how they calculated distance and how they used the answer categories]</i></p>
Q29	<p>En sus propias palabras, ¿qué le está preguntando esta pregunta?</p> <p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p><i>[Specifically probe on understanding of “necesidad”. Are all respondents interpreting “necesidad” the same way? Also, are the response options adequately capturing respondents’ responses?]</i></p>
Q34	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>Dígame más sobre lo que pasa cuando <niño> se enferma durante la semana.</p> <p><i>[Specifically probe on understanding of whether child can go to the care arrangement when sick]</i></p>
Q35	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p><i>[Specifically probe to see if answers can be mapped onto the answer categories]</i></p>
Q37	<p>En sus propias palabras, ¿qué le está preguntando esta pregunta?</p> <p><i>[Specifically probe on understanding of “sin incluir dinero que reciba de otras personas”]</i></p>

Protocol (Spanish)

NON-RELATIVE CARE	
Q38	<p>IF RESPONDENT ANSWERED YES TO ANY ITEM IN Q38 ASK:</p> <p>¿Fue fácil o difícil esta pregunta? ¿Por qué?</p> <p>En sus propias palabras, ¿a qué se refiere a?</p> <p>En sus propias palabras, ¿a qué se refiere b?</p> <p><i>[Specifically probe on understanding of “programa de asistencia social o familiar de su estado (puede ser Asistencia Temporal a Familias Necesitadas (TANF) o algo diferente)”]</i></p> <p>En sus propias palabras, ¿a qué se refiere c?</p>
Q39	<p>IF RESPONDENT ANSWERED YES TO Q37 ASK:</p> <p>¿Qué le está preguntando esta pregunta?</p> <p><i>[Specifically probe on understanding of “sin incluir dinero que reciba de otras personas”]</i></p>

DAY CARE CENTERS AND PRESCHOOL PROGRAMS	
Q43	<p>En sus propias palabras, ¿qué le está preguntando esta pregunta?</p> <p><i>[Ensure that child is in what we would call a center-based program]</i></p>
Q45	<p>¿Me puede decir más sobre cómo usted escogió su respuesta para esta pregunta?</p> <p><i>[Do respondents know the difference between day care, preschool, and prekindergarten? Is this interpreted consistently?]</i></p>
Q47	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>En sus propias palabras, ¿qué significa “enseña contenido religioso?”</p>
Q52	<p>En sus propias palabras, ¿qué le está preguntando esta pregunta?</p> <p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p><i>[Specifically probe on understanding of “necesidad”. Are all respondents interpreting “necesidad” the same way? Also, are the response options adequately capturing respondents’ responses?]</i></p>

Protocol (Spanish)

DAY CARE CENTERS AND PRESCHOOL PROGRAMS	
Q55	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>¿Cuán fácil o difícil fue contestar esta pregunta?</p> <p><i>[Specifically probe on how they calculated the time and how they used the answer categories]</i></p>
Q56	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>¿Cuán fácil o difícil fue contestar esta pregunta?</p> <p><i>[Specifically probe on how they calculated the time and how they used the answer categories]</i></p>
Q58	<p>¿Me puede decir más sobre su respuesta a D?</p> <p>Para E y F, si escogió, <Si/No/No se para e> y <Si/No/No se> para f. Dígame más sobre lo que pasa cuando <niño> se enferma durante la semana.</p> <p><i>[Find out what medications the person is talking about and how they know that the center will administer them. E.g., does parent sign a permission slip to allow them to administer medication?]</i></p>
Q59	<p>En sus propias palabras, ¿qué le está preguntando esta pregunta?</p> <p><i>[Specifically probe on understanding of “pague otra persona o agencia”]</i></p>
Q60	<p>IF RESPONDENT ANSWERED YES TO ANY ITEM IN Q60ASK:</p> <p>¿Fue fácil o difícil esta pregunta? ¿Por qué?</p> <p>En sus propias palabras, ¿a qué se refiere a?</p> <p>En sus propias palabras, ¿a qué se refiere b?</p> <p><i>[Specifically probe on understanding of “programa de asistencia social o familiar de su estado (puede ser Asistencia Temporal a Familias Necesitadas (TANF) o algo diferente)”]</i></p> <p>En sus propias palabras, ¿a qué se refiere c?</p>
Q64	<p>IF RESPONDENT ANSWERED YES TO Q59 ASK:</p> <p>¿Qué le está preguntando esta pregunta?</p> <p><i>[Specifically probe on understanding of “sin incluir dinero que reciba de otras personas”]</i></p>

Protocol (Spanish)

FINDING AND CHOOSING CHILD CARE	
Q66	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p><i>[Specifically probe on how whether MAIN is considered in the question]</i></p>
Q68	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p><i>[Specifically probe to see if answers can be mapped onto the answer categories]</i></p>
Q69	<p>En sus propias palabras, ¿qué le está preguntando esta pregunta?</p> <p><i>[Probe for adequacy of response options]</i></p>
Q72	<p>¿Cómo decidió sus respuestas para esta pregunta con varias partes?</p> <p><i>[If applicable ask: ¿Existe una diferencia entre “muy poco importante” y “algo importante?”]</i></p>
Q73	<p>Hábleme sobre las partes de esta pregunta cuidadosamente.</p> <p><i>[Since this is a new item, we really want to get a sense of how consistently respondents are interpreting a through k. Are any confusing? Are a lot of respondents forced to use the “other-specify?”]</i></p>
Q74	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p><i>[Specifically probe how they use Q73 to answer Q74]</i></p>

YOUR CHILD’S EARLY LEARNING	
Q85	<p>¿Qué le está preguntando esta pregunta?</p> <p>¿Piensa que usted tenía la información necesaria para contestar esta pregunta?</p>
Q86	<p>¿Qué le está preguntando esta pregunta?</p> <p>¿Piensa que usted tenía la información necesaria para contestar esta pregunta?</p>
Q87	<p>Dígame más sobre como escogió una respuesta para esta pregunta.</p> <p><i>[Are respondents interpreting this question consistently? Are the response options clear and appropriate?]</i></p>
Q88	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>¿Piensa que usted tenía la información necesaria para contestar esta pregunta?</p>
Q89	<p>¿Cómo llegó a su respuesta para esta pregunta?</p> <p>¿Piensa que usted tenía la información necesaria para contestar esta pregunta?</p>

Protocol (Spanish)

YOUR CHILD'S HEALTH	
Q91	En sus propias palabras, ¿qué le está preguntando esta pregunta? Dígame más sobre sus respuestas a A-E. [Specifically probe on understanding of “buscar alguno al seguir” and letter d, “problemas de desarrollo o de aprendizaje”]
Q92	[Only if respondent chooses “yes” for a: an intellectual disability, formerly known as mental retardation] En sus propias palabras, ¿Qué es lo que pregunta 92 a le está preguntando?
Q94	En sus propias palabras, ¿qué le está preguntando esta pregunta? [Specifically probe on understanding of “IFSP y/o IEP”]
Q95	¿En quién estaba pensando cuando contestó esta pregunta? ¿Por qué?
Q98	En sus propias palabras, ¿qué le está preguntando esta pregunta?

FAMILY AND HOUSEHOLD SECTIONS
Q102, Q121, Q139, [If respondent chooses anything other than “no” for Hispanicity] ¿Cómo decidió en su contestación a esta pregunta? [These categories are an expansion of yes/no options from previous Hispanicity item. Are they causing confusion? Are they sensitive?]

GENERAL FEEDBACK
¿Tiene algún otro comentario que le gustaría darme sobre este cuestionario?

[At the end of the interview] Muchísimas gracias por tomarse el tiempo para revisar este cuestionario. Agradecemos su tiempo y su conocimiento.