

# MEMORANDUM

NATIONAL CENTER FOR EDUCATION STATISTICS

Institute of Education Sciences  
United States Department of Education

**Date:** September 1, 2017  
**To:** Robert Sivinski, OMB  
**Through:** Kashka Kubzdela, NCES  
**From:** Mary Coleman, NCES  
**Re:** International Early Learning Study (IELS) 2018 Field Test Data Collection and Main Study Recruitment Change Request (OMB# 1850-0936 v.4)

The International Early Learning Study (IELS), scheduled to be conducted in 2018, is a new study sponsored by the Organization for Economic Cooperation and Development (OECD), an intergovernmental organization of industrialized countries. In the United States, the IELS is conducted by the National Center for Education Statistics (NCES). The IELS focuses on young children and their cognitive and non-cognitive skills and competencies as they transition to primary school. The IELS is designed to examine: children's early learning and development in a broad range of domains, including social and cognitive skills; the relationship between children's early learning and children's participation in early childhood education and care (ECEC); the role of contextual factors, including children's individual characteristics and their home backgrounds and experiences, in promoting young children's growth and development; and how early learning varies across and within countries prior to beginning, or in the early stages of primary school. In 2018, in the participating countries, including the United States, the IELS will assess nationally-representative samples of 5-year-old children enrolled in public and private schools that offer kindergarten in the United States through direct and indirect measures, and will collect contextual data about their home learning environments, ECEC histories, and demographic characteristics. The IELS will measure young children's knowledge, skills, and competencies in both cognitive and non-cognitive domains, including language and literacy, mathematics and numeracy, executive function/self-regulation, and social emotional skills. This assessment will take place as children are transitioning to primary school and will provide data on how U.S. children entering kindergarten compare with their international peers on skills deemed important for later success. To prepare for the main study that will take place in October-November 2018, the IELS countries will conduct a field test in the fall of 2017 to evaluate newly developed assessment instruments and questionnaires and to test the study operations. The U.S. IELS field test data collection will occur from November to December, 2017, with respondent recruitment beginning in early September 2017. The request to conduct 2017 IELS field test data collection as well as recruitment for the IELS 2018 main study was approved in September 2017 (OMB# 1850-0936 v.3).

This request is to revise the incentive distribution strategy, provide finalized field test parent and teacher questionnaires, and provide finalized communication materials. Changes to the approved clearance package consist of:

- Supporting Statement Part A and B were updated to reflect the new incentive distribution plan. These changes reflect continuing conversations among senior NCES and Westat staff about incentive strategies that have proven effective in increasing response rates.
- Revisions to respondent materials in Appendix A and B: a) added new text to several emails that will be used in the initial recruitment of the schools, b) added a new mailing to the School Coordinators after sampling has occurred, c) added content from the parent consent module from the MyIELS communication website, and d) added new reminder emails to be used with non-responders to reflect a more comprehensive non-response follow-up strategy.
- The adapted U.S. versions of the IELS 2018 field trial questionnaires were finalized (as was noted, the approved versions were draft instruments). The parent questionnaire will be used in both English and Spanish language and both versions are now provided in Appendix C. The adaptations that were made to the parent and teacher questionnaires are detailed below.

This request has no associated change in the approved respondent burden, and does not affect the total cost to the

federal government.

## **Revisions to Part A**

### **Updated to reflect the changes in the content of Appendix C.**

Part A Preface was revised as reflected in the tracked changes text below:

“Recruitment activities for the 2017 field test were approved in April 2017 (OMB 1850-0936 v.1-2). This request is to conduct the field test data collection and recruitment for the main study. Because recruitment for the field test has not yet started and will continue beyond the beginning of field test data collection, previously cleared field test recruitment procedures and respondent burden and materials are being carried over in this submission, and have been updated in August 2017. IELS main study procedures and materials are based on those used in the field test and are included in Appendix A and B of this submission.

Final field test instruments, which have been approved by the international consortium, are included in Appendix C (revised August 2017). The appendix also includes a Spanish-language version of the parent interview, as well as content of the parent consent module for the MyIELS communication website. The final details of the main study data collection will be submitted for OMB clearance in late 2017.<sup>1</sup>”

**Updates to the distribution of incentives.** Per the approved incentive plan, teachers will receive a \$40 and parents a \$20 prepaid incentive check. We originally planned to provide gift cards, but issues with the selected gift card vendor observed in another study, led us to decide to follow the approach that was used in ECLS-K follow-up studies, where teachers received their incentive check with a packet inviting them to take part in the study. Thus in the IELS field test and main study, teacher checks will be bundled with the other teacher informational materials, including details about accessing the online survey, and will be distributed to each sampled teacher by the SC. We also decided to use the prepayment approach for parent incentives. Parent checks will be included with the informational materials and MyIELS registration details distributed by the SC or Westat, depending on the preference of the school.

Based on our experience with ECLS-K and ECLS-K:2011, we feel that using prepaid incentives for parent and teacher participants in IELS will help increase survey completion, and in the case of parents, consent for their children to participate. A recent article updates previous reviews of research on the use of survey incentives (Singer and Ye 2013). The authors systematically reviewed articles appearing since 2002 in major journals, supplemented by searches of the Proceedings of the American Statistical Association’s Section on Survey Methodology. Among the conclusions they draw are that “Incentives increase response rates to surveys in all modes, including the Web, and in cross-sectional and panel studies” and “Monetary incentives increase response rates more than gifts, and prepaid incentives increase them more than promised incentives....” Another study which reviewed both published and unpublished research pertaining to incentives from the last 21 years resulted in similar conclusions: “Consistent with prior research, the analysis found that prepaid incentives are more effective than promised incentives.”(Mercer et al. 2015). This was especially true with mail and telephone surveys (web surveys were not included in the review). IELS is an unknown study that will compete with required testing and, in the case of teachers, instructional time over a 2-day period. Given our experience in ECLS-K:2011, we believe that providing a check up-front will encourage participation.

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<sup>1</sup> The materials that will be used in the 2018 main study will be based upon the field test materials included in this submission. This submission is designed to adequately justify the need for and overall practical utility of the full study and to present the overarching plan for all of the phases of the data collection, providing as much detail about the measures to be used as is available at the time of this submission. As part of this submission, NCES is publishing a notice in the Federal Register allowing first a 60- and then a 30-day public comment period. For the final proposal for the full study, after completion of the field test, NCES will publish a notice in the Federal Register allowing an additional 30-day public comment period on the final details of 2018 main study.

School coordinators will receive a \$100 check after they complete e-filing, and the remaining \$100 will be mailed with a thank you letter at the end of the data collection. Schools participating in IELS will receive a \$200 check, included in the school administrator's thank you letter after the conclusion of the study.

Part A, section A.9 was revised as reflected in the tracked changes text below:

### **“A.9 Payments or Gifts to Respondents**

Currently, the minimum response rate targets required by the OECD are 75 percent of original schools and 75 percent of students, while the NCES statistical standards require a minimum response rate target of 85 percent at the student level.

Historically, similarly high response rates have been difficult to achieve in school-based studies. For example, U.S. failed to reach the school response rate targets for all previous PISA administrations (2000, 2003, 2006, 2009, 2012, and 2015) and had to adjust incentives upwards in the middle of the recruitment and data collection period in order to meet minimum response rate requirements. Gaining sufficient student cooperation has also been challenging. U.S. has historically met the NCES target rate of 85 percent of responding students in PISA after a great deal of effort. IELS poses more burden on schools than PISA given that the assessments will be conducted one-on-one and over the course of two days for each child, and will include a parent questionnaire. NCES will use a multi-pronged approach to address the challenge of gaining school, student, and parent cooperation and learn as much as possible during the field test about how to achieve acceptable participation rates in the IELS main study.

Staff with experience working on the NAEP; international assessments such as PISA, PIRLS, and TIMSS; other large-scale data collections (e.g., ECLS-K); and with expertise in effective approaches to participant recruitment have provided input to help identify strategies for achieving high response rates and are serving as an ongoing source of ideas and feedback. Based on this input, one of the identified strategies are monetary incentives, which have been effective in other international studies. The proposed amounts are described below and are based on the amounts used in the other international, ECLS-K:2011, and the Middle Grades Longitudinal Study of 2017-18 (MGLS:2017) studies. For the MGLS:2017 study, a \$20-30 parent incentive for a 40-minute parent interview was proposed and is currently under OMB review (OMB# 1850-0911), along with a teacher incentive of \$20 plus \$7 for each child-level questionnaire. Given the IELS assumption of an average of four sampled children linked to each teacher, this would translate to a \$48 teacher incentive. IELS is proposing a \$40 prepaid incentive for each teacher asked to participate.

Teacher and parent incentives will be prepaid – a check will accompany the study informational materials and details on how to complete the online survey that will be distributed to these respondents. A recent article updates previous reviews of research on the use of survey incentives (Singer and Ye 2013). The authors systematically reviewed articles appearing since 2002 in major journals, supplemented by searches of the Proceedings of the American Statistical Association's Section on Survey Methodology. Among the conclusions they draw are that “Incentives increase response rates to surveys in all modes, including the Web, and in cross-sectional and panel studies” and “Monetary incentives increase

response rates more than gifts, and prepaid incentives increase them more than promised incentives....” Another study which reviewed both published and unpublished research pertaining to incentives from the last 21 years resulted in similar conclusions: “Consistent with prior research, the analysis found that prepaid incentives are more effective than promised incentives.”(Mercer et al. 2015). This was especially true with mail and telephone surveys (web surveys were not included in the review). IELS is an unknown study that will compete with required testing and, in the case of teachers, instructional time over a 2-day period. Given our experience in ECLS-K:2011, we believe that providing a check up-front will encourage participation.

**Schools.** In order to meet the minimum school response rates mandated by the OECD, and to thank the school for accommodating the disruption of conducting the study, schools participating in IELS will receive a \$200 check, included in the school administrator’s thank you letter after the conclusion of the data collection.

**School coordinators.** The role of the school coordinator is critical for the success of the study. The coordinator is expected to coordinate logistics with the data collection contractor; supply a list of eligible students and teachers for sampling to the data collection contractor; communicate with teachers, students, and parents about the study to encourage participation, collect parent consent; and assist the field staff in arranging for make-up sessions as needed. To encourage their participation and extending their best effort for the study, each school coordinator will be offered \$200, with a \$100 check provided after they complete e-filing, and the remaining \$100 being mailed with a thank you letter at the end of the data collection.

**Teachers:** The teacher of each sampled student will be receive a \$40 check with a request to complete the Teacher Questionnaire, which includes questions about the teacher and providing information about each sampled child. This amount is based on the amount offered to ECLS-K:2011 teachers for similar level of effort.

**Parents:** To incentivize them to complete the Parent Questionnaire, which includes providing information on the study child, the household learning environment, and the study child’s ECEC history , a parent or guardian of each sampled student will receive a \$20 check included with the study informational materials and MyIELS registration details distributed by the school coordinator or Westat, depending on the preference of the school.

In IELS, we expect a large number of student cases to require active consent, given the age range of the sample. The cost of the parent pre-paid incentives is traded off against the cost of much more expensive additional field labor to follow-up on consent. Furthermore, we have found that parent survey response rates have declined over the past decade. The ECLS-K:2011 baseline (fall 2010) parent survey response rate was more than 10 percentage points lower (74 percent) than the parent survey rate in the corresponding 1998 wave of the ECLS-K (85 percent); the ninth-grade parent survey response rate for the HSLs:09 baseline was 68 percent. The IELS parent survey is a key component of the data being collected, especially as this is the first time this type of respondent is included in international studies’

data collections. The prepaid incentive is designed to encourage parent participation.

**Students:** There is no monetary incentive in the IELS for students, but prior NCES studies such as the ECLS have given children participating in assessments a sticker for participating. Therefore, the IELS plans for a nonmonetary incentive such as a sticker or a pencil.”

### **Revisions to Part B**

Updated to reflect the changes in the content of Appendix C and to include a description of the new recruitment and reminder emails that were added to Appendix A and B.

### **B.2.a Respondent Recruitment - (only revised sections are shown below):**

#### **School Recruitment. (revised the section as shown below):**

“Once the district has agreed that their sampled schools may be contacted, the main study private school and field test public and private school mailings will be triggered. These mailings, which will be sent to field test schools in fall 2017, will contain an introductory letter, offering the school a \$200 check as a thank you for participation (to be mailed with a thank you letter after the end of the data collection), the IELS brochure, and school administrator Frequently Asked Questions (FAQs). Shortly after the mailing, the NSCs or Westat recruiters will phone the school administrator to discuss the study, to gain cooperation, and to assign a school coordinator (SC) who will work with the IELS field staff to manage the data collection in the school. The school coordinator will act as the liaison between study staff and their school. Note that this mailing and follow-up effort will occur in early 2018 for main study public schools.

In cases where recruitment proves more difficult, school recruiters will be provided with email templates, which they will edit and use as needed. These email templates can be used with principals who are difficult to reach, school staff who are considering participation, staff who express a concern and need follow-up, and principals who may require additional appreciation for agreeing to participate.”

#### **School Coordinator Contact. (added the paragraph copied below):**

“In order to incentivize SCs, and also encourage their continued cooperation, Westat will mail each SC \$100 of their incentive after e-filing has been completed, and later the remaining \$100 with the thank you letter at the end of the data collection.”

#### **Parent and Teacher Recruitment. (revised two of the paragraphs, not consecutive, as shown below):**

“After sampling has been completed and the correct teacher names and email addresses have been collected, the Westat team leaders will talk with the SC about distributing study information to the teacher respondents. SCs will be mailed a package containing a set of materials bundled for each sample teacher. Each teacher will receive an IELS brochure, the teacher FAQs, a list of students for whom they will need to complete questionnaires, and a \$40 check to serve as an incentive

for completing the questionnaires. The SC will be asked to distribute the materials to the appropriate teachers. The SC will serve as the study's main point of contact for teachers, and will answer any questions from them about the study and assessment logistics. They will also inform the teachers of the assessment date. Shortly after sampling, Westat will email the teachers a direct, unique link to the teacher questionnaire."

"We recognize that some SCs may be reluctant to provide parental contact information. The team leaders will work with the schools to identify the best method for contacting parents about the study and providing them with the consent forms and the link to the online questionnaire. Informational parent packets will be available, consisting of a letter specific to the type of consent that will be used, the appropriate consent form, the study brochure, parent FAQs, a postcard containing MyIELS registration details, and a \$20 incentive check. These materials will be distributed to parents in the way each school believes to be most appropriate and effective (e.g., sending the materials home with students; the school or district sending the materials directly to parents; and/or field staff contacting parents directly by mail, email, and/or phone). If a school does not want to provide parent names, the parent incentive checks will instead be included with the thank-you letter at the end of the field period, after the parent has registered on MyIELS and provided their name. The approach to following up on consent will also be tailored to the school's preferences. In most cases, we anticipate the SC will be the main contact for the parents and will follow-up on missing consent forms and questionnaires. Westat field staff will be available to assist in whatever way is needed."

## **B.2.bIELS Data Collection - (only revised the section shown below):**

### **Parent and Teacher Questionnaires. (revised the section as shown below):**

"Contextual information will be collected from parents/guardians and teachers to gather information on the relation between children's learning and development and on important demographic, social, economic, and education variables.

The parent questionnaire will ask for information about the child and the home, parents' perspectives on their children social and emotional skills, the sampled child's early childhood education and care participation, and home learning environment. The teacher questionnaire will ask teachers to provide information about their own background and education, and on each study child's knowledge and skills. Both questionnaires will be available electronically and in hard copy. The field test questionnaires, which have been approved by the International Consortium, are included in Appendix C (the final versions were provided in August 2017).

As described above, parents and teachers will be given links to their questionnaires as part of their welcome materials. Parents will receive a postcard in their packet that includes their registration information for MyIELS. They will be directed to the website to register, provide consent electronically, and complete their questionnaire. If they do not wish to register and provide consent on MyIELS, they will be also provided with a direct, unique link to the questionnaire. Teachers will be

emailed their link to the questionnaire and will not need to register on MyIELS, unless they would like more information about the study.

Throughout the field test period, field staff and the SC will monitor the return of questionnaires and, working in conjunction, will follow-up with non-responders as needed. A 'window-is-closing' non-response follow-up effort will be utilized, gently reminding respondents to complete their questionnaires. The two reminders before the last, near the end of data collection, are designed to establish a deadline effect, and will be followed with an extension email. This campaign-style approach is designed to provide soft reminders across the data collection window, while creating a sense of urgency to respond. We plan to use the same approach and emails in the main study.

The non-respondent reminder emails follow the structure below:

- the first reminder will be sent a week after the initial invitation to all participants who have yet-to-start the questionnaire (status = not started);
- a 'thank you/halfway mark/reminder email that includes an end date will be sent to all participants who have yet to start two weeks after the initial invitation;
- in the third week after the initial invitation, two types of emails will be sent: partially complete and not started, with an emphasis on the deadline;
- in the fourth week after the initial invitation, two different emails to partial completes and not started will be sent, with the first stating that the deadline is imminent and the second being the final reminder;
- after the deadline passes, it may be extended as time allows in the field period. If so, on the day after the deadline, an extension email will be sent;
- and finally, the last reminder emails will be sent.

Every effort has been made to include Spanish-speaking parents, including the use of a Spanish-language parent questionnaire, and Spanish-language versions of the consent materials and parent FAQs (see Appendix C). For the main study, NCES will evaluate whether a Spanish-language version of the child assessment is needed. If so, details about this assessment will be included in the main study data collection OMB package.”

### **Revisions to Appendix A and B, included in the July 2017 (OMB# 1850-0936 v.3) Package**

#### **Updated to reflect the change in the method of distributing incentives.**

**A letter to the School Coordinator was added.** Because school coordinators will be mailed a package containing teacher and parent information for distribution, and given that they will now receive \$100 of their incentive up-front, a letter was added to accompany this mailing to explain its contents.

#### **Other changes to the existing respondent materials include:**

- Mary Coleman’s name was added as the main contact for questions about the study.
- The NCES study website was updated from <https://nces.ed.gov/surveys/international/> to <https://nces.ed.gov/surveys/iels>.
- The study website address was updated from <https://myiels.us/> to <https://www.MyIELS.us/> so that the study acronym is more salient.
- The help desk telephone number and email were added.
- The Spanish-language parent consent letters and consent forms were added.

- Language from the parent consent module of MyIELS was added.
- The enclosures list in the parent letters was updated.
- The reminder email to teachers and parents was replaced with several, more targeted, emails (see details below for the rationale of this replacement).
- Additionally, more targeted thank-you letters were added.
- Materials were updated to reflect the incentive distribution strategy.

### **New Respondent Materials Added to the approved (OMB# 1850-0936 v.3) Appendix A and B**

**Gaining Cooperation Emails.** Four email templates have been added (Appendix A, pp. A-13 - A-18), focused on gaining cooperation during the school recruitment phase. School recruiters will be provided with these templates, which they will edit and use as needed. They include:

- Difficult to Reach Principal
- School Staff Considering Participation
- Follow-up to Address Concern
- Follow-up After Cooperation Achieved

**Replacement of the Parent and Teacher Reminder Email.** NCES and Westat decided to revise the parent and teacher non-response strategy to utilize a ‘door-is-closing’ technique rather than focusing on benefits, making direct contact, or selling participation. As the schedule below breaks out, there are weekly email reminders to teachers and parents leading up to an end point, then 2 reminders near the end to establish a dead-line effect, and an extension email. Generally the campaign-style approach is designed to be soft reminders at specific time points across the data collection window. The same emails can be used in the main study as in the field test (Appendix B, pp. B-15 - B-26).

The reminder emails follow the structure below:

- a first reminder that is sent a week after the initial invitation to all participants who have yet-to-start the questionnaire (status = not started);
- a ‘thank you/halfway mark/reminder email that includes an end date will be sent to all participants who have yet to start two weeks after the initial invitation;
- in the third week after the initial invitation, two types of emails will be sent: partially complete and not started, with an emphasis on the deadline;
- in the fourth week after the initial invitation, two different emails to partial completes and not started will be sent, with the first stating that the deadline is imminent and the second being the final reminder;
- After the deadline passes, it may be extended as time allows in the field period. If so, on the day after deadline, an extension email is sent;
- And finally, the last reminder emails are sent.

### **Revisions to the approved (OMB# 1850-0936 v.3) Appendix C**

The following updates were made to the materials in Appendix C:

- The study website address was updated from <https://myiels.us/> to <https://www.MyIELS.us/> so that the study acronym is more salient.
- The help desk telephone number and email were added.
- The authorization language, confidentiality pledge, and PRA statement were added to the student e-filing instructions.
- The draft instruments were replaced with final field test instruments (see below for more detail).
- The Spanish parent questionnaire was added.

Draft versions of the U.S. adapted questionnaires were included as part of the July 2017 package (OMB# 1850-0936 v.3). This request amends the record with the final versions of the adapted U.S. versions of the IELTS 2018 field trial questionnaires (see the attached updated Appendix C). Below are the final changes made to the draft versions of the U.S. field test instruments. The changes listed below are arranged by questionnaire (e.g., parent, teacher), and provide revised wording or structure where applicable.



These item changes made to the draft versions are referred to as items with revised wording or structure in the tables below. All changes are reflected in the final versions of the questionnaires provided in Appendix C.

## Teacher Questionnaire

| Draft Field Test Version |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | U.S. Final Field Test version |                                                                                                                                                                                                                                                                                                                                                        | Note                                                                                                               |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| Item #                   | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Item#                         | Adapted Item                                                                                                                                                                                                                                                                                                                                           |                                                                                                                    |
| SA0<br>3                 | What is the highest level of formal education you have completed?<br>Please check one circle only.                                                                                                                                                                                                                                                                                                                                                                                                                                          | SA0<br>3                      | What is the highest level of formal education in any field you have completed?<br>Check only one circle                                                                                                                                                                                                                                                | <i>This item stem and instructions were changed for maximal clarity and fluency.</i>                               |
| SA0<br>4                 | What is the major field of study in your educational qualification?<br>If you have more than one area of specialization, please indicate the most recent. Please check one circle only.<br>Pre-primary education (pre-kindergarten, preschool)<br>Kindergarten<br>Primary education (any of grades 1-6)<br>Other education-related major (such as secondary education, Educational psychology, education administration, music education, etc.)<br>Child development or psychology<br>Social work<br>Special Education<br>None of the above | SA0<br>4                      | Which of the following types of degrees and/or certificates have you attained?<br>Please check one circle for each line.<br>Child care or day care in a center<br>Early Childhood Education (preK - 3rd grade)<br>Primary education (any grades 1-6)<br>Special education<br>English as a Second Language<br>Other education specialization            | <i>This item was changed internationally and re-adapted for U.S. and the format now accepts multiple responses</i> |
| SA0<br>5                 | How many years of work experience do you have?<br>Please check one circle only in each row.<br>Years working as a teacher at this school<br>Years working as a teacher, in total                                                                                                                                                                                                                                                                                                                                                            | SA0<br>5                      | How many years of experience do you have working as a teacher?<br>Please check one circle for each line.<br>At your current school<br>Total number of years, including this school and other schools                                                                                                                                                   | <i>This item was improved internally and adapted for clarity.</i>                                                  |
| SA0<br>6                 | What is your current employment status as a teacher?<br>Please consider your employment status at this school and for all your teaching employments together. Please check one circle only in each row.<br>My employment at this school<br>All my work as teacher in total                                                                                                                                                                                                                                                                  | SA0<br>6                      | What is your current employment status as a teacher?<br>Please consider all your current teaching employments together. Check only one circle<br>Substitute<br>Part-time (less than 50% of full-time hours)<br>Part-time (50-70% of full-time hours)<br>Part-time (71-90% of full-time hours)<br>Full-time (more than 90% of full-time hours)<br>Other | <i>This item was restructured internationally.</i>                                                                 |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SA0<br>7                      | Which best describes you?<br>Check only one circle.<br>I am Hispanic or Latino.<br>I am not Hispanic or Latino.                                                                                                                                                                                                                                        | New (national question)                                                                                            |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | SA0<br>8                      | Which of these categories best describes your race?                                                                                                                                                                                                                                                                                                    | New (national question)                                                                                            |

| Draft Field Test Version |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | U.S. Final Field Test version |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Note                                                                                           |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
| Item #                   | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Item#                         | Adapted Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                |
|                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                               | Please check all that apply.<br>White<br>Black<br>Asian<br>American Indian or Alaska Native<br>Native Hawaiian or Pacific Islander                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                |
| <b>SB01</b>              | How long have you known this child?<br>Please check one circle only.<br>1 month or less<br>2 to 6 months<br>More than 6 months up to 1 year<br>More than 1 year                                                                                                                                                                                                                                                                                                                                                                                                   | <b>SB01</b>                   | How long have you known this child?<br>Check only one circle.<br>Less than 1 month<br>1 to 6 months<br>More than 6 months but less than 1 year<br>More than 1 year                                                                                                                                                                                                                                                                                                                                                                                                                                         | <i>This item was revised to improve the word usage for U.S. respondents.</i>                   |
| <b>SB03</b>              | To your knowledge, which of the following extra services has this child received?<br>Please check one circle for each line.<br>Speech therapy<br>Physical therapy<br>Individual Family Service Plan (IFSP)<br>Occupational therapy<br>Psychological assessment<br>Learning support (private tutoring)<br>English as a second language or bilingual program<br>Behavioral management program                                                                                                                                                                       | <b>SB03</b>                   | To your knowledge, which of the following types of additional support or services has this child received?<br>Please check one circle for each line.<br>Speech therapy<br>Physical therapy<br>Occupational therapy (e.g. fine-motor or gross-motor skills support)<br>Psychological support<br>Learning support (e.g., reading specialist)<br>English as a second language or bilingual program<br>Behavioral management program<br>An individualized education program (IEP)<br>504 plan<br>Educational assessment<br>Outside counseling<br>Extra support within school<br>Enrichment for gifted students | <i>This item has been modified to include additional items more pertinent to U.S. context.</i> |
| <b>SB04</b>              | Does this child engage in any of these activities?<br>Please check one circle for each line, in response to the child's capacity in English.<br>Shows interest in books or e-books<br>Respond to questions about a story they have listened to<br>Speaks using simple, complete sentences<br>Recognize the sounds of words that rhyme<br>Classify objects (e.g. blocks) by shape or color or both<br>Group objects by size or length or both<br>Count to 10 out loud correctly<br>Count to 20 out loud correctly<br>Recognize simple written numbers (e.g. 3, 10) |                               | Does this child ...<br>Please check one circle for each line, in response to the child's capacity in English.<br>show interest in books or e-books?<br>respond to questions about the story they have listened to?<br>speak using simple, complete sentences?<br>recognize the sounds of rhyming words ?<br>classify objects (e.g., blocks) by shape or color or both?<br>group objects by size or length or both?<br>count to 10 out loud correctly?<br>count to 20 out loud correctly?<br>recognize simple written numbers (e.g., 3, 10)?                                                                | <i>This item has been modified internationally to improve the stem-item flow.</i>              |

| Draft Field Test Version |                                  | U.S. Final Field Test version |                                   | Note |
|--------------------------|----------------------------------|-------------------------------|-----------------------------------|------|
| Item #                   | Item                             | Item#                         | Adapted Item                      |      |
|                          | Do simple addition using objects |                               | do simple addition using objects? |      |

### Parent Questionnaire

| Draft Field Test Version |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | U.S. Final Field Test version       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Note                                                                                                                                                                                                                        |
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| Item #                   | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Item #                              | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                             |
| <b>P03</b>               | Does your child engage in any of these activities?<br>Please check one circle for each line, in response to the child's capacity in English.<br>Shows interest in books or e-books<br>Respond to questions about the story they have listened to<br>Speaks using simple, complete sentences<br>Recognize the sounds of words that rhyme<br>Classify objects (e.g. blocks) by shape or color or both<br>Group objects by size or length or both<br>Count to 10 out loud correctly<br>Count to 20 out loud correctly<br>Recognize simple written numbers (e.g. 3, 10)<br>Able to do simple addition using objects | <b>P03</b>                          | Does your child ...<br>Please check one circle for each line, in response to the child's capacity in English.<br>show interest in books or e-books?<br>respond to questions about the story they have listened to?<br>speak using simple, complete sentences?<br>recognize the sounds of rhyming words?<br>classify objects (e.g. blocks) by shape or color or both?<br>group objects by size or length or both?<br>count to 10 out loud correctly?<br>count to 20 out loud correctly?<br>recognize simple written numbers (e.g. 3, 10)?<br>do simple addition using objects? | <i>This item was modified to maintain comparability to the identical teacher questionnaire item.</i>                                                                                                                        |
| <b>P06</b>               | What has your child experienced?<br>Please check one circle for each line.<br>Low birth weight                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>P06</b>                          | Has your child ever experienced any of the following issues or difficulties?<br>Please check one circle for each line.<br>Low birth weight (less than 5 pounds, 8 ounces) or premature birth                                                                                                                                                                                                                                                                                                                                                                                  | <i>The stem has been modified internationally and additional qualification for low birth weight in the U.S. has been added to the first item.</i>                                                                           |
| <b>P10</b>               | Is your child attending a language school or receiving tuition to learn a second language?<br>Please check one circle only.<br>Yes<br>No                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>P10</b>                          | Outside of his/her regular school, is your child attending another school or center to learn another language<br>Please check one circle only.<br>Yes, to learn English<br>Yes, to learn a second language other than English<br>No                                                                                                                                                                                                                                                                                                                                           | <i>This item has been modified internationally and also adapted for U.S. language.</i>                                                                                                                                      |
| <b>P11</b>               | In the past, did your child regularly attend any of the following early education and care programs at each of the following age ranges?<br>Please check at least one box in each row. Select as many as apply.<br>Child care or day care in someone's home<br>Child care or day care in a center<br>Pre-primary education in a public, private, or religious institution (e.g. preschool, preK or TK in a public school, private preschool or place of worship, etc.)<br>Kindergarten                                                                                                                          | <b>P11, P12, P13, P14, P15, P16</b> | <b>P11</b> Did your child regularly attend any of the following when they were less than one year of age?<br><b>P12</b> Did your child regularly attend any of the following as a one year old?<br><b>P13</b> Did your child regularly attend any of the following as a two year old?<br><b>P14</b> Did your child regularly attend any of the following as a three year old?<br><b>P15</b> Did your child regularly attend any of the following as a four year old?                                                                                                          | <i>This item has been heavily modified internationally and split out into 6 items.. The response dimensions have been broken out into separate items for each age. The response dimensions now refer to length of time.</i> |

| Draft Field Test Version |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | U.S. Final Field Test version |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Note                                                                                                                                                        |
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| Item #                   | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Item #                        | Item                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                             |
|                          | 1st grade                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                               | <b>P16</b> Did your child regularly attend any of the following as a five year old?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                             |
| <b>P13</b>               | <p>In a typical week during the last six months, how often do you or another person in your home do the following activities with your child?<br/>Please check one circle for each line.</p> <p>Read to this child from a book<br/>Tell this child a story, not from a book<br/>Draw pictures or color<br/>Play music or dance with this child<br/>Sing songs or nursery rhymes with this child<br/>Play with toys or games inside like board or card games with this child<br/>Involve this child in everyday activities like cooking or caring for a pet<br/>Do things outside together like walking, ball games, swimming or biking<br/>Do activities with this child that help them to learn letters of the alphabet<br/>Do activities with this child that help them to learn numbers, measurement and shapes<br/>Do educational activities on a computer, tablet or smartphone (e.g. use an educational app)<br/>Play games on a computer, tablet or smartphone<br/>Do craft activities (e.g. painting, sculpting, building models)<br/>Take this child to a special or extra-cost activity outside of the home like sports activity, ballet, scouts, swimming lessons, language lessons, etc.</p> | <b>P18</b>                    | <p>In a typical week, how often do you or another person in your home do the following activities with this child?<br/>Please check one circle for each line.</p> <p>Read to this child from a book<br/>Tell this child a story, not from a book<br/>Draw pictures or do coloring in<br/>Play music or dance with this child<br/>Sing songs or nursery rhymes with this child<br/>Play with toys or games inside like board or card games with this child<br/>Involve this child in everyday household activities like cooking or caring for a pet<br/>Do things outside together like walking, ball games, swimming or bike riding<br/>Do activities with this child that help them to learn letters of the alphabet<br/>Do activities with this child that help them to learn numbers, measurement, and shapes<br/>Do educational activities on a computer, tablet or smartphone (e.g. use an educational app)<br/>Play games on a computer, tablet, or smartphone<br/>Do craft activities, like painting, sculpting, building models<br/>Take this child to a special or extra-cost activity outside of the home (e.g. sports activity, dance, scouts, swimming lessons, language lessons, etc.).</p> | <i>This item has been adapted to be maximally clear that this survey is about the specific child of interest rather than a parent's children generally.</i> |
| <b>P16</b>               | <p>Please indicate Parent 1 and Parent 2.<br/>Please check one circle in each column.</p> <p>Mother<br/>Father<br/>Stepmother<br/>Stepfather<br/>Grandmother<br/>Grandfather<br/>Aunt<br/>Uncle<br/>Female guardian<br/>Male guardian<br/>Other</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>P21</b>                    | <p>Please indicate who Parent/Legal guardian 1 and &lt; Parent/Legal guardian 2 are in relation to this child?<br/>Please check one circle in each column.</p> <p>Mother<br/>Father<br/>Stepmother<br/>Stepfather<br/>Grandmother<br/>Grandfather<br/>Aunt<br/>Uncle<br/>Female legal guardian or Foster mother<br/>Male legal guardian or Foster father<br/>Other</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>This item has been modified internally and adapted to U.S. context accordingly.</i>                                                                      |

| Draft Field Test Version |                                                                                                                                                                                                         | U.S. Final Field Test version |                                                                                                                                                                                                                                   | Note                                                                                                             |
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| Item #                   | Item                                                                                                                                                                                                    | Item #                        | Item                                                                                                                                                                                                                              |                                                                                                                  |
| <b>P17</b>               | Are you Parent1, Parent2, or someone else?<br>Please check one circle in each column.<br>Parent1<br>Parent2<br>Someone else                                                                             | <b>P22</b>                    | Who is completing this survey?<br>Please check one circle for each line.<br>Parent/Legal guardian 1<br>Parent/Legal guardian 2<br>Someone else                                                                                    | <i>This item has been modified internally and adapted to U.S. context accordingly.</i>                           |
| <b>P18</b>               | How many younger or older siblings does your child have?<br>This could include other children permanently living in the home (e.g. cousins). Please check one circle for each line.<br>Younger<br>Older | <b>P24</b>                    | How many younger or older siblings does this child have?<br>This could include other children permanently living in the home (e.g. children of relatives). Please check one circle for each line.<br>Younger<br>Older<br>Same age | <i>This item was modified to include the possibility that some children of the same age live with the child.</i> |
| <b>P19</b>               | How old are the child's parents?<br>Please check one circle for each line, where applicable.<br>Parent 1<br>Parent 2                                                                                    | <b>P28</b>                    | How old Parent/Legal guardian 1 and Parent/Legal guardian 2?<br>Please check one circle for each line.<br>Parent/Legal guardian 1<br>Parent/Legal guardian 2                                                                      | <i>This item and the following few items were re-ordered.</i>                                                    |
| <b>P20</b>               | Were the following people born in the United States?<br>Please check one circle for each line.<br>Your child<br>Parent/Legal guardian 1<br>Parent/Legal guardian 2                                      | <b>P25</b>                    | Were the following people born in the United States?<br>Please check one circle for each line.<br>Your child<br>Parent/Legal guardian 1<br>Parent/Legal guardian 2                                                                | <i>This item now appears before the parent age question.</i>                                                     |
| <b>P21</b>               | If your child was not born in the United States, how old was your child when he/she arrived?<br>Please check one circle.<br>Your child                                                                  | <b>P26</b>                    | If your child was not born in the United States, how old was your child when he/she arrived?<br>Please check one circle.<br>Your child                                                                                            | <i>This item is now P26.</i>                                                                                     |
| <b>P22</b>               | What is the language most often spoken at home by the following family members?<br>Please check one circle for each line.<br>Your child<br>Parent 1<br>Parent 2                                         | <b>P27</b>                    | What is the language spoken most often at home by the following family members?<br>Please check one circle for each line.<br>Your child<br>Parent/Legal guardian 1<br>Parent/Legal guardian 2                                     | <i>This item has been modified to remove the dimensions 'Chinese'; from the options.</i>                         |
|                          |                                                                                                                                                                                                         | <b>P34</b>                    | Which of the following best describes you?<br>Please select one response.<br>I am Hispanic or Latino.<br>I am not Hispanic or Latino.                                                                                             | New (national question)                                                                                          |
|                          |                                                                                                                                                                                                         | <b>P35</b>                    | Which of these categories best describes your race?<br>Please check all that apply.<br>White                                                                                                                                      | New (national question)                                                                                          |

| Draft Field Test Version |      | U.S. Final Field Test version |                                                                                                                                                                                           | Note                    |
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| Item #                   | Item | Item #                        | Item                                                                                                                                                                                      |                         |
|                          |      |                               | Black<br>Asian<br>American Indian or Alaska Native<br>Native Hawaiian or Pacific Islander                                                                                                 |                         |
|                          |      | <b>P36</b>                    | Which of the following best describes this child?<br>Please select one response.<br>I am Hispanic or Latino.<br>I am not Hispanic or Latino.                                              | New (national question) |
|                          |      | <b>P37</b>                    | Which of these categories best describes your race?<br>Please check all that apply.<br>White<br>Black<br>Asian<br>American Indian or Alaska Native<br>Native Hawaiian or Pacific Islander | New (national question) |