

**Early Childhood Longitudinal Study,
Kindergarten Class of 2022-23 (ECLS-K:2023)**

Preschool Field Test

OMB# 1850-0750 v.19

**Attachment B1
Web Instruments**

**National Center for Education Statistics
U.S. Department of Education**

July 2019

revised September 2019

Formatted hard-copy versions of these instruments will be submitted to OMB as a non-substantive change request, in Attachment B2, by

January 2020.

Instruments Note:

Under SSQ010, fourteen items ask parents to rate their child on social-emotional skills including ability to exercise self-control (for example, fighting, arguing, anger); ability to interact with others (for example, playing, making friends); and approaches to learning (for example, self-direction, organization, eagerness to learn). The social skills and behavior items are adapted from the Social Skills Rating Scale (SSRS) by Gresham and Elliot 1990 and are published by NCS Pearson. These items (g-n) are copyright protected and are not listed (they are submitted directly to OMB for review).

The web version of the survey will be optimized for mobile users and will have a combination of radio buttons (for large browser screens) or text buttons (for small browser screens) for enumerated questions depending on the user's browser size. Some questions are open ended (e.g., *other specify* responses, questions about hours and minutes) and these open response fields will appear after the label but are not shown in this document.

The hard-copy layout of the household screener and parent surveys will be submitted to OMB as a non-substantive change request by January 2020, once available. The text in the hard-copy versions will not vary significantly from the online version provided in this document. The differences between the hard-copy and web modes will be as follows:

- Fields that are pre-filled on the web will not be pre-filled in the paper parent survey;
- Questions only asked of a subsample (Questions SCR095, SCR100, SCR105, SCR106a, and SCR106b) are not included in the paper screener;
- Respondents to the web screener will be asked to enumerate all children under age 10 living in the household, but respondents to the paper screener will be asked to enumerate up to five children (to keep the length of the paper form brief);
- Questions in the web survey that have probes to follow up on nonresponse will not have probes in the hard-copy version of the spring parent survey;
- Questions that have edit checks for expected value ranges in the web survey will not have edit checks in the hard-copy version of the spring parent survey;
- Some text used for transitions between survey sections will not be used in the hard-copy version of the spring parent survey; and
- Help text used in the web version of the surveys will not be used in the hard-copy versions. Respondents to the hard-copy survey may call in to the help desk for any questions about survey items.

The cover pages for the hard-copy parent screener and surveys are provided at the end of this document. Screenshots of the login pages for the web instruments are provided in Attachment C.

| <u>Section</u> | <u>Page</u> |
|--|------------------------------|
| English spring household screener..... | B-4 |
| English spring parent survey..... | B-21 |
| English fall parent follow-up survey..... | B-154 |
| English hard-copy instrument covers..... | B-165 |
| Spanish spring household screener..... | B-172 |
| <u>Spanish spring parent survey.....</u> | <u>B-190</u> |
| Spanish fall parent follow-up survey..... | B-321 |

Spring Preschool Screener

Section SCR

[Spring Household Screener]

Sequence:

0

GlobalSpec

Copyright: No

GLOBAL SPEC INSTRUCTIONS

BLAISE BUTTONS: "NEXT" AND "BACK" DISPLAYED IN FORWARD/BACKWARD BUTTONS. ALSO DISPLAY A "SAVE AND CONTINUE LATER" BUTTON. BUTTONS SHOULD BE LEFT JUSTIFIED, WITH "NEXT" ABOVE "BACK".

ANY LOGOS OR WEB BANNER SHOULD REDUCE IN SIZE TO ACCOMMODATE A SMALL BROWSER SCREEN. ALL CONTENT MUST BE 508 COMPLIANT.

ITEMS LEFT EMPTY BECAUSE R LEFT BLANK SHOULD BE MARKED SK FOR SKIPPED

Probe Def

Copyright: No

Round: Preschool Field Test

PROBE DEFINITION:

IF PROBE 1 IS USED IN THE SPEC, AFTER THE RESPONDENT CLICKS THE "NEXT" BUTTON RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN, BUT NOT

DON'T KNOW OR REFUSED: "It looks like you haven't answered the question yet. Please

Soft Edit

Copyright: No

Round: Preschool Field Test

SPECIFICATION FOR SOFT EDIT MESSAGES

SOFT EDIT MESSAGES SPECIFIED IN PROGRAMMER INSTRUCTIONS BELOW WILL BE DISPLAYED ON THE SAME SCREEN AS THE ITEM. WHEN PROGRAMMING SPECIFICATIONS ARE CREATED, THESE MESSAGES WILL BE SHOWN IN A DIFFERENT FORMAT AS WHAT IS SHOWN BELOW (THEY WILL BE DISPLAYED AS A FOLLOW- UP ITEM), BUT THE CONTENT AND PLACEMENT OF THE TEXT ON THE SAME SCREEN AS THE ITEM WILL NOT CHANGE.

MyECLS

Copyright: No

Round: Preschool Field Test

PROGRAMMER NOTE: THE ELIGIBILITY QUESTION AND THANK YOU BELOW ARE ON THE MYECLS WEBSITE, NOT IN BLAISE.

MYECLS WEBSITE ELIGIBILITY QUESTION

Are there any children age 10 or younger living in this household?

CODES

1 YES SCR020

2 No MYECLS WEBSITE THANK YOU QUESTION

MYECLS WEBSITE THANK YOU

Thank you for your response. At this time, you are not eligible to continue in the study, but we appreciate

your interest. If you would like to learn more about the study, please click here. [NOTE: clicking "click here" will direct the respondent to the MyECLS Study Information Page.]

PROGRAMMER NOTE: SCREENER CASES WILL HAVE ANSWERED "YES" TO SCREEN 3 ON THE MYECLS WEBSITE THAT THERE ARE CHILDREN IN THE HOUSEHOLD WHO ARE AGE 10 OR YOUNGER AND THEN WILL HAVE RECEIVED SCREEN 5 ON THE MYECLS ABOUT THEIR EMAIL ADDRESS OR MOBILE NUMBER. THERE DOES NOT HAVE TO BE AN ANSWER TO SCREEN 5 TO CONTINUE TO THE SCREENER. FOR THE SCREENER, ALL CASES WILL COME FROM THOSE WHO RECEIVED SCREEN 5 ON THE MYECLS WEBSITE

SCR020

|SCR020

Copyright: No

|Number of children 10 or younger

Round: Preschool Field
Test

Source: NHES:2019, question s1_childmany, modified to ask about children 10 and younger

QUESTION TEXT:**QUESTION**

"The next questions are about the children in your household. Your answers will be saved as you go through the survey. How many children age 10 or younger live in this household?"

InstResp "Include small children, foster children, babies, and those living away at school (if they have no other permanent home)."

Watermark "Enter number of children"

**ENTER
NUMBER**

Range

0 to 30

Soft Range

1 to 15

Please verify that this answer is correct and select NEXT.

PROGRAMMER INSTRUCTIONS:

DISALLOW RF/DK/EMPTY. USE PROBE 1 AFTER EMPTY.

Box 1**Copyright: No**

Round: Preschool Field Test

ROUTE HOUSHOLDS WITHOUT CHILDREN TO THANK YOU MESSAGE.

IF SCR020 = 0 AFTER SOFT RANGE ERROR MESSAGE THEN GO TO SCR120 TO THANK

AND END SURVEY. ELSE GO TO SCR030.

SCR030

|SCR030

Copyright: No

|Child Name

Round: Preschool Field Test

Source: NHES:2019, question s1_rostera, modified to focus only on children rather than youth or those in college housing

DISPLAY INSTRUCTIONS:

DISPLAY THE NUMBER OF TEXT FIELD LINES IN SCR030 TO CORRESPOND TO THE NUMBER PROVIDED IN SCR020. LABEL LINE "Child {NUMBER}"

QUESTION TEXT:

QUESTION "Please list the first names of all the children age 10 or younger who live in this household. You may provide nicknames or initials if you prefer. Be sure to include all small children, foster children, and babies."

InstResp "Start with the youngest child who is age 10 or younger. Enter one child on each line. Enter names until you have listed all children age 10 or younger in this household, then click Next."

Child {NUMBER} " Length 100
ENTER TEXT

PROGRAMMER INSTRUCTIONS:

DISALLOW RF/DK. USE PROBE 1 AFTER EMPTY.

IF SCR020 = EMPTY AND SCR030 = EMPTY FOR ALL TEXT FIELDS, GO TO SCR120 (THANK YOU). DISPLAY A NUMBER ON EACH LINE LISTED (E.G., IF SCR020=3, DISPLAY 3 TEXT FIELDS ONE ON TOP OF THE OTHER WITH THE FIRST TEXT FIELD LABELED "Child 1.", THE SECOND TEXT FIELD LABELED "Child 2." AND THE THIRD TEXT FIELD LABELED "Child 3.").

BOX 2

Copyright: No

Round: Preschool Field Test

LOOPING INSTRUCTIONS
LOOP ON EACH CHILD LISTED IN SCR030 FOR QUESTIONS SCR040-SCR080.

SCR040

|SCR040

Copyright: No

|Child's Age

Round: Preschool Field
Test

Source: NHES:2019, question s1_childmany, modified to ask about children 10 and younger

DISPLAY INSTRUCTIONS:

DISPLAY THE TEXT FROM SCR030 FOR THE CURRENT CHILD IN THE LOOP.

QUESTION TEXT:

QUESTION "How old is {SCR030} in years?" InstResp "For babies less than 1 year old, enter 0."

ENTER NUMBER

Range 0 to 30
Soft Range 0 to 10

"Please check your answer and change it if needed. When it is correct, select Next to continue."

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

SCR050

|SCR050

Copyright: No

|Child's Sex

Round: Preschool Field
Test

Source: NHES:2019, question s1_p1sex

DISPLAY INSTRUCTIONS:

DISPLAY THE TEXT FROM SRQ030 FOR THE CURRENT CHILD IN THE LOOP.

QUESTION TEXT:

QUESTION "What is {SCR030}'s sex?"

CODES

- 1 Male
- 2 Female

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

SCR060

|SCR060

Copyright: No

|Current School Status

Round: Preschool Field Test

Source: NHES:2019, question s1_p1enrol, modified order of response categories and replaced category 3 to refer to child care rather than college, university, or vocational school

DISPLAY INSTRUCTIONS:

DISPLAY THE TEXT FROM SRQ030 FOR THE CURRENT CHILD IN THE LOOP.

QUESTION TEXT:

QUESTION "Is {SCR030} currently..."

InstResp "Select All That Apply."

CODES

- 1 Not in school?
- 2 In public or private school, including preschools?
- 3 In child care in a home or center?
- 4 Homeschooled INSTEAD of attending a public school or private school (including preschools) for some or all classes?

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

Box 2b

Copyright: No

Round: Preschool Field Test

IF ANY CODE IN SCR060 = 2, 3, 4, OR SK, GO TO SCR070. ELSE IF THE ONLY CODE SELECTED IN SCR060 = 1 AND SCR060 IS NOT ALSO EQUAL TO 2, 3, OR 4, GO TO SCR080.

SCR070
SCR070

HELP AVAILABLE

Copyright: No

|
|Current Grade

Round: Preschool Field
Test

Source: NHES:2019, question s1_p1grade_web, modified to expand choices in first two categories and restrict response categories for higher grade levels to ninth grade and above

DISPLAY INSTRUCTIONS:

DISPLAY THE TEXT FROM SRQ030 FOR THE CURRENT CHILD IN THE LOOP.

QUESTION TEXT:

QUESTION "What is {SCR030}'s current grade or grade equivalent?"

InstResp "Child care for infants or toddlers in a home or center includes early childhood education programs, child care, or day care in a center, or child care with a relative or nonrelative other than a parent/guardian.

Preschool or child care for preschool-aged children in a home or center includes early childhood education programs, child care, or day care in a center, nursery school, preschool, prekindergarten, or child care with a relative or nonrelative other than a parent/guardian.

Kindergarten includes Transitional Kindergarten (TK), Early Transitional Kindergarten (ETK), Readiness Kindergarten, Transitional or Prefirst Grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades."

CODES

- 0 Child care for infants or toddlers in a home or center
- 1 Preschool or child care for preschool-aged children in a home or center
- 2 Kindergarten
- 3 First
- 4 Second
- 5 Third
- 6 Fourth
- 7 Fifth or above
- 8 None of these

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

SCR080

|SCR080

Copyright: No

|Grade in Fall

Round: Preschool Field Test

Source: NHES:2019, question s1_p1grade_web, modified to ask about the next fall, expand choices in first two categories, and restrict response categories for higher grade levels to ninth grade and above

DISPLAY INSTRUCTIONS:

DISPLAY THE TEXT FROM SRQ030 FOR THE CURRENT CHILD IN THE LOOP.

QUESTION TEXT:

QUESTION "What grade or grade equivalent will {SCR030} be in fall 2020?"

InstResp "Child care for infants or toddlers in a home or center includes early childhood education programs, child care, or day care in a center, or child care with a relative or nonrelative other than a parent/guardian.

Preschool or child care for preschool-aged children in a home or center includes early childhood education programs, child care, or day care in a center, nursery school, preschool, prekindergarten, or child care with a relative or nonrelative other than a parent/guardian.

Kindergarten includes Transitional Kindergarten (TK), Early Transitional Kindergarten (ETK), Readiness Kindergarten, Transitional or Prefirst Grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades."

CODES

- 0 Child care for infants or toddlers in a home or center
- 1 Preschool or child care for preschool-aged children in a home or center
- 2 Kindergarten
- 3 First
- 4 Second
- 5 Third
- 6 Fourth
- 7 Fifth or above
- 8 None of these

PROGRAMMER INSTRUCTIONS:

DISALLOW RF/DK. USE PROBE 1 AFTER EMPTY.

BOX 3

Copyright:

Round: Preschool Field

LOOPING INSTRUCTIONS

IF SCR020 = 1 (THERE IS 1 CHILD AGE 10 AND UNDER), GO TO BOX 4.

ELSE IF SCR020 IS GREATER THAN 1 (THERE IS MORE THAN 1 CHILD AGE 10 AND UNDER) AND NOT ALL CHILDREN IN SCR030 HAVE BEEN ASKED ABOUT (THE NUMBER OF LOOPS DO NOT MATCH THE VALUE OF SCR020), GO BACK TO BOX 2 TO ASK SCR040 - SCR080 ABOUT THE NEXT CHILD.

AFTER ALL CHILDREN HAVE BEEN ENUMERATED (THE NUMBER OF LOOPS MATCH THE VALUE OF SCR020) GO TO BOX 4

BOX 4

Copyright: No

Round: Preschool Field Test

DETERMINE CHILD ELIGIBILITY FOR SAMPLING

IF SCR080 = 2 (THE CHILD'S GRADE NEXT FALL IS KINDERGARTEN OR EQUIVALENT) THEN SET SMPGRP = 1.

ELSE IF SCR080 = 3 - 8 (THE CHILD'S GRADE NEXT FALL IS FIRST GRADE OR HIGHER) AND SCR040 = 3 OR 4 (AGE IS 3 OR 4 YEARS OLD) THEN SMPGRP = 2.

ELSE IF SCR070 = 2, 3, 4, OR 5 (CHILD IS CURRENTLY IN KINDERGARTEN, FIRST, SECOND, OR THIRD GRADE - AND SCR080 NOT EQUAL TO 2 (IS NOT EXPECTED TO BE IN KINDERGARTEN NEXT YEAR)** THEN SMPGRP = 3.

AFTER ASSIGNING SMPGRP FOR EACH CHILD IN THE HOUSEHOLD, IF NO CHILDREN HAVE A VALUE FOR SMPGRP GO TO SCR120.

(**NOTE: Creation of this sampling group (SMPGRP = 3) should occur only if YEAR=2020 for the web pre-k field test. Pre-k paper and main study children in this group will not be eligible for additional sampling and will therefore not have a value for SMPGRP.)

BOX 5

Copyright: No

Round: Preschool Field Test

SAMPLE ONE CHILD IN HOUSEHOLDS WITH ELIGIBLE CHILDREN

FROM THE LIST OF CHILDREN WITH SMPGRP = 1, 2, 3 WE WILL SELECT ONE CHILD.

IF ONLY ONE CHILD HAS A VALUE FOR SMPGRP AND THIS VALUE IS 1 OR 2, SAMPLE THIS CHILD AND GO TO SCR110a.

ELSE IF ONLY ONE CHILD HAS A VALUE OF SMPGRP AND THIS VALUE IS 3, SAMPLE THIS CHILD AND GO TO SCR095.

ELSE IF THE HOUSEHOLD HAS ONE OR MORE THAN ONE CHILD WITH SMPGRP = 1, ONE OF THESE CHILDREN (WITH SMPGRP = 1) WILL BE SAMPLED. GO TO SCR110a AND ASK ABOUT THE SAMPLED CHILD.

ELSE IF THE HOUSEHOLD HAS ONE OR MORE CHILD WITH SMPGRP = 2, ONE OF THESE CHILDREN (WITH SMPGRP = 2) WILL BE SAMPLED. GO TO SCR110a AND ASK ABOUT THE SAMPLED CHILD.

ELSE IF THE HOUSEHOLD HAS ONE OR MORE CHILD WITH SMPGRP = 3, THE YOUNGEST OF THESE (WITH SMPGRP = 3) WILL BE SELECTED. IF THERE IS MORE THAN ONE YOUNGEST CHILD IN THIS GROUP SAMPLE ONE OF THESE CHILDREN. GO TO SCR095 AND ASK ABOUT THE SAMPLED CHILD. NOTE: SMPGRP=3 IS ONLY FOR THE FIELD TEST.

SAMPLING ALGORITHM IS:

AMONG THE YOUTH WITH SMPGRP = 1 (CHILDREN EXPECTED TO BE IN K IN THE FALL), DEFINE CHILD_K = 1

FOR THE YOUNGEST CHILD (BASED ON SCR040), CHILD_K = 2 FOR THE SECOND YOUNGEST CHILD, ETC.,

UNTIL ALL CHILDREN WITH SMPGRP = 1 HAVE A VALUE. NOTE: IF MULTIPLE CHILDREN HAVE THE SAME

VALUE OF SCR040, MAKE THE CHILD LISTED FIRST (AMONG ANY TIES) THE YOUNGER ONE.

AMONG THE YOUTH WITH SMPGRP = 2 (YOUNG CHILDREN EXPECTED TO BE BEYOND K IN THE FALL), DEFINE CHILD_Y = 1 FOR THE YOUNGEST CHILD (BASED ON SCR040), CHILD_Y = 2 FOR THE SECOND YOUNGEST CHILD, ETC., UNTIL ALL CHILDREN WITH SMPGRP = 2 HAVE A VALUE. NOTE: IF MULTIPLE CHILDREN HAVE THE SAME VALUE OF SCR040, MAKE THE CHILD LISTED FIRST (AMONG ANY TIES) THE YOUNGER ONE.

AMONG THE YOUTH WITH SMPGRP = 3 (OLDER CHILDREN EXPECTED TO BE BEYOND K IN THE FALL), DEFINE

CHILD_O = 1 FOR THE CHILD EXPECTED TO BE IN THE LOWEST GRADE (BASED ON SCR080), CHILD_O = 2 FOR

THE CHILD EXPECTED TO BE IN THE NEXT LOWEST GRADE, ETC., UNTIL ALL CHILDREN WITH SMPGRP = 3

HAVE A VALUE. NOTE: IF MULTIPLE CHILDREN HAVE THE SAME VALUE OF SCR080, MAKE THE YOUNGEST

CHILD (BASED ON SCR040) THE YOUNGER ONE. IF ANY TIES REMAIN GIVE THE CHILD LISTED FIRST THE LOWER VALUE.

FOR EACH RESPONDING HOUSEHOLD DETERMINE THE NUMBER OF EXPECTED K STUDENTS (HH_K), THE

NUMBER OF ELIGIBLE YOUNGER STUDENTS (HH_Y) AND THE NUMBER OF OLDER STUDENTS (HH_O). NOTE:

THESE VALUES WILL BE THE EQUIVALENT TO THE VALUES OF CHILD_K, CHILD_Y, AND CHILD_O FOR THE OLDEST CHILD (WITHIN THE SAMPLE GROUPS).

FINALLY, SELECT ONE CHILD PER HOUSEHOLD FOR FURTHER SAMPLING AS FOLLOWS:

SCR095

|SCR095

Copyright: No

|Did older child go to public K

Round: Preschool Field

Test Source: Westat

DISPLAY INSTRUCTIONS:

IF SCR070 = 2 DISPLAY "Does" ELSE USE "Did".
DISPLAY THE TEXT FROM SRQ030 FOR THE SELECTED NONSAMPLED CHILD.

QUESTION TEXT:

QUESTION "{Does/Did} {SCR030} go to a public school for kindergarten?"

CODES

| | | |
|---|-----|--------|
| 1 | Yes | SCR100 |
| 2 | No | SCR120 |

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR120.

SCR100

|SCR100

Copyright: No

|Kindergarten Name

Round: Preschool Field

Test Source: Westat

DISPLAY INSTRUCTIONS:

IF SCR070 = 2 DISPLAY "does", "attends", and "has attended". ELSE USE "did", "attended", and "went to".
DISPLAY THE TEXT FROM SRQ030 FOR THE SELECTED NONSAMPLED CHILD.

QUESTION TEXT:

QUESTION "What public school {does/did} {SCR030} attend for kindergarten?"

InstResp "Select the public school {SCR030} {attends/attended} for kindergarten from the list below. If you don't find a match, select "School not on list" and then type in the full school name. If {SCR030} {has attended/went to} more than one kindergarten, please select or enter the last one attended."

{DISPLAY LIST OF UP TO 25 SCHOOLS}

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR120.

DISPLAY A LIST OF PUBLIC SCHOOLS IN THE AREA AS DEFINED IN THE PRELOAD.

DISPLAY LIST OF UP TO 25 PUBLIC SCHOOLS THAT ARE THE NEAREST SCHOOLS TO THE RESPONDENT'S ADDRESS.

DISPLAY BOTH THE SCHOOL NAME AND ADDRESS (STREET AND CITY, NOT STATE AND ZIP CODE) ON ONE LINE, IN ALPHABETICAL ORDER.

FOR SCHOOLS DISPLAYED TO THE RESPONDENT, SAVE THE CORRESPONDING VALUES OF NCESSCH NEAR_RANK AND DIST_MI FROM THE LIST OF SCHOOLS ASSOCIATED WITH THAT ADDRESS.

INCLUDE A SCHOOL CATEGORY 91 TO ALLOW FOR NAME TO BE ENTERED IF NOT ON LIST. ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY SCR100 AND SCR100OS TOGETHER ON ONE SCREEN.

BOX 5b**Copyright: No**

Round: Preschool Field Test

IF A SCHOOL IS SELECTED THAT IS NOT ON THE LIST OF SCHOOLS IN SCR100, GO TO SCR100OS. ELSE GO TO SCR105.

SCR1000S

QUESTION TEXT:

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS SCR100.

SOURCE: Westat

COPYRIGHTED: No.

SCR105

|SCR105

Copyright: No

|Always lived at address

Round: Preschool Field

Test Source: Westat

QUESTION TEXT:

QUESTION "Has {SCR030} always lived at this address?"

CODES

1 Yes

SCR120

2 No

SCR106a

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR120.

SCR106a

|SCR106a

Copyright: No

|Month started living at address

Round: Preschool Field

Test Source: Westat

DISPLAY INSTRUCTIONS:

DISPLAY SCR106a AND SCR106b ON ONE SCREEN.

QUESTION TEXT:

Question "In what month did {SCR030} start living at this address?"

Watermark "Select month"

CODES

- 1 January
- 2 February
- 3 March
- 4 April
- 5 May
- 6 June
- 7 July
- 8 August
- 9 September
- 10 October
- 11 November
- 12 December

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR106b

SCR106b

|SCR106b

Copyright: No

|Year started living at address

Round: Preschool Field

Test Source: Westat

DISPLAY INSTRUCTIONS:

DISPLAY SCR106a AND SCR106b ON ONE SCREEN.

QUESTION TEXT:

QUESTION "In what year did {SCR030} start living at this address?"

Watermark "Enter YYYY"

ENTER NUMBER

Range

2000 to 2023

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO

SCR120. HARD AND SOFT RANGE: DO NOT ALLOW A FUTURE YEAR.

BOX 6

Copyright: No

Round: Preschool Field Test

GO TO SCR120 (THANK YOU).

SCR110a

|SCR110a

Copyright: No

|First Name

Round: Preschool Field
Test

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

DISPLAY SCR110a AND SCR110b TOGETHER.

QUESTION TEXT:

Question

"We are interested in learning more about your experiences. This survey is part of the Early Childhood Longitudinal Study, which is conducted by the U.S. Department of Education, National Center for Education Statistics.

The next questions should take you about 30 minutes to complete. To show our appreciation for your time, you will receive \$10 after you finish the questions. {You may stop and start the survey as needed to work with your schedule}. Before we begin, please enter your name.

First Name: "

**ENTER
TEXT**

Length

100

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK.

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

IF EMAIL ADDRESS OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE, DISPLAY

"You may stop

and start the survey as needed to work with your schedule." ELSE USE A NULL DISPLAY.

FOR LAST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

SCR110b

|SCR110b

Copyright: No

|Last Name

Round: Preschool Field
Test

Source: NHES:2019, questions incent_name and incent_address, modified question text

DISPLAY INSTRUCTIONS:

DISPLAY SCR110a AND SCR110b TOGETHER

QUESTION TEXT:

Question "Last Name:_"

**ENTER
TEXT**

Length

100

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK.
FOR LAST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

SCR111a

|SCR111a

Copyright: No

|Email for relogin

Round: Preschool Field
Test

Source: NHES:2019, questions incent_name and incent_address, modified question text about allowing answers to be saved and entering or reentering email address. Also added validation messages.

QUESTION TEXT:

QUESTION "To allow your answers to be saved so that you can stop and start the survey as needed to work with your schedule, please {enter/confirm} your contact information.

Email Address:

Watermark "[name@domain.com](#)"

**ENTER
TEXT**

Length

100

PROGRAMMER INSTRUCTIONS:

DISPLAY SCR111a and SCR111b on the same screen.
ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

FOR EMAIL (SCR111a), ALLOW 0 - 100 CHARACTERS TO BE ENTERED.
FOR MOBILE NUMBER (SCR111b), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN
(E.G.,NAME@DOMAIN.COM).
APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT
(###)-###-####. IF NO EMAIL OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS
WEBSITE, DISPLAY "enter."

ELSE IF AN EMAIL AND/OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE ,
DISPLAY "confirm".

IF ONLY AN EMAIL ADDRESS WAS PROVIDED ON THE MYECLS WEBSITE AND NO MOBILE
PHONE NUMBER, PROGRAM SHOULD DISPLAY THE EMAIL ADDRESS FROM THE MYECLS
WEBSITE AND ALLOW FOR CHANGES.

IF ONLY A MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE AND NO EMAIL
ADDRESS, PROGRAM SHOULD DISPLAY THE MOBILE NUMBER AND ALLOW FOR CHANGES.

IF BOTH AN EMAIL ADDRESS AND MOBILE NUMBER WERE PROVIDED ON THE MYECLS
WEBSITE, PROGRAM SHOULD DISPLAY BOTH OF THEM AND ALLOW FOR CHANGES.

IF NEITHER AN EMAIL ADDRESS OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS
WEBSITE, DISPLAY EMPTY FIELDS FOR BOTH EMAIL ADDRESS AND MOBILE NUMBER SO
THAT ONE OR BOTH MAY BE ENTERED.

NEW OR UPDATED EMAIL ADDRESSES OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO
THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING
MESSAGE "It looks like there may be a typo in this address. Please check there is a @ and at
least one period in the email address. When it is correct, select Next to continue."

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR
MESSAGE "The
phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

SCR111b

|SCR111b

**Copyright:
No**

|Mobile number for relogin

Source: Preschool Field Test NHES:2019, questions incent_name and incent_addresses, modified question text about allowing answers to be saved and entering or reentering email address. Also added validation messages.

QUESTION TEXT:

PreUNITS "Mobile Number:"

Watermark "(555)-555-5555"

**ENTER
TEXT**

Length

12

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

FOR EMAIL (SCR111a), ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

FOR MOBILE NUMBER (SCR111b), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN (E.G.,NAME@DOMAIN.COM).

APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS (10 NUMBERS) IN

THIS FORMAT (###)-###-####. IF NO EMAIL OR MOBILE NUMBER WAS PROVIDED ON

THE MYECLS WEBSITE, DISPLAY "enter."

ELSE IF AN EMAIL AND/OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE , DISPLAY "confirm".

IF ONLY AN EMAIL ADDRESS WAS PROVIDED ON THE MYECLS WEBSITE AND NO MOBILE PHONE NUMBER, PROGRAM SHOULD DISPLAY THE EMAIL ADDRESS FROM THE MYECLS WEBSITE AND ALLOW FOR CHANGES.

IF ONLY A MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE AND NO EMAIL ADDRESS, PROGRAM SHOULD DISPLAY THE MOBILE NUMBER AND ALLOW FOR CHANGES.

IF BOTH AN EMAIL ADDRESS AND MOBILE NUMBER WERE PROVIDED ON THE MYECLS WEBSITE, PROGRAM SHOULD DISPLAY BOTH OF THEM AND ALLOW FOR CHANGES.

IF NEITHER AN EMAIL ADDRESS OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE, DISPLAY EMPTY FIELDS FOR BOTH EMAIL ADDRESS AND MOBILE NUMBER SO THAT ONE OR BOTH MAY BE ENTERED.

NEW OR UPDATED EMAIL ADDRESSES OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "It looks like there may be a typo in this address. Please check there is a @ and at least one period in the email address."

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR

Spring Preschool
Screener :: SCR

MESSAGE "The
phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

BOX 8

Copyright: No

Round: Preschool Field Test

START PRESCHOOL PARENT SURVEY.

SCR120

Copyright: No

Round: Preschool Field Test

Source: NHES:2019, question thank_you, changed order of sentences, modified question text about the study name in the second sentence, and deleted sentence about having no further questions at this time".

QUESTION TEXT:

QUESTION "Thank you for your participation in the Early Childhood Longitudinal Study!
Those are all the questions that we have."

PROGRAMMER INSTRUCTIONS:

GO TO BOX 9.

BOX 9

Copyright: No

Round: Preschool Field Test

END SCREENER AND AUTOMATICALLY REDIRECT TO STUDY INFO PAGE.

SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND PARENT SURVEY PROBE

IF “PARENT SURVEY PROBE” IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE “NEXT” BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH CHOICES FOR DON’T KNOW AND REFUSED: "It looks like you haven’t answered the question yet. Please take another look at the question and provide an answer. Select a choice below to continue."
ELSE IF A RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE “NEXT” BUTTON, ASSIGN EMPTY THE VALUE “SK” FOR SKIPPED.
NOTE: FIVE QUESTIONS SHOW DON’T KNOW OPTION AS A RESPONSE CATEGORY: FSQ200, CCQ098, CCQ194, CCQ325, AND CCQ329.

SPECIFICATION FOR SOFT EDIT MESSAGES

SOFT EDIT MESSAGES SPECIFIED IN PROGRAMMER INSTRUCTIONS BELOW WILL BE DISPLAYED ON THE SAME SCREEN AS THE ITEM. WHEN PROGRAMMING SPECIFICATIONS ARE CREATED, THESE MESSAGES WILL BE SHOWN IN A DIFFERENT FORMAT AS WHAT IS SHOWN BELOW (THEY WILL BE DISPLAYED AS A FOLLOW-UP ITEM), BUT THE CONTENT AND PLACEMENT OF THE TEXT ON THE SAME SCREEN AS THE ITEM WILL NOT CHANGE.

Section INQ [Introduction]

INQ001

QUESTION TEXT:

We would like to collect some information about {CHILD}'s care and home experiences. Your answers will be extremely valuable in better understanding the development of young children and their involvement in early care and education.

All of 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).

Are you a person in the household who knows about {CHILD}'s care and education?

CODES

- 1 Yes, I can answer questions about {CHILD}'s care and education.
INQ010
- 2 No, I am not able to answer questions about {CHILD}'s care and education.
INQ005a

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, fall kindergarten, question INQ002, modified to transition from Screener where the study name and sponsor is already provided. Also modified question text in first two sentences.

COPYRIGHTED: No.

INQ005a**QUESTION TEXT:**

We would like to contact a parent or adult who lives in this household and knows about {CHILD}'s care and education. Please provide the contact information for such a person, in this household, so that we can contact him or her for the survey.

First Name:

PROGRAMMER INSTRUCTIONS:

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005b**QUESTION TEXT:**

Last Name:

PROGRAMMER INSTRUCTIONS:

FOR LAST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005c**QUESTION TEXT:**

Email Address:

PROGRAMMER INSTRUCTIONS:

FOR EMAIL, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "It looks like there may be a typo in this address. Please check and enter again."

ELSE IF THE EMAIL IS NOT CORRECTED AFTER THE VALIDATION CHECK MESSAGE AND DOES NOT CONTAIN THE "@" SIGN, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign. Please confirm and change."

ELSE IF THE EMAIL IS NOT CORRECTED AFTER THE VALIDATION CHECK MESSAGE AND DOES NOT CONTAIN A "." (PERIOD), DISPLAY THE FOLLOWING MESSAGE "The email address should contain at least one period. Please confirm and change."

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005d1**QUESTION TEXT:**

Please confirm the mailing address.

Address Line 1:

PROGRAMMER INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

DISPLAY PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005d2**QUESTION TEXT:**

Address Line 2:

PROGRAMMER INSTRUCTIONS:

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

DISPLAY PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005e**QUESTION TEXT:**

City:

PROGRAMMER INSTRUCTIONS:

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005f

QUESTION TEXT:

State:

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

PROGRAMMER INSTRUCTIONS:

DISPLAY InstResp BELOW THE QUESTION FIELD.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005g**QUESTION TEXT:**

Zip code:

PROGRAMMER INSTRUCTIONS:

FOR ZIP CODE, ALLOW 0 - 10 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

BOX 1

GO TO CMQ040 (THANK YOU).

INQ010**QUESTION TEXT:**

We would like to ask you questions about {CHILD}. We asked you earlier for {CHILD's} first name so that we can ask questions about {CHILD} in the following survey. If there is a typo, or you gave a nickname or initials for this child, you may correct it here before continuing.

What is {CHILD}'s first name? Please confirm or enter name below.

First Name:

PROGRAMMER INSTRUCTIONS:

FOR FIRST NAME, FILL IN RESPONSE FROM SCREENER QUESTION SCR030. ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

SOURCE: ECLS-K:2011 fall kindergarten, question INQ020, modified text for web.

COPYRIGHTED: No.

BOX 2

IF SCR040 (AGE) = SK (SKIPPED) FOR THE CHILD IN THE SCREENER, GO TO INQ015. ELSE, GO TO BOX 3.

INQ015**QUESTION TEXT:**

How old is {CHILD} in years?

Watermark "Enter age"

ENTER NUMBER

RANGE
SOFT RANGE

0 - 30
3 - 7

PROGRAMMING INSTRUCTION:

IF "SK" FOR SKIPPED, USE PARENT SURVEY PROBE.

DISPLAY HARD RANGE CHECK 0 - 30. SOFT RANGE CHECK 0 - 7. SOFT RANGE ERROR MESSAGE: "Please check your answer and change it if needed. When it is correct, select Next to continue."

SOURCE: NHES:2019, question s1_childmany, modified to ask about children 10 and younger

COPYRIGHTED: No.

GO TO SECTION PSQ.

BOX 3

Section PSQ [Preschool Skills]

PSQ020**QUESTION TEXT:**

Now we would like to ask about the skills some children demonstrate at this age.

Can {CHILD} identify the colors red, yellow, blue, and green by name?

InstResp "This can be done in any language."

CODES

- 1 No, none of them
- 2 Yes, some of them
- 3 Yes, all of them

PROGRAMMER INSTRUCTIONS:

SOURCE: 2018 National Survey of Children's Health, Topical Questionnaire (children 0-5 years), item G13. Modified first response category from 'no' to 'no, none of them'.

COPYRIGHTED: No.

PSQ025**QUESTION TEXT:**

Can {CHILD} correctly recognize the letters of the alphabet?

InstResp "This can be done in any language."

CODES

- 1 No, none of them
- 2 Yes, some of them
- 3 Yes, most of them
- 4 Yes, all of them

PROGRAMMER INSTRUCTIONS:

SOURCE: 2019 Early Childhood Program Participation, National Household Education Survey (ECP- NHES:2019), question 78

COPYRIGHTED: No.

PSQ030**QUESTION TEXT:**

Can {CHILD} write {his/her} first name, even if some of the letters are backwards?

InstResp "This can be done in any language."

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 79

COPYRIGHTED: No.

PSQ035**QUESTION TEXT:**

How often can {CHILD} explain things {he/she} has seen or done so that you get a very good idea of what happened?

InstResp "This can be done in any language."

CODES

- 1 Never
- 2 Sometimes
- 3 About half the time
- 4 Usually
- 5 Always

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 81

COPYRIGHTED: No.

PSQ040**QUESTION TEXT:**

How high can {CHILD} count?

InstResp "This can be done in any language."

CODES

- 1 This child cannot count
- 2 Up to 5
- 3 Up to 10
- 4 Up to 20
- 5 Up to 50
- 6 Up to 100 or more

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 82.

COPYRIGHTED: No.

PSQ045**QUESTION TEXT:**

Can {CHILD} identify basic shapes such as a triangle, rectangle, circle, or square?

InstResp "This can be done in any language."

CODES

- 1 No, none of them
- 2 Yes, some of them
- 3 Yes, most of them
- 4 Yes, all of them

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 83

COPYRIGHTED: No.

PSQ050**QUESTION TEXT:**

Please select whether {CHILD} does the following. Have you observed that {CHILD}...

| | 1 Yes | 2 No |
|--|-----------------------|-----------------------|
| a. Tries repeatedly to communicate information which has not been understood? | <input type="radio"/> | <input type="radio"/> |
| b. Asks questions about information which is unclear? | <input type="radio"/> | <input type="radio"/> |
| c. Responds to questions in a thoughtful way that makes sense? | <input type="radio"/> | <input type="radio"/> |
| d. Rephrases questions or asks follow-up questions if {he/she} does not get the information {he/she} wanted? | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PSQ050a -d ON ONE SCREEN.

SOURCE: Adaptive Language Inventory (ALI) (Feagans & Farran, 1983), 35 month Primary Caregiver (PC) measure, subscale for rephrase. The word "tries" was substituted for "will try" in a. The words "way that makes sense" were substituted for "logical" in c. Response categories were revised from a five-point scale to a yes/no. The words "to {him/her}" were deleted in b. The words "asked of {him/her}" were deleted in c. The child's name was added at the beginning of subitems and {he/she} was replaced with the child's name.

COPYRIGHTED: No.

PSQ055**QUESTION TEXT:**

Now we would like to ask you about different words {CHILD} uses. Children understand many more words than they say. We are particularly interested in the words {CHILD} says. Here is a list of words. Please select the words your child uses in English. If {CHILD} uses a different pronunciation of a word, that's OK.

Does {CHILD} say...

InstResp "Select All That Apply."

CODES

- | | | | |
|----|-------------|----|---------------|
| 1 | hungry | 14 | stamp |
| 2 | baby | 15 | parent |
| 3 | doctor | 16 | lucky |
| 4 | down | 17 | furniture |
| 5 | bird | 18 | drip |
| 6 | fruit | 19 | measure |
| 7 | triangle | 20 | calm |
| 8 | turtle | 21 | lonely |
| 9 | plant | 22 | dive |
| 10 | last | 23 | skeleton |
| 11 | caterpillar | 24 | uncomfortable |
| 12 | castle | 25 | courage |
| 13 | excited | | |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PSQ055 1-25 ON SAME SCREEN.

SOURCE: ECLS-B preschool round (2005-06) self-administered parent questionnaire. Item(s): AC090 (from the MacArthur Communicative Development Inventory (M-CDI-IV) developed for preschool age children). Modified to ask about only one sampled child. Modified "Does {he/she} say..." to "Does {CHILD} say..." Also made this a select all that apply item and changed the instruction about answering "yes" or "no" for each word.

COPYRIGHTED: No.

BOX 1

GO TO SECTION PLQ.

Section PLQ [Primary Language(s) Spoken]

PLQ060

QUESTION TEXT:

Now we would like to ask about the language, or languages, spoken in your home.

What is the primary language spoken in your home?

CODES

- | | | |
|---|--|---------|
| 1 | English | Box 3 |
| 2 | A language other than English | PLQ060a |
| 3 | Two or more languages are spoken the same amount | PLQ060b |

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES ON ONE PAGE.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

HELP FOR CODE 3: TWO OR MORE LANGUAGES SPOKEN THE SAME AMOUNT: Two or more languages spoken the same amount can be any languages which may or may not include English.

SOURCE: ECLS-K:2011, spring fifth grade PLQ060 question with modified response categories

COPYRIGHTED: No.

PLQ060a**QUESTION TEXT:**

You mentioned a language other than English as your primary language spoken at home. What is it?

CODES

- | | | |
|----|--|-----------|
| 1 | Spanish | Box 1 |
| 2 | A European language other than Spanish such as French, German or Russian | Box 1 |
| 3 | A Chinese language or dialect | Box 1 |
| 4 | A Filipino language | Box 1 |
| 5 | A Southeast Asian language such as Vietnamese, Thai, or Khmer | Box 1 |
| 6 | A South Asian language such as Hindi or Tamil | Box 1 |
| 7 | Another Asian language such as Japanese or Korean | Box 1 |
| 8 | A Middle Eastern language such as Arabic or Farsi | Box 1 |
| 9 | An African language such as Swahili or Amharic | Box 1 |
| 91 | Another language (Please specify): | PLQ060aOS |

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011, spring fifth grade PLQ060 question with response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

COPYRIGHTED: No.

PLQ060aOS**QUESTION TEXT:****ENTER TEXT**

Length

25

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS PLQ060a.

SOURCE: Westat

COPYRIGHTED: No.

BOX 1

GO TO BOX 3.

PLQ060b**QUESTION TEXT:**

You mentioned that more than two or more languages are spoken equally at home. What are these languages?

Select one or more choices below for the languages that are spoken in your home. If more than one language falls in the same category below, select that category. If there is not a choice for the language(s) spoken in your home, type the language(s) in under "Another language (Please specify)."

InstResp "Select All That Apply."

CODES

- | | | |
|----|--|-----------|
| 0 | English | BOX 2 |
| 1 | Spanish | BOX 2 |
| 2 | A European language other than Spanish such as French, German or Russian | BOX 2 |
| 3 | A Chinese language or dialect | BOX 2 |
| 4 | A Filipino language | BOX 2 |
| 5 | A Southeast Asian language such as Vietnamese, Thai, or Khmer | BOX 2 |
| 6 | A South Asian language such as Hindi or Tamil | BOX 2 |
| 7 | Another Asian language such as Japanese or Korean | BOX 2 |
| 8 | A Middle Eastern language such as Arabic or Farsi | BOX 2 |
| 9 | An African language such as such as Swahili or Amharic | BOX 2 |
| 91 | Other language(s) (Please specify): | PLQ060bOS |

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011, spring fifth grade PLQ060 question with response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages. Edited question text to reflect asking for more than one language for respondents who stated more than one language is spoken equally at home. Added an instruction for when more than one language spoken at home fell under the same category.

COPYRIGHTED: No.

BOX 2

IF ONE OF THE CODES IN PLQ060b = 91, PLQ060bOS WILL BE DISPLAYED ON THE SAME PAGE AS PLQ060b. ELSE GO TO BOX 3.

PLQ060bOS

ENTER TEXT

Length

75

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS PLQ060b.

SOURCE: Westat

COPYRIGHTED: No.

BOX 3

GO TO SECTION HEQ.

Section HEQ [Home Environment, Activities, and Cognitive Stimulation]

HEQ010

QUESTION TEXT:

Now we would like to ask about {CHILD'S} home environment.

In a typical week, how often do you or any other family members do the following things with {CHILD}?

| | 1 Not at all | 2 Once or twice a week | 3 3-6 times a week | 4 Every day |
|---|-----------------------|---------------------------------|--------------------------|-----------------------|
| a. Tell stories to {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Sing songs with {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Help {CHILD} to do arts and crafts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Involve {CHILD} in household chores, like cooking, cleaning, setting the table, or caring for pets | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Play games or do puzzles with {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Talk about nature or do science projects with {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Build something or play with construction toys with {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Play a sport or exercise together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Practice reading, writing, or working with numbers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ010a-i ON SAME SCREEN.

BOLD "Family member", "Tell stories", "Sing songs", "arts and crafts", "household chores", "Play games or do puzzles", "Talk about nature or do science projects", "Build something or play with construction toys", "Play a sport or exercise together", "Practice reading, writing or working with numbers" IN HELP TEXT.

HELP FOR STEM: "Family member: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household."

HELP FOR HEQ010a: Tell stories: Story-telling is different from reading. Stories include fairy tales, family stories, or any type of story that is not read.

HELP FOR HEQ010b: Sing songs: Include times that a family member sings to or with the child. This may include teaching the child songs, singing along with tapes or to the radio, or singing while playing musical instruments.

HELP FOR HEQ010c: Help child to do arts and crafts: Arts and crafts may include making seasonal decorations, making cutouts or drawing pictures, painting or finger-painting, whittling wood, etc. It

also includes helping the child with arts and crafts projects assigned by school but done at home.

HELP FOR HEQ010d: Involve child in household chores: Chores other than cooking, cleaning, setting the table, or caring for pets also apply.

HELP FOR HEQ010e: Play games or do puzzles: Includes indoor "quiet" games like board games or puzzles, or more active indoor games like Ping-Pong.

HELP FOR HEQ010f: Talk about nature or do science projects: Talking about nature could include answering any questions the child may have about trees, weather, etc. or watching a television program or video about nature together and then discussing it. Science projects include any type of project designed to show the child how the world works, such as understanding how plants grow, studying rocks, using flashlights to create shadows, or mixing paints to create different colors.

HELP FOR HEQ010g: Build something or play with construction toys: This includes activities that the child does with family members, such as making a tent, constructing a toy car, building a doghouse, and using Lincoln logs, Brio, or other construction toys or tools.

HELP FOR HEQ010h: Play a sport or exercise together: This includes calisthenics (for example, jumping jacks, sit-ups), riding bicycles, rollerblading, individual or team sports, games like hide-and-go-seek, or other outdoor activities where activity or exercise is involved. Do not include times when the child does the sport or activity by him or herself.

HELP FOR HEQ010i: Practice reading, writing, or working with numbers: This includes time family members spend on homework, reading a calendar, or practicing in an exercise or workbook.

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ010a - HEQ010i

COPYRIGHTED: No.

HEQ020

QUESTION TEXT:

How often do you or other family members use a language other than English when doing any of the activities listed in the previous question?

CODES

- 1 Always
- 2 Most of the time
- 3 Sometimes
- 4 Never

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ020, modified to only ask about a language other than English generally (not primary language).

COPYRIGHTED: No.

HEQ030**QUESTION TEXT:**

In a typical week, how often do you or any other family members read books to {CHILD}?

InstResp "Include only times family members have read books to the child. Do not include times when the child reads or looks at books by him or herself. Please include reading of books in any language."

CODES

- | | | |
|---|----------------------|--------|
| 1 | Not at all | HEQ060 |
| 2 | Once or twice a week | HEQ036 |
| 3 | 3-6 times a week | HEQ036 |
| 4 | Every day | HEQ036 |

PROGRAMMER INSTRUCTIONS:

UNDERLINE "week". BOLD "Read books".

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ030

COPYRIGHTED: No.

HEQ036**QUESTION TEXT:**

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

InstResp "Please include reading in any language."

Minutes:

Watermark: "Enter minutes"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ036

COPYRIGHTED: No.

HEQ036a**QUESTION TEXT:**

How often do you and {CHILD} do the following:

When you and your child are reading together, how often does she or he start talking about the story or something it has reminded her or him of?

CODES

- 1 Almost never
- 2 Rarely
- 3 Sometimes
- 4 Often
- 5 Very often
- 6 Almost always

PROGRAMMER INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH "How often do you and {CHILD} do the following:" AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

SOURCE: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman

COPYRIGHTED: No.

HEQ036b**QUESTION TEXT:**

When you and your child are reading books with pictures together, how often do you spend time talking about the pictures?

CODES

- 1 Almost never
- 2 Rarely
- 3 Sometimes
- 4 Often
- 5 Very often
- 6 Almost always

PROGRAMMER INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH "How often do you and {CHILD} do the following:" AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

SOURCE: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman. Question text modified to include the words "books with pictures" to not assume that all books contain pictures.

COPYRIGHTED: No.

HEQ036c**QUESTION TEXT:**

How often do you and your child talk about a book you read sometime in the past?

CODES

- 1 Almost never
- 2 Rarely
- 3 Sometimes
- 4 Often
- 5 Very often
- 6 Almost always

PROGRAMMER INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH "How often do you and {CHILD} do the following:" AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

SOURCE: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman. Question modified to ask how often (6 point response scale) rather than the last time (number of days).

COPYRIGHTED: No.

HEQ060**QUESTION TEXT:**

Now, please think about the past week. How often did {CHILD}...

Look at picture books in the past week?

CODES

- 1 Never
- 2 Once or twice a week
- 3 3 to 6 times a week
- 4 Every day

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" IN UNDERLINED TEXT.

DISPLAY HEQ060 AND HEQ070 ON ONE PAGE IN A GRID WITH "Now...{CHILD}..." AT THE TOP FOLLOWED BY HEQ060 AND THEN HEQ070.

SOURCE: ECLS-K:2011 fall kindergarten, HEQ060. Modified to remove "outside of school".

COPYRIGHTED: No.

HEQ070

QUESTION TEXT:

Read to or pretend to read to {himself/herself} or to others?

CODES

- 1 Never
- 2 Once or twice a week
- 3 3 to 6 times a week
- 4 Every day

PROGRAMMER INSTRUCTIONS:

DISPLAY HEQ060 AND HEQ070 ON ONE PAGE IN A GRID WITH "Now...{CHILD}..." AT THE TOP FOLLOWED BY HEQ060 AND THEN HEQ070.

SOURCE: ECLS-K:2011 fall kindergarten, HEQ070. Modified to remove "outside of school".

COPYRIGHTED: No

HEQ071**QUESTION TEXT:**

How often does {CHILD}:

| | 0 Never/ almost never | 1 Less than once a week | 2 Once a week to several times a week | 3 Every day or almost every day |
|--|--------------------------------|----------------------------------|--|--|
| a. Count objects? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Add or subtract things? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Write numbers? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Match or identify shapes? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Play cards or board games? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Play with jigsaw puzzles? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Play with blocks or construction toys? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Identify or create patterns? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Put objects in order (for example, small to large)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Measure things (for example, using a ruler, in cooking, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Keep score in games? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Answer/ask questions about "How many things are there?" (for example, "How many plates are on the table?")? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ071a-l ON SAME SCREEN.

SOURCE: *Parents' Beliefs about Children's Math Activities* developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017). Modified "make patterns with beads or blocks" to "identify or create patterns" so we did not limit the patterns concept to only beads or blocks. Modified "measure things" by providing examples. Items l, and l originally had "e.g." rather than "for example".

COPYRIGHTED: No.

HEQ072

QUESTION TEXT:

How often do you play number games or talk about numbers with {CHILD}?

CODES

- 1 Never
- 2 Once a month
- 3 Less than once a week
- 4 Once a week
- 5 2-3 times a week
- 6 Every day
- 7 More than once a day

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Number games include card games, board games, dice games, etc.

SOURCE: *Math activities item*. Adapted by Susan Levine from Maloney, Ramirez, Gunderson, Levine, & Beilock (2015). Modified by adding help text and removing 'would you say' from question.

COPYRIGHTED: No.

HEQ073**QUESTION TEXT:**

How much does {CHILD} enjoy number or math activities like counting objects, making patterns, measuring things, etc.?

CODES

- 1 Not at all
- 2 A little
- 3 A fair amount
- 4 Much
- 5 Very much

SOURCE: Adapted by Susan Levine from Schaeffer, Rozek, Berkowitz, Levine, & Beilock (2018). Modified to add examples of math activities. Modified first response option from 'none' to 'not'.

COPYRIGHTED: No.

HEQ075**QUESTION TEXT:**

How much do you agree or disagree with the following statements about what it is usually like living in your home?

| | 1 Strongly disagree | 2 | 3 | 4 | 5 Strongly agree |
|--|------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. We almost always seem to be rushed. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. We are usually able to stay on top of things. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. No matter how hard we try, we always seem to be running late. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. No matter what our family plans, it usually doesn't seem to work out. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. You can't hear yourself think. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. It is a good place to relax. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. The atmosphere is calm. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. In the morning, we have a regular routine. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ075a-h ON SAME SCREEN.

SOURCE: Items adapted by Stephanie Jones from the *Chaos, Hubbub, and Order Scale (CHAOS)* (Matheny et al., 1995). Modified response scale from 'Definitely not true' and 'Definitely true' to 'Strongly disagree' and 'Strongly agree'.

COPYRIGHTED: No.

HEQ272**QUESTION TEXT:**

Do you have the following in your home that {CHILD} may use?

| | 1 Yes, {CHILD} shares this with other family member(s) | 2 Yes, {CHILD} has his/her own | 3 No |
|--|---|---|-----------------------|
| a. Smartphone | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Cell phone (for example, not a smartphone or other phone that can also access the internet) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Tablet (for example, iPad or other tablet) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Laptop or desktop computer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Reading device (for example, Kindle or Fire) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. iPod | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Electronic assistant or smart speaker (for example, Alexa, Google Assistant, or Siri) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Game system (for example, Playstation, Wii, or Xbox, or handheld devices such as a Nintendo DS or Sony PSP) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ272a-h ON SAME SCREEN.

SOURCE: HS&B:20 Parent survey. Modified to change item stem and wording of first response category. Also, added additional items b, c, e, f, g, and h.**COPYRIGHTED:** No.

HEQ273a**QUESTION TEXT:**

On any given weekday, how much time does {CHILD} spend watching shows, movies, and videos?

InstrResp "If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not watch shows, movies, or videos, enter '0' in both the "Hours" and "Minutes" section."

Hours:

Watermark "Enter hours"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ273a AND HEQ273b TOGETHER HORIZONTALLY.

HELP FOR STEM: "Include shows, movies, and videos watched on any TV, digital devices such as a cellphone, iPod, iPad, other tablet, laptop, or desktop computer. Include shows or movies on live TV; shows or movies that were recorded earlier on a DVR; shows, movies, or videos on demand; and shows, movies, or videos that you downloaded or streamed on sites like Netflix, Amazon Prime Video, Hulu, or YouTube."

SOURCE: ECLS-K:2011 spring fourth-grade item DWQ081, modified stem into help text for conversion to survey. Modified to ask about shows, movies, and videos. Modified placement of TV in text. Modified 'electronic' to 'digital'.

COPYRIGHTED: No.

HEQ273b**QUESTION TEXT:**

Minutes:

Watermark "Enter minutes"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ273a AND HEQ273b TOGETHER HORIZONTALLY.

SOURCE: ECLS-K:2011 spring fourth-grade item DWQ081, modified stem into help text for conversion to survey. Modified to ask about shows, movies, and videos. Modified placement of TV in text. Modified 'electronic' to 'digital'.

COPYRIGHTED: No.

BOX 1

IF HEQ272a-h ARE ALL CODE 3 ('NO'), GO TO HEQ275. ELSE GO TO HEQ274a.

HEQ274a**QUESTION TEXT:**

On any given weekday, how much time does {CHILD} spend playing video, computer, or mobile games?

InstrResp "If less than an hour, enter '0' in the "Hours" section. If {CHILD} does not play video, computer, or mobile games, enter '0' in both the "Hours" and "Minutes" sections."

Hours:

Watermark "Enter hours."

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ274a AND HEQ274b TOGETHER HORIZONTALLY.

HELP FOR STEM: "Include games played on any digital device, including systems like Playstation, Wii, or Xbox; or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, tablet, or cellphone; or games played on a TV, laptop, or computer. Count any type of video, computer, or mobile game, including those that are educational."

SOURCE: ECLS-K:2011 spring fourth-grade item DWQ081, modified stem into help text for conversion to survey. Modified with additional examples and stem for survey rather than interview. Modified 'electronic' to 'digital' and added 'computer or mobile' to 'video games'.

COPYRIGHTED: No.

HEQ274b**QUESTION TEXT:**

Minutes:

Watermark "Enter minutes."

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ274a AND HEQ274b TOGETHER HORIZONTALLY.

SOURCE: ECLS-K:2011 spring fourth-grade item DWQ081, modified stem into help text for conversion to survey. Modified with additional examples and stem for survey rather than interview. Modified 'electronic' to 'digital'.

COPYRIGHTED: No.

HEQ275**QUESTION TEXT:**

How often does {CHILD} have a TV, smartphone, tablet, or laptop in {his/her} room overnight?

CODES

- 1 Every night
- 2 Most nights
- 3 Some nights
- 4 Hardly ever
- 5 Never

PROGRAMMER INSTRUCTIONS:

SOURCE: Item from 2017 Common Sense Media (CSM) survey, combined questions 9 and 10, Rideout, V. (2017).

COPYRIGHTED: No.

HEQ276**QUESTION TEXT:**

When {CHILD} is doing the following, how often do you or another adult in the household do it with {him/her}?

| | 1 Most of the time | 2 Some of the time | 3 Hardly ever | 4 Never | 5 {CHILD} does not do this |
|---|--------------------------|--------------------------|-----------------------|-----------------------|-------------------------------------|
| a. Watching {his/her} shows, movies, and videos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Playing video, computer, or mobile games | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ276a-b ON SAME SCREEN.

HELP FOR HEQ276a: Watching shows, movies, and videos includes watching on a TV or other digital device such as a cellphone, iPod, iPad, or other tablet, laptop, or desktop computer.

HELP FOR HEQ276b: Include games played on any digital device, including systems like PlayStation, Wii, or Xbox; or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, tablet, or cellphone; or games played on a TV, laptop, or desktop computer. Count any type of video, computer, or mobile game, including those that are educational.

SOURCE: Items from **2017 Common Sense Media (CSM) survey**, question 22, Rideout, V. (2017). Modified stem to ask about another adult in the household and item about video console games to ask about video, computer, or mobile games. Modified responses to add '{CHILD} does not do this'. Modified to combine 'watching TV shows' and 'watching videos' as they things are sometimes synonymous.

COPYRIGHTED: No.

HEQ277**QUESTION TEXT:**

Do you have Internet (cable, Wifi, wireless, or DSL) in your home?

CODES

- | | | |
|---|-----|--------|
| 1 | Yes | HEQ278 |
| 2 | No | HEQ285 |

PROGRAMMER INSTRUCTIONS:

SOURCE: Item from 2017 Common Sense Media (CSM) survey, question 2h, modified to ask about WiFi, Rideout, V. (2017).

COPYRIGHTED: No.

HEQ278**QUESTION TEXT:**

Does {CHILD} use any digital device(s) to get on the Internet in your home?

CODES

- | | | |
|---|-----|--------|
| 1 | Yes | HEQ279 |
| 2 | No | HEQ285 |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten item HEQ260, modified to ask about digital devices and Internet in the home.

COPYRIGHTED: No.

HEQ279**QUESTION TEXT:**

Do you ever use any type of software, app, or device to monitor or limit {CHILD}'s access to the Internet?

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

SOURCE: Item from 2017 Common Sense Media (CSM) survey, question 27, Rideout, V. (2017). Modified to add 'app' and remove examples.

COPYRIGHTED: No.

HEQ285**QUESTION TEXT:**

Are there family rules about how many hours {CHILD} may spend on screen time?

InstResp "Screen time refers to the amount of time the child is using a TV, computer, or any other digital device in which the child is looking at a screen during use."

CODES

- | | | |
|---|-----|---------|
| 1 | Yes | HEQ285a |
| 2 | No | HEQ288 |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten item DWQ086, modified to ask about screen time rather than television.

COPYRIGHTED: No.

HEQ285a**QUESTION TEXT:**

In what ways do you limit {CHILD}'s screen time?

InstResp "Select All That Apply."

CODES

- | | | |
|----|-------------------------------------|-----------|
| 1 | With a device or app | HEQ288 |
| 2 | Ask my child to end screen time | HEQ288 |
| 3 | Redirect my child to other activity | HEQ288 |
| 4 | Take away the device from my child | HEQ288 |
| 91 | Other (Please specify): | HEQ285aOS |

PROGRAMMER INSTRUCTIONS:

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS HEQ285a.

HELP FOR STEM: Screen time refers the amount of time the child is using a TV, computer, or any other digital device in which the child is looking at a screen during use.

SOURCE: Items from 2017 Common Sense Media (CSM) survey, question 26, Rideout, V. (2017). Modified stem to a select all option and include more response options for the ways screen time is limited.

COPYRIGHTED: No.

HEQ285aOS**QUESTION TEXT:****ENTER TEXT**

Length

75

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS HEQ285a.

SOURCE: Westat

COPYRIGHTED: No.

HEQ288**QUESTION TEXT:**

Now we'd like to ask you about some of the activities your child might do. Has {CHILD} ever participated in any of the following activities?

InstResp "Select All That Apply."

CODES:

- 1 Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics
- 2 Dance groups, classes, or lessons
- 3 Music, for example, piano, instrumental music, or singing lessons
- 4 Drama groups, classes, or lessons
- 5 Art groups, classes, or lessons, for example, painting, drawing, sculpture
- 6 Craft groups, classes, or lessons
- 7 Language groups, classes, or lessons (to learn English or another language)

PROGRAMMER INSTRUCTIONS:

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

SOURCE: ECLS-K:2011 spring kindergarten questions HEQ301, HEQ310, HEQ320, HEQ330, HEQ340, HEQ350, and HEQ380, modified by the National Endowment for the Arts (NEA) to include additional wording in the items. Also modified to not ask about activities outside of school and to add 'groups, classes, or lessons' to items b-g. Also, added "swimming" to HEQ288a. Changed stem from "Now we'd like to ask you about other activities your child does" to "Now we'd like to ask you about some of the activities your child might do."

COPYRIGHTED: No.

HEQ289**QUESTION TEXT:**

In the past month, that is, since {MONTH} {DAY}, has anyone in your family visited the following with {CHILD}?

InstResp "Select All That Apply."

CODES:

- 1 Visited a library or bookstore (Do not count visiting a library or bookstore online. We are asking about in person visits to a library or bookstore.)
- 2 Gone to a play, concert, or other live show
- 3 Visited an art gallery, museum, or historical site
- 4 Visited a zoo, aquarium, or petting farm
- 5 Attended an athletic or sporting event in which {CHILD} was not a player
- 6 Gone to a park

PROGRAMMER INSTRUCTIONS:

DISPLAY "month" in UNDERLINED TEXT.

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ105, HEQ130, HEQ140, HEQ150, HEQ180. Westat created item f based on HEQ180 and TRP recommendation.

COPYRIGHTED: No.

HEQ520**DISPLAY INSTRUCTIONS:**

DISPLAY 'typical week' IN UNDERLINED TEXT.
DISPLAY "any meal" in BOLD

QUESTION TEXT:

In a typical week, please indicate the number of days your family eats any meal together.

InstResp "By family, we mean at least one adult and one child."

Watermark "Enter a number"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten, question HEQ520, modified stem because not part of a series and modified question text language about evening meal to ask about any meal.

COPYRIGHTED: No.

BOX 2

IF HEQ520 = 0, GO TO HEQ540. ELSE GO TO HEQ521.

HEQ521**QUESTION TEXT:**

In a typical week, please indicate the number of days your family eats the evening meal together.

InstResp "By family, we mean at least one adult and one child."

Watermark "Enter a number"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

DISPLAY 'typical week' IN UNDERLINED TEXT. DISPLAY "evening meal" in BOLD

SOURCE: ECLS-K:2011 spring kindergarten, question HEQ520, modified stem because not part of a series

COPYRIGHTED: No.

HEQ540**QUESTION TEXT:**

During a typical week, how often does {CHILD} play outside actively (for example, running, jumping, or swinging)?

CODES

- 1 Never
- 2 Once or twice
- 3 3 to 6 times
- 4 Every day

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 fall first grade, question HEQ030c, modified to ask about a current typical week rather than over the summer

COPYRIGHTED: No.

HEQ545**QUESTION TEXT:**

How safe is it for children to play outside during the day in your neighborhood?

CODES

- 1 Not at all safe
- 2 Somewhat safe
- 3 Very safe

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten, question HEQ400

COPYRIGHTED: No.

HEQ550**QUESTION TEXT:**

Does {CHILD} usually go to bed at about the same time each night, or does {his/her} bedtime vary a lot from night to night?

CODES

- 1 Has usual bedtime
- 2 Bedtime varies

PROGRAMMER INSTRUCTIONS:

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE, IF THE CHILD'S GENDER IS MISSING, DISPLAY "his/her".

SOURCE: ECLS-K:2011 spring kindergarten, question HEQ550. Modified to remove 'on weeknights during the school year' from question text.

COPYRIGHTED: No.

HEQ600a**QUESTION TEXT:**

On an average weeknight, how many hours of sleep does {CHILD} get?

Hours:

Watermark "Enter hours"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ600a AND HEQ600b TOGETHER HORIZONALLY ON SCREEN.

SOURCE: ECLS-K:2011 spring fourth grade, question HEQ600a. Modified to say 'weeknight' rather than 'school night'.

COPYRIGHTED: No.

HEQ600b**QUESTION TEXT:**

Minutes:

Watermark "Enter minutes"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ600a AND HEQ600b TOGETHER HORIZONALLY ON SCREEN.

SOURCE: ECLS-K:2011 spring fourth grade, question HEQ600a. Modified to say 'weeknight' rather than 'school night'.

COPYRIGHTED: No.

BOX 3

GO TO SECTION SSQ.

Section SSQ [Social Skills, Problem Behaviors, and Approaches Toward Learning]

Fourteen items ask parents to rate their child on social-emotional skills including ability to exercise self-control (for example, fighting, arguing, anger); ability to interact with others (for example, playing, making friends); and approaches to learning (for example, self-direction, organization, eagerness to learn). The social skills and behavior items are adapted from the Social Skills Rating Scale (SSRS) by Gresham and Elliot 1990 and are published by NCS Pearson. These items (g-n) are copyright protected and are not listed (they are submitted directly to OMB for review). The approaches to learning items were created for the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) by Atkins-Burnett. They are not copyright protected and, therefore, are listed below.

SSQ010**QUESTION TEXT:**

Next we would like to ask about {CHILD's} social skills and behavior.

Please indicate how often {CHILD} acts this way.

| | 1 Never | 2 Sometimes | 3 Often | 4 Very often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Keeps working at something until {he/she} is finished | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Shows interest in a variety of things | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Concentrates on a task and ignores distractions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Helps with chores | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Is eager to learn new things | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Is creative in work or in play | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ010a-f ON SAME SCREEN.

SOURCE: ECLS-K:2011, fall kindergarten, question SSQ010j, SSQ010m, SSQ010o, SSQ010r, SSQ010v, SSQ010x. Modified stem question text from interview to make appropriate for web.

COPYRIGHTED: No.

SSQ020**QUESTION TEXT:**

Please rate how true each of these statements is for {CHILD}.

| | 1 Extremel y untrue of your child | 2 | 3 | 4 | 5 | 6 | 7 Extremely true of your child |
|--|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|---|
| a. When practicing an activity, has a hard time keeping {her/his} mind on it. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Will move from one task to another without completing any of them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. When drawing or coloring in a book, shows strong concentration. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. When building or putting something together, becomes very involved in what {he/she} is doing, and works for long periods of time. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Is easily distracted when listening to a story. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Sometimes becomes absorbed in a picture book and looks at it for a long time. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN.

SOURCE: *Children's Behavior Questionnaire (CBQ)* (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category.

COPYRIGHTED: No.

SSQ025

Please rate how true each of these statements is for {CHILD}.

| | 1 Extremel y untrue of your child | 2 | 3 | 4 | 5 Extremel y true of your child |
|---|---|-----------------------|-----------------------|-----------------------|---|
| a. Can wait before entering into new activities if asked to | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Plans for new activities or changes in routine to make sure s/he has what will be needed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Has trouble sitting still when s/he is told to (story time, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Is good at following instructions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Approaches places that s/he thinks might be "risky" slowly and cautiously | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Can easily stop an activity when told "no" | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-f ON SAME SCREEN.

SOURCE: *Children's Behavior Questionnaire (CBQ)* (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Change from 7-point to 5-point scale.

COPYRIGHTED: No.

SSQ030

QUESTION TEXT: How much do you agree or disagree with the following statements about {CHILD}.

| | 1 Strongly disagree | 2 | 3 Neither disagree nor agree | 4 | 5 Strongly agree |
|---|---------------------------|-----------------------|--|-----------------------|------------------------|
| a. My child becomes sad when other children are sad. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. My child gets upset seeing another child being punished for being naughty. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. My child seems to react to the moods of people around them. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. My child gets upset when another person is acting upset. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. My child cries or gets upset when seeing another child cry. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ030a-e ON SAME SCREEN.

SOURCE: Griffith Empathy Measure (Dadds, Hunter, Hawes, Frost, Vassallo, Bunn, Merz, and El Masry (2008), 5 (of 9 total) affective empathy items with factor loadings > .50. Added stem text. Changed from 9-point to 5-point scale and midpoint of "Neither disagree nor agree" added.

COPYRIGHTED: No.

| |
|--------------|
| BOX 1 |
|--------------|

| |
|--------------------|
| GO TO SECTION FSQ. |
|--------------------|

Section FSQ [Family Structure]

FSQ010

QUESTION TEXT:

Now we have some questions about your household. Please confirm the names or initials of the household members you already told us about before and add the first names of all the other people who normally live here, including both adults and children. Please do not include anyone staying here temporarily who usually lives somewhere else.

We ask for first names so that we can ask questions about each person in the survey. If there is a typo, or you gave a nickname or initials, you may correct it here before continuing.

INSTRSP:

Please list each person in your household on a separate line, until you have listed all the people in your household.

Don't forget...

-your spouse or partner, or

-someone who is temporarily away from home or living in a dorm at school, or

-any babies or small children.

First name

{DISPLAY FIRST NAME OF RESPONDENT}

{DISPLAY FIRST NAME OF SAMPLED CHILD}

{DISPLAY FIRST NAMES OF ALL OTHER
CHILDREN LISTED IN SCREENER, IF
APPLICABLE}

PROGRAMMER INSTRUCTIONS:

PREPOPULATE WITH TEXT FROM SCREENER QUESTIONS SCR110 AND SCR030. DISPLAY THE FIRST NAME OF THE RESPONDENT FROM SCR110 ON LINE 1. IF SCR110 IS EMPTY, DISPLAY THE WORD "You." DISPLAY THE NAME OF THE SAMPLED CHILD FROM SCR030 ON LINE 2. IF THERE ARE OTHER CHILDREN NAMED IN SCREENER QUESTION SCR030, DISPLAY THE TEXT FROM SCR030 FOR THEIR FIRST NAMES OR INITIALS. ALLOW UP TO 25 ENTRIES OF HOUSEHOLD MEMBERS.

SOURCE: ECLS-K:2011, fall kindergarten FSQ020 and FSQ060, modified language for web rather than interview

COPYRIGHTED: No.

BOX 1

ASK FSQ030 FOR EACH PERSON LISTED IN FSQ010 WHO DOES NOT HAVE AN AGE FROM SCREENER QUESTION SCR040.

FSQ030**QUESTION TEXT:**

How old {are you/is {NAME}}?

InstResp "For babies less than 1 year old, enter 0."

Watermark "Enter age"

ENTER NUMBER

| | |
|------------|-----------|
| Range | 0 to 120 |
| Soft Range | 18 to 100 |

PROGRAMMER INSTRUCTIONS:

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

DISPLAY "are you" WHEN LOOPING ON THE RESPONDENT AND "is {NAME}" WHEN LOOPING ON OTHER HOUSEHOLD MEMBER.

SOFT RANGE FOR RESPONDENT'S AGE IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "Your age was entered as less than 18 or greater than 100. Please verify before continuing. When it is correct, select Next to continue." HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ030.

COPYRIGHTED: No.

BOX 2

ASK FSQ040 FOR EACH PERSON LISTED IN FSQ010 WHO DOES NOT HAVE DATA FOR THEIR GENDER FROM SCREENER QUESTION SCR050.

FSQ040**QUESTION TEXT:**

{Are you/Is {NAME}} male or female?}

CODES

- 1 Male
- 2 Female

PROGRAMMER INSTRUCTIONS:

DISPLAY 'Are you' WHEN LOOPING ON THE RESPONDENT. ELSE, DISPLAY "Is {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN LOOPING ON SOMEONE OTHER THAN THE RESPONDENT.

IF SCR050 = SK (SKIPPED) FOR THE CHILD IN THE SCREENER AND FSQ040 = SK FOR THE CHILD, USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ040.

COPYRIGHTED: No.

FSQ110**QUESTION TEXT:**

Do you have a spouse or partner who lives in this household?

CODES

- | | | |
|---|-----|--------|
| 1 | Yes | FSQ120 |
| 2 | No | FSQ130 |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ110.

COPYRIGHTED: No.

FSQ120

QUESTION TEXT:

Who in the household is your spouse or partner?

INSTRSP:

Select the number next to the name of the person who is your spouse/partner.

If name not listed, select "not on list."

CODES

- 1 {DISPLAY HH MEMBER NAME 1}
- 2 {DISPLAY HH MEMBER NAME 2}
- 3 {DISPLAY HH MEMBER NAME 3}
- 4 {DISPLAY HH MEMBER NAME 4}
- 5 {DISPLAY HH MEMBER NAME 5}
- 6 {DISPLAY HH MEMBER NAME 6}
- 7 {DISPLAY HH MEMBER NAME 7}
- 8 {DISPLAY HH MEMBER NAME 8}

Not on list

PROGRAMMER INSTRUCTIONS:

DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES. (LINES FOR 8

HH MEMBERS ARE SHOWN ABOVE, BUT UP TO 25 SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD). ALSO DISPLAY A BOX FOR "NOT ON LIST."

DO NOT DISPLAY THE RESPONDENT'S NAME.

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

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ030.

COPYRIGHTED: No.

BOX 3

IF FSQ120 = NOT ON LIST, AUTOCODE FSQ110 = 1 (SPOUSE/PARTNER IS IN HOUSEHOLD) AND GO TO FSQ120a. ELSE GO TO FSQ130.

FSQ120a**QUESTION TEXT:**

What is the first name of your spouse or partner?

First name:

PROGRAMMER INSTRUCTIONS:

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.
PROGRAM SHOULD ADD NAME OF SPOUSE/PARTNER TO LIST OF HOUSEHOLD MEMBERS IN FSQ010
TO HAVE A COMPLETE LIST OF HOUSEHOLD MEMBERS FOR LATER DISPLAYS.

SOURCE: Westat.

COPYRIGHTED: No.

FSQ120b**QUESTION TEXT:**

How old is {NAME}?

Watermark "Enter age"

ENTER NUMBER

| | |
|------------|-----------|
| Range | 0 to 120 |
| Soft Range | 18 to 100 |

PROGRAMMER INSTRUCTIONS:

DISPLAY THE NAME OF THE SPOUSE/PARTNER IN FSQ120a.

SOFT RANGE FOR AGE IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "The age was entered as less than 18 or greater than 100. Please verify before continuing. When it is correct, select Next to continue." HARD RANGE FOR AGE IS: 0 to 120.

PROGRAM SHOULD ADD AGE TO FSQ030 TO HAVE A COMPLETE LIST OF AGES OF ALL HOUSEHOLD MEMBERS.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ030.

COPYRIGHTED: No.

FSQ120c**QUESTION TEXT:**

Is {NAME} male or female?

CODES

- 1 Male
- 2 Female

PROGRAMMER INSTRUCTIONS:

DISPLAY THE NAME OF THE SPOUSE/PARTNER IN FSQ120a.

PROGRAM SHOULD ADD GENDER TO FSQ040 TO HAVE A COMPLETE LIST OF GENDERS FOR ALL HOUSEHOLD MEMBERS.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ040.

COPYRIGHTED: No.

FSQ130**DISPLAY INSTRUCTIONS:**

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, 'Mother/Female Guardian', 'Father/Male Guardian', 'Other Parent/Guardian', 'Sister', 'Brother', 'Girlfriend or Female Partner of child's Parent/Guardian', 'Boyfriend or Male Partner of child's Parent/Guardian', 'Other Partner of child's Parent/Guardian', 'Grandmother', 'Grandfather', 'Aunt', 'Uncle', 'Cousin', 'Other Relative', 'Other Non-relative'

QUESTION TEXT:

What is {your/{NAME}'s} relationship to {CHILD}?

CODES

- | | | |
|---|---|------------|
| 1 | Mother/female guardian | FSQ1 40 |
| 2 | Father/male guardian | FSQ1 50 |
| 3 | Other parent/guardian | FSQ1 55 |
| 4 | Sister | FSQ1 60 |
| 5 | Brother | FSQ1 70 |
| 6 | Girlfriend or female partner of {CHILD}'s parent/guardian | BOX 4 |
| 7 | Boyfriend or male partner of {CHILD}'s parent/guardian | BOX 4 |
| 8 | Other partner of {CHILD}'s parent/guardian | BOX 4 |
| 9 | Grandmother | BOX 4 |

| | | |
|----|--------------------|------------|
| 10 | Grandfather | BOX 4 |
| 11 | Aunt | BOX 4 |
| 12 | Uncle | BOX 4 |
| 13 | Cousin | BOX 4 |
| 14 | Other relative | BOX 4 |
| 15 | Other non-relative | FSQ1 80 |

PROGRAMMER INSTRUCTIONS:

ASK FOR ALL PERSONS IN FSQ110 OTHER THAN THE SAMPLED CHILD. DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

IF THIS QUESTION IS SK (SKIPPED) FOR THE RELATIONSHIP OF THE RESPONDENT OR THE RESPONDENT'S SPOUSE/PARTNER TO THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Mother/Female Guardian: A female responsible for the child. Includes birth or biological mothers, adoptive, step, foster, and other mothers, as well as legal female guardians.

HELP FOR CODE 2: Father/Male Guardian: A male responsible for the child. Includes birth or biological fathers, adoptive, step, foster, and other fathers, as well as legal male guardians.

HELP FOR CODE 3: Other Parent/Guardian: A parent responsible for the child. Includes birth or biological parents, adoptive, step, foster, and other parents, as well as legal guardians.

HELP FOR CODE 4: Sister: Include biological (full, half), adoptive, step, and foster sisters.

HELP FOR CODE 5: Brother: Include biological (full, half), adoptive, step, and foster brothers.

HELP FOR CODE 6: Girlfriend or Female Partner of child's Parent/Guardian: A female who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 7: Boyfriend or Male Partner of child's Parent/Guardian: A male who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 8: Other Partner of child's Parent/Guardian: A person who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 9: Grandmother: A female parent of the child's biological or adoptive mother or father.

HELP FOR CODE 10: Grandfather: A male parent of the child's biological or adoptive mother or father.

HELP FOR CODE 11: Aunt: A sister of the child's biological or adoptive mother or father or the wife of the child's uncle.

HELP FOR CODE 12: Uncle: A brother of the child's biological or adoptive mother or father or the husband of the child's aunt.

HELP FOR CODE 13: Cousin: A child of the focal child's uncle, aunt, or cousin.

HELP FOR CODE 14: Other Relative: Refers to relationships that aren't listed, such as great grandmother, niece, or nephew.

HELP FOR CODE 15: Other Non-relative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (that is, living together as married). It also refers to relationships that exist where there are two people living together as married and they have children. For example, the child's father and the father's girlfriend (who is not the child's mother) live together as married and the girlfriend's daughter lives with them. The relationship of the girlfriend's daughter to the child would be siblings if they were married, but since the father and the girlfriend are not married, she is an "other non-relative." If the "other non-

relative" is checked, you will receive a list of categories that are more descriptive than "other non-relative" to chose from.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ130.

COPYRIGHTED: No.

FSQ140**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: "Biological or Birth Mother", "Adoptive Mother", "Step Mother", "Foster Mother", "Female Guardian", "Other Female Parent or Guardian"

QUESTION TEXT:

{Are you/Is {NAME}} {CHILD}'s...

CODES

| | | |
|---|--|----------|
| 1 | Biological or birth mother | BOX 4 |
| 2 | Adoptive mother | BOX 4 |
| 3 | Step mother | BOX 4 |
| 4 | Foster mother or legal female guardian, or | BOX 4 |
| 5 | Other female parent or guardian | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Biological or Birth Mother: Child's female biological parent. This may be the birth mother, but could also apply to a mother who used a surrogate mother to have her biological child.

HELP FOR CODE 2: Adoptive Mother: A female who has legally adopted the child to raise as her ownchild.

HELP FOR CODE 3: Step Mother: A female other than the child's mother who is married to the child's father.

HELP FOR CODE 4: Foster Mother: A female with whom the child is placed temporarily, usually through a social service agency and/or a court.

Legal Female Guardian: A female legally placed in charge of the child.

HELP FOR CODE 5: Other Female Parent or Guardian: A person acting as the mother of the child, but does not fit into one of the other categories. For example, in a household with two mothers, one of the mothers may not classify herself as biologically related and she may not be legally in charge of the child even though she is another parent to the child.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ140.

COPYRIGHTED: No.

FSQ150**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: 'Biological or Birth Father', "Adoptive Father", "Step Father", "Foster Father", "Male Guardian", "Other Type of Father"

QUESTION TEXT:

{Are you/Is {NAME}} {CHILD}'s...

CODES

| | | |
|---|--------------------------------------|----------|
| 1 | Biological or birth father | BOX 4 |
| 2 | Adoptive father | BOX 4 |
| 3 | Step father | BOX 4 |
| 4 | Foster father or legal male guardian | BOX 4 |
| 5 | Other male parent or guardian | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Biological or Birth Father: Child's male biological parent. This could also apply to a father who used a surrogate mother to have his biological child.

HELP FOR CODE 2: Adoptive Father: A male who has legally adopted the child to raise as his own child.

HELP FOR CODE 3: Step Father: A male other than the child's father who is married to the child's mother.

HELP FOR CODE 4: Foster Father: A male with whom the child is placed temporarily, usually through a social service agency and/or a court.

Legal Male Guardian: A male legally placed in charge of the child.

HELP FOR CODE 5: Other Type of Father: A person acting as the father of the child, but does not fit into one of the other categories. For example, in a household with two fathers, one of the fathers may not classify himself as biologically related and he may not be legally in charge of the child even though he is another parent to the child

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ150.

COPYRIGHTED: No.

FSQ155**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: 'Biological or Birth Parent', "Adoptive Parent", "Step Parent", "Foster Parent", "Guardian", "Other Type of Parent"

QUESTION TEXT:

{Are you/Is {NAME}} {CHILD}'s...

CODES

| | | |
|---|---------------------------------|----------|
| 1 | Biological or birth parent | BOX 4 |
| 2 | Adoptive parent | BOX 4 |
| 3 | Step parent | BOX 4 |
| 4 | Foster parent or legal guardian | BOX 4 |
| 5 | Other parent or guardian | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Biological or Birth Parent: Child's biological parent. This could also apply to a parent who used a surrogate parent to have a biological child.

HELP FOR CODE 2: Adoptive Parent: A parent who has legally adopted to raise as their own child.

HELP FOR CODE 3: Step Parent: A parent who is not the child's biological parent and is married to the child's biological parent.

HELP FOR CODE 4: Foster Parent: A parent with whom the child is placed temporarily, usually through a social service agency and/or a court.

Legal Guardian: A parent legally placed in charge of the affairs of the child.

HELP FOR CODE 5: Other Type of Parent: A person acting as the parent of the child, but does not fit into one of the other categories. For example, in a household with two parents, one of the parents may not classify themselves as biologically related and may not be legally in charge of the child even though this person is another parent to the child.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ150.

COPYRIGHTED: No.

FSQ160**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: "Full Sister", "Half Sister", "Step Sister", "Adoptive Sister", "Foster Sister"

QUESTION TEXT:

{Are you/Is {NAME}} {CHILD}'s...

CODES

| | | |
|---|-----------------|-------|
| 1 | Full sister | BOX 4 |
| 2 | Half sister | BOX 4 |
| 3 | Step sister | BOX 4 |
| 4 | Adoptive sister | BOX 4 |
| 5 | Foster sister | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

HELP FOR CODE 1: Full Sister: A female with whom the child shares the same biological parents.

HELP FOR CODE 2: Half Sister: A female with whom the child shares one biological parent.

HELP FOR CODE 3: Step Sister: A female to whom the child is related by the marriage of one biological parent.

HELP FOR CODE 4: Adoptive Sister: A female to whom the child is related given that they are in the same family in which she or the child has been legally adopted by the family.

HELP FOR CODE 5: Foster Sister: A female to whom the child is unrelated except that they are in the same family in which she or the child have been taken into the home on a temporary basis and the parents have legal responsibility for the child.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ160.

COPYRIGHTED: No.

FSQ170**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: 'Full Brother', 'Half Brother', 'Step Brother', 'Adoptive Brother', 'Foster Brother'

QUESTION TEXT:

{Are you/Is {NAME}} {CHILD}'s...

CODES

| | | |
|---|------------------|----------|
| 1 | Full brother | BOX 4 |
| 2 | Half brother | BOX 4 |
| 3 | Step brother | BOX 4 |
| 4 | Adoptive brother | BOX 4 |
| 5 | Foster brother | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

HELP FOR CODE 1: Full Brother: A male with whom the child shares the same biological parents.

HELP FOR CODE 2: Half Brother: A male with whom the child shares one biological parent.

HELP FOR CODE 3: Step Brother: A male to whom the child is related by the marriage of one biological parent.

HELP FOR CODE 4: Adoptive Brother: A male to whom the child is related given that they are in the same family in which he or the child has been legally adopted by the family.

HELP FOR CODE 5: Foster Brother: A male to whom the child is unrelated except that they are in the same family in which he or the child have been taken into the home on a temporary basis and the parents have legal responsibility for the child.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ170.

COPYRIGHTED: No.

FSQ180**QUESTION TEXT:**

{Are you/Is {NAME}} {CHILD}'s...

CODES

| | | |
|---|---|-------|
| 1 | Girlfriend or female partner of {CHILD}'s parent/guardian | BOX 4 |
| 2 | Boyfriend or male partner of {CHILD}'s parent/guardian | BOX 4 |
| 3 | Other partner of {CHILD}'s | BOX 4 |

| | | |
|----|--|--------------|
| | parent/guardian | |
| 4 | Female guardian | BOX 4 |
| 5 | Male guardian | BOX 4 |
| 6 | Other guardian | BOX 4 |
| 7 | Daughter/son of {CHILD}'s parent's partner | BOX 4 |
| 8 | Other relative of {CHILD}'s parent's partner | Box 4 |
| 91 | Other non-relative (Please specify): | FSQ180 OS |

PROGRAMMER INSTRUCTIONS:

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

IF FSQ.180 IS CODED 1 (GIRLFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 6.

IF FSQ.180 IS CODED 2 (BOYFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 7.

IF FSQ.180 IS CODED 3 (OTHER PARTNER), FLAG RESPONSE TO FSQ.130 AS CODE 8.

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

IF FSQ.180 IS CODED 5 (MALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 2 AND RESPONSE TO FSQ.150 AS CODE 4.

IF FSQ.180 IS CODED 6 (OTHER GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 3 AND RESPONSE TO FSQ.155 AS CODE 4.

DISPLAY FSQ180 AND FSQ180OS TOGETHER.

HELP FOR CODE 1: Girlfriend or Female Partner of child's Parent/Guardian: A female who has a 'partner-like' relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 2: Boyfriend or Male Partner of child's Parent/Guardian: A male who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 3: Partner of child's Parent/Guardian: A person who has a "partner-like" relationship with one of the child's parents or guardians. "Living as married" is another way of describing the relationship.

HELP FOR CODE 4: Female Guardian: A female legally placed in charge of the child.

HELP FOR CODE 5: Male Guardian: A male legally placed in charge of the child.

HELP FOR CODE 6: Other Guardian: A person legally placed in charge of the child.

HELP FOR CODE 7: Daughter/son of child's Parent's Partner: A child of the person who has a "partner-like" relationship with one of the child's parents or guardians.

HELP FOR CODE 8: Other Relative of child's Parent's Partner: Some other relative of the person who has a "partner-like" relationship with one of the child's parents or guardians.

HELP FOR CODE 9: Other Non-relative: If one of the categories for non-relative above does not better describe the relationship of the person to the child, and there is no family relationship through blood, marriage, adoption, or partnership (that is, living together as married), use this category.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ180.

COPYRIGHTED: No.

FSQ1800S**ENTER TEXT**

Length

70

PROGRAMMER INSTRUCTIONS:

DISPLAY FSQ180 AND FSQ1800S TOGETHER.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ180.**COPYRIGHTED:** No.

Box 4

END LOOP 1.

ASK FSQ130 - FSQ180 FOR NEXT PERSON ON THE HOUSEHOLD ROSTER WHO IS NOT THE FOCAL CHILD. IF NO NEXT PERSON, CONTINUE WITH FSQ190.

FSQ190**DISPLAY INSTRUCTIONS:**

BOLD 'Hispanic or Latino' IN HELP TEXT ONLY

QUESTION TEXT:

{Are you/Is {NAME}} Hispanic or {Latina/Latino}?

InstResp "A person who is Hispanic or Latino is of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ020) WHO IS THE FOCAL CHILD, RESPONDENT, RESPONDENT'S GIRLFRIEND (CODE '6' AT FSQ130 OR CODE '1' AT FSQ180), RESPONDENT'S BOYFRIEND (CODE '7' AT FSQ130 OR CODE '2' AT FSQ180), RESPONDENT'S OTHER PARTNER (CODE '8' AT FSQ130 OR CODE '3' AT FSQ180), MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '4' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '5' AT FSQ.180), OR OTHER PARENT FIGURE (CODE '3' AT FSQ130 OR CODE '6' AT FSQ180),

IF NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1, 2, OR 3' AT FSQ130, OR CODE '4, 5, OR 6' AT FSQ180), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

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

DISPLAY "Latina" IF THE PERSON IS FEMALE (SCR050=2 OR FSQ040=2 OR FSQ120c=2). ELSE, DISPLAY "Latino."

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ190.

COPYRIGHTED: No.

FSQ195**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: 'American Indian or Alaska Native', "Asian", "Black or African American", "Native Hawaiian or Other Pacific Islander", "White"

QUESTION TEXT:

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

InstResp "For the purposes of this study, Hispanic origins are not races. Select All That Apply."

CODES

- 1 American Indian or Alaska Native
- 2 Asian
- 3 Black or African American
- 4 Native Hawaiian or other Pacific Islander
- 5 White

PROGRAMMER INSTRUCTIONS:

DISPLAY EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ020) WHO IS THE FOCAL CHILD, RESPONDENT, RESPONDENT'S GIRLFRIEND (CODE '6' AT FSQ130 OR CODE '1' AT FSQ180), RESPONDENT'S BOYFRIEND (CODE '7' AT FSQ130 OR CODE '2' AT FSQ180), RESPONDENT'S OTHER PARTNER (CODE '8' AT FSQ130 OR CODE '3' AT FSQ180), MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '4' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '5' AT FSQ.180), OR OTHER PARENT FIGURE (CODE '3' AT FSQ130 OR CODE '6' AT FSQ180),

IF NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1, 2, OR 3' AT FSQ130, OR CODE '4, 5, OR 6' AT FSQ180), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

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

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

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

HELP FOR CODE 2: Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

HELP FOR CODE 3: Black or African American: A person having origins in any of the black racial groups of Africa.

HELP FOR CODE 4: Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

HELP FOR CODE 5: White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

SOURCE: ECLS-K:2011, spring kindergarten FSQ195.

COPYRIGHTED: No.

Box 4B

END LOOP 2.

ASK FSQ.190 - FSQ.195 FOR NEXT PERSON WHO IS THE FOCAL CHILD, MOTHER FIGURE, FATHER FIGURE, RESPONDENT'S BOYFRIEND, RESPONDENT'S GIRLFRIEND, OR RESPONDENT OR RESPONDENT'S SPOUSE (IF NO MOTHER OR FATHER FIGURES) WHOSE ETHNICITY OR RACE DATA ARE MISSING. IF NO NEXT PERSON, CONTINUE WITH FSQ.200.

FSQ200

QUESTION TEXT:

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

CODES

- 1 Married
 - 2 Separated
 - 3 Divorced
 - 4 Widowed
 - 5 Never married
 - 6 Civil unions/domestic partnership
- Don't know

PROGRAMMER INSTRUCTIONS:

USE FILL INSTRUCTIONS BELOW.

| {FILL 1} | {FILL 2} | ParentIsR | BioMoInHH | BioFaInHH | AdopMoInHH | AdopFaInHH | OtherInHH |
|--------------------------------|-----------|--|---|---|---|---|---|
| | | The current roster shows a relationship of biological/ adoptive mother or biological/ adoptive father for the person flagged as the respondent for YES | The current roster shows the relationship of biological mother for at least one HH member (not the R) for YES | The current roster shows the relationship of biological father for at least one HH member (not the R) for YES | The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for YES | The current roster shows the relationship of adoptive father for at least one HH member (not the R) for YES | The current roster shows there is no biological/ adoptive mother/ father in the household for YES |
| Are you | have you | YES | | | | | NO |
| Are you | have you | NO | NO | NO | NO | NO | YES |
| Are CHILD's biological parents | have they | NO | YES | YES | | | NO |
| Is CHILD's biological mother | has she | NO | YES | NO | | | NO |
| Is CHILD's biological father | has he | NO | NO | YES | | | NO |
| Is CHILD's adoptive mother | has she | NO | NO | NO | YES | NO | NO |
| Is CHILD's adoptive father | has he | NO | NO | NO | NO | YES | NO |
| Are CHILD's adoptive parents | have they | NO | NO | NO | YES | YES | NO |

SOURCE: ECLS-K:2011, spring kindergarten, questions FSQ200a and b.

COPYRIGHTED: No.

Box 5

IDENTIFY THE 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD. THIS PERSON OR PERSONS SHOULD BE CHOSEN AS FOLLOWS:

1) THE KEY PARENT FIGURES SHOULD BE CHOSEN ONLY FROM AMONG CURRENT MEMBERS OF THE HOUSEHOLD;

2) IF A MOTHER (RELATION=1) IS IN THE HOUSEHOLD SHE SHOULD BE A KEY PARENT FIGURE; IF A FATHER (RELATION =2) IS IN THE HOUSEHOLD HE SHOULD BE A KEY PARENT FIGURE; ELSE, IF A PARENT IS IN THE HOUSEHOLD (RELATION =3) THIS PERSON SHOULD BE A PARENT FIGURE.

IF THERE ARE TWO MOTHERS (RELATION=1), PICK THE MOTHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH MOTHER =1, ADOPTIVE OR LEGAL MOTHER=2, STEPMOTHER=3, FOSTER MOTHER OR FEMALE GUARDIAN =4. OTHER TYPE OF MOTHER = 5. IF TWO MOTHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.140 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

IF THERE ARE TWO FATHERS (RELATION=2), PICK THE FATHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH FATHER =1, ADOPTIVE OR LEGAL FATHER=2, STEPFATHER=3, FOSTER FATHER OR MALE GUARDIAN =4, AND OTHER TYPE OF FATHER = 5. IF TWO FATHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.150 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER. CHILDREN'S PARENTS WITH RELATION = 1 OR 2 SHOULD BE THE KEY PARENT FIGURES WHETHER OR NOT ONE OF THE PARENTS IS THE RESPONDENT.

IF THERE ARE TWO PARENTS (RELATION = 3) PICK THE PARENT WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH PARENT =1, ADOPTIVE OR LEGAL PARENT=2, STEPPARENT=3, FOSTER PARENT OR GUARDIAN =4. OTHER TYPE OF PARENT = 5. IF TWO PARENTS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.140 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

3) IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER OR OTHER PARENT (NO RELATION=2 OR 3) AND THE MOTHER HAS A MALE (FSQ.140 =1) SPOUSE/PARTNER (SPOUSE/PARTNER, HERE AND IN OTHER PARTS OF THIS BOX, IS DEFINED AS A SPOUSE/PARTNER HAVING BEEN SELECTED AT FSQ.120), THE MOTHER SHOULD BE A KEY PARENT FIGURE AND THE MALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) OR OTHER PARENT (RELATION =3) AND THERE ARE TWO MOTHERS IN THE HOUSEHOLD, THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER MOTHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER OR OTHER PARENT (NO RELATION=2 OR 3) AND THE MOTHER HAS A SPOUSE/PARTNER WHO IS FEMALE (FSQ.140 =2), THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND HER FEMALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

IF THE SEX OF THE SPOUSE/PARTNER OF A PARENT (RELATION = 1, 2, OR 3) IS UNKNOWN (FSQ140 = SK), THE PARENT AND THE SPOUSE/PARTNER OF THE PARENT SHOULD STILL EACH BE KEY PARENT FIGURES.

(NOTE: IN HOUSEHOLDS WITH TWO MOTHERS AND NO FATHER, EACH MOTHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF MOTHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A MOTHER FIGURE #1, MOTHER FIGURE #1 SHOULD BE ONE KEY MOTHER FIGURE AND MOTHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO MOTHER FAMILIES WITHOUT A FATHER, IF A MOTHER WHO TAKES PRECEDENCE OVER ANOTHER MOTHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER MOTHER WHO IS THE RESPONDENT, BOTH MOTHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE MOTHER THAT TAKES PRECEDENCE AS BOTH THE KEY FEMALE AND KEY MALE FIGURE.)

Box 5 (continued)

4) IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER OR OTHER PARENT (NO RELATION=1 OR 3) AND THE FATHER HAS A FEMALE SPOUSE/PARTNER, THE FATHER SHOULD BE A KEY PARENT FIGURE AND THE FEMALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A FATHER (RELATION =2) BUT NO MOTHER OR OTHER PARENT (NO RELATION=2 OR 3) AND THERE ARE TWO FATHERS IN THE HOUSEHOLD, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER FATHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER OR OTHER PARENT (RELATION=1 OR 3) AND THE FATHER HAS A MALE SPOUSE/PARTNER, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND HIS MALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

(NOTE: IN HOUSEHOLDS WITH TWO FATHERS AND NO MOTHER, EACH FATHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF FATHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A FATHER FIGURE #1, FATHER FIGURE #1 SHOULD BE ONE KEY FATHER FIGURE AND FATHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO FATHER FAMILIES WITHOUT A MOTHER OR OTHER PARENT, IF A FATHER WHO TAKES PRECEDENCE OVER ANOTHER FATHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER FATHER WHO IS THE RESPONDENT, BOTH FATHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE FATHER THAT TAKES PRECEDENCE AS BOTH THE KEY MALE AND KEY FEMALE FIGURE.)

5) IF THERE IS A PARENT (RELATION = 3) BUT NO MOTHER OR FATHER (NO RELATION = 1 OR 2) AND THE PARENT HAS A SPOUSE/PARTNER, THE PARENT (RELATION = 3) SHOULD BE A KEY PARENT FIGURE AND THE SPOUSE/PARTNER SHOULD BE A PARENT FIGURE.

ELSE, IF THERE IS A PARENT (RELATION = 3) BUT NO MOTHER OR FATHER (NO RELATION = 1 OR 2) AND THERE ARE TWO PARENTS (RELATION = 3) IN THE HOUSEHOLD, THE PARENT (RELATION = 3) IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO PARENTS (RELATION = 3) SHOULD BE A KEY PARENT FIGURE AND THE OTHER PARENT IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE PARENT IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

(NOTE: IN HOUSEHOLDS WITH TWO PARENTS (RELATION = 3) AND NO MOTHER OR FATHER (NO RELATION = 1 OR 2), EACH PARENT (RELATION = 3) CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF PARENT FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF PARENT FIGURE #1, PARENT FIGURE #1 SHOULD BE ONE KEY PARENT FIGURE AND PARENT FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO PARENT (RELATION = 3) FAMILIES WITHOUT A MOTHER OR FATHER (NO RELATION = 1 OR 2), IF A PARENT WHO TAKES PRECEDENCE OVER ANOTHER PARENT (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER PARENT WHO IS THE RESPONDENT, BOTH PARENTS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE PARENT THAT TAKES PRECEDENCE AS BOTH THE KEY PARENT 1 AND KEY PARENT 2 FIGURE.)

6) OTHERWISE, IF THERE ARE NOT PARENTS IN THE HOUSEHOLD (RELATION NE 1 , 2, OR 3), THE RESPONDENT SHOULD BE A KEY PARENT FIGURE AND THE RESPONDENT'S SPOUSE/PARTNER, IF ONE, SHOULD BE A KEY PARENT FIGURE.

BOX 6

GO TO SECTION CCQ.

Section CCQ [Early Care and Education Arrangement/Child Care]

CCQ005

QUESTION TEXT:

Next, we have questions about child care arrangements you have for {CHILD}. First, we would like to ask you about all the child care {CHILD} now receives on a regular basis from someone other than {you/{his/her} {parents/guardians}}. This does not include occasional baby-sitting or backup care providers.

InstResp "Press NEXT to continue."

PROGRAMMER INSTRUCTIONS: DISPLAY "regular basis" IN UNDERLINED TEXT.
FOR ALL DISPLAYS DEFINE "PARENT FIGURE" AS THE MOTHER/FATHER/PARENT OR MALE/
FEMALE/OTHER GUARDIAN (FSQ.130= 1, 2, OR 3 - THIS INCLUDES BIRTH, ADOPTIVE, STEP, FOSTER,
AND OTHER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ.130 = 1, 2, OR 3 FOR THE RESPONDENT), OR THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1, 2, OR 3 FOR ANY HOUSEHOLD MEMBER), DISPLAY "you", OTHERWISE DISPLAY "{his/her} {parents/guardians}".

DISPLAY "parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140, FSQ.150, OR FSQ155 = 1, 2, OR 3, DK, OR REF), OTHERWISE DISPLAY "guardians".

SOURCE: ECLS-K:2011 fall kindergarten question CCQ005 modified for web.

COPYRIGHTED: No.

CCQ010**QUESTION TEXT:**

Is {CHILD} now receiving care from a relative on a regular basis? This may include grandparents, brothers and sisters, or any relatives other than {you/{CHILD}'s {parents/guardians}}.

InstResp "Care from a relative would be with any relative other than the child's parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If you are separated or divorced, please do not include visitation with a parent who does not have custody."

CODES

- 1 Yes CCQ020a
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY "regular basis" IN UNDERLINED TEXT.

DISPLAY CCQ010 AND CCQ015 TOGETHER.

DISPLAY "now" (FIRST INSTANCE ONLY) IN UNDERLINED TEXT.

FOR ALL DISPLAYS DEFINE "PARENT FIGURE" AS THE MOTHER/ FATHER/PARENT OR MALE/FEMALE/OTHER GUARDIAN (FSQ.130 = 1, 2, OR 3- THIS INCLUDES BIRTH, ADOPTIVE, STEP, AND FOSTER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ.130 = 1, 2, OR 3 FOR THE RESPONDENT), OR THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1, 2, OR 3 FOR ANY HOUSEHOLD MEMBER), DISPLAY "you", OTHERWISE DISPLAY "{parents/guardians}".

DISPLAY "parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140, FSQ.150, OR FSQ.155 = 1, 2, 3, DK, OR REF), OTHERWISE DISPLAY "guardians".

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ010 modified to remove reference to care before or after school.

COPYRIGHTED: No.

CCQ015**QUESTION TEXT:**

Has {CHILD} ever received care from a relative on a regular basis?

CODES

1 Yes

2 No

CCQ1
15

PROGRAMMER INSTRUCTIONS:

DISPLAY "ever" AND "regular basis" IN UNDERLINED TEXT.

HELP FOR STEM: Care from a relative would be with any relative other than the child's parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If you are separated or divorced, please do not include visitation with a parent who does not have custody.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ015 modified to remove reference to care before or after school.

COPYRIGHTED: No.

CCQ020a**QUESTION TEXT:**

How old was {CHILD} in years and months when {he/she} first received care from any relative on a regular basis?

Watermark "Enter age in years"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

DISPLAY "first" "any" AND "regular basis" IN UNDERLINED TEXT.

DISPLAY CCQ020a AND CCQ020b TOGETHER.

HELP TEXT FOR STEM: Care from a relative would be with any relative other than the child's parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If you are separated or divorced, please do not include visitation with a parent who does not have custody.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ020a modified to remove reference to care before or after school.

COPYRIGHTED: No.

CCQ020b**QUESTION TEXT:**

Watermark "Enter age in months"

ENTER NUMBER

Range

0 to 12

PROGRAMMER INSTRUCTIONS:

ENTERING 12 HERE SHOULD ONLY BE ALLOWED IF CCQ020a=0.

DISPLAY CCQ020a AND CCQ020b TOGETHER.

DISPLAY "first" "any" AND "regular basis" IN UNDERLINED TEXT.

HELP FOR STEM: Care from a relative would be with any relative other than the child's parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If you are separated or divorced, please do not include visitation with a parent who does not have custody.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ020a modified to remove reference to care before or after school.

COPYRIGHTED: No.

CCQ060**QUESTION TEXT:**

How many different regular care arrangements do you currently have with relatives?

InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere."

CODES

- 1 One
- 2 Two
- 3 Three
- 4 Four
- 5 Five Or More

PROGRAMMER INSTRUCTIONS:

DISPLAY "regular" AND "currently" IN UNDERLINED TEXT.

HELP FOR STEM: Care from a relative would be with any relative other than the child's parents and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If you are separated or divorced, please do not include visitation with a parent who does not have custody.

SOURCE: ECLS-K:2011, spring first grade, question CCQ060.

COPYRIGHTED: No.

CCQ065**QUESTION TEXT:**

{We'd like to know more about the relative who provides the most care for {CHILD} now.}
Who is the relative who cares for {CHILD}?

InstResp "Please do not include care from a parent or guardian who lives in the home or elsewhere."

CODES

- 1 Grandparent
- 2 Aunt
- 3 Uncle
- 4 Brother
- 5 Sister
- 6 Another relative

PROGRAMMER INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT. DISPLAY "{We'd like to know more about the relative who provides the most care for {CHILD} now.}" IF CCQ.060 = 2, 3, 4, or 5. OTHERWISE, USE A NULL DISPLAY.

SOURCE: ECLS-K:2011, spring first grade, question CCQ065.

COPYRIGHTED: No.

CCQ085**QUESTION TEXT:**

How many days each week does {CHILD} receive care from {{his/her} RELATIVE}/that relative}?

Watermark "Enter # of days"

ENTER NUMBER

| | |
|------------|--------|
| Range | 1 to 7 |
| Soft Range | 1 to 5 |

PROGRAMMER INSTRUCTIONS:

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ085}. Are you sure this is correct? When it is correct, select Next to continue."

DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".
DISPLAY "days" AND "week" IN UNDERLINED TEXT.

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

SOURCE: ECLS-K:2011, spring first grade, question CCQ085.

COPYRIGHTED: No.

CCQ090**QUESTION TEXT:**

How many hours each week does {CHILD} receive care from {{his/her} RELATIVE}/that relative}?

InstResp "Enter the hours each week in whole hours."

Watermark "Enter hours"

PROGRAMMER INSTRUCTIONS: DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

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

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

RANGE CHECK: THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.085 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. DISPLAY SOFT RANGE ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ099}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ090.

COPYRIGHTED: No.

CCQ095**QUESTION TEXT:**

How long has {CHILD} received care from {his/her} relative in the last year?

CODES

- 1 One to two months
- 2 Three to five months
- 3 Six to eight months
- 4 Nine to eleven months
- 5 Twelve months

PROGRAMMER INSTRUCTIONS:

DISPLAY "the last year " IN UNDERLINED TEXT.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ050, modified for current care.

COPYRIGHTED: No.

CCQ096**QUESTION TEXT:**

What language does {CHILD}'s relative speak most when caring for {CHILD}?

CODES

- 0 English
- 1 Spanish
 - 2 A European language other than Spanish such as French, German or Russian
 - 3 A Chinese language or dialect
 - 4 A Filipino language
 - 5 A Southeast Asian language such as Vietnamese, Thai, or Khmer
 - 6 A South Asian language such as Hindi or Tamil
 - 7 Another Asian language such as Japanese or Korean
 - 8 A Middle Eastern language such as Arabic or Farsi
 - 9 An African language such as such as Swahili or Amharic
 - 91 Another language (Please specify):

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011, fall kindergarten question CCQ050b, modified to be present tense, and have response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

COPYRIGHTED: No.

| |
|--------------|
| BOX 1 |
|--------------|

| |
|---|
| IF CCQ096 = 91, GO TO CCQ0960S. ELSE, GO TO CCQ097. |
|---|

CCQ0960S

ENTER TEXT

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ096.

SOURCE: ECLS-K:2011, fall kindergarten question CCQ050bOS, modified to be present tense.

COPYRIGHTED: No.

CCQ097

QUESTION TEXT:

Is this relative 18 years of age or older?

CODES

1 Yes

2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, fall kindergarten question CCQ050c, modified to be present tense.

COPYRIGHTED: No.

CCQ098**QUESTION TEXT:**

Head Start is a federally sponsored preschool program mainly for children from low-income families. {Is the regular care arrangement that {CHILD} has with a relative/Are any of the regular care arrangements that {CHILD} has with relatives} Head Start?}

InstResp "Head Start is a federally funded early childhood education program designed to improve the school-readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home). For this question, we are interested in Head Start services in a family child care program in a private home where the child is cared for by someone who is related to the child but is not his or her parent. If your child participates in a home Head Start program where a parent is the caregiver, select no."

CODES

- 1 Yes
- 2 No
- Don't know

PROGRAMMER INSTRUCTIONS: IN HELP TEXT, BOLD "Head Start" IN BEGINNING OF THE PARAGRAPH. DISPLAY "Is...relative" IF CCQ060 = 1. ELSE, DISPLAY "Are...relatives".

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ031, modified to present tense.

COPYRIGHTED: No.

BOX 2

IF CHILD HAS ONLY ONE ARRANGEMENT WITH RELATIVES OR THE QUESTION ABOUT THE NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ060 = 1 OR SK), GO TO CCQ115 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH RELATIVES (CCQ060 = 2, 3, 4, OR 5) AND THE CHILD IS IN HEAD START (CCQ098=1), GO TO CCQ099 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH RELATIVES (CCQ060 = 2, 3, 4, OR 5) AND THE CHILD IS NOT IN HEAD START (CCQ098=2), GO TO CCQ110 TO ASK ABOUT TIME SPENT IN OTHER ARRANGEMENTS.

ELSE GO TO BOX 3.

CCQ099

QUESTION TEXT:

Is the relative who provides the most care for {CHILD} providing the care as part of a Head Start program?

InstResp "Head Start is a federally funded early childhood education program designed to improve the school-readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home).

For this question, we are interested in Head Start services in a family child care program in a private home where the child is cared for by someone who is related to the child but is not his or her parent."

CODES

| | |
|-------|--------|
| 1 Yes | CCQ110 |
| 2 No | CCQ100 |

PROGRAMMER INSTRUCTIONS: IN HELP TEXT, BOLD "Head Start" IN BEGINNING OF THE PARAGRAPH.

If your child participates in a home Head Start program where a parent is the caregiver, select no.

SOURCE: Westat, with help text from ECLS-K:2011, fall kindergarten, question CCQ031.

COPYRIGHTED: No.

CCQ100**QUESTION TEXT:**

How many days each week does {CHILD} receive care from a relative in Head Start?

Watermark "Enter # of days"

ENTER NUMBER

| | |
|------------|--------|
| Range | 1 to 7 |
| Soft Range | 1 to 5 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ100}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ085, modified to ask about Head Start.

COPYRIGHTED: No.

CCQ101**QUESTION TEXT:**

How many hours each week does {CHILD} receive care from this relative in Head Start?

InstResp "Enter the hours each week in whole hours."

Watermark "Enter hours"

ENTER NUMBER**PROGRAMMER INSTRUCTIONS:**

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

RANGE CHECK: IF CCQ100 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ100 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ100 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ100 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. DISPLAY SOFT RANGE ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ101}. Are you sure this is correct? When correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ090, modified to ask about Head Start.

COPYRIGHTED: No.

BOX 3

IF THERE ARE TWO ARRANGEMENTS WITH RELATIVES (CCQ060 = 2) AND HEAD START HOURS AND DAYS QUESTIONS WERE ASKED (CCQ100 AND CCQ101), GO TO CCQ115 BECAUSE HOURS AND DAYS FOR BOTH THE PRIMARY ARRANGEMENT AND THE NONPRIMARY HEAD START ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH RELATIVES (CCQ060 = 2, 3, 4, OR 5), GO TO CCQ110 TO ASK ABOUT THE HOURS IN THE OTHER ARRANGEMENTS. ELSE GO TO CCQ115.

CCQ110**QUESTION TEXT:**

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

InstResp "Do not include care from a parent or guardian who lives in the household or in another home."

Watermark "Enter hours"

ENTER NUMBER

| | |
|------------|------------|
| Range | 1 to 70 |
| Soft Range | 1 to 50 |

PROGRAMMER INSTRUCTIONS:

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

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

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ110}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ110.

COPYRIGHTED: No.

CCQ115**QUESTION TEXT:**

{Now we would like to know about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to/ {him/her} (including care provided before or after school)? This includes home child care providers, regular sitters, or neighbors. {It does not include child care centers.}

InstResp "Non-relative care is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home. If there is at least one parent in the household, any nonrelative living in the household is eligible to be counted as a care arrangement, if the care is given on a regularly scheduled basis. If neither parent lives in the household, do not include care provided by guardians who live with the child (they are treated the same as parents). Non-relative care arrangements or programs may or may not have a charge or fee."

CODES

- 1 Yes CCQ125a
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY "now" AND "regular basis" IN UNDERLINED TEXT IN THE PHRASE "now receiving care in a private home on a regular basis from someone...".

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

BOLD FIRST INSTANCES ONLY OF "Care from a non-relative", "If there is at least one parent in the household," "If neither parent lives in the household", AND "Regular basis" IN HELP TEXT.

DISPLAY "Now . . . centers" IF CCQ010 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "It does not include child care centers." IF CCQ010 NE 1. OTHERWISE, USE A NULL DISPLAY.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring first grade, question CCQ115.

COPYRIGHTED: No.

CCQ120**QUESTION TEXT:**

Has {CHILD} ever received care in a private home from a nonrelative on a regular basis?

CODES

| | | |
|---|-----|------------|
| 1 | Yes | |
| 2 | No | CCQ26 0 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "ever" AND "regular basis" IN UNDERLINED TEXT.

BOLD FIRST INSTANCES ONLY OF "Care from a non-relative", "If there is at least one parent in the household," "If neither parent lives in the household", AND "Regular basis" IN HELP TEXT.

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

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

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

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

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

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ120.

COPYRIGHTED: No.

CCQ125a**QUESTION TEXT:**

How old was {CHILD} in years and months when {he/she} first received regular care in a private home from any nonrelative?

Watermark: "Enter Years"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

DISPLAY "first", "regular", AND "any" IN UNDERLINED TEXT.

DISPLAY CCQ125a AND CCQ125b TOGETHER.

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

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

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

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

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

BOLD FIRST INSTANCES ONLY of "Care from a non-relative", "If there is at least one parent in the household," "If neither parent lives in the household", AND "Regular basis" IN HELP TEXT.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ125a.

COPYRIGHTED: No.

CCQ125b**QUESTION TEXT:**

Watermark: "Enter
month"

ENTER NUMBER

Range

0 to 12

PROGRAMMER INSTRUCTIONS:

DISPLAY "first", "regular", AND "any" IN UNDERLINED TEXT.

DISPLAY CCQ125a AND CCQ125b TOGETHER.

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

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

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

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

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

BOLD FIRST INSTANCES ONLY OF "Care from a non-relative", "If there is at least one parent in the household," "If neither parent lives in the household", AND "Regular basis" IN HELP TEXT.

ENTERING 12 HERE SHOULD ONLY BE ALLOWED IF CCQ125a=0.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ125b.

COPYRIGHTED: No.

CCQ165**QUESTION TEXT:**

How many different regular care arrangements do you currently have with nonrelatives?

CODES

- 1 One
- 2 Two
- 3 Three
- 4 Four
- 5 Five or more

PROGRAMMER INSTRUCTIONS:

DISPLAY "regular" AND "currently" IN UNDERLINED TEXT.

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

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

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

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

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

SOURCE: ECLS-K:2011, spring first grade, question CCQ165.

COPYRIGHTED: No.

CCQ170

{We'd like to know more about the nonrelative who provides the most care for {CHILD} now.}
Is that care provided in your home or another home?

CODES

- 1 Own home
- 2 Other home
- 3 Both/Varies

PROGRAMMER INSTRUCTIONS:

DISPLAY "{We'd like to know more about the nonrelative who provides the most care for {CHILD} now.}" IF CCQ165 = 2, 3, 4, OR 5. OTHERWISE, USE A NULL DISPLAY.

SOURCE: ECLS-K:2011, spring first grade, question CCQ170.

COPYRIGHTED: No.

CCQ185**QUESTION TEXT:**

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

Days:

Watermark "Enter # of days"

ENTER NUMBER

Range 1 to 7

Soft Range 1 to 5

PROGRAMMER INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ185}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ185.

COPYRIGHTED: No.

CCQ190**QUESTION TEXT:**

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

InstResp "Enter the hours each week in whole hours."

Hours:

Watermark "Enter hours"

ENTER NUMBER

RANGE CHECK: IF CCQ185 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ185 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ185 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ185 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

PROGRAMMER INSTRUCTIONS:

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

SOFT RANGE={RESPONSE AT CCQ185*10}. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ190}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ190.

COPYRIGHTED: No.

CCQ191**QUESTION TEXT:**

How long has {CHILD} received care from the nonrelative in the last year?

CODES

- 1 One to two months
- 2 Three to five months
- 3 Six to eight months
- 4 Nine to eleven months
- 5 Twelve months

PROGRAMMER INSTRUCTIONS:

DISPLAY "in the last year " IN UNDERLINED TEXT.

SOURCE: ECLS-K:2011, fall kindergarten CCQ155, modified to be about current care.

COPYRIGHTED: No.

CCQ192**QUESTION TEXT:**

What language does {CHILD}'s nonrelative speak most when caring for {CHILD}?

CODES:

- 0 English
- 1 Spanish
- 2 A European language other than Spanish such as French, German or Russian
- 3 A Chinese language or dialect
- 4 A Filipino language
- 5 A Southeast Asian language such as Vietnamese, Thai, or Khmer
- 6 A South Asian language such as Hindi or Tamil
- 7 Another Asian language such as Japanese or Korean
- 8 A Middle Eastern language such as Arabic or Farsi
- 9 An African language such as such as Swahili or Amharic
- 91 Another language (Please specify):

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011, fall kindergarten CCQ155b, modified to be present tense and have HS&B 2020 language categories. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

COPYRIGHTED: No.

BOX4

IF CCQ192 = 91, GO TO CCQ1920S. ELSE, GO TO CCQ193.

CCQ1920S**ENTER TEXT**

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ192.

SOURCE: Westat**COPYRIGHTED:** No.

CCQ193**QUESTION TEXT:**

Is this nonrelative 18 years of age or older?

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:**SOURCE:** ECLS-K:2011, fall kindergarten CCQ155c, modified to be present tense.**COPYRIGHTED:** No.

CCQ194**QUESTION TEXT:**

{Head Start is a federally sponsored preschool program mainly for children from low-income families.} {Is the regular care arrangement that {CHILD} has with a nonrelative /Are any of the regular care arrangements that {CHILD} has with nonrelatives} Head Start?

InstResp "Head Start is a federally funded early childhood education program designed to improve the school-readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home). For this question, we are interested in Head Start services in a family child care program in a private home where the child is cared for by someone who is not his or her parent and is not related to the child."

CODES

- 1 Yes
- 2 No
- Don't know

PROGRAMMER INSTRUCTIONS:

BOLD "Head Start" IN FIRST INSTANCE ONLY IN HELP TEXT.

DISPLAY "Head Start...families" IF CCQ098 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "Is..nonrelative" IF CCQ165 = 1. ELSE, DISPLAY "Are...nonrelatives".

SOURCE: ECLS-K:2011, fall kindergarten CCQ136, modified to be present tense.**COPYRIGHTED:** No.

BOX 5

IF CHILD HAS ONLY ONE ARRANGEMENT WITH NONRELATIVES OR THE QUESTION ABOUT THE

NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ165 = 1 OR SK), GO TO CCQ260 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ165 = 2, 3, 4, OR 5) AND THE CHILD IS IN HEAD START (CCQ194=1), GO TO CCQ195 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ165 = 2, 3, 4, OR 5) AND THE CHILD IS NOT IN HEAD START (CCQ194=2), GO TO CCQ205 TO ASK ABOUT TIME SPENT IN OTHER ARRANGEMENTS.

ELSE GO TO BOX 6.

CCQ195

QUESTION TEXT:

Is the nonrelative who provides the most care for {CHILD} now providing the care as part of a Head Start program?

InstResp "Head Start is a federally funded early childhood education program designed to improve the school readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home). For this question, we are interested in Head Start services in a family child care program in a private home where the child is cared for by someone who is not his or her parent and is not related to the child."

CODES

1 Yes CCQ205

2 No CCQ196

PROGRAMMER INSTRUCTIONS: IN HELP TEXT, BOLD "Head Start" IN BEGINNING OF THE PARAGRAPH.

SOURCE: Westat with ECLS-K:2011, fall kindergarten, question CCQ136 help text.

COPYRIGHTED: No.

CCQ196**QUESTION TEXT:**

How many days each week does {CHILD} receive care from that person in Head Start?

Watermark "Enter days"

ENTER NUMBER

| | |
|------------|-----------|
| Range | 1 to 7 |
| Soft Range | 1 to 5 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ196}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: Westat

COPYRIGHTED: No.

CCQ197**QUESTION TEXT:**

How many hours each week does {CHILD} receive care from that person in Head Start?

InstResp "Enter the hours each week in whole hours."

Watermark "Enter hours"

ENTER NUMBER**PROGRAMMER INSTRUCTIONS:**

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

RANGE CHECK: IF CCQ196 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ196 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ196 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ196 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. SOFT RANGE ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ197}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade CCQ190, modified to be about Head Start.

COPYRIGHTED: No.

BOX 6

IF THERE ARE TWO ARRANGEMENTS WITH NONRELATIVES (CCQ165 = 2) AND HEAD START HOURS AND DAYS QUESTIONS WERE ASKED (CCQ196 AND CCQ197), GO TO CCQ260 BECAUSE HOURS AND DAYS FOR BOTH THE PRIMARY ARRANGEMENT AND THE NONPRIMARY HEAD START ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ165 = 2, 3, 4, OR 5), GO TO CCQ205 TO ASK ABOUT THE HOURS IN THE OTHER ARRANGEMENTS.

CCQ205**QUESTION TEXT:**

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

Watermark: "Enter hours"

ENTER NUMBER

Range

1 to
70

PROGRAMMER INSTRUCTIONS:

Soft Range

1 to
50

FOR "{NUMBER}", DISPLAY "1" IF CCQ165 = 2; DISPLAY "2" IF CCQ165 = 3; DISPLAY "3" IF CCQ165 = 4. IF CCQ165 = 5, USE A

NULL DISPLAY.

IF CCQ165 = 2, DISPLAY "nonrelative" AND "this nonrelative." OTHERWISE, DISPLAY "nonrelatives" AND "these nonrelatives."

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ205}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade CCQ205.

COPYRIGHTED: No.

CCQ275a**QUESTION TEXT:**

How old was {CHILD} in years and months when {he/she} first attended any day care center, nursery school, preschool, prekindergarten, or before- or after-school program on a regular basis?

Watermark: "Enter years"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

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

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

DISPLAY "first", "any" AND "regular basis" IN UNDERLINED TEXT.

DISPLAY CCQ275a AND CCQ275b TOGETHER.

SOURCE: ECLS-K:2011, fall kindergarten question CCQ275a.

COPYRIGHTED: No.

CCQ275b**QUESTION TEXT:**

Watermark "Enter months"

ENTER NUMBER

Range

0 to 12

PROGRAMMER INSTRUCTIONS:

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

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

DISPLAY "first", "any", AND "regular basis" IN UNDERLINED TEXT. DISPLAY CCQ275a AND CCQ275b TOGETHER.

ONLY ALLOW "12" IF CCQ275a=0.

SOURCE: ECLS-K:2011, fall kindergarten question CCQ275b.

COPYRIGHTED: No.

CCQ280**QUESTION TEXT:**

How many different day care centers or before- or after-school care programs does {CHILD} currently go to on a regular basis?

CODES

- 1 One
- 2 Two
- 3 Three
- 4 Four
- 5 Five or more

PROGRAMMER INSTRUCTIONS:

DISPLAY "currently" AND "regular" IN UNDERLINED TEXT.

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

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

SOURCE: ECLS-K:2011, spring first grade, question CCQ325.

COPYRIGHTED: No.

CCQ285**QUESTION TEXT:**

Where is the program that {CHILD} attends {most} located? For example, is it in its own building, a school, a place of worship, or some other place?

CODES

- 1 Its own building
- 2 A public elementary, junior high, or high school
- 3 A private elementary, junior high, or high school
- 4 A college or university
- 5 A church, mosque, synagogue, or other place of worship
- 6 Your home
- 7 Another home
- 8 A community center
- 9 A public library
- 10 A building or storefront that shares walls with other businesses
- 11 More than one place
- 12 Some other place

PROGRAMMER INSTRUCTIONS:

DISPLAY "most" IF CCQ280 = 2, 3, 4, OR 5. OTHERWISE, USE A NULL DISPLAY.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ301, modified to be add introduction, change wording to be about current care, add mosque to place of worship response, reworded response option 10 from 'an office building or storefront building that shares walls with other businesses', and removed probes for respondents.

COPYRIGHTED: No.

CCQ295**QUESTION TEXT:**

How many days each week does {CHILD} go to that program?

Watermark "Enter # of days"

ENTER NUMBER

Range 1 to 7

Soft Range 1 to 5

PROGRAMMER INSTRUCTIONS:

DISPLAY "days" AND "week" IN UNDERLINED TEXT.

SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ295}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ350.

COPYRIGHTED: No.

CCQ300**QUESTION TEXT:**

How many hours each week does {CHILD} go to that program?

InstResp "Enter the hours each week in whole hours."

Watermark "Enter hours"

ENTER NUMBER**PROGRAMMER INSTRUCTIONS:**

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

RANGE CHECK: THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ295 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ295 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ295 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. SOFT RANGE ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ300}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ355, modified to remove words "Other than regular school hours."

COPYRIGHTED: No.

CCQ305**QUESTION TEXT:**

How long has {CHILD} received care at that program in the last year?

CODES

- 1 One to two months
- 2 Three to five months
- 3 Six to eight months
- 4 Nine to eleven months
- 5 Twelve months

PROGRAMMER INSTRUCTIONS:

DISPLAY "in the last year" IN UNDERLINED TEXT.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ315, modified to be present tense.

COPYRIGHTED: No.

CCQ310**QUESTION TEXT:**

What language does {CHILD}'s main care provider or teacher at that program speak most when caring for {CHILD}?

CODES

- 0 English
- 1 Spanish
- 2 A European language other than Spanish such as French, German or Russian
- 3 A Chinese language or dialect
- 4 A Filipino language
- 5 A Southeast Asian language such as Vietnamese, Thai, or Khmer
- 6 A South Asian language such as Hindi or Tamil
- 7 Another Asian language such as Japanese or Korean
- 8 A Middle Eastern language such as Arabic or Farsi
- 9 An African language such as Swahili or Amharic
- 91 Another language (Please specify):

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ320, modified to be present tense and have response categories from HS&B 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

COPYRIGHTED: No.

| |
|--------------|
| BOX 7 |
|--------------|

| |
|---|
| IF CCQ310 = 91, GO TO CCQ3100S. ELSE, GO TO CCQ320. |
|---|

CCQ3100S**ENTER TEXT**

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ310.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ3200S, modified to be present tense.**COPYRIGHTED:** No.

CCQ320**QUESTION TEXT:**

When {CHILD}'s teacher sends home notes or newsletters, are these in a language that you speak?

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:**SOURCE:** ECLS-K:2011 spring kindergarten question PIQ400, modified.**COPYRIGHTED:** No.

CCQ325**QUESTION TEXT:**

{Head Start is a federally sponsored preschool program mainly for children from low-income families.} {Is/Are any of } {CHILD}'s care arrangement{s} in a day care center, nursery school, preschool, or prekindergarten program Head Start?

InstResp "Head Start is a federally funded early childhood education program designed to improve the school-readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home). For this question, we are interested in Head Start services in a center setting."

CODES

- 1 Yes
- 2 No
- Don't Know

PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCE ONLY OF "Head Start" IN HELP TEXT.

DISPLAY "Head Start...families" IF CCQ.031 AND CCQ.136 WERE NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "Is" and "arrangement" IF CCQ.285 = 1. ELSE, DISPLAY "Are any of" AND "arrangements".

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ286, modified to present tense.**COPYRIGHTED:** No.

BOX 8

IF CHILD HAS ONLY ONE ARRANGEMENT IN A CENTER OR THE QUESTION ABOUT THE NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ280 = 1 OR SK), GO TO CCQ329 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT IN A CENTER (CCQ280 = 2, 3, 4, OR 5) AND THE CHILD IS IN HEAD START (CCQ286=1), GO TO CCQ326 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT IN A CENTER (CCQ280 = 2, 3, 4, OR 5) AND THE CHILD IS NOT IN HEAD START (CCQ286=2), GO TO CCQ329 . ELSE GO TO BOX 9.

CCQ326

QUESTION TEXT:

Is the care arrangement in a day care center, nursery school, preschool, or prekindergarten program where {CHILD} spends the most time a Head Start program?

InstResp: "Head Start is a federally funded early childhood education program designed to improve the school-readiness of disadvantaged children who are usually 3 to 5 years old. Head Start may be offered in a variety of locations (center or home). For this question, we are interested in Head Start services in a center setting."

CODES

- 1 Yes CCQ329
- 2 No CCQ327

PROGRAMMER INSTRUCTIONS:

IN InstResp, BOLD "Head Start" IN BEGINNING OF THE PARAGRAPH.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ031, modified to present tense.

COPYRIGHTED: No.

CCQ327

QUESTION TEXT:

How many days each week does {CHILD} receive care from Head Start?

Watermark: "Enter days"

ENTER NUMBER

- | | |
|------------|--------|
| Range | 1 to 7 |
| Soft Range | 1 to 5 |

PROGRAMMER INSTRUCTIONS:

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ327}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ085, modified to ask about Head Start.

COPYRIGHTED: No.

CCQ328**QUESTION TEXT:**

How many hours each week does {CHILD} receive care from Head Start?

InstResp "Enter the hours each week in whole hours."

Watermark "Enter # of hours"

ENTER NUMBER**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: IF CCQ327 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ327 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ327 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ327 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. SOFT RANGE ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ328}. Are you sure this is correct? When it is correct, select Next to continue."

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

SOURCE: ECLS-K:2011, spring first grade, question CCQ090, modified to ask about Head Start.

COPYRIGHTED: No.

CCQ329**QUESTION TEXT:**

{Is the day care center, nursery school, preschool, or prekindergarten program}/{Are any of the day care centers, nursery schools, preschools, or prekindergarten programs} a state-sponsored preschool or state sponsored prekindergarten program?

CODES

1 Yes

2 No

Don't know

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: State-sponsored preschool or state-sponsored prekindergarten program: State-sponsored preschool or prekindergarten programs are child care programs that are paid for by the state. In some states, the programs are for all children, while in others they are only for some children such as those whose families have low incomes. State-sponsored programs can be in a public or private setting and can be part-day or full-day programs. Many state pre-kindergarten programs are delivered through child care programs.

BOLD "State-sponsored preschool or state-sponsored prekindergarten program" ON FIRST APPEARANCE ONLY IN HELP TEXT.

DISPLAY "Is...program" IF CCQ280 = 1. ELSE, DISPLAY "Are...programs".

SOURCE: ECLS-K:2011, fall kindergarten CCQ287, modified to ask about current care.

COPYRIGHTED: No.

BOX 9

IF THERE ARE TWO ARRANGEMENTS IN CENTERS (CCQ325 = 2) AND THE PRIMARY ARRANGEMENT WAS HEAD START (CCQ326=1), GO TO CCQ375 TO ASK ABOUT THE OTHER ARRANGEMENT. NOTE: IF THERE ARE TWO ARRANGEMENTS AND THE PRIMARY ARRANGEMENT WAS HEAD START, DAYS AND HOURS FOR THE PRIMARY ARRANGEMENT WERE ALREADY ASKED SO DO NOT NEED TO BE ASKED AGAIN, BUT HOURS IN THE ADDITIONAL ARRANGEMENT HAVE NOT BEEN ASKED.

ELSE IF THERE ARE TWO ARRANGEMENTS IN CENTERS (CCQ325 = 2) AND HEAD START HOURS AND DAYS QUESTIONS WERE ASKED (CCQ328 AND CCQ327), GO TO CCQ500 BECAUSE HOURS AND DAYS FOR BOTH THE PRIMARY ARRANGEMENT AND THE NONPRIMARY HEAD START ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT IN CENTERS (CCQ280 = 2, 3, 4, OR 5), GO TO CCQ375 TO ASK ABOUT THE HOURS IN THE OTHER ARRANGEMENTS. ELSE GO TO CCQ500.

CCQ375

QUESTION TEXT:

You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?

Watermark "Enter hours"

ENTER NUMBER

| | |
|------------|---------|
| Range | 1 to 70 |
| Soft Range | 1 to 50 |

PROGRAMMER INSTRUCTIONS:

FOR "{NUMBER}", DISPLAY "1" IF CCQ280 = 2; DISPLAY "2" IF CCQ280 = 3; DISPLAY "3" IF CCQ280 = 4. IF CCQ280 = 5, USE A NULL DISPLAY.

IF CCQ280 = 2, DISPLAY "center," "program" AND "this program." OTHERWISE, DISPLAY "centers," "programs" AND "these programs."

DISPLAY "hours" AND "week" IN UNDERLINED TEXT.

THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ375}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring first grade, question CCQ375.

COPYRIGHTED: No.

BOX 10

IF CHILD HAS AT LEAST ONE CURRENT ARRANGEMENT IN RELATIVE, NON-RELATIVE OR CENTER CARE (CCQ010 = 1 OR CCQ115 = 1 OR CCQ260 = 1), GO TO CCQ500.

ELSE, GO TO CCQ580.

CCQ500**QUESTION TEXT:**

Please answer the following questions about the child care arrangement that {CHILD} spends the most time in right now.

| | 1 Strongly disagree | 2 Disagree | 3 Not sure | 4 Agree | 5 Strongly agree |
|---|---------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| a. I feel welcome and comfortable with the people at {CHILD}'s arrangement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. {CHILD}'s arrangement has been a good place for {him/her} to be. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. The people at {CHILD}'s arrangement are doing good things for {him/her}. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I have confidence in the people at {CHILD}'s arrangement. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. {CHILD}'s arrangement is doing a good job of preparing {him/her} for school. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CCQ500a-e ON SAME SCREEN.

SOURCE: The Parent-Teacher Relationship Quality Subscale from the Parent-Teacher Involvement Scale - Parent Version developed by the Fast Track Project: <http://fasttrackproject.org/techrept/p/ptp/>. This was sent by Karen Bierman (item a). Modification was made to the word "class" so that the question could apply to all types of care. **Parent's Endorsement of Child's School sub-scale from the Parent-Teacher Involvement Scale** - Parent Version developed by the Fast Track Project: <http://fasttrackproject.org/techrept/p/ptp/> , sent by Karen Bierman, questions 12, 13, 14, and 15 modified to ask about the child's main child care arrangement rather than preschool (items b-e).

COPYRIGHTED: No.

CCQ550**QUESTION TEXT:**

Please answer the following questions about the child care arrangement that {CHILD} spends the most time in right now.

About how far would you say it is from your home to the child care arrangement {CHILD} attends?

CODES

- 1 Less than 1/8th mile (less than 3 blocks)
- 2 1/8th mile to 1/4 mile (3-5 blocks)
- 3 More than 1/4 mile, but less than 1/2 mile (6-9 blocks)
- 4 1/2 mile to less than 1 mile (10-19 blocks)
- 5 One mile to 2.5 miles
- 6 2.6 miles to 5 miles
- 7 5.1 miles to 7.5 miles
- 8 7.6 miles to 10 miles
- 9 10.1 miles or more

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2001, item PIQ491. Modified from 'to the school {CHILD} attends' and removed time estimates from codes 5-9.

COPYRIGHTED: No.

CCQ555**QUESTION TEXT:**

Please answer the following questions about the child care arrangement that {CHILD} spends the most time in right now.

About how far would you say it is from your home to the child care arrangement {CHILD} attends?

CODES

- 1 Less than 5 minutes away
- 2 Between 5-10 minutes away
- 3 Between 11 and 15 minutes away
- 4 Between 16 and 20 minutes away
- 5 Between 21-30 minutes away
- 6 More than 30 minutes away

PROGRAMMER INSTRUCTIONS:

SOURCE: Westat.

COPYRIGHTED: No.

CCQ555a**QUESTION TEXT:**

Please answer the following questions about the child care arrangement that {CHILD} spends the most time in right now.

How do you usually take {CHILD} to the child care arrangement {he/she} attends?

CODES

| | | |
|----|-------------------------|-----------|
| 1 | Walking | CCQ560 |
| 2 | Driving | CCQ560 |
| 3 | Public transportation | CCQ560 |
| 91 | Other (Please specify): | CCQ555aOS |

PROGRAMMER INSTRUCTIONS:

DISPLAY CCQ555a AND CCQ555aOS TOGETHER.

SOURCE: ECPP-NHES:2001, item EG8. Modified from 'to that program'. Modified to ask hours.

COPYRIGHTED: No.

CCQ555aOS**QUESTION TEXT:****ENTER TEXT**

Length

25

PROGRAMMER INSTRUCTIONS:

DISPLAY CCQ555a AND CCQ555aOS TOGETHER.

SOURCE: Westat.

COPYRIGHTED: No.

QUESTION TEXT:

Even though many factors matter when choosing child care or a preschool, which three factors below were the most important to you? Please choose only three choices.

For me, the THREE (3) most important factors were that the child care or program...

- a. Offers convenient hours (for example, is a full-day program, or offers before- or after-school care)
- b. Offers services for children with special needs
- c. Teaches children how to get along well with others
- d. Is in a convenient location (close to your home, work, or public transportation)
- e. Has a warm and nurturing caregiver(s)/teacher(s)
- f. Provides a safe and clean environment
- g. Provides transportation
- h. Is free or was the least expensive option
- i. Teaches children letters, numbers, and other academic skills
- j. Accepts payment from a child care assistance program in my state
- k. Also serves my other children (for example, the program is located in a school where an older sibling is enrolled)
- l. Teaching philosophy (for example, Montessori, Reggio Emilia, etc.)
- m. Provides specialized programs (for example, dual language instruction)
- n. Offered in same location as kindergarten
- o. Has good reputation or high rating (for example, heard good things about the school from friends, family, neighbors, etc.)
- p. Very good value
- q. Promotes racial/cultural inclusivity
- r. A language other than English is used as the teaching language

PROGRAMMER INSTRUCTIONS:

ALLOW THREE RESPONSES.

DISPLAY "THREE" AND "MOST IMPORTANT" IN BOLD TEXT AND CAPITAL LETTERS.

DISPLAY "only three" IN UNDERLINED TEXT.

DISPLAY "THREE (3)" AND "MOST IMPORTANT" IN BOLD TEXT AND CAPITAL LETTERS.

SOURCE: *Louisiana Kindergarten Readiness Study (LAKRS) survey*, fall parent survey, sent by Daphna Bassok, questions 22 a-l, modified some items; modified e to make it apply to one or more caregivers/teachers, modified h to least expensive rather than inexpensive because expense could still be high to family, and modified j to apply to all child care assistance programs, not just the Louisiana program. Added response options l-s.

COPYRIGHTED: No.

CCQ565**QUESTION TEXT:**

Now please choose the TWO things that MOST NEED IMPROVEMENT at {CHILD}'s child care or preschool program. Please choose only two choices.

The TWO (2) things that MOST NEED IMPROVEMENT at {CHILD}'s child care or preschool program are:

- a. Offer more convenient hours
- b. Be in a more in a convenient location
- c. It is not helping my child learn (for example, I wish my child got more practice development social skills or academic school skills)
- d. The way the caregiver/teacher interacts with my child (for example, I wish my child's caregiver/teacher was more warm and affectionate)
- e. The environment at my child's child care/preschool program (for example, I wish the program was more inviting with more books and toys for my child)
- f. The way my child's caregiver/teacher communicates with me about my child (for example, I wish my child's caregiver/teacher talked to me more about my child's progress)
- g. The cost
- h. Other (Please specify):
- i. None. If there is nothing you would change about your child care/preschool program, please mark here.

PROGRAMMER INSTRUCTIONS:

ALLOW TWO RESPONSES.

DISPLAY "TWO" AND "MOST NEED IMPROVEMENT" IN BOLD TEXT AND CAPITAL LETTERS.

DISPLAY "only two" IN UNDERLINED TEXT.

DISPLAY "TWO (2)" AND "MOST NEED IMPROVEMENT" IN BOLD TEXT AND CAPITAL LETTERS.

DISPLAY CCQ565 AND CCQ565OS TOGETHER.

SOURCE: Louisiana Kindergarten Readiness Study (LAKRS), spring parent survey, sent by Daphna Bassok, question 13. Modified some questions (a - c, g); separated original item a into two items a and b. Modified 'e.g.' to 'for example'.

COPYRIGHTED: No.

BOX 11

IF CCQ565h is selected, GO TO CCQ565hOS. ELSE, GO TO CCQ570.

CCQ565hOS**QUESTION TEXT:****ENTER TEXT**

Length

75

PROGRAMMER INSTRUCTIONS:

DISPLAY CCQ565 AND CCQ565OS TOGETHER.

SOURCE: Westat.**COPYRIGHTED:** No.

CCQ570**QUESTION TEXT:**

Has anyone in any of {CHILD}'s care arrangements contacted you or another adult in your household about any behavior problems {he/she/{CHILD}} is having, such as:

InstResp "Select All That Apply."

CODES

- 1 Biting
- 2 Being aggressive
- 3 Not following directions
- 4 Being overly active
- 5 Being impulsive or having little or no self-control
- 6 Another behavior problem
- 7 None of these

PROGRAMMER INSTRUCTIONS:

DISPLAY "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "she". IF GENDER IS MISSING, DISPLAY CHILD'S NAME IN "{CHILD}".

SOURCE: Family Forward Day Care Center Survey 2003, Buck and Amrosino (2004), modified item based on questions 5 and 7. Modified to matrix format to ask about each behavior individually.

COPYRIGHTED: No.

BOX 12

IF CCQ570 = 1, 2, 3, 4, 5, OR-6, GO TO CCQ575. IF CCQ570 = 7, GO TO Box 13.

CCQ575

QUESTION TEXT:

How helpful was this care arrangement(s) in providing tips or assistance in dealing with {CHILD}'s problem behaviors?

CODES:

- 1 Very helpful
- 2 Somewhat helpful
- 3 Not at all helpful
- 4 Did not receive assistance or tips

PROGRAMMER INSTRUCTIONS:

SOURCE: *2015-16 School Survey on Crime and Safety (SSOCS)*, school principal's questionnaire, modified item based on question 8b. Modified to 'tips' from 'training'.

COPYRIGHTED: No.

CCQ580

QUESTION TEXT:

Have you ever been asked to remove {CHILD} from care for the day due to one or more behavior issues he/she was having, such as biting, being aggressive, not following directions, being overly active, being impulsive, or having little or no self-control?

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "she". IF GENDER IS MISSING, DISPLAY CHILD'S NAME IN "{CHILD}".

DISPLAY CCQ580 AND CCQ585 ON ONE PAGE IN A GRID WITH "Have you...{CHILD}...little or no self-control?" AT THE TOP FOLLOWED BY CCQ580 AND THEN CCQ585.

DISPLAY "for the day" IN BOLD TEXT.

SOURCE: *Family Forward Day Care Center Survey 2003*, Buck and Amrosino (2004), modified item based on questions 5 and 7. Also modified to specify "for the day".

COPYRIGHTED: No.

CCQ585**QUESTION TEXT:**

Have you ever been asked to remove {CHILD} from care and not return to the care setting?

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "she". IF GENDER IS MISSING, DISPLAY CHILD'S NAME IN "{CHILD}".

DISPLAY CCQ580 AND CCQ585 ON ONE PAGE IN A GRID WITH "Have you...{CHILD}...little or no self-control?" AT THE TOP FOLLOWED BY CCQ580 AND THEN CCQ585.

DISPLAY "and not return" IN BOLD TEXT.

SOURCE: *Family Forward Day Care Center Survey 2003*, Buck and Amrosino (2004), modified item based on questions 5 and 7. Also modified to specify "and not return" and added "he/she was having" and "being" before "impulsive" in examples. Modified text to add "not return to the care setting".

COPYRIGHTED: No.

BOX 13

IF CCQ095 = 1, 2, 3, or 4, OR CCQ191 = 1, 2, 3, or 4, OR CCQ305 = 1, 2, 3, or 4, GO TO CCQ590.
ELSE, GO TO BOX14.

CCQ590**QUESTION TEXT:**

You reported before that {CHILD} has received {his/her/{CHILD}'s} current care from {a relative {and}/a non-relative {and}/ a day care center, nursery school, preschool, prekindergarten, or before- or after-school program} for less than twelve months. Where else was {CHILD} in care in the last year?

InstResp "Select All That Apply."

CODES

- 1 Head Start program (Head Start is a federally sponsored pre-kindergarten program mainly for children from low income families)
- 2 Preschool in a public school
- 3 An early education center, child care center, parochial child care center, or nursery school other than Head Start
- 4 An in-home child care program or family child care program
- 5 An "extended-day" program, that is, before- or after-school care at the child's regular school
- 6 Care by a parent
- 7 Care by another member of your family or household
- 8 Care by someone other than a member of your family or household
- 91 Other (Please specify:)

PROGRAMMER INSTRUCTIONS:

DISPLAY "his" IF THE CHILD IS A BOY. ELSE, DISPLAY "her." IF GENDER IS MISSING, DISPLAY CHILD'S NAME. DISPLAY "or" IN CODE 7 IN UNDERLINE.

SOURCE: *Child Demographic/Descriptive Items for Early Learning Network Projects*, question 5, modified stem.

COPYRIGHTED: No.

CCQ5900S

QUESTION TEXT:

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS: DISPLAY CCQ590 AND CCQ5900S TOGETHER.

SOURCE: Westat.

COPYRIGHTED: No.

GO TO SECTION KSQ.

BOX 14

Section KSQ [Kindergarten Selection and Choice]

KSQ005

QUESTION TEXT:

Some parents know in advance where their children will attend kindergarten. Do you know where {CHILD} will attend kindergarten?

CODES

1 Yes

KSQ010

2 No

KSQ025

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-B, preschool parent, question PA103a

COPYRIGHTED: No.

KSQ010**QUESTION TEXT:**

What is the name of the school where {CHILD} will attend {kindergarten/next year}?

InstResp "Select the school from the list below. If you don't find the school, select "School not on list" and then type in the full school name. If you are considering more than one school, enter the name of the school that is most likely."

{DISPLAY LIST OF UP TO 25 SCHOOLS}

PROGRAMMER INSTRUCTIONS:

IF SK GO TO KSQ020.

IF SCREENER QUESTION SCR080 = 2 DISPLAY 'kindergarten' ELSE DISPLAY 'next year'.

DISPLAY A LIST OF SCHOOLS IN THE AREA AS DEFINED IN THE **PRELOAD**.

DISPLAY LIST OF UP TO 25 PUBLIC SCHOOLS THAT ARE THE NEAREST SCHOOLS TO THE RESPONDENT'S ADDRESS.

DISPLAY BOTH THE SCHOOL NAME AND ADDRESS (STREET AND CITY, NOT STATE AND ZIP CODE) ON ONE LINE, IN ALPHABETICAL ORDER.

INCLUDE A SCHOOL CATEGORY 91 TO ALLOW FOR NAME TO BE ENTERED IF NOT ON LIST. FOR NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY KSQ010 AND KSQ0100S TOGETHER ON ONE SCREEN.

SOURCE: ECLS-B, preschool parent, question PA103b

COPYRIGHTED: No.

BOX 1

IF A SCHOOL IS SELECTED THAT IS NOT ON THE LIST OF SCHOOLS IN KSQ010, GO TO KSQ0100S.
ELSE GO TO KSQ020.

KSQ0100S

QUESTION TEXT:

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS KSQ010.

SOURCE: Westat

COPYRIGHTED: No.

KSQ015a1**QUESTION TEXT:**

What is the mailing address of the school?

QUESTION TEXT:

Address Line 1:

PROGRAMMER INSTRUCTION:

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ015a2

Address Line 2:

PROGRAMMER INSTRUCTION:

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ015b**QUESTION TEXT:**

City:

PROGRAMMER INSTRUCTION:

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ015c**QUESTION TEXT:**

State:

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

PROGRAMMER INSTRUCTION:

DISPLAY InstResp BELOW THE QUESTION FIELD.
ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.
FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ015d**QUESTION TEXT:**

Zip code:

PROGRAMMER INSTRUCTION:

FOR ZIP CODE, ALLOW 0 - 10 CHARACTERS TO BE ENTERED.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ020**QUESTION TEXT:**

How did you learn about the school where {CHILD} will attend kindergarten?

InstResp "Select All That Apply."

CODES

- 1 It is the assigned school for our neighborhood
 - 2 Word of mouth/recommendation from family, friends, etc.
 - 3 District/school website
 - 4 Looked at the school's profile online
 - 5 Looked at school ratings online from other parents
 - 91 Other (Please specify:)
- BOX 1B

PROGRAMMER INSTRUCTION:

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE.

SOURCE: Westat.

COPYRIGHTED: No.

| |
|---------------|
| BOX 1B |
|---------------|

| |
|---|
| IF ONE OF THE CODES IN KSQ020 = 91, KSQ0200S WILL BE DISPLAYED ON THE SAME PAGE AS KSQ020. ELSE GO TO KSQ025. |
|---|

KSQ0200S**ENTER TEXT**

Length

75

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS KSQ020.

SOURCE: Westat.

COPYRIGHTED: No.

KSQ025**QUESTION TEXT:**

Even though many factors matter when choosing a kindergarten, which three factors below are the most important to you? Please choose only three choices.

- a. Offers convenient hours (for example, is a full-day kindergarten program, or offers before- or after-school care)
- b. Offers services for children with special needs
- c. Teaches children how to get along well with others
- d. Is in a convenient location (close to your home, work, or public transportation)
- e. Has a warm and nurturing teacher(s)
- f. Provides a safe and clean environment
- g. Provides transportation
- h. Is free or is the least expensive option
- i. Teaches children letters, numbers, and other academic skills
- j. Accepts payment from a tuition assistance/voucher program in my state
- k. Also serves my other children (for example, the program is located in a school where an older sibling is enrolled)
- l. Offers specialized programs or curriculum (for example, drama, arts, foreign languages, Montessori, modified calendar, etc.)
- m. Is in an elementary school that feeds into a desired middle or high school
- n. Has a good reputation or high rating (for example, heard good things about the school from friends, family, neighbors, etc.)
- o. Very good value
- p. Promotes racial/cultural inclusivity
- q. A language other than English is used as the teaching language
- r. It is the assigned public school for the neighborhood

PROGRAMMER INSTRUCTION:

ALLOW THREE RESPONSES.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: *Louisiana Kindergarten Readiness Study (LAKRS) survey*, fall parent survey, sent by Daphna Bassok, questions 22 a-l, modified stem, a, j, and k to make it apply to kindergarten. Also, changed h to least from in-expensive as could still be expensive for family and j to apply to all tuition assistance programs, including vouchers. Modified item e to delete 'caregivers' and added additional factors for selection (l, m, n, and o). Subitems reordered to match CCQ560.

COPYRIGHTED: No.

BOX 2

GO TO SECTION CHQ.

Section CHQ [Child's Health and Well-Being]

CHQ004

QUESTION TEXT:

Now we would like to ask about {CHILD}'s health.

Would you say {CHILD}'s health is ...

CODES

- 1 Excellent,
- 2 Very good,
- 3 Good,
- 4 Fair, or
- 5 Poor?

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, fall kindergarten question CHQ330

COPYRIGHTED: No.

CHQ060

QUESTION TEXT:

In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?

Watermark: "Enter days"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS: RANGE CHECK 0-7.

SOURCE: ECLS-K:2011, spring first grade, question CHQ060

COPYRIGHTED: No.

CHQ086

QUESTION TEXT:

How tall is {CHILD} without shoes?

CODES

- | | | |
|---|----------------------------------|---------|
| 1 | Answer in feet and inches | CHQ086a |
| 2 | Answer in meters and centimeters | CHQ086c |
| | Don't know | CHQ087 |

PROGRAMMER INSTRUCTIONS:

"Don't know" RESPONSE SKIPS TO CHQ087.

SOURCE: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ010

COPYRIGHTED: No.

CHQ086a

QUESTION TEXT:

Please answer for how tall {CHILD} is in feet and inches without shoes.

UNITS "and"

Watermark: "Enter feet"

ENTER NUMBER

| | | |
|------------|--------|--------|
| Range | 0 to 6 | |
| Soft Range | | 3 to 5 |

PROGRAMMER INSTRUCTIONS: DISPLAY CHQ086a and CHQ086b TOGETHER ON ONE SCREEN, NEXT TO EACH OTHER. THE SOFT RANGE = 3-5 FEET. OTHERWISE, DISPLAY ERROR MESSAGE "You have entered {DISPLAY RESPONSE AT CHQ086a). Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ010, modified to ask respondent to answer in feet and inches

COPYRIGHTED: No.

CHQ086b

CHQ087

Watermark: "Enter inches"

ENTER NUMBER

Range

0 to 72

Soft Range

35 to 50

PROGRAMMER INSTRUCTIONS:

DISPLAY CHQ086b TO THE RIGHT OF CHQ086a TOGETHER ON ONE SCREEN. THE SOFT RANGE=35-50 inches. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CHQ086b}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: NHANES 2017, question WHQ010, modified to ask respondent to answer in feet and inches

COPYRIGHTED: No.

CHQ086c**QUESTION TEXT:**

Please answer for how tall {CHILD} is in meters and centimeters without shoes.

and

Watermark: "Enter meters"

ENTER NUMBER

Range

0 to 2

Soft Range

1 to 2

PROGRAMMER INSTRUCTIONS: DISPLAY CHQ086c and CHQ086d TOGETHER ON ONE SCREEN, NEXT TO EACH OTHER. THE SOFT RANGE=1-2 meters. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CHQ086c}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ010, modified to ask respondent to answer in meters and centimeters

COPYRIGHTED: No.

CHQ086d

Watermark: "Enter centimeters"

ENTER NUMBER

Range 0 to 200
Soft Range 80 to 130

PROGRAMMER INSTRUCTIONS:

DISPLAY CHQ086d TO THE RIGHT OF CHQ086c TOGETHER ON ONE SCREEN. SOFT RANGE=80-130 centimeters. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CHQ086d}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ010, modified to ask respondent to answer in meters and centimeters

COPYRIGHTED: No.

CHQ087

QUESTION TEXT:

How much does {CHILD} weigh without shoes?

CODES

- 1 Answer in pounds CHQ087a
- 2 Answer in kilograms CHQ087b
- Don't know CHQ095

PROGRAMMER INSTRUCTIONS:

"Don't know" RESPONSE SKIPS TO CHQ095.

SOURCE: NHANES 2017, question WHQ025. Modified to ask about weight clothed rather than without clothes.

COPYRIGHTED: No.

CHQ087a**QUESTION TEXT:**

Please answer for how much {CHILD} weighs in pounds without shoes.

CHQ095

Watermark: "Enter pounds"

ENTER NUMBER

Range 0 to 150
Soft Range 25 to 50

PROGRAMMER INSTRUCTIONS:

SOFT RANGE=25-50 pounds. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CHQ087a}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: NHANES 2017, question WHQ025. Modified to ask about weight clothed rather than without clothes.

COPYRIGHTED: No.

CHQ087b**QUESTION TEXT:**

Please answer for how much {CHILD} weighs in kilograms without shoes.

Watermark: "Enter kilograms"

ENTER NUMBER

Range 0 to 70
Soft Range 11 to 23

PROGRAMMER INSTRUCTIONS:

SOFT RANGE=11-23 kilograms. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CHQ087b}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: NHANES 2017, question WHQ025. Modified to ask about weight clothed rather than without clothes.

COPYRIGHTED: No.

CHQ095**QUESTION TEXT:**

Please answer the following questions based on how {CHILD} compares to other children of the same age.

| | 1 Better than other children {his/her} age | 2 As well as other children | 3 Slightly less well than other children | 4 Much less well than other children |
|--|---|--------------------------------------|--|--|
| a. {CHILD} is independent and takes care of {himself/herself} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. {CHILD} pays attention | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. {CHILD} learns, thinks, and solve problems | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. {CHILD} shows good coordination in moving {his/her} arms and legs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. {CHILD} behaves and relates to other children | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. {CHILD} behaves and relates to adults | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. {CHILD}'s overall activity level is | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTION:

DISPLAY 'herself' OR 'her' IF CHILD IS FEMALE. ELSE, DISPLAY 'himself' OR 'his'.

SOURCE: ECLS-K:2011, spring kindergarten question CHQ095, CHQ100, CHQ105, CHQ106, CHQ107, CHQ108, CHQ109, modified text to be statements rather than questions

COPYRIGHTED: No.

CHQ110**QUESTION TEXT:**

Does {CHILD} have any emotional or psychological difficulties?

CODES

| | | |
|---|-----|--------|
| 1 | Yes | CHQ111 |
| 2 | No | CHQ116 |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, spring kindergarten question CHQ110

COPYRIGHTED: No.

CHQ111**QUESTION TEXT:**

Do you think this is a mild problem, a moderate problem, or a severe problem?

CODES

- 1 Mild problem
- 2 Moderate problem
- 3 Severe problem

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, spring kindergarten question CHQ111

COPYRIGHTED: No.

CHQ116**QUESTION TEXT:**

Has a health, education, or early intervention professional told you that {CHILD} is "at risk" for problems with health, physical disabilities, learning, or behavior?

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 86, modified to delete words about the child being under 3 years old and being at risk for a substantial developmental delay.

COPYRIGHTED: No.

CHQ117**QUESTION TEXT:**

Has {CHILD} ever been diagnosed with a disability?

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: Westat.

COPYRIGHTED: No.

CHQ118

QUESTION TEXT:

Has {CHILD} ever received services from a program called Early Intervention Services or have an Individualized Family Service Plan(IFSP)?

InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3)."

CODES

- | | | |
|---|-----|---------|
| 1 | Yes | CHQ118a |
| 2 | No | CHQ119 |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, fall kindergarten question CHQ092, modified to remove language about being under 3 years old.

COPYRIGHTED: No.

CHQ118a**QUESTION TEXT:**

Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?

InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3)."

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, fall kindergarten question CHQ092, modified to ask about current services

COPYRIGHTED: No.

CHQ119**QUESTION TEXT:**

Has {CHILD} ever received any services through an Individualized Education Program (IEP)?

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."

CODES

- | | | |
|---|-----|---------|
| 1 | Yes | CHQ119a |
| 2 | No | CHQ121 |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan. Also modified to ask about ever having received services.

COPYRIGHTED: No.

CHQ119a**QUESTION TEXT:**

Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."

CODES

- | | |
|---|-----|
| 1 | Yes |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

DISPLAY 'currently' in UNDERLINE.

SOURCE: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan.

COPYRIGHTED: No.

CHQ121**QUESTION TEXT:**

Has {CHILD} ever received any services through a 504 plan?

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan. Also modified to ask whether the child has ever received services.

COPYRIGHTED: No.

BOX 1

IF CHQ121 = 1, GO TO CHQ121a. ELSE, GO TO DWQ.

CHQ121a**QUESTION TEXT:**

Is {CHILD} currently receiving any services through a 504 plan?

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY 'currently' in UNDERLINE.

SOURCE: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan.

COPYRIGHTED: No.

BOX 2

GO TO SECTION DWQ.

Section DWQ [Discipline, Warmth, and Emotional Supportiveness]

BOX 1
IF PERSON FLAGGED AS R SCORES '1', '2', OR '3' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1', '2', OR '3' AT FSQ.130, CONTINUE WITH DWQ.010. OTHERWISE, GO TO DWQ.100.

DWQ010

QUESTION TEXT:

Now we would like to ask about your relationship with {CHILD} and discipline practices.

Please think about whether each statement is completely true, mostly true, somewhat true, or not at all true.

| | 1 Completely true | 2 Mostly true | 3 Somewhat true | 4 Not at all true |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. {CHILD} and I often have warm, close times together. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Most of the time I feel that {CHILD} likes me and wants to be near me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Even when I'm in a bad mood, I show {CHILD} a lot of love. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. I express affection by hugging, kissing, and holding {CHILD}. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Being a parent is harder than I thought it would be. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. {CHILD} does things that really bother me. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. I often feel angry with {CHILD}. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTION:

DISPLAY DWQ010a-h ON ONE PAGE FOR LARGE BROWSER SCREENS

SOURCE: ECLS-K:2011, spring kindergarten question DWQ010

COPYRIGHTED: No.

DWQ100**QUESTION TEXT:**

Do you ever spank {CHILD}?

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, spring kindergarten, question DWQ010, modified question wording in stem for web

COPYRIGHTED: No.

BOX 2

IF DWQ100 = 1, GO TO DWQ101. ELSE, GO TO BOX 3.

DWQ101**QUESTION TEXT:**

Sometimes kids do as they are told and sometimes they don't. About how many times, if any, have you spanked {CHILD} in the past week?

Watermark "Enter number"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

SOURCE: ECLS-K:2011, spring kindergarten, question DWQ101, modified question wording in first sentence

COPYRIGHTED: No.

BOX 3

GO TO PPQ.

Section PPQ [Parent's Psychological Well-Being and Health]

PPQ225

QUESTION TEXT:

During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?

CODES

- 1 A lot of stress
- 2 A moderate amount of stress
- 3 Relatively little stress
- 4 Almost no stress at all

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, spring fourth grade, question PPQ225

COPYRIGHTED: No.

GO TO SECTION PEQ.

BOX 1

Section PEQ [Parent Education]

BOX 1

ASK PEQ020 FOR UP TO 2 "KEY" PARENT FIGURES AS DEFINED IN FSQ.

PEQ020

DISPLAY INSTRUCTIONS:

BOLD 'Highest Grade or Year of School Completed', "12th grade but no diploma", "High school equivalent",
"High school diploma", "Vocational/technical program after high school but no voc/tech diploma",
"Vocational/technical program after high school", "Some college but no degree", "Associate's degree",
"Bachelor's degree", "Graduate or professional school but no degree", "Master's (MA, MS)",
"Doctorate Degree (Ph.D., EdD)", "Professional degree after bachelor's degree (medicine/MD; dentistry/DDS, law/JD/LLB)" IN HELP TEXT

QUESTION TEXT:

Now we would like to ask about the education of {CHILD'S} parent(s).

What is the highest grade or year of school that {you/{NAME}'} {have/has} completed?

CODES:

- 0 Never went to school
- 1 1st grade
- 2 2nd grade
- 3 3rd grade
- 4 4th grade
- 5 5th grade
- 6 6th grade
- 7 7th grade
- 8 8th grade
- 9 9th grade
- 10 10th grade
- 11 11th grade
- 12 12th grade but no diploma
- 13 High school equivalent/GED
- 14 High school diploma
- 15 Voc/tech program after high school but no voc/tech diploma
- 16 Voc/tech program after high school, diploma
- 17 Some college but no degree
- 18 Associate's degree
- 19 Bachelor's degree
- 20 Graduate or professional school but no degree
- 21 Master's (MA, MS)
- 22 Doctorate degree (PhD, EdD)
- 23 Professional degree after bachelor's degree (medicine/MD; dentistry/DDS; law/JD/LLB; etc.)

PROGRAMMER INSTRUCTIONS:

DISPLAY "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

DISPLAY "have" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. OTHERWISE, DISPLAY "has".

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

HELP FOR STEM: Highest Grade or Year of School Completed: Please select the highest grade or year of school that was finished, even if took more or less time to reach that year of school than expected.

HELP FOR CODE 12: 12th grade but no diploma: Select this if the 12th grade was finished, but there was not a high school diploma or GED.

HELP FOR CODE 13: High school equivalent/GED: Select this if a person has a high-school equivalency diploma or GED from passing the General Educational Development Test and does not have a diploma received from a high school.

HELP FOR CODE 14: High school diploma: A certificate that shows that a person finished the required courses of high school and graduated from high school rather than having a GED.

HELP FOR CODE 15: Vocational/technical program after high school but no voc/tech diploma: Select this if a person attended a vocational or technical program, but did not earn a degree/diploma/certificate of successful completion of the program. These are programs that are work or education for a trade and are completed after high school, but do not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

HELP FOR CODE 16: Vocational/technical program after high school, diploma: Select this if a person attended a vocational or technical program, but did earn a degree/diploma/certificate of successful completion of the program. These are programs that are work or education for a trade and are completed after high school, but do not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

HELP FOR CODE 17: Some college but no degree: Select this if a person does not have a 4-year college (bachelor's) degree, but has completed a class for credit at a college or university.

HELP FOR CODE 18: Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

HELP FOR CODE 19: Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

HELP FOR CODE 20: Graduate or professional school but no degree: Select this if a person went to graduate or professional school and got some credit toward a degree beyond a bachelor's degree (for example, a master's, doctorate, or other professional degree). However, the person did not complete the program or earn the degree.

HELP FOR CODE 21: Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

HELP FOR CODE 22: Doctorate Degree (Ph.D., EDD): Studies beyond a master's degree that result in a doctorate degree.

HELP FOR CODE 23: Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

SOURCE: ECLS-K:2011, fall kindergarten, question PEQ020, modified to add category 0 from later rounds

COPYRIGHTED: No.

BOX 2

GO TO EMQ.

Section EMQ [Parent Employment]

BOX 1

ASK EMQ200 FOR 2 "KEY" PARENT FIGURES AS DEFINED IN FSQ.

EMQ200

QUESTION TEXT:

Which best describes {your/{NAME}'s} current employment situation?

CODES

- 1 Working part-time (less than 35 hours a week)
- 2 Working full-time (35 or more hours a week)
- 3 A stay-at-home parent or guardian
- 4 Not working

PROGRAMMER INSTRUCTIONS:

DISPLAY "your" and "Are you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT.
OTHERWISE, DISPLAY "{NAME}'s" and "Is {NAME}".
FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

SOURCE: ECLS-K:2011, spring third grade, question EMQ200

COPYRIGHTED: No.

BOX 2

GO TO PAQ.

Section PAQ [Parent Income and Assets]

PAQ110

QUESTION TEXT:

In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

CODES

| | |
|----|------------------------|
| 1 | \$5,000 or less |
| 2 | \$5,001 to \$10,000 |
| 3 | \$10,001 to \$15,000 |
| 4 | \$15,001 to \$20,000 |
| 5 | \$20,001 to \$25,000 |
| 6 | \$25,001 to \$30,000 |
| 7 | \$30,001 to \$35,000 |
| 8 | \$35,001 to \$40,000 |
| 9 | \$40,001 to \$45,000 |
| 10 | \$45,001 to \$50,000 |
| 11 | \$50,001 to \$55,000 |
| 12 | \$55,001 to \$60,000 |
| 13 | \$60,001 to \$65,000 |
| 14 | \$65,001 to \$70,000 |
| 15 | \$70,001 to \$75,000 |
| 16 | \$75,001 to \$100,000 |
| 17 | \$100,001 to \$200,000 |
| 18 | \$200,001 or more |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring kindergarten, question PAQ100a and PAQ110b combined

COPYRIGHTED: No.

BOX 1

WILL UPDATE WITH CURRENT POVERTY THRESHOLDS WHEN THEY ARE RELEASED IN SEPTEMBER 2019

IF PAQ.110 IS SK, GO TO PAQ.135.

ELSE, PAQ.120 IS ASKED IF HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW.

ASK PAQ.120 IF

(NUMBER IN HH = 1 AND PAQ.110 < 6) OR
(NUMBER IN HH = 2 AND PAQ.110 < 8) OR
(NUMBER IN HH = 3 AND PAQ.110 < 9) OR
(NUMBER IN HH = 4 AND PAQ.110 < 11) OR
(NUMBER IN HH = 5 AND PAQ.110 < 13) OR
(NUMBER IN HH = 6 AND PAQ.110 < 14) OR
(NUMBER IN HH = 7 AND PAQ.110 < 16) OR

(NUMBER IN HH = 8 AND PAQ.110 < 17) OR (NUMBER IN HH IS GREATER THAN OR EQUAL TO 9 AND PAQ.110 < 17).
ELSE, GO TO PAQ.135.

PAQ120

QUESTION TEXT:

What was your total household income last year, to the nearest thousand?

Total Income:

Watermark "Enter number"

ENTER NUMBER

Range

0 to 999,999,999

PROGRAMMER INSTRUCTIONS:

ALLOW UP TO 9 DIGITS. DISPLAY COMMAS IN FRONT OF THE FOURTH AND SEVENTH DIGIT IF APPLICABLE.

SOFT RANGE CHECK - TOTAL INCOME SHOULD BE IN RANGE OF ANSWER TO PAQ110. IF ANSWER IS NOT IN RANGE OF ANSWER TO PAQ110, DISPLAY SOFT EDIT MESSAGE "You entered {ANSWER TO PAQ110}. Are you sure this is correct? When it is correct, select Next to continue."

SOURCE: ECLS-K:2011, spring kindergarten, question PAQ120

COPYRIGHTED: No.

BOX 2

IF CHILD HAS AT LEAST ONE CURRENT ARRANGEMENT IN RELATIVE, NON-RELATIVE OR CENTER CARE (CCQ010 = 1 OR CCQ115 = 1 OR CCQ260 = 1), GO TO PAQ135.

ELSE, GO TO BOX 3.

PAQ135

QUESTION TEXT:

Do any of the child care or early care and education programs that {CHILD} attends charge tuition or a fee?

CODES

1 Yes

PAQ14

2 No

0

BOX 3

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Any money charged for child care is tuition. This includes money charged by preschools, prekindergarten programs, nursery schools, Head Start programs, child care centers, home child care providers, and nonrelatives or relatives in a private home.

SOURCE: ECLS-K:2011, spring kindergarten, question PAQ135. Modified from "education" to "early care and education setting"

COPYRIGHTED: No.

PAQ140

QUESTION TEXT:

Do you use a child care subsidy voucher that pays for part or all of the cost of tuition for {CHILD}'s current child care or early care and education program?

CODES

| | | |
|---|-----|-------|
| 1 | Yes | BOX 3 |
| 2 | No | BOX 3 |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: A voucher helps pay for the cost of child care or an early care and education program. Vouchers are sometimes called different names (for example, tuition assistance, subsidies, scholarships, or certificates) and are given to families based on income or other needs.

SOURCE: Westat

COPYRIGHTED: No.

BOX 3

GO TO SECTION CMQ.

Section CMQ [Mobility and Tracking Updates]

CMQ001

QUESTION TEXT:

Are you, or another parent or guardian, planning to move with {CHILD} before the fall of 2020?

CODES

| | |
|---|-----|
| 1 | Yes |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K, round 5, question CMQ500, modified the time period

COPYRIGHTED: No.

CMQ025a1

QUESTION TEXT:

Please confirm the mailing address where you would like to have the money sent for completing this survey.

Address Line 1:

Address Line 2:

PROGRAMMER INSTRUCTION:

ALLOW EMPTY FOR BOTH ADDRESS LINE 1 AND ADDRESS LINE 2. IF ADDRESS LINE 1 IS EMPTY, ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

USE **PRELOAD** TO PREFILL ADDRESS FROM MAILING, BUT ALLOW FOR CHANGES.

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ025a2

QUESTION TEXT:

Address Line 2:

PROGRAMMER INSTRUCTION:

ALLOW EMPTY FOR BOTH ADDRESS LINE 1 AND ADDRESS LINE 2. IF ADDRESS LINE 1 IS EMPTY, ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

USE **PRELOAD** TO PREFILL ADDRESS FROM MAILING, BUT ALLOW FOR CHANGES.

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ025b

QUESTION TEXT:

City:

PROGRAMMER INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.
USE **PRELOAD** TO PREFILL CITY FROM MAILING, BUT ALLOW FOR CHANGES.
FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.
DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ025c

QUESTION TEXT:

State:

InstResp "Please select a state, district, or territory."

Watermark "Select a state"

PROGRAMMER INSTRUCTION:

DISPLAY InstResp BELOW THE QUESTION FIELD.
ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.
USE **PRELOAD** TO PREFILL STATE/DISTRICT/TERRITORY FROM MAILING, BUT ALLOW FOR CHANGES.
FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.
DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ025d

QUESTION TEXT:

Zip code:

PROGRAMMER INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.
USE **PRELOAD** TO PREFILL ZIP CODE FROM MAILING, BUT ALLOW FOR CHANGES.
FOR ZIP CODE, ALLOW 0 - 10 CHARACTERS TO BE ENTERED.
DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

BOX 1

IF (AN EMAIL ADDRESS OR MOBILE NUMBER WAS NOT PROVIDED ON THE MYECLS WEBSITE) OR (AN EMAIL ADDRESS OR MOBILE NUMBER WAS NOT PROVIDED IN THE SCREENER QUESTION SCR111), GO TO CMQ026. ELSE GO TO CMQ030.

CMQ026a**QUESTION TEXT:**

We would like to contact you in the fall to ask a few brief questions about where {CHILD} ended up going to kindergarten. Please enter your contact information.

Email Address:

Watermark "name@domain.com"

ENTER TEXT:

Length

100

PROGRAMMER INSTRUCTION:

DISPLAY CMQ026a and CMQ026b ON THE SAME SCREEN.

FOR EMAIL (CMQ026a), ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN
(E.G.,NAME@DOMAIN.COM).

EMAIL ADDRESSES AND/OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING
MESSAGE "It looks like there may be a typo in this address. Please check there is a @ and at
least one period in the email address."

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ026b**QUESTION TEXT:**

PreUNITS "Mobile Number:"

Watermark "(555)-555-5555"

ENTER TEXT:

Length

12

PROGRAMMER INSTRUCTION:

DISPLAY CMQ026a and CMQ026b ON THE SAME SCREEN.
FOR MOBILE NUMBER (CMQ026b), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS
FORMAT (###)-###-####.

EMAIL ADDRESSES AND/OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "The
phone number must be 10 numbers ((XXX)-XXX-XXXX). Please check and enter again."

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

BOX 2

IF (A MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE) OR (A MOBILE NUMBER WAS
PROVIDED IN THE SCREENER QUESTION SCR111b) OR (A MOBILE NUMBER WAS PROVIDED IN CMQ026b)
GO TO CMQ030. ELSE GO TO CMQ040.

CMQ030**QUESTION TEXT:**

{We would like to contact you in the fall to ask a few brief questions about where {CHILD} ended up going to kindergarten.} Do we have permission to text you?

CODES

- 1 Yes
- 2 No

PROGRAMMER INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. DISPLAY "We...kindergarten." IF CMQ026 WAS NOT ASKED. ELSE USE A NULL DISPLAY.

SOURCE: Westat.

COPYRIGHTED: No.

CMQ040

Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study. Please click "Finish" to complete your survey {and claim your Amazon code or cash}.

PROGRAMMER INSTRUCTION:

IF INQ001 =1, DISPLAY "and claim your Amazon code or cash." ELSE, USE A NULL DISPLAY.

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM. IF INQ001=1, GO TO MANAGEMENT SYSTEM INCENTIVE PAGE. ELSE, GO TO MANAGEMENT SYSTEM STUDY INFORMATION PAGE.

Fall Follow-up Survey-Preschool

PROBE DEFINITIONS

IF PROBE 1 IS USED IN THE SPEC, AFTER THE RESPONDENT CLICKS THE "NEXT" BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN, BUT NOT DON'T KNOW OR REFUSED: "It looks like you haven't answered the question yet. Please take another look and provide an answer to this important question for the study."

FFS001

QUESTION TEXT:

Does {CHILD} still live with you?

CODES

- 1 Yes
- 2 No

FFS035

PROGRAMMING INSTRUCTION:

DISALLOW RF/DK. USE PROBE 1 AFTER EMPTY.

SOURCE: Westat

COPYRIGHTED: No.

FFS005

QUESTION TEXT:

Is {CHILD} currently...

InstResp "Select All That Apply."

CODES

- 1 Not in school?
- 2 In public or private school, including preschools?
- 3 In child care in a center INSTEAD of attending a public or private school?
- 4 In child care in a home INSTEAD of attending a public or private school?
- 5 Homeschooled INSTEAD of attending a public or private school (including preschools) for some or all classes?

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

SOURCE: NHES:2019, question s1_p1enrol, modified order of response categories and replaced categories 3 and 4 to refer to child care in a center/home rather than college, university or vocational school

COPYRIGHTED: No.

BOX 1

IF FFS005 = 1 OR 4 (CHILD IS NOT IN SCHOOL OR IN CHILD CARE IN A HOME) GO TO FFS035. ELSE TO FFS010.

FFS010

QUESTION TEXT:

What is {CHILD}'s current grade or equivalent?

InstResp "Preschool or child care for preschool-aged children in a home or center includes early childhood education programs, child care, or day care in a center, nursery school, preschool, prekindergarten, or child care with a relative or nonrelative other than a parent/guardian.

Kindergarten includes Transitional Kindergarten (TK), Early Transitional Kindergarten (ETK), Readiness Kindergarten, Transitional or Prefirst Grade, or a program that is a kindergarten equivalent but is ungraded or has multiple grades."

CODES

- 1 Preschool or child care for preschool-aged children in a home or center
- 2 Kindergarten
- 3 First
- 4 Second
- 5 Third
- 6 Fourth
- 7 Fifth or above
- 8 None of these

PROGRAMMING INSTRUCTION:

DISALLOW RF/DK. USE PROBE 1 AFTER EMPTY.

SOURCE: NHES:2019, question s1_p1grade_web, modified to expand choices in first two categories and restrict response categories for higher grade levels to ninth grade and above

COPYRIGHTED: No.

| |
|--------------|
| BOX 2 |
|--------------|

| |
|--|
| IF FFS010 = 2 (KINDERGARTEN) ASK FFS011, OTHERWISE GO TO FFS035. |
|--|

FFS011

QUESTION TEXT:

Have you moved since {DATE OF LAST INTERVIEW}?

CODES

| | | |
|---|-----|---------|
| 1 | Yes | FFS012A |
| 2 | No | FFS015 |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS011=SK GO TO FFS012A.

SOURCE: ECLS-K:2011, spring 2013

COPYRIGHTED: No.

FFS012A

QUESTION TEXT:

Do you still live in {STATE}?

CODES

| | | |
|---|-----|---------|
| 1 | Yes | FFS013A |
| 2 | No | FFS012B |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS012A = SK, GO TO FFS015 IF SK.

USE STATE FROM **PRELOAD**.

SOURCE: Westat

COPYRIGHTED: No.

FFS012B

QUESTION TEXT:

What state do you now live in?

Start by typing the first letter of the state, district, or territory name. If you find a match in the list, select it from the list. If you live in another country, select "Moved out of the country." If you don't find a match, select "Not on list."

State:

Watermark "Select a state"

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES. INCLUDE AN OPTION FOR MOVED OUT OF THE COUNTRY.

SOURCE: Westat

COPYRIGHTED: No.

BOX 2b

IF FFS012B IS A U.S. STATE OR DC, GO TO FFS013B. ELSE IF FFS012B = SK, NOT ON LIST, A U.S. TERRITORY, OR MOVED OUT OF THE COUNTRY, SKIP TO BOX 3.

FFS013A**QUESTION TEXT:**

Do you still live in {COUNTY}?

CODES

1 Yes
2 No

FFS015
FFS013B

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS013A=SK, GO TO FFS015.

USE COUNTY FROM PRELOAD.

SOURCE: Westat

COPYRIGHTED: No.

FFS013B**QUESTION TEXT:**

What county do you now live in?

Start by typing the first letter of the county name. If you find a match in the list, select it from the list. If you don't find a match, select "Not on list."

County:

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

PROVIDE THE LIST OF COUNTIES ASSOCIATED WITH THE RESPONDENT'S CURRENT STATE OF RESIDENCE

SOURCE: Westat

COPYRIGHTED: No.

BOX 3

IF FFS001 = 1 (CHILD LIVES WITH RESPONDENT) AND FFS010 = 2 (CHILD IS IN KINDERGARTEN) AND FFS011 = 2 (RESPONDENT HAS NOT MOVED) AND THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PARENT SURVEY IN THE **PRELOAD**, GO TO FFS015.

IF FFS001 = 1 (CHILD LIVES WITH RESPONDENT) AND FFS010 = 2 (CHILD IS IN KINDERGARTEN) AND FFS011 = 1 (RESPONDENT HAS MOVED) AND FFS012A = 1 (MOVED WITHIN STATE) AND FFS013A = 1 (MOVED WITHIN COUNTY) AND THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PARENT SURVEY IN THE **PRELOAD**, GO TO FFS015.

IF FFS001 = 1 (CHILD LIVES WITH RESPONDENT) AND FFS010 = 2 (CHILD IS IN KINDERGARTEN) AND FFS011 = 1 (RESPONDENT HAS MOVED) AND FFS012B = DK/RF (UNKNOWN MOVED TO ANOTHER STATE) AND THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PARENT SURVEY IN THE **PRELOAD**, GO TO FFS015.

IF FFS001 = 1 (CHILD LIVES WITH RESPONDENT) AND FFS010 = 2 (CHILD IS IN KINDERGARTEN) AND FFS011 = 1 (RESPONDENT HAS MOVED) AND FFS013A = DK/RF (UNKNOWN MOVED TO ANOTHER COUNTY) AND THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PARENT SURVEY IN THE **PRELOAD**, GO TO FFS015.

ELSE GO TO FFS020.

FFS015

QUESTION TEXT:

Is {CHILD} attending {SCHOOL NAMED IN SPRING PARENT SURVEY}?

CODES

| | | |
|---|-----|--------|
| 1 | Yes | FFS035 |
| 2 | No | FFS020 |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS015=SK, GO TO FFS035.

DISPLAY THE NAME OF THE SCHOOL FROM THE **PRELOAD**.

SOURCE: Westat

COPYRIGHTED: No.

FFS020

QUESTION TEXT:

Does {CHILD} go to a public or private school for kindergarten?

CODES

| | | |
|---|----------------|--------|
| 1 | Public school | |
| 2 | Private school | FFS035 |
| 3 | Homeschooled | FFS035 |
| 4 | Not in school | FFS035 |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS020=SK, GO TO FFS035.

SOURCE: Westat

COPYRIGHTED: No.

BOX 4

DETERMINE THE RESPONDENT'S CURRENT COUNTY OF RESIDENCE (VARIABLE DEFINED BELOW AS FIPS_NOW), DETERMINE WHETHER IT IS IN A SAMPLED COUNTY (VARIABLE DEFINED BELOW AS FIPS_FLAG), AND ASSIGN THE FIPS COUNTY CODE, AS DEFINED BELOW.

IF FFS011 = 2 (RESPONDENT HAS NOT MOVED) THEN FIPS_NOW = FIPS COUNTY CODE FROM THE PRELOAD.

ELSE IF FFS011 = 1 AND FFS012A = 1 AND FFS013A=1 (RESPONDENT MOVED TO ANOTHER ADDRESS IN THE SAME COUNTY) THEN FIPS_NOW = FIPS COUNTY CODE FROM THE PRELOAD.

ELSE IF (FFS012A = 2 OR FFS013A = 2) AND FFS013B IS NOT EQUAL TO SK OR "NOT ON LIST" (RESPONDENT MOVED TO ANOTHER STATE OR COUNTY AND PROVIDED AN ANSWER FOR THE NEW COUNTY) THEN FIPS_NOW = FIPS COUNTY CODE FROM FFS013B.

ELSE FIPS_NOW = MISSING.

CROSS REFERENCE THE CURRENT COUNTY OF RESIDENCE (FIPS_NOW) WITH THE FLAG INDICATING WHETHER THE COUNTY IS IN THE SAMPLE (FIPS_FLAG).

IF THE COUNTY OF RESIDENCE IS IN A SAMPLED COUNTY (FIPS_FLAG = 1 FOR THE COUNTY IN FIPS_NOW) AND THE CURRENT COUNTY OF RESIDENCE (FIPS_NOW) IS EQUAL TO THE FIPS COUNTY CODE FROM THE PRELOAD, THEN GO TO FFS025. ELSE IF THE COUNTY OF RESIDENCE IS IN A SAMPLED COUNTY (FIPS_FLAG = 1 FOR THE COUNTY IN FIPS_NOW) AND THE CURRENT COUNTY OF RESIDENCE (FIPS_NOW) IS NOT EQUAL TO THE FIPS COUNTY CODE FROM THE PRELOAD, GO TO FFS025OS. ELSE GO TO FFS035.

FFS025

QUESTION TEXT:

What is the name of the public school where {CHILD} attends kindergarten?

InstResp "Select the school from the list below. If you don't find the school, select "School not on list" and then type in the full school name."

{DISPLAY LIST OF UP TO 25 SCHOOLS}

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

DISPLAY A LIST OF PUBLIC SCHOOLS IN THE AREA AS DEFINED IN THE PRELOAD. INCLUDE A SCHOOL CATEGORY 91 TO ALLOW FOR NAME TO BE ENTERED IF NOT ON LIST. ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY FFS025 AND FFS025OS TOGETHER ON ONE SCREEN.

SOURCE: ECLS-B, preschool parent, question PA103b, with expanded references to different types of kindergarten

COPYRIGHTED: No.

BOX 5

IF A SCHOOL IS SELECTED THAT IS NOT ON THE LIST OF SCHOOLS IN FFS025, GO TO FFS025OS. ELSE GO TO FFS035.

FFS025OS

QUESTION TEXT:

ENTER TEXT

Length

100

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FFS025.

IF FFS025 WAS NOT ASKED, MAKE THE STEM OF FFS025OS VISIBLE IN FFS025OS.

SOURCE: Westat

COPYRIGHTED: No.

FFS035

QUESTION TEXT: Thank you for your participation in the Early Childhood Longitudinal Study!

PROGRAMMING INSTRUCTION:

SOURCE: NHES:2019, question thank you, modified question text about the study name.

COPYRIGHTED: No.



Spring 2020 Early Childhood Longitudinal Study (ECLS) Field Test Spring Household Screener

**Prepared for the U.S. Department of Education
National Center for Education Statistics by:**

Westat

Use a black or blue ballpoint pen to complete this survey.

**RETURN THIS COMPLETED QUESTIONNAIRE TO WESTAT IN
THE POSTAGE-PAID ENVELOPE PROVIDED.**

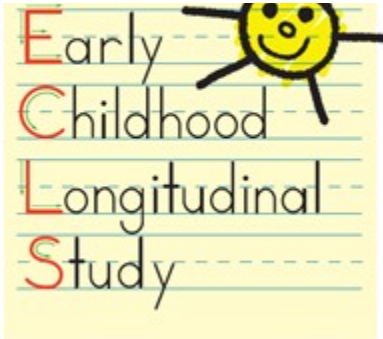
The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of the information 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).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750. The time required to complete this information collection is estimated to average approximately 5 minutes per respondent including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202. # 1850-0750 v19, **Expiration: XX/XX/XXXX**

Instructions:

- If you have any questions or require additional assistance with any part of this survey, please call the ECLS study staff at 1-855-898-2018.
- Please use a black or blue pen to complete this form.
- Mark to indicate your answer. If you want to change your answer, darken the box and mark the correct answer.
- Your answers are very important to us. Please print clearly.

Si usted prefiere recibir la encuesta adjunta en la versión en español, por favor llame al 1-855-898-2018.



Spring 2020 Early Childhood Longitudinal Study (ECLS) Field Test Spring Parent Survey

**Prepared for the U.S. Department of Education
National Center for Education Statistics by:**

Westat

Use a black or blue ballpoint pen to complete this survey.

**RETURN THIS COMPLETED QUESTIONNAIRE TO
WESTAT IN THE POSTAGE-PAID ENVELOPE
PROVIDED.**

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of 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).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750. The time required to complete this information collection is estimated to average approximately 30 minutes per respondent, including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202. # 1850-0750 v19,
Expiration: XX/XX/XXXX.

Instructions:

- If you have any questions or require additional assistance with any part of this survey, please call the ECLS study staff at 1-855-898-2018.
- Please use a black or blue pen to complete this form.
- Mark to indicate your answer. If you want to change your answer, darken the box and mark the correct answer.
- Your answers are very important to us. Please print clearly.

Si usted prefiere recibir la encuesta adjunta en la versión en español, por favor llame al 1-855-898-2018.



Fall 2020 Early Childhood Longitudinal Study (ECLS) Field Test Fall Parent Follow-up Survey

**Prepared for the U.S. Department of Education
National Center for Education Statistics by:**

Westat

Use a black or blue ballpoint pen to complete this survey.

**RETURN THIS COMPLETED QUESTIONNAIRE TO
WESTAT IN THE POSTAGE-PAID ENVELOPE
PROVIDED.**

The National Center for Education Statistics (NCES) is authorized to conduct the Early Childhood Longitudinal Study (ECLS) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by Westat, a U.S.-based research organization. All of 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).

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this voluntary information collection is 1850-0750. The time required to complete this information collection is estimated to average approximately 10 minutes per respondent, including the time to review instructions and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this information collection, or any comments or concerns regarding the status of your individual submission of these data, please write directly to: Early Childhood Longitudinal Study, National Center for Education Statistics, PCP, 550 12th St., SW, 4th floor, Washington, DC 20202. # 1850-0750 v19, Expiration: XX/XX/XXXX.

Instructions:

- If you have any questions or require additional assistance with any part of this survey, please call the ECLS study staff at 1-855-898-2018.
- Please use a black or blue pen to complete this form.
- Mark to indicate your answer. If you want to change your answer, darken the box and mark the correct answer.
- Your answers are very important to us. Please print clearly.

Si usted prefiere recibir la encuesta adjunta en la versión en español, por favor llame al 1-855-898-2018.

Spanish Spring Household Screener

GLOBAL SPEC INSTRUCTIONS

BLAISE BUTTONS: "SIGUIENTE" AND "VOLVER" DISPLAYED IN FORWARD/BACKWARD BUTTONS. ALSO DISPLAY A "GUARDAR Y SEGUIR DESPUÉS" BUTTON. BUTTONS SHOULD BE LEFT JUSTIFIED, WITH "SIGUIENTE" ABOVE "VOLVER".

ANY LOGOS OR WEB BANNER SHOULD REDUCE IN SIZE TO ACCOMMODATE A SMALL BROWSER SCREEN.

ALL CONTENT MUST BE 508 COMPLIANT.

ITEMS LEFT EMPTY BECAUSE R LEFT BLANK SHOULD BE MARKED SK FOR SKIPPED.

PROBE DEFINITION:

IF PROBE 1 IS USED IN THE SPEC, AFTER THE RESPONDENT CLICKS THE "NEXT" BUTTON RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN, BUT NOT DON'T KNOW OR REFUSED: "Parece que usted aún no ha contestado la pregunta. Por favor mire nuevamente y proporcione una respuesta para esta pregunta, ya que es muy importante para el estudio."

SPECIFICATION FOR SOFT EDIT MESSAGES

SOFT EDIT MESSAGES SPECIFIED IN PROGRAMMER INSTRUCTIONS BELOW WILL BE DISPLAYED ON THE SAME SCREEN AS THE ITEM. WHEN PROGRAMMING SPECIFICATIONS ARE CREATED, THESE MESSAGES WILL BE SHOWN IN A DIFFERENT FORMAT AS WHAT IS SHOWN BELOW (THEY WILL BE DISPLAYED AS A FOLLOW- UP ITEM), BUT THE CONTENT AND PLACEMENT OF THE TEXT ON THE SAME SCREEN AS THE ITEM WILL NOT CHANGE.

MyECLS

PROGRAMMER NOTE: THE ELIGIBILITY QUESTION AND THANK YOU BELOW ARE ON THE MYECLS WEBSITE, NOT IN BLAISE.

MYECLS WEBSITE ELIGIBILITY QUESTION

¿Hay niños o niñas de 10 años de edad o menos que vivan en este hogar?

CODES

| | | |
|---|----|-----------------------------------|
| 1 | Sí | SCR020 |
| 2 | No | MYECLS WEBSITE THANK YOU QUESTION |

MYECLS WEBSITE THANK YOU

Gracias por su respuesta. Por el momento usted no reúne los requisitos para continuar con el estudio, pero le agradecemos su interés. Si desea más información sobre el estudio, por favor [haga clic aquí](#). [NOTE: clicking "haga clic aquí" will direct the respondent to the MyECLS Study Information Page.]

PROGRAMMER NOTE: SCREENER CASES WILL HAVE ANSWERED "YES" TO SCREEN 3 ON THE MYECLS WEBSITE THAT THERE ARE CHILDREN IN THE HOUSEHOLD WHO ARE AGE 10 OR YOUNGER AND THEN WILL HAVE RECEIVED SCREEN 5 ON THE MYECLS ABOUT THEIR EMAIL ADDRESS OR MOBILE NUMBER. THERE DOES NOT HAVE TO BE AN ANSWER TO SCREEN 5 TO CONTINUE TO THE SCREENER. FOR THE SCREENER, ALL CASES WILL COME FROM THOSE WHO RECEIVED SCREEN 5 ON THE MYECLS WEBSITE.

SCR020**QUESTION TEXT:**

Las siguientes preguntas son acerca de los niños o niñas en su hogar. A medida que usted avance en la encuesta, sus respuestas se irán guardando. ¿Cuántos niños de 10 años de edad o menos viven en este hogar?

InstResp "Incluya niños pequeños, niños *foster*, bebés y aquéllos que estén viviendo fuera del hogar en una escuela (si es que no tienen otro hogar permanente).

Watermark " Ponga el número de niños"

| | |
|------------|--------|
| HARD RANGE | 0 - 30 |
| SOFT RANGE | 1 - 15 |

PROGRAMMER INSTRUCTIONS:

DISALLOW RF/DK/EMPTY. USE PROBE 1 AFTER EMPTY. HARD RANGE CHECK 0 - 99. SOFT RANGE CHECK 1-15. IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "Por favor verifique que esta respuesta es correcta y seleccione SIGUIENTE."

SOURCE: NHES:2019, question s1_childmany, modified to ask about children 10 and younger

COPYRIGHTED: No.

BOX 1

ROUTE HOUSHOLDS WITHOUT CHILDREN TO THANK YOU MESSAGE.

IF SCR020 = 0 AFTER SOFT RANGE ERROR MESSAGE THEN GO TO SCR120 TO THANK AND END SURVEY.

ELSE GO TO SCR030.

SCR030**QUESTION TEXT:**

Por favor ponga el primer nombre de todos los niños y niñas de 10 años de edad o menos que viven en este hogar. Puede poner sobrenombres o las iniciales de ellos si lo prefiere. Asegúrese de haber incluido a todos los niños pequeños, niños *foster* y bebés.

InstResp "Comience con el más pequeño de los niños o niñas que tienen 10 años de edad o menos. Ponga el nombre de un solo niño en cada línea. Vaya poniendo los nombres uno a uno hasta que haya listado a todos los niños de 10 años de edad o menos de este hogar y después haga clic en Siguiente."

Niño(a) {NUMBER}.

PROGRAMMING INSTRUCTION:

DISALLOW RF/DK. USE PROBE 1 AFTER EMPTY.

DISPLAY THE NUMBER OF TEXT FIELD LINES IN SCR030 TO CORRESPOND TO THE NUMBER PROVIDED IN SCR020. LABEL LINE " Niño(a) {NUMBER}"

IF SCR020 = EMPTY AND SCR030 = EMPTY FOR ALL TEXT FIELDS, GO TO SCR120 (THANK YOU). DISPLAY A NUMBER ON EACH LINE LISTED (E.G., IF SCR020=3, DISPLAY 3 TEXT FIELDS ONE ON TOP OF THE OTHER WITH THE FIRST TEXT FIELD LABELED " Niño(a) 1.", THE SECOND TEXT FIELD LABELED " Niño(a) 2." AND THE THIRD TEXT FIELD LABELED " Niño(a) 3.").

SOURCE: NHES:2019, question s1_rostera, modified to focus only on children rather than youth or those in college housing

COPYRIGHTED: No.

BOX 2

LOOPING INSTRUCTIONS

LOOP ON EACH CHILD LISTED IN SCR030 FOR QUESTIONS SCR040-SCR080.

SCR040**QUESTION TEXT:**

¿Cuántos años tiene {SCR030}?

InstResp " Para bebés que tienen menos de 1 año de edad, ponga 0."

Watermark "Ponga la edad"

| | |
|------------|--------|
| HARD RANGE | 0 - 30 |
| SOFT RANGE | 0 - 10 |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

DISPLAY THE TEXT FROM SCR030 FOR THE CURRENT CHILD IN THE LOOP.

DISPLAY HARD RANGE CHECK 0 - 30. SOFT RANGE CHECK 0 - 10. SOFT RANGE ERROR MESSAGE: "Por favor verifique su respuesta y cámbiela si hace falta. Una vez que esté correcto, seleccione Siguiente para continuar.

SOURCE: NHES:2019, question s1_childmany, modified to ask about children 10 and younger

COPYRIGHTED: No.

SCR050**QUESTION TEXT:**

¿Cuál es el sexo de {SCR030}?

CODES

| | |
|---|-----------|
| 1 | Masculino |
| 2 | Femenino |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

DISPLAY THE TEXT FROM SRQ030 FOR THE CURRENT CHILD IN THE LOOP.

SOURCE: NHES:2019, question s1_p1sex

COPYRIGHTED: No.

SCR060**QUESTION TEXT:**

¿Actualmente {SCR030} ...

InstResp " Seleccione todas las respuestas que correspondan."

- 1 No va a la escuela?
- 2 Va a una escuela pública o privada, incluyendo programas preescolares?
- 3 Está bajo cuidado infantil en una casa o centro?
- 4 Recibe enseñanza escolar en casa (*homeschooling*) EN VEZ de ir a una escuela pública o privada (incluyendo programas preescolares) para algunas o todas sus clases?

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

DISPLAY THE TEXT FROM SRQ030 FOR THE CURRENT CHILD IN THE LOOP.

SOURCE: NHES:2019, question s1_p1enrol, modified order of response categories and replaced category 3 to refer to child care rather than college, university, or vocational school

COPYRIGHTED: No.

BOX 2b

IF ANY CODE IN SCR060 = 2, 3, 4, OR SK, GO TO SCR070. ELSE IF THE ONLY CODE SELECTED IN SCR060 = 1 AND SCR060 IS NOT ALSO EQUAL TO 2, 3, OR 4, GO TO SCR080.

SCR070**QUESTION TEXT:**

¿Actualmente, en qué año o grado escolar, o su equivalente, está {SCR030}?

InstResp: "Cuidado infantil para bebés o niños pequeños en un hogar o un centro incluye programas de educación para la primera infancia, cuidado infantil o guardería en un centro, o por parte de un pariente que no sea uno de los padres/tutores o guardianes, o alguien que no es pariente, ni tutor o guardián

rogramas preescolares o cuidado infantil para niños de edad preescolar en un hogar o un centro incluye programas de educación para la primera infancia, cuidado infantil o guardería en un centro , *nursery*, programa preescolar, prekindergarten, o cuidado infantil por parte de un pariente que no sea uno de los padres/tutores o guardianes, o alguien que no es pariente ni tutor o guardián.

Kindergarten incluye *Kindergarten* Transicional (TK, por sus siglas en inglés), *Kindergarten* Transicional Temprano (ETK, , por sus siglas en inglés), Preparación para *Kindergarten*, Grado de Transición o Pre Primer Grado, o un programa equivalente al *kindergarten* aunque no lleve número de grado o tenga varios grados."

CODES

- 0 Cuidado infantil para bebés o niños pequeños en un hogar o un centro
- 1 Programa preescolar o guardería en una casa o centro de cuidado infantil para niños de edad pre escolar
- 2 *Kindergarten*
- 3 Primero
- 4 Segundo
- 5 Tercero
- 6 Cuarto
- 7 Quinto o más alto
- 8 Ninguno de estos

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

DISPLAY THE TEXT FROM SRQ030 FOR THE CURRENT CHILD IN THE LOOP.

SOURCE: NHES:2019, question s1_p1grade_web, modified to expand choices in first two categories and restrict response categories for higher grade levels to ninth grade and above

COPYRIGHTED: No.

SCR080**QUESTION TEXT:**

¿En qué año o grado escolar, o su equivalente, estará {SCR030} en el otoño de 2020?"

InstResp "Cuidado infantil para bebés o niños pequeños en un hogar o un centro incluye programas de educación para la primera infancia, cuidado infantil o guardería en un centro, o por parte de un pariente que no sea uno de los padres/tutores o guardianes, o alguien que no es pariente ni tutor o guardián.

Programas preescolares o cuidado infantil para niños de edad preescolar en un hogar o un centro incluye programas de educación para la primera infancia, cuidado infantil, o guardería en un centro, nursery, programa preescolar, 178rekínder, o cuidado infantil por parte de un pariente que no sea uno de los padres/tutores o guardianes, o alguien que no es pariente ni tutor o guardián.

Esto *Kindergarten* incluye *Kindergarten* Transicional (TK, por sus siglas en inglés), *Kindergarten* Transicional Temprano (ETK, por sus siglas en inglés), Preparación para *Kindergarten*, Grado de Transición o Pre Primer Grado, o un programa equivalente al *kindergarten* aunque no lleve número de grado o tenga varios grados."

CODES

- 0 Cuidado infantil para bebés o niños pequeños en una casa o centro
- 1 Programa preescolar o guardería en una casa o centro de cuidado infantil para niños de edad pre escolar
- 2 *Kindergarten*
- 3 Primero
- 4 Segundo
- 5 Tercero
- 6 Cuarto
- 7 Quinto o más alto
- 8 Ninguno de estos

PROGRAMMING INSTRUCTION:

DISALLOW RF/DK. USE PROBE 1 AFTER EMPTY.

DISPLAY THE TEXT FROM SRQ030 FOR THE CURRENT CHILD IN THE LOOP.

SOURCE: NHES:2019, question s1_p1grade_web, modified to ask about the next fall, expand choices in first two categories, and restrict response categories for higher grade levels to ninth grade and above

COPYRIGHTED: No.

BOX 3

LOOPING INSTRUCTIONS

IF SCR020 = 1 (THERE IS 1 CHILD AGE 10 AND UNDER), GO TO BOX 4.

ELSE IF SCR020 IS GREATER THAN 1 (THERE IS MORE THAN 1 CHILD AGE 10 AND UNDER) AND NOT ALL CHILDREN IN SCR030 HAVE BEEN ASKED ABOUT (THE NUMBER OF LOOPS DO NOT MATCH THE VALUE OF SCR020), GO BACK TO BOX 2 TO ASK SCR040 - SCR080 ABOUT THE NEXT CHILD.

AFTER ALL CHILDREN HAVE BEEN ENUMERATED (THE NUMBER OF LOOPS MATCH THE VALUE OF SCR020), GO TO BOX 4.

BOX 4

DETERMINE CHILD ELIGIBILITY FOR SAMPLING

IF SCR080 = 2 (THE CHILD'S GRADE NEXT FALL IS KINDERGARTEN OR EQUIVALENT) THEN SET SMPGRP = 1.

ELSE IF SCR080 = 3 - 8 (THE CHILD'S GRADE NEXT FALL IS FIRST GRADE OR HIGHER) AND SCR040 = 3 OR 4 (AGE IS 3 OR 4 YEARS OLD) THEN SMPGRP = 2.

ELSE IF SCR070 = 2, 3, 4, OR 5 (CHILD IS CURRENTLY IN KINDERGARTEN, FIRST, SECOND, OR THIRD GRADE - AND SCR080 IS NOT EQUAL TO 2 (IS NOT EXPECTED TO BE IN KINDERGARTEN NEXT YEAR)¹ THEN SMPGRP = 3.

AFTER ASSIGNING SMPGRP FOR EACH CHILD IN THE HOUSEHOLD, IF NO CHILDREN HAVE A VALUE FOR SMPGRP GO TO SCR120.

¹ Creation of this sampling group (SMPGRP =3) should occur only if YEAR=2020 for the web pre-k field test. Pre-k paper and main study children in this group will not be eligible for additional sampling and will therefore not have a value for SMPGRP.

BOX 5

SAMPLE ONE CHILD IN HOUSEHOLDS WITH ELIGIBLE CHILDREN

FROM THE LIST OF CHILDREN WITH SMPGRP = 1, 2, 3 WE WILL SELECT ONE CHILD.

IF ONLY ONE CHILD HAS A VALUE FOR SMPGRP AND THIS VALUE IS 1 OR 2, SAMPLE THIS CHILD AND GO TO SCR110a.

ELSE IF ONLY ONE CHILD HAS A VALUE OF SMPGRP AND THIS VALUE IS 3, SAMPLE THIS CHILD AND GO TO SCR095.

ELSE IF THE HOUSEHOLD HAS ONE OR MORE THAN ONE CHILD WITH SMPGRP = 1, ONE OF THESE CHILDREN (WITH SMPGRP = 1) WILL BE SAMPLED. GO TO SCR110a AND ASK ABOUT THE SAMPLED CHILD.

ELSE IF THE HOUSEHOLD HAS ONE OR MORE THAN ONE CHILD WITH SMPGRP = 2, ONE OF THESE CHILDREN (WITH SMPGRP = 2) WILL BE SAMPLED. GO TO SCR110a AND ASK ABOUT THE SAMPLED CHILD.

ELSE IF THE HOUSEHOLD HAS ONE OR MORE THAN ONE CHILD WITH SMPGRP = 3, THE YOUNGEST OF THESE (WITH SMPGRP = 3) WILL BE SELECTED. IF THERE IS MORE THAN ONE YOUNGEST CHILD IN THIS GROUP SAMPLE ONE OF THESE CHILDREN. GO TO SCR095 AND ASK ABOUT THE SAMPLED CHILD.
NOTE: SMPGRP=3 IS ONLY FOR THE FIELD TEST.

SAMPLING ALGORITHM IS:

AMONG THE YOUTH WITH SMPGRP = 1 (CHILDREN EXPECTED TO BE IN K IN THE FALL), DEFINE CHILD_K = 1

FOR THE YOUNGEST CHILD (BASED ON SCR040), CHILD_K = 2 FOR THE SECOND YOUNGEST CHILD, ETC.,

UNTIL ALL CHILDREN WITH SMPGRP = 1 HAVE A VALUE. NOTE: IF MULTIPLE CHILDREN HAVE THE SAME VALUE OF SCR040, MAKE THE CHILD LISTED FIRST (AMONG ANY TIES) THE YOUNGER ONE.

AMONG THE YOUTH WITH SMPGRP = 2 (YOUNG CHILDREN EXPECTED TO BE BEYOND K IN THE FALL), DEFINE CHILD_Y = 1 FOR THE YOUNGEST CHILD (BASED ON SCR040), CHILD_Y = 2 FOR THE SECOND YOUNGEST CHILD, ETC., UNTIL ALL CHILDREN WITH SMPGRP = 2 HAVE A VALUE. NOTE: IF MULTIPLE CHILDREN HAVE THE SAME VALUE OF SCR040, MAKE THE CHILD LISTED FIRST (AMONG ANY TIES) THE YOUNGER ONE.

AMONG THE YOUTH WITH SMPGRP = 3 (OLDER CHILDREN EXPECTED TO BE BEYOND K IN THE FALL), DEFINE

CHILD_O = 1 FOR THE CHILD EXPECTED TO BE IN THE LOWEST GRADE (BASED ON SCR080), CHILD_O = 2 FOR

THE CHILD EXPECTED TO BE IN THE NEXT LOWEST GRADE, ETC., UNTIL ALL CHILDREN WITH SMPGRP = 3

HAVE A VALUE. NOTE: IF MULTIPLE CHILDREN HAVE THE SAME VALUE OF SCR080, MAKE THE YOUNGEST

CHILD (BASED ON SCR040) THE YOUNGER ONE. IF ANY TIES REMAIN GIVE THE CHILD LISTED FIRST THE

LOWER VALUE.

FOR EACH RESPONDING HOUSEHOLD DETERMINE THE NUMBER OF EXPECTED K STUDENTS (HH_K), THE

NUMBER OF ELIGIBLE YOUNGER STUDENTS (HH_Y) AND THE NUMBER OF OLDER STUDENTS (HH_O).

NOTE:

THESE VALUES WILL BE THE EQUIVALENT TO THE VALUES OF CHILD_K, CHILD_Y, AND CHILD_O FOR THE

OLDEST CHILD (WITHIN THE SAMPLE GROUPS).

FINALLY, SELECT ONE CHILD PER HOUSEHOLD FOR FURTHER SAMPLING AS FOLLOWS:

IF $HH_K = 1$ AND $CHILD_K = 1$ THEN THIS CHILD IS SAMPLED. GO TO SCR110A

ELSE IF $HH_K > 1$, YOU WILL NEED TO REFERENCE THE HOUSEHOLDS RANDOM NUMBER (RAND1). IF $((CHILD_K - 1) / HH_K) \leq RAND1 \leq (CHILD_K / HH_K)$ THEN THIS CHILD IS SAMPLED. GO TO SCR110A

ELSE IF $HH_Y = 1$ AND $CHILD_Y = 1$ THEN THIS CHILD IS SAMPLED. GO TO SCR110A

ELSE IF $HH_Y > 1$, YOU WILL NEED TO REFERENCE THE HOUSEHOLDS RANDOM NUMBER (RAND1). IF $((CHILD_Y - 1) / HH_Y) \leq RAND1 \leq (CHILD_Y / HH_Y)$ THEN THIS CHILD IS SAMPLED. GO TO SCR110A

ELSE IF $CHILD_O = 1$ THIS CHILD IS SAMPLED. GO TO SCR095.

ELSE GO TO SCR120.

SCR095**QUESTION TEXT:**

¿{Asiste/Asistió} {SCR030} a una escuela pública en *kindergarten*?

CODES

| | | |
|---|----|--------|
| 1 | Sí | SCR100 |
| 2 | No | SCR120 |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR120.

IF SCR070 = 2 DISPLAY "Asiste" ELSE USE "Asistió".

DISPLAY THE TEXT FROM SRQ030 FOR THE SELECTED NONSAMPLED CHILD.

SOURCE: Westat

COPYRIGHTED: No.

SCR100**QUESTION TEXT:**

¿A qué escuela pública {asiste/asistió} {SCR030} para *kindergarten*?

InstResp "Seleccione la escuela pública a la que {SCR030} {asiste/asistió} para *kindergarten* de la siguiente lista. Si no encuentra la escuela, seleccione "La escuela no está en la lista" y después ponga el nombre completo de la escuela. Si {SCR030} {ha asistido/fue} a más de un *kindergarten*, por favor seleccione o ponga el último al que asistió."

{DISPLAY LIST OF UP TO 25 SCHOOLS}

PROGRAMMER INSTRUCTIONS:

IF SCR070 = 2 DISPLAY "asiste", and "ha asistido ". ELSE USE "asistió", and "fue".

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR120.

DISPLAY THE TEXT FROM SRQ030 FOR THE SELECTED NONSAMPLED CHILD.

DISPLAY A LIST OF PUBLIC SCHOOLS IN THE AREA AS DEFINED IN THE PRELOAD.

DISPLAY LIST OF UP TO 25 PUBLIC SCHOOLS THAT ARE THE NEAREST SCHOOLS TO THE RESPONDENT'S ADDRESS.

DISPLAY BOTH THE SCHOOL NAME AND ADDRESS (STREET AND CITY, NOT STATE AND ZIP CODE) ON ONE LINE, IN ALPHABETICAL ORDER.

FOR SCHOOLS DISPLAYED TO THE RESPONDENT, SAVE THE CORRESPONDING VALUES OF NCESSCH NEAR_RANK AND DIST_MI FROM THE LIST OF SCHOOLS ASSOCIATED WITH THAT ADDRESS.

INCLUDE A SCHOOL CATEGORY 91 TO ALLOW FOR NAME TO BE ENTERED IF NOT ON LIST. ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY SCR100 AND SCR100OS TOGETHER ON ONE SCREEN.

BOX 5b

IF A SCHOOL IS SELECTED THAT IS NOT ON THE LIST OF SCHOOLS IN SCR100, GO TO SCR100OS. ELSE GO TO SCR105.

SCR100OS

QUESTION TEXT:

-

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS SCR100.

SOURCE: Westat

COPYRIGHTED: No.

SCR105

QUESTION TEXT:

¿Ha vivido siempre {SCR030} en esta dirección?

CODES

1 Sí
2 No

SCR120
SCR106a

PROGRAMMING INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR120.

SOURCE: Westat

COPYRIGHTED: No.

SCR106a**QUESTION TEXT:**

¿En qué mes empezó {SCR030} a vivir en esta dirección?

Watermark "Seleccione el mes"

CODES

| | |
|----|------------|
| 1 | Enero |
| 2 | Febrero |
| 3 | Marzo |
| 4 | Abril |
| 5 | Mayo |
| 6 | Junio |
| 7 | Julio |
| 8 | Agosto |
| 9 | Septiembre |
| 10 | Octubre |
| 11 | Noviembre |
| 12 | Diciembre |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR106b.

DISPLAY SCR106a AND SCR106b ON ONE SCREEN.

SOURCE: Westat

COPYRIGHTED: No.

SCR106b**QUESTION TEXT:**

¿En qué año empezó {SCR030} a vivir en esta dirección?
Watermark "Ponga el año"

HARD RANGE

2000 - 2023

PROGRAMMING INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO SCR120.

HARD AND SOFT RANGE: DO NOT ALLOW A FUTURE YEAR.

DISPLAY SCR106a AND SCR106b ON ONE SCREEN.

SOURCE: Westat

COPYRIGHTED: No.

BOX 6

GO TO SCR120 (THANK YOU).

SCR110a**QUESTION TEXT:**

Nos interesa conocer más sobre sus experiencias. Esta encuesta es parte del Estudio Longitudinal de la Primera Infancia patrocinado por el Centro Nacional para Estadísticas de Educación del Departamento de Educación de los Estados Unidos. Completar las siguientes preguntas debería tomarle alrededor de 30 minutos. Después que usted termine con las preguntas, recibirá \$10 como muestra de nuestro agradecimiento. {Usted parar y continuar la encuesta cuando lo necesite según su tiempo disponible.} Antes de comenzar, por favor ponga su nombre.

NPrimer nombre:

PROGRAMMING INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK.

DISPLAY SCR110a and b TOGETHER.'FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

IF EMAIL ADDRESS OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE, DISPLAY "Usted puede parar y continuar la encuesta cuando lo necesite según su tiempo disponible." ELSE USE A NULL DISPLAY.FOR LAST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

SCR110b**QUESTION TEXT:**

Apellido:

PROGRAMMING INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK.

FOR LAST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY SCR110a and b TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

SCR111a**QUESTION TEXT:**

Para permitir que sus respuestas se guarden y así poder parar y continuar la encuesta cuando lo necesite según su tiempo disponible, por favor {ponga/confirme} su información de contacto.

{Dirección de correo electrónico:

Watermark "[nombre@dominio.com](#)"

PROGRAMMING INSTRUCTION:

DISPLAY SCR111A AND SCR111B ON THE SAME SCREEN.
ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

FOR EMAIL (SCR111a), ALLOW 0 - 100 CHARACTERS TO BE ENTERED. FOR MOBILE NUMBER (SCR111b), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN (E.G.,NAME@DOMAIN.COM).

APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF NO EMAIL OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE, DISPLAY "ponga." ELSE IF AN EMAIL AND/OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE , DISPLAY "confirme".

IF ONLY AN EMAIL ADDRESS WAS PROVIDED ON THE MYECLS WEBSITE AND NO MOBILE PHONE NUMBER, PROGRAM SHOULD DISPLAY THE EMAIL ADDRESS FROM THE MYECLS WEBSITE AND ALLOW FOR CHANGES.

IF ONLY A MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE AND NO EMAIL ADDRESS, PROGRAM SHOULD DISPLAY THE MOBILE NUMBER AND ALLOW FOR CHANGES.

IF BOTH AN EMAIL ADDRESS AND MOBILE NUMBER WERE PROVIDED ON THE MYECLS WEBSITE, PROGRAM SHOULD DISPLAY BOTH OF THEM AND ALLOW FOR CHANGES.

IF NEITHER AN EMAIL ADDRESS OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE, DISPLAY EMPTY FIELDS FOR BOTH EMAIL ADDRESS AND MOBILE NUMBER SO THAT ONE OR BOTH MAY BE ENTERED.

NEW OR UPDATED EMAIL ADDRESSES OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE " Parece que tal vez haya un error en esta dirección. Por favor asegúrese de que haya un signo @ y por lo menos un punto en la dirección de correo electrónico. Una vez que esté correcto, seleccione Siguiente para continuar."

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 números ((XXX)-XXX-XXXX). Por favor revíselo y vuelva a ponerlo."

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text about allowing answers to be saved and entering or reentering email address. Also added validation messages.

COPYRIGHTED: No.

SCR111b**QUESTION TEXT:**

PreUNITS ESP "Número de celular:"

Watermark "(555)-555-5555"

PROGRAMMING INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

FOR EMAIL (SCR111a), ALLOW 0 - 100 CHARACTERS TO BE ENTERED. FOR MOBILE NUMBER (SCR111b), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN (E.G.,NAME@DOMAIN.COM).

APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

IF NO EMAIL OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE, DISPLAY "ponga."
ELSE IF AN EMAIL AND/OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE ,
DISPLAY "confirme".

IF ONLY AN EMAIL ADDRESS WAS PROVIDED ON THE MYECLS WEBSITE AND NO MOBILE PHONE NUMBER, PROGRAM SHOULD DISPLAY THE EMAIL ADDRESS FROM THE MYECLS WEBSITE AND ALLOW FOR CHANGES.

IF ONLY A MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE AND NO EMAIL ADDRESS, PROGRAM SHOULD DISPLAY THE MOBILE NUMBER AND ALLOW FOR CHANGES.

IF BOTH AN EMAIL ADDRESS AND MOBILE NUMBER WERE PROVIDED ON THE MYECLS WEBSITE, PROGRAM SHOULD DISPLAY BOTH OF THEM AND ALLOW FOR CHANGES.

IF NEITHER AN EMAIL ADDRESS OR MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE, DISPLAY EMPTY FIELDS FOR BOTH EMAIL ADDRESS AND MOBILE NUMBER SO THAT ONE OR BOTH MAY BE ENTERED.

NEW OR UPDATED EMAIL ADDRESSES OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE " Parece que tal vez haya un error en esta dirección. Por favor asegúrese de que haya un signo @ y por lo menos un punto en la dirección de correo electrónico. Una vez que esté correcto, seleccione Siguiente para continuar."

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 números ((XXX)-XXX-XXXX). Por favor revíselo y vuelva a ponerlo."

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text about allowing answers to be saved and entering or reentering email address. Also added validation messages.

COPYRIGHTED: No.

BOX 8

START PRESCHOOL PARENT SURVEY.

SCR120

QUESTION TEXT:

¡Gracias por su participación en el Estudio Longitudinal de la Primera Infancia! Esas son todas las preguntas que tenemos.

PROGRAMMING INSTRUCTION:

GO TO BOX 9.

SOURCE: NHES:2019, question thank_you, changed order of sentences, modified question text about the study name in the second sentence, and deleted sentence about having no further questions at this time".

COPYRIGHTED: No.

BOX 9

END SCREENER AND AUTOMATICALLY REDIRECT TO STUDY INFO PAGE.

SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND PARENT SURVEY PROBE

IF "PARENT SURVEY PROBE" IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "NEXT" BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH CHOICES FOR DON'T KNOW AND REFUSED: "Parece que usted aún no ha respondido la pregunta. Por favor mire nuevamente la pregunta y dé una respuesta. Seleccione una respuesta abajo para continuar."
ELSE IF A RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "NEXT" BUTTON, ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.
NOTE: FIVE QUESTIONS SHOW DON'T KNOW OPTIONS AS RESPONSE CATEGORY: FSQ200, CCQ098, CCQ194, CCQ325, AND CCQ329.

SPECIFICATION FOR SOFT EDIT MESSAGES

SOFT EDIT MESSAGES SPECIFIED IN PROGRAMMER INSTRUCTIONS BELOW WILL BE DISPLAYED ON THE SAME SCREEN AS THE ITEM. WHEN PROGRAMMING SPECIFICATIONS ARE CREATED, THESE MESSAGES WILL BE SHOWN IN A DIFFERENT FORMAT AS WHAT IS SHOWN BELOW (THEY WILL BE DISPLAYED AS A FOLLOW-UP ITEM), BUT THE CONTENT AND PLACEMENT OF THE TEXT ON THE SAME SCREEN AS THE ITEM WILL NOT CHANGE.

Section INQ [Introduction]

INQ001

QUESTION TEXT:

Nos gustaría reunir algo de información sobre el cuidado de {CHILD} y sus experiencias en casa. Sus respuestas serán muy valiosas para entender mejor el desarrollo de los niños pequeños y su participación en el cuidado y la educación tempranos.

Toda la información que usted proporcione podrá usarse solamente para propósitos estadísticos y no podrá divulgarse ni usarse de manera que permita identificar a los participantes para ningún otro propósito, salvo que lo requiera la ley (20 U.S.C. §9573 y 6 U.S.C. §151).

¿Es usted un miembro del hogar que sabe sobre el cuidado y la educación de {CHILD}?

CODES

- 1 Sí, yo puedo responder preguntas sobre el cuidado y la educación de {CHILD}. INQ010
- 2 No, yo no puedo responder preguntas sobre el cuidado y la educación de {CHILD}. INQ005a

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, fall kindergarten, question INQ002, modified to transition from Screener where the study name and sponsor is already provided. Also modified question text in first two sentences.

COPYRIGHTED: No.

INQ005a**QUESTION TEXT:**

Nos gustaría comunicarnos con uno de los padres o un adulto que vive en este hogar y que sabe acerca del cuidado y la educación de {CHILD}. Por favor proporcione la información de contacto de esa persona, en este hogar, para que podamos contactarla para la encuesta.

Nombre:

PROGRAMMER INSTRUCTIONS:

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005b**QUESTION TEXT:**

Apellido:

PROGRAMMER INSTRUCTIONS:

FOR LAST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005c**QUESTION TEXT:**

Dirección de correo electrónico:

PROGRAMMER INSTRUCTIONS:

FOR EMAIL, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "Parece que la dirección no está escrita correctamente. Por favor revise y vuelva a escribirla."

ELSE IF THE EMAIL IS NOT CORRECTED AFTER THE VALIDATION CHECK MESSAGE AND DOES NOT CONTAIN THE "@" SIGN, DISPLAY THE FOLLOWING MESSAGE "La dirección de correo electrónico debe llevar el signo "@"." Por favor confirme y haga el cambio."

ELSE IF THE EMAIL IS NOT CORRECTED AFTER THE VALIDATION CHECK MESSAGE AND DOES NOT CONTAIN A "." (PERIOD), DISPLAY THE FOLLOWING MESSAGE "La dirección de correo electrónico debe llevar por lo menos un punto. Por favor, confirme y haga el cambio."

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005d1**QUESTION TEXT:**

Por favor confirme la dirección de correo postal.

Dirección Línea 1:

PROGRAMMER INSTRUCTIONS:

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

DISPLAY PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005d2**QUESTION TEXT:**

Dirección Línea 2:

PROGRAMMER INSTRUCTIONS:

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

DISPLAY PRELOADED ADDRESS ASSOCIATED WITH THIS RESPONDENT PIN.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005e**QUESTION TEXT:**

Ciudad:

PROGRAMMER INSTRUCTIONS:

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005f**QUESTION TEXT:**

Estado:

InstResp "Por favor seleccione un estado, distrito o territorio.

Watermark "Seleccione un estado"

PROGRAMMER INSTRUCTIONS:

DISPLAY InstResp BELOW THE QUESTION FIELD.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

INQ005g**QUESTION TEXT:**

Código postal:

PROGRAMMER INSTRUCTIONS:

FOR ZIP CODE, ALLOW 0 - 10 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a-g TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

BOX 1

GO TO CMQ040 (THANK YOU).

INQ010**QUESTION TEXT:**

Nos gustaría hacerle preguntas sobre {CHILD}. Anteriormente le pedimos el primer nombre de {CHILD} para poder hacerle preguntas sobre {CHILD} en la siguiente encuesta. Si el nombre está mal escrito o si usted dio un apodo o las iniciales del niño(a), aquí puede corregirlo antes de continuar.

¿Cuál es el primer nombre de {CHILD}? Por favor confírmelo o póngalo abajo.

Primer nombre:

PROGRAMMER INSTRUCTIONS:

FOR FIRST NAME, FILL IN RESPONSE FROM SCREENER QUESTION SCR030. ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

SOURCE: ECLS-K:2011 fall kindergarten, question INQ020, modified text for web.

COPYRIGHTED: No.

BOX 2

IF SCR040 (AGE) = SK (SKIPPED) FOR THE{CHILD}IN THE SCREENER, GO TO INQ015. ELSE, GO TO BOX 3.

INQ015

QUESTION TEXT:

¿Cuántos años de edad tiene {CHILD}?

Watermark "Ponga la edad"

ENTER NUMBER

RANGE

0 - 30

SOFT RANGE

3 - 7

PROGRAMMING INSTRUCTION:

IF "SK" FOR SKIPPED, USE PARENT SURVEY PROBE.

DISPLAY HARD RANGE CHECK 0 - 30. SOFT RANGE CHECK 0 - 7. SOFT RANGE ERROR MESSAGE: "Por favor verifique su respuesta y cámbiela si es necesario. Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: NHES:2019, question s1_childmany, modified to ask about children 10 and younger

COPYRIGHTED: No.

BOX 3

GO TO SECTION PSQ.

Section PSQ [Preschool Skills]

PSQ020**QUESTION TEXT:**

Ahora quisiera preguntarle sobre las habilidades que demuestran algunos niños a esta edad.

¿Puede {CHILD} identificar por su nombre los colores rojo, amarillo, azul y verde?

InstResp “No importa en qué idioma lo haga.”

CODES

- 1 No, ninguno de esos
- 2 Sí, alguno o algunos de esos
- 3 Si, todos esos

PROGRAMMER INSTRUCTIONS:

SOURCE: 2018 National Survey of Children's Health, Topical Questionnaire (children 0-5 years), item G13. Modified first response category from 'no' to 'no, none of them'.

COPYRIGHTED: No.

PSQ025**QUESTION TEXT:**

¿Puede {CHILD} reconocer correctamente las letras del alfabeto?

InstResp “No importa en qué idioma lo haga.”

CODES

- 1 No, ninguna
- 2 Sí, algunas
- 3 Sí, la mayoría
- 4 Sí, todas

PROGRAMMER INSTRUCTIONS:

SOURCE: 2019 Early Childhood Program Participation, National Household Education Survey (ECP- NHES:2019), question 78

COPYRIGHTED: No.

PSQ030**QUESTION TEXT:**

¿ Sabe CHILD} escribir su primer nombre, aunque algunas de las letras estén al revés?

InstResp "No importa en qué idioma lo haga."

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 79

COPYRIGHTED: No.

PSQ035**QUESTION TEXT:**

¿Con qué frecuencia puede {CHILD} explicar cosas que ha visto o hecho para que usted tenga una muy buena idea de lo que sucedió?

InstResp "No importa en que idioma lo haga."

CODES

- 1 Nunca
- 2 A veces
- 3 Más o menos la mitad de las veces
- 4 Generalmente
- 5 Siempre

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 81

COPYRIGHTED: No.

PSQ040**QUESTION TEXT:**

¿Hasta cuánto puede contar {CHILD}?

InstResp "No importa en qué idioma lo haga."

CODES

- 1 Este niño no puede contar
- 2 Hasta 5
- 3 Hasta 10
- 4 Hasta 20
- 5 Hasta 50
- 6 Hasta 100 o más

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 82.

COPYRIGHTED: No.

PSQ045**QUESTION TEXT:**

¿Puede {CHILD} identificar formas básicas como un triángulo, un rectángulo, un círculo o un cuadrado?

InstResp "No importa en qué idioma lo haga."

CODES

- 1 No, ninguna
- 2 Sí, algunas
- 3 Sí, la mayoría
- 4 Sí, todas

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 83

COPYRIGHTED: No.

PSQ050**QUESTION TEXT:**

Por favor indique si {CHILD} hace las siguientes cosas. ¿Ha notado usted que {CHILD}....

| | 1 Sí | 2 No |
|--|-----------------------|-----------------------|
| a. Trata repetidamente de comunicar información que no le han entendido? | <input type="radio"/> | <input type="radio"/> |
| b. Hace preguntas sobre la información que no le queda clara? | <input type="radio"/> | <input type="radio"/> |
| c. Contesta preguntas dando respuestas bien pensadas y con sentido? | <input type="radio"/> | <input type="radio"/> |
| d. Pregunta lo mismo con otras palabras o sigue haciendo preguntas si no recibe la información que quiere? | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PSQ050a -d ON ONE SCREEN.

SOURCE: Adaptive Language Inventory (ALI) (Feagans & Farran, 1983), 35 month Primary Caregiver (PC) measure, subscale for rephrase. The word "tries" was substituted for "will try." The words "way that makes sense" were substituted for "logical" in c. Response categories were revised from a five-point scale to a yes/no. The words "to {him/her}" were deleted in b. The words "asked of {him/her}" were deleted in c. The child's name was added at the beginning of subitems and {he/she} was replaced with the child's name.

COPYRIGHTED: No.

PSQ055**QUESTION TEXT:**

Ahora quisiéramos preguntarle sobre diferentes palabras que {CHILD} usa. Los niños entienden muchas más palabras de las que dicen. Estamos particularmente interesados en las palabras que {CHILD} dice. Aquí tiene una lista de palabras. Por favor seleccione las palabras que su hijo(a) usa en inglés. Si {CHILD} pronuncia una palabra de manera diferente está bien.

¿Dice {CHILD} ...

InstResp "Seleccione todas las respuestas que correspondan."

| | |
|------------------|------------------|
| 1 hambre | 14 estampilla |
| 2 bebé | 15 padre o madre |
| 3 doctor | 16 suerte |
| 4 abajo | 17 mueble |
| 5 pájaro | 18 gotear |
| 6 fruta | 19 medir |
| 7 triángulo | 20 calma |
| 8 tortuga | 21 solo(a) |
| 9 planta | 22 lanzarse |
| 10 último(a) | 23 esqueleto |
| 11 oruga | 24 incómodo(a) |
| 12 castillo | 25 valiente |
| 13 emocionado(a) | |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PSQ0551-25 ON SAME SCREEN.

SOURCE: ECLS-B preschool round (2005-06) self-administered parent questionnaire. Item(s): AC090 (from the MacArthur Communicative Development Inventory (M-CDI-IV) developed for preschool age children). Modified to ask about only one sampled child. Modified "Does {he/she} say..." to "Does {CHILD} say..." Also made this a select all that apply item and changed the instruction about answering "yes" or "no" for each word.

COPYRIGHTED: No.

BOX 1

GO TO SECTION PLQ.

Section PLQ [Primary Language(s) Spoken]

PLQ060**QUESTION TEXT:**

Ahora nos gustaría preguntar sobre el idioma o los idiomas que se hablan en su hogar.

¿Cuál es el idioma principal que se habla en su hogar?

CODES

- | | | |
|---|------------------------------|---------|
| 1 | Inglés | Box 3 |
| 2 | Otro idioma que no es inglés | PLQ060a |
| 3 | Dos o más idiomas igualmente | PLQ060b |

PROGRAMMER INSTRUCTIONS:i

DISPLAY ALL CATEGORIES ON ONE PAGE.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

HELP FOR CODE 3: TWO OR MORE LANGUAGES SPOKEN THE SAME AMOUNT: Dos o más idiomas que se hablan igualmente pueden ser dos idiomas cualquiera, aunque no incluyan el inglés.

SOURCE: ECLS-K:2011, spring fifth grade PLQ060 question with modified response categories

COPYRIGHTED: No.

PLQ060a**QUESTION TEXT:**

Usted mencionó que el idioma principal que se habla en su hogar no es el inglés sino otro. ¿Cuál es?

CODES

- | | | | |
|----|--|-------|-------|
| 1 | Español | Box 1 | |
| 2 | Un idioma europeo, aparte del español, como francés, alemán o ruso | Box 1 | |
| 3 | Un idioma o dialecto chino | Box 1 | |
| 4 | Un idioma filipino | Box 1 | |
| 5 | Un idioma del sudeste asiático como el vietnamita, tailandés o khmer | Box 1 | |
| 6 | Un idioma del Asia del sur como el hindi o tamil | | Box 1 |
| 7 | Otro idioma asiático como el japonés o coreano | Box 1 | |
| 8 | Un idioma del Medio Oriente como el árabe o farsi | Box 1 | |
| 9 | Un idioma africano como el swahili o amhárico | Box 1 | |
| 91 | Otro idioma (Por favor, especifique): | | |

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011, spring fifth grade PLQ060 question with response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

COPYRIGHTED: No.

PLQ060aOS**QUESTION TEXT:****ENTER TEXT**

Length

25

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS PLQ060a.

SOURCE: Westat

COPYRIGHTED: No.

GO TO BOX 3.

BOX 1

PLQ060b**QUESTION TEXT:**

Usted mencionó que se hablan dos o más idiomas por igual en el hogar. ¿Qué idiomas son?

A continuación, seleccione una o más opciones que describan los idiomas que se hablan en su hogar. Si hablan más de un idioma que pertenece a uno de los grupos, escoja esa opción. Si no hay una opción para los idiomas que se hablan en su hogar, escriba el o los idiomas donde dice "Otro idioma."

InstResp "Seleccione todas las respuestas que correspondan."

CODES

- | | | |
|----|--|-----------|
| 0 | Inglés | BOX 2 |
| 1 | Español | BOX 2 |
| 2 | Un idioma europeo, aparte del español, como francés, alemán o ruso | BOX 2 |
| 3 | Un idioma o dialecto chino | BOX 2 |
| 4 | Un idioma filipino | BOX 2 |
| 5 | Un idioma del sudeste asiático como el vietnamita, tailandés o khmer | BOX 2 |
| 6 | Un idioma del Asia del sur como el hindi o tamil | BOX 2 |
| 7 | Otro idioma asiático como el japonés o coreano | BOX 2 |
| 8 | Un idioma del Medio Oriente como el árabe o farsi | BOX 2 |
| 9 | Un idioma africano como el swahili o amhárico | BOX 2 |
| 91 | Otro(s) idioma(s) (Por favor, especifique): | PLQ060bOS |

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011, spring fifth grade PLQ060 question with response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages. Edited question Edited question text to reflect asking for more than one language for respondents who stated more than one language is spoken equally at home. Added an instruction for when more than one language spoken at home fell under the same category.

COPYRIGHTED: No.

BOX 2

IF ONE OF THE CODES IN PLQ060b = 91, PLQ060bOS WILL BE DISPLAYED ON THE SAME PAGE AS PLQ060b. ELSE GO TO BOX 3.

PLQ060bOS

ENTER TEXT

Length

75

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS PLQ060b.

SOURCE: Westat

COPYRIGHTED: No.

BOX 3

GO TO SECTION HEQ.

Section HEQ [Home Environment, Activities, and Cognitive Stimulation]

HEQ010

QUESTION TEXT:

Ahora nos gustaría preguntar acerca del ambiente del hogar de {CHILD}.

En una semana normal, ¿con qué frecuencia usted o algún otro miembro de la familia hacen las siguientes cosas con {CHILD}?

| | 1 Nunca | 2 Una o dos veces a la semana | 3 De 3 a 6 veces a la semana | 4 Todos los días |
|---|-----------------------|--|---------------------------------------|------------------------|
| a. Contarle cuentos a {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Cantar canciones con {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Ayudar a {CHILD} a hacer trabajos de arte y manualidades | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Hacer que {CHILD} participe en quehaceres del hogar, como cocinar, limpiar, poner la mesa o cuidar de las mascotas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Jugar juegos o armar rompecabezas con {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Hablar acerca de la naturaleza o hacer proyectos de ciencia con {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Construir algo o jugar con juguetes de construcción con {CHILD} | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Jugar un deporte o hacer ejercicio juntos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Practicar lectura, escritura o trabajar con números | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

DISPLAY "semana" in UNDERLINED TEXT.

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ010a-i ON SAME SCREEN.

BOLD "miembro de la familia", "contar cuentos", "cantar canciones", "arte y manualidades", "quehaceres del hogar", "jugar juegos o armar rompecabezas", "hablar de la naturaleza o hacer proyectos de ciencia", "construir algo o jugar con juguetes de construcción", "Jugar un deporte o hacer ejercicio juntos", "practicar lectura, escritura o trabajar con números" IN HELP TEXT.

HELP FOR STEM: Miembro de la familia: Un miembro de la familia se refiere a cualquier persona que vive en la casa del niño(a) y cualquier pariente del niño(a) que vive fuera de la casa del niño(a).

HELP FOR HEQ010a: Contarle cuentos: Contarle cuentos es diferente que leerle al niño(a). Cuentos incluyen cuentos de hadas, historias de la familia o cualquier tipo de cuento que no se lea.

HELP FOR HEQ010b: Cantar canciones con el niño(a): Incluye las veces que un miembro de la familia le canta al niño(a) o canta con él. Esto puede incluir enseñarle canciones al niño(a), cantar acompañado de cassettes o de la radio, o cantarle tocando instrumentos musicales.

HELP FOR HEQ010c: Ayudar a al niño(a) a hacer trabajos de arte y manualidades. Arte y manualidades puede incluir hacer adornos decorativos para ciertas festividades, hacer recortes o dibujos, pintar con brocha o pincel o pintar con los dedos, tallar madera, etc. También incluye el ayudar al niño(a) con proyectos de arte y manualidades que le asignaron en la escuela para hacer en la casa.

HELP FOR HEQ010d: Hacer que el niño(a) participe en quehaceres del hogar: También se incluyen otras tareas que no sean cocinar, limpiar, poner la mesa o cuidar de las mascotas.

HELP FOR HEQ010e: Jugar juegos o armar rompecabezas: Incluye juegos “tranquilos” que se juegan adentro como juegos de mesa o rompecabezas, o juegos más activos que se juegan adentro como ping pong.

HELP FOR HEQ010f: Hablar acerca de la naturaleza o hacer proyectos de ciencias: Hablar acerca de la naturaleza puede incluir responder a cualquier pregunta que el niño(a) tenga acerca de los árboles, el clima, etc., o mirar juntos programas de televisión o videos acerca de la naturaleza y después hablar de éstos. Los proyectos de ciencia incluyen cualquier tipo de proyecto diseñado para enseñar al niño(a) cómo funciona el mundo, por ejemplo, entender cómo crecen las plantas, estudiar las rocas, usar linternas para crear sombras o combinar pinturas para crear colores diferentes.

HELP FOR HEQ010g: Construir algo o jugar con juguetes de construcción: Esto incluye actividades que el niño(a) hace con los miembros de la familia, tales como armar una tienda de campaña, construir un carro de juguete, construir una casa para el perro y usar troncos Lincoln, Brio u otros juguetes de construcción o herramientas.

HELP FOR HEQ010h: Jugar un deporte o hacer ejercicio juntos: Esto incluye calestenia (como saltos de calentamiento, sentadillas), andar en bicicleta, patinar, deportes individuales o en equipo, jugar al escondite u otras actividades al aire libre donde se requiere estar activo o ejercitarse. No incluya las veces en que el niño(a) hace deporte o actividades solo(a).

HELP FOR HEQ010i: Practicar la lectura, escritura o trabajar con números: Esto incluye las veces en que los miembros de la familia pasan tiempo con la tarea de la escuela, leyendo un calendario o practicar en un libro de ejercicios o de trabajo.

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ010a - HEQ010i

COPYRIGHTED: No.

HEQ020

QUESTION TEXT:

¿Con qué frecuencia usted u otros miembros de la familia usan un idioma que no sea inglés cuando hacen cualquiera de las actividades mencionadas en la pregunta anterior?

CODES

- 1 Siempre
- 2 La mayor parte del tiempo
- 3 Algunas veces
- 4 Nunca

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ020, modified to only ask about a language other than English generally (not primary language).

COPYRIGHTED: No.

HEQ030

QUESTION TEXT:

En una semana normal, ¿con qué frecuencia usted o algún otro miembro de la familia le leen libros a {CHILD}?

InstResp " Incluya solo las veces que los miembros de la familia le han leído libros al niño(a). No incluya las veces cuando el niño(a) lee o mira libros solo. Por favor incluya leer libros en cualquier idioma. "

CODES

- | | | |
|---|-----------------------------|--------|
| 1 | Nunca | HEQ060 |
| 2 | Una o dos veces a la semana | HEQ036 |
| 3 | De 3-6 veces a la semana | HEQ036 |
| 4 | Todos los días | HEQ036 |

PROGRAMMER INSTRUCTIONS:

UNDERLINE "semana" BOLD "leen libros".

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ030

COPYRIGHTED: No.

HEQ036

QUESTION TEXT:

Generalmente, ¿cuánto tiempo le leen a {CHILD} en cada una de esas ocasiones?

InstResp "Por favor incluya leerle en cualquier idioma."

Minutos:

Watermark: "Ponga los minutos"

ENTER NUMBER

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ036

COPYRIGHTED: No.

HEQ036a**QUESTION TEXT:**

¿Con qué frecuencia usted y {CHILD} hacen lo siguiente?

Cuando usted y su niño(a) están leyendo juntos, ¿con qué frecuencia ella o él empieza a hablar sobre el cuento o de algo que el cuento le hizo acordar?

CODES

- 1 Casi nunca
- 2 Rara vez
- 3 Algunas veces
- 4 Con frecuencia
- 5 Con mucha frecuencia
- 6 Casi siempre

PROGRAMMER INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH “¿Con qué frecuencia usted y {CHILD} hacen lo siguiente?” AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

SOURCE: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman

COPYRIGHTED: No.

HEQ036b**QUESTION TEXT:**

Cuando usted y su niño(a) leen juntos libros con ilustraciones, ¿con qué frecuencia pasan un rato hablando sobre los dibujos?

CODES

- 1 Casi nunca
- 2 Rara vez
- 3 Algunas veces
- 4 Con frecuencia
- 5 Con mucha frecuencia
- 6 Casi siempre

PROGRAMMER INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH “¿Con qué frecuencia usted y {CHILD} hacen lo siguiente?” AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

SOURCE: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman. Question text modified to include the words "books with pictures" to not assume that all books contain pictures.

COPYRIGHTED: No.

HEQ036c**QUESTION TEXT:**

¿Con qué frecuencia usted y su niño(a) hablan sobre algún libro que leyeron alguna vez en el pasado?

CODES

- 1 Casi nunca
- 2 Rara vez
- 3 Algunas veces
- 4 Con frecuencia
- 5 Con mucha frecuencia
- 6 Casi siempre

PROGRAMMER INSTRUCTIONS:

DISPLAY HEQ036a, HEQ036b, AND HEQ036c ON ONE PAGE IN A GRID WITH "¿Con qué frecuencia usted y {CHILD} hacen lo siguiente:" AT THE TOP FOLLOWED BY HEQ036a, HEQ036b, AND THEN HEQ036c.

SOURCE: Parent-child Reading scale developed for the Head Start REDI project, items from Karen Bierman. Question modified to ask how often (6 point response scale) rather than the last time (number of days).

COPYRIGHTED: No.

HEQ060**QUESTION TEXT:**

Ahora por favor piense en la última semana. ¿Con qué frecuencia {CHILD}...

Miró él solo o ella sola un libro con ilustraciones en la última semana?

CODES

- 1 Nunca
- 2 Una o dos veces por semana
- 3 De 3 a 6 veces a la semana
- 4 Todos los días

PROGRAMMER INSTRUCTIONS:

DISPLAY "semana" IN UNDERLINED TEXT.

DISPLAY HEQ060 AND HEQ070 ON ONE PAGE IN A GRID WITH "Ahora...{CHILD}..." AT THE TOP FOLLOWED BY HEQ060 AND THEN HEQ070.

SOURCE: ECLS-K:2011 fall kindergarten, HEQ060. Modified to remove "outside of school."

COPYRIGHTED: No.

HEQ070**QUESTION TEXT:**

Leyó o hizo como que leía por su cuenta o a otros?

CODES

- 1 Nunca
- 2 Una o dos veces por semana
- 3 De 3 a 6 veces a la semana
- 4 Todos los días

PROGRAMMER INSTRUCTIONS:

DISPLAY HEQ060 AND HEQ070 ON ONE PAGE IN A GRID WITH "Ahora...{CHILD}..." AT THE TOP FOLLOWED BY HEQ060 AND THEN HEQ070.

SOURCE: ECLS-K:2011 fall kindergarten, HEQ070. Modified to remove "outside of school."

COPYRIGHTED: No

HEQ071**QUESTION TEXT:**

¿Con que frecuencia {CHILD}:

| | 0 Nunca/Casi nunca | 1 Menos de una vez por semana | 2 De una a varias veces a la semana | 3 Todos los días o casi todos los días |
|---|--------------------------|---|---|--|
| a. Cuenta objetos? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Suma o resta cosas? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Escribe números? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Agrupa o identifica formas geométricas? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Juega con cartas o juegos de mesa? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Juega con rompecabezas? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Juega con bloques o juguetes para construir? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Identifica o crea patrones? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Pone objetos en orden (por ejemplo, de menor a mayor) ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Mide cosas (por ejemplo, usando una regla, cuando cocina, etc.)? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Lleva la cuenta de los puntos en los juegos? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| L. Hace/contesta preguntas sobre "¿Cuántas cosas hay? (por ejemplo "¿Cuántos platos hay en la mesa?") ? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ071a-l ON SAME SCREEN.

SOURCE: *Parents' Beliefs about Children's Math Activities* developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017). Modified "Make patterns with beads or blocks" to "identify or create patterns" so we did not limit the patterns concept to only beads or blocks. Modified "measure things" by providing examples. Items l, and l originally had "e.g." rather than "for example."

COPYRIGHTED: No.

HEQ072**QUESTION TEXT:**

¿Con qué frecuencia juega usted con {CHILD} a juegos con números o habla sobre números con él/ella?

CODES

- 1 Nunca
- 2 Una vez al mes
- 3 Menos de una vez a la semana
- 4 Una vez a la semana
- 5 De 2 a 3 veces a la semana
- 6 Todos los días
- 7 Más de una vez al día

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Juegos de números incluyen juegos de cartas, juegos de mesa, juegos con dados, etc.

SOURCE: *Math activities item*. Adapted by Susan Levine from Maloney, Ramirez, Gunderson, Levine, & Beilock (2015). Modified by adding help text and removing 'would you say' from question.

COPYRIGHTED: No.

HEQ073**QUESTION TEXT:**

¿Qué tanto le gusta a {CHILD} hacer actividades con números o de matemáticas, como contar objetos, hacer patrones, medir cosas, etc.?

CODES

- 1 Nada
- 2 Un poco
- 3 Mas o menos-
- 4 Mucho
- 5 Muchísimo

SOURCE: Adapted by Susan Levine from Schaeffer, Rozek, Berkowitz, Levine, & Beilock (2018). Modified to add examples of math activities. Modified first response option from 'none' to 'not'.

COPYRIGHTED: No.

HEQ075**QUESTION TEXT:**

¿Qué tan de acuerdo o en desacuerdo está usted con las siguientes afirmaciones sobre cómo es generalmente la vida en su hogar?

| | 1 Muy en desa- cuerdo | 2 | 3 | 4 | 5 Muy de acuerdo |
|---|--------------------------------|-----------------------|-----------------------|-----------------------|------------------------|
| a. Parece que casi siempre andamos con prisa. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Usualmente podemos estar al día con las cosas. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Por más que nos esforcemos, parece que siempre se nos hace tarde. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Sin importar lo planeado por la familia, normalmente las cosas no funcionan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. No se puede pensar en paz. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Es un buen lugar para relajarse. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Es un ambiente tranquilo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. En la mañana tenemos una rutina regular. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ075a-h ON SAME SCREEN.

SOURCE: Items adapted by Stephanie Jones from the *Chaos, Hubbub, and Order Scale (CHAOS)* (Matheny et al., 1995). Modified response scale from 'Definitely not true' and 'Definitely true' to 'Strongly disagree' and 'Strongly agree'.

COPYRIGHTED: No.

HEQ272**QUESTION TEXT:**

¿Tiene en su hogar las siguientes cosas que {CHILD} puede usar?

| | 1 Sí, {CHILD} lo comparte con otros miembros de la familia | 2 Sí, {CHILD} tiene uno(a) propio(a) | 3 No |
|--|---|---|-----------------------|
| a. Teléfono inteligente o <i>smartphone</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Teléfono celular (por ejemplo, no es un teléfono inteligente ni uno que puede ser usado para entrar en la internet) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Tableta (por ejemplo, un iPad u otra tableta) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Computadora portátil (<i>laptop</i>) o de escritorio | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Aparato electrónico para leer (por ejemplo, Kindle o Fire) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. iPod | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Asistente electrónico o bocina inteligente (por ejemplo, Alexa, Asistente de Google o Siri) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Sistema de juegos (por ejemplo, Playstation, Wii o Xbox, o sistema portátil como Nintendo DS o Sony PSP) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ272a-h ON SAME SCREEN.

SOURCE: HS&B: 20 Parent survey. Modified to change item stem and wording of first response category. Also, added additional items b, c, e, f, g, and h.**COPYRIGHTED:** No.

HEQ273a**QUESTION TEXT:**

En un día determinado de entresemana, ¿cuánto tiempo pasa {CHILD} mirando programas, películas y videos?

InstrResp "Si pasa menos de una hora, ponga '0' en la sección "horas". Si {CHILD} no mira programas, películas o videos, ponga '0' en ambas secciones: "Horas" y "Minutos".

Horas:

Watermark "Ponga las horas"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ273a AND HEQ273b TOGETHER HORIZONTALLY.

HELP FOR STEM: "Incluya programas, películas y videos por televisión, en aparatos digitales o electrónicos como en un teléfono celular, IPod, IPad, otra tableta, *laptop* o computadora portátil, o computadora de escritorio. Incluya programas o películas en televisión en vivo; programas o películas que se grabaron previamente en un DVR; programas, películas o videos a pedido (*on demand*); y programas, películas o videos que usted descargó o mira en línea de sitios como Netflix, Amazon Prime, Hulu, o YouTube"

SOURCE: ECLS-K:2011 spring fourth-grade item DWQ081, modified stem into help text for conversion to survey. Modified to ask about shows, movies, and videos. Modified placement of TV in text. Modified 'electronic' to 'digital'.

COPYRIGHTED: No.

HEQ273b**QUESTION TEXT:**

Minutes:

Watermark "Ponga los minutos."

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ273a AND HEQ273b TOGETHER HORIZONTALLY.

SOURCE: ECLS-K:2011 spring fourth-grade item DWQ081, modified stem into help text for conversion to survey. Modified to ask about shows, movies, and videos. Modified placement of TV in text. Modified 'electronic' to 'digital'.

COPYRIGHTED: No.

BOX 1

IF HEQ272a-h ARE ALL CODE 3 ('NO'), GO TO HEQ275. ELSE GO TO HEQ274a.

HEQ274a**QUESTION TEXT:**

En un día determinado de entresemana, ¿cuánto tiempo pasa {CHILD} jugando juegos de video, de computadora o de teléfono/tableta?

InstrResp "Si pasa menos de una hora, escriba '0' en la sección "Horas." Si {CHILD} no juega juegos de video, de computadora o de teléfono/tableta, escriba '0' en la sección de "Horas" y de "Minutos."

Horas:

Watermark "Ponga las horas."

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ274a AND HEQ274b TOGETHER HORIZONTALLY.

HELP FOR STEM: "Incluya juegos jugados en cualquier dispositivo digital, incluyendo sistemas como Playstation, Wii o Xbox, o dispositivos de mano, tales como Nintendo DS, Sony PSP, iPod, iPad, tableta o teléfono celular, o juegos jugados en una televisión, una *laptop* o una computadora de escritorio. Incluya cualquier tipo de juego de video, de computadora o de celular/tableta, incluyendo aquellos que son educativos."

SOURCE: ECLS-K:2011 spring fourth-grade item DWQ081, modified stem into help text for conversion to survey. Modified with additional examples and stem for survey rather than interview. Modified 'electronic' to 'digital' and added 'computer or mobile' to 'video games'.

COPYRIGHTED: No.

HEQ274b**QUESTION TEXT:**

Minutos:

Watermark "Ponga los minutos"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ274a AND HEQ274b TOGETHER HORIZONTALLY.

SOURCE: ECLS-K:2011 spring fourth-grade item DWQ081, modified stem into help text for conversion to survey. Modified with additional examples and stem for survey rather than interview. Modified 'electronic' to 'digital'.

COPYRIGHTED: No.

HEQ275**QUESTION TEXT:**

¿Con qué frecuencia tiene {CHILD} una televisión teléfono inteligente, tableta o computadora portátil en su cuarto toda la noche?

CODES

- 1 Todas las noches
- 2 La mayoría de las noches
- 3 Algunas noches
- 4 Casi nunca
- 5 Nunca

PROGRAMMER INSTRUCTIONS:

SOURCE: Item from 2017 Common Sense Media (CSM) survey, combined questions 9 and 10, Rideout, V. (2017).

COPYRIGHTED: No.

HEQ276**QUESTION TEXT:**

Cuando {CHILD} está haciendo algunas de las siguientes cosas, ¿con qué frecuencia usted u otro adulto en el hogar lo hace con {él / ella}?

| | 1 La mayor parte del tiempo | 2 Parte del tiempo | 3 Casi nunca | 4 Nunca | 5 {CHILD} no hace esto |
|--|--------------------------------|-----------------------|-----------------------|-----------------------|------------------------------|
| a. Mirando sus programas, películas y videos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Jugando juegos de video, de computadora o de teléfono/tableta | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ276a-b ON SAME SCREEN.

HELP FOR HEQ276a: Ver programas, películas y videos incluye verlos en una televisión u otro dispositivo digital, como un teléfono celular, iPod, iPad, u otra tableta, computadora portátil o computadora de escritorio.

HELP FOR HEQ276b: Incluya juegos jugados en cualquier dispositivo digital, incluyendo sistemas como Playstation, Wii o Xbox, o dispositivos de mano, tales como Nintendo DS, Sony PSP, iPod, iPad, tableta o teléfono celular, o juegos jugados en una televisión, una *laptop* o una computadora de escritorio. Incluya cualquier tipo de juego de video, de computadora o de celular/tableta, incluyendo aquellos que son educativos.

SOURCE: Items from **2017 Common Sense Media (CSM) survey**, question 22, Rideout, V. (2017). Modified stem to ask about another adult in the household and item about video console games to ask about video, computer, or mobile games. Modified responses to add '{CHILD} does not do this'. Modified to combine 'watching TV shows' and 'watching videos' as they things are sometimes synonymous.

COPYRIGHTED: No.

HEQ277**QUESTION TEXT:**

¿Tiene internet (por cable, wifi, inalámbrico o DSL) en su hogar?

CODES

1 Sí HEQ278
2 No HEQ285

PROGRAMMER INSTRUCTIONS:

SOURCE: Item from 2017 Common Sense Media (CSM) survey, question 2h, modified to ask about WiFi, Rideout, V. (2017).

COPYRIGHTED: No.

HEQ278**QUESTION TEXT:**

¿Usa {CHILD} algún aparato digital para entrar a Internet en su casa?

CODES

- | | | |
|---|----|--------|
| 1 | Sí | HEQ279 |
| 2 | No | HEQ285 |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten item HEQ260, modified to ask about digital devices and Internet in the home.

COPYRIGHTED: No.

HEQ279**QUESTION TEXT:**

¿Usa usted algún tipo de programa, app o aparato para controlar o limitar el acceso de {CHILD} a Internet?

CODES

- | | |
|---|----|
| 1 | Sí |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

SOURCE: Item from 2017 Common Sense Media (CSM) survey, question 27, Rideout, V. (2017). Modified to add 'app' and remove examples.

COPYRIGHTED: No.

HEQ285**QUESTION TEXT:**

¿Tiene alguna regla su familia para {CHILD} acerca de cuánto tiempo de pantalla se le permite a {CHILD}?

InstResp “El tiempo de pantalla se refiere a la cantidad de tiempo que el niño(a) pasa frente a una televisión, una computadora u otro dispositivo digital en el que el niño(a) está mirando una pantalla mientras lo usa.”

CODES

- | | | |
|---|----|---------|
| 1 | Sí | HEQ285a |
| 2 | No | HEQ288 |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten item DWQ086, modified to ask about screen time rather than television.

COPYRIGHTED: No.

HEQ285a**QUESTION TEXT:**

¿De qué maneras limita usted el tiempo de pantalla de {CHILD}?

InstResp "Seleccione todas las respuestas que correspondan."

CODES

- | | | |
|----|---|-----------|
| 1 | Con un dispositivo o app | HEQ288 |
| 2 | Le digo al niño(a) que pare de usar la pantalla | HEQ288 |
| 3 | Dirijo al niño(a) a que haga otra actividad | HEQ288 |
| 4 | Le quito el aparato a mi niño(a) | HEQ288 |
| 91 | Otra manera (Por favor, especifique): | HEQ285aOS |

PROGRAMMER INSTRUCTIONS:

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS HEQ285a

HELP FOR STEM: El tiempo de pantalla se refiere a la cantidad de tiempo que el niño(a) pasa frente a una televisión, una computadora u otro dispositivo digital en el que el niño(a) está mirando una pantalla mientras lo usa.

SOURCE: Items from 2017 Common Sense Media (CSM) survey, question 26, Rideout, V. (2017). Modified stem to a select all option and include more response options for the ways screen time is limited.

COPYRIGHTED: No.

HEQ285aOS**QUESTION TEXT:****ENTER TEXT**

Length

75

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS HEQ285a.

SOURCE: Westat

COPYRIGHTED: No.

HEQ288**QUESTION TEXT:**

Ahora quisiéramos preguntarle sobre algunas actividades que tal vez hace su niño(a). ¿Alguna vez {CHILD} ha participado en alguna de las siguientes actividades?

InstResp "Seleccione todas las respuestas que correspondan."

CODES:

- 1 Actividades atléticas organizadas, como básquetbol, fútbol, soccer, béisbol, natación o gimnasia
- 2 Grupo, clases, o lecciones de baile o danzas
- 3 Lecciones de música, por ejemplo, de piano, música instrumental o lecciones de canto
- 4 Grupos, clases o lecciones de drama o teatro
- 5 Grupos, clases o lecciones de arte, por ejemplo, de pintura, dibujo o escultura
- 6 Grupos, clases o lecciones de manualidades
- 7 Grupos, clases o lecciones de idiomas (para aprender inglés u otro idioma)

PROGRAMMER INSTRUCTIONS:

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

SOURCE: ECLS-K:2011 spring kindergarten questions HEQ301, HEQ310, HEQ320, HEQ330, HEQ340, HEQ350, and HEQ380, modified by the National Endowment for the Arts (NEA) to include additional wording in the items. Also modified to not ask about activities outside of school and to add 'groups, classes, or lessons' to items b-g. Also, added "swimming" to HEQ288a. Changed stem from "Now we'd like to ask you about other activities your child does" to "Now we'd like to ask you about some of the activities your child might do."

COPYRIGHTED: No.

HEQ289**QUESTION TEXT:**

En el último mes, o sea, desde el {DAY} de {MONTH}, ¿alguien de su familia ha ido con {CHILD} a alguno de los siguientes lugares?

InstResp "Seleccione todas las respuestas que correspondan."

CODES:

- 1 Ha ido a una biblioteca o librería (no cuente visitar una biblioteca o librería en internet. Estamos preguntando sobre visitas en persona a una biblioteca o librería.)
- 2 Ha ido a una obra de teatro, concierto u otro show en vivo
- 3 Ha ido a una galería de arte, un museo o un lugar histórico
- 4 Ha ido a un zoológico, un acuario o una granja para niños
- 5 Ha asistido a un evento atlético o deportivo en el que {CHILD} no era uno de los jugadores
- 6 Ha ido a un parque

PROGRAMMER INSTRUCTIONS:

DISPLAY "mes" in UNDERLINED TEXT.

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

SOURCE: ECLS-K:2011, fall kindergarten, question HEQ105, HEQ130, HEQ140, HEQ150, HEQ180. Westat created item f based on HEQ180 and TRP recommendation.

COPYRIGHTED: No.

HEQ520**DISPLAY INSTRUCTIONS:**

DISPLAY "semana normal" IN UNDERLINED TEXT.
DISPLAY "cualquier comida" in BOLD

QUESTION TEXT:

Ponga el número de días en que su familia come junta cualquier comida en una semana normal.

InstResp "Por familia queremos decir por lo menos un adulto y un niño."

Watermark "Ponga el número"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten, question HEQ520, modified stem because not part of a series and modified question text language about evening meal to ask about any meal.

COPYRIGHTED: No.

BOX 2

IF HEQ520 = 0, GO TO HEQ540. ELSE GO TO HEQ521.

HEQ521**QUESTION TEXT:**

Ponga el número de días que su familia come junta la comida principal en una semana normal.

InstResp "Por familia queremos decir por lo menos un adulto y un niño."

Watermark "Ponga un número "

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

DISPLAY "semana normal" IN UNDERLINED TEXT. DISPLAY "comida principal" in BOLD

SOURCE: ECLS-K:2011 spring kindergarten, question HEQ520, modified stem because not part of a series

COPYRIGHTED: No.

HEQ540**QUESTION TEXT:**

Durante una semana normal ¿con qué frecuencia {CHILD} juega afuera activamente (por ejemplo, corre, brinca o se columpia)?

CODES

- 1 Nunca
- 2 Una o dos veces
- 3 De 3 a 6 veces
- 4 Todos los días

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 fall first grade, question HEQ030c, modified to ask about a current typical week rather than over the summer

COPYRIGHTED: No.

HEQ545**QUESTION TEXT:**

¿Qué tan seguro es que los niños jueguen afuera durante el día en su vecindario?

CODES

- 1 Nada seguro
- 2 Algo seguro
- 3 Muy seguro

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten, question HEQ400

COPYRIGHTED: No.

HEQ550**QUESTION TEXT:**

¿Se va a dormir {CHILD} normalmente más o menos a la misma hora cada noche, o su hora de dormir cambia mucho cada noche?

CODES

- 1 Tiene horario fijo para acostarse
- 2 La hora de acostarse cambia

PROGRAMMER INSTRUCTIONS:

DISPLAY "his" IF THE{CHILD}IS MALE. DISPLAY "her" IF THE{CHILD}IS FEMALE. ELSE, IF THE CHILD'S GENDER IS MISSING, DISPLAY "his/her."

SOURCE: ECLS-K:2011 spring kindergarten, question HEQ550. Modified to remove 'on weeknights during the school year' from question text.

COPYRIGHTED: No.

HEQ600a**QUESTION TEXT:**

En una noche normal de entresemana, ¿cuántas horas duerme {CHILD}?

Horas:

Watermark "Ponga las horas"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ600a AND HEQ600b TOGETHER HORIZONALLY ON SCREEN.

SOURCE: ECLS-K:2011 spring fourth grade, question HEQ600a. Modified to say 'weeknight' rather than 'school night'.

COPYRIGHTED: No.

HEQ600b

QUESTION TEXT:

Minutos:

Watermark "Ponga los minutos"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

DISPLAY HEQ600a AND HEQ600b TOGETHER HORIZONALLY ON SCREEN.

SOURCE: ECLS-K:2011 spring fourth grade, question HEQ600a. Modified to say 'weeknight' rather than 'school night'.

COPYRIGHTED: No.

BOX 3

GO TO SECTION SSQ.

Section SSQ [Social Skills, Problem Behaviors, and Approaches Toward Learning]

Fourteen items ask parents to rate their child on social-emotional skills including ability to exercise self-control (for example, fighting, arguing, anger); ability to interact with others (for example, playing, making friends); and approaches to learning (for example, self-direction, organization, eagerness to learn). The social skills and behavior items are adapted from the Social Skills Rating Scale (SSRS) by Gresham and Elliot 1990 and are published by NCS Pearson. These items (g-n) are copyright protected and are not listed (they are submitted directly to OMB for review). The approaches to learning items were created for the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) by Atkins-Burnett. They are not copyright protected and, therefore, are listed below.

SSQ010**QUESTION TEXT:**

Ahora quisiéramos preguntarle sobre las destrezas sociales y el comportamiento de {CHILD}.

Por favor indique con qué frecuencia {CHILD} actúa de esta manera.

| | 1 Nunca | 2 A veces | 3 Frecuentemente | 4 Muy frecuentemente |
|---|-----------------------|-----------------------|-----------------------|-------------------------|
| a. No para de hacer algo hasta que lo termina | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Muestra interés en una variedad de cosas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Se concentra en una tarea e ignora las distracciones | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Ayuda con los quehaceres de la casa | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Está ansioso(a) por aprender cosas nuevas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Es creativo(a) en su trabajo o en el juego | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ010a-f ON SAME SCREEN.

SOURCE: ECLS-K:2011, fall kindergarten, question SSQ010j, SSQ010m, SSQ010o, SSQ010r, SSQ010v, SSQ010x. Modified stem question text from interview to make appropriate for web.

COPYRIGHTED: No.

SSQ020**QUESTION TEXT:**

Por favor evalúe que tan cierta es cada una de las siguientes afirmaciones para {CHILD}.

| | 1 No es para nada cierto respecto a su niño(a) | 2 | 3 | 4 | 5 | 6 | 7 Extremadamen te cierto respecto a su niño(a) |
|---|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|--|
| a. Al practicar una actividad, le resulta difícil concentrarse en ella. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Cambia de una tarea a otra sin terminar ninguna. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Cuando dibuja o colorea en un libro, se concentra mucho. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Cuando construye o arma algo, se sumerge en lo que está haciendo y sigue trabajando por largos periodos de tiempo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Se distrae fácilmente cuando está escuchando un cuento. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. A veces se sumerge en un libro de ilustraciones y lo mira durante mucho tiempo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN.

SOURCE: *Children's Behavior Questionnaire (CBQ)* (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category.

COPYRIGHTED: No.

SSQ025

Por favor evalúe qué tan cierta es cada una de estas afirmaciones para {CHILD}.

| | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|---|---|
| | No es para nada cierto respecto a su niño(a) | | | | Extremadamente cierto respecto a su niño(a) |
| g. Logra aguantar hasta empezar actividades nuevas, si se lo piden | 0 | 0 | 0 | 0 | 0 |
| h. Hace planes para nuevas actividades o cambios de rutina para asegurarse de que tiene lo que va a necesitar | 0 | 0 | 0 | 0 | 0 |
| i. Tiene problemas para estar quieto(a) cuando se lo piden (hora de leer cuentos, etc.) | 0 | 0 | 0 | 0 | 0 |
| j. Sigue bien las instrucciones | 0 | 0 | 0 | 0 | 0 |
| k. Se acerca despacio y con cuidado a lugares que piensa que podrían ser "peligrosos" | 0 | 0 | 0 | 0 | 0 |
| l. Puede para de hacer una actividad fácilmente cuando le dicen "no" | 0 | 0 | 0 | 0 | 0 |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-f ON SAME SCREEN.

SOURCE: *Children's Behavior Questionnaire (CBQ)* (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Change from 7-point to 5-point scale.

COPYRIGHTED: No.

SSQ030

QUESTION TEXT: ¿Qué tan de acuerdo o en desacuerdo está con las siguientes afirmaciones sobre {CHILD}.

| | 1 Muy en desa- cuerdo | 2 | 3 Ni en desa- cuerdo ni de acuerdo | 4 | 5 Muy de acuerd o |
|--|--------------------------------|---|---|---|----------------------------|
| f. Mi hijo(a) se entristece cuando otros niños están tristes. | 1 | 2 | 3 | 4 | 5 |
| g. Mi hijo(a) se molesta cuando ve que castigan a otro niño por portarse mal. | 1 | 2 | 3 | 4 | 5 |
| h. Mi hijo(a) parece reaccionar a los estados de ánimo de la gente que le rodea. | 1 | 2 | 3 | 4 | 5 |
| í. Mi hijo(a) se molesta cuando otra persona se comporta como que está molesta. | 1 | 2 | 3 | 4 | 5 |
| j. Mi hijo(a) llora o se molesta al ver a otro niño llorar. | 1 | 2 | 3 | 4 | 5 |

PROGRAMMER INSTRUCTIONS:

IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ030a-e ON SAME SCREEN.

SOURCE: Griffith Empathy Measure (Dadds, Hunter, Hawes, Frost, Vassallo, Bunn, Merz, and El Masry (2008), 5 (of 9 total) affective empathy items with factor loadings > .50. Added stem text. Changed from 9-point to 5-point scale and midpoint of "Neither disagree nor agree" added.

COPYRIGHTED: No.

BOX 1

GO TO SECTION FSQ.

Section FSQ [Family Structure]

FSQ010

QUESTION TEXT:

Ahora tenemos algunas preguntas sobre su hogar. Por favor confirme los nombres o las iniciales de los miembros del hogar que ya nos mencionó anteriormente y agregue los nombres de todas las demás personas que normalmente viven allí, incluyendo adultos y niños. Por favor, no incluya a nadie que se esté quedando allí temporalmente pero que generalmente vive en otro lugar.

Pedimos el primer nombre de cada uno para poder hacer preguntas sobre cada persona en la encuesta. Si el nombre está mal escrito o si usted dio un apodo o las iniciales, aquí puede corregirlo antes de continuar.

INSTRSP:

Por favor, enumere a cada persona en su hogar en una línea separada hasta que haya incluido a todas las personas en su hogar.

No olvide a...

-su esposo, esposa o pareja, o

-alguien que esté temporalmente viviendo fuera del hogar o viviendo en un dormitorio escolar, o

-cualquier bebé o niño pequeño.

Primer nombre

{DISPLAY FIRST NAME OF RESPONDENT}

{DISPLAY FIRST NAME OF SAMPLED CHILD}

{DISPLAY FIRST NAMES OF ALL OTHER CHILDREN LISTED IN SCREENER, IF APPLICABLE}

PROGRAMMER INSTRUCTIONS:

PREPOPULATE WITH TEXT FROM SCREENER QUESTIONS SCR110 AND SCR030. DISPLAY THE FIRST NAME OF THE RESPONDENT FROM SCR110 ON LINE 1. IF SCR110 IS EMPTY, DISPLAY THE WORD "Usted." DISPLAY THE NAME OF THE SAMPLED{CHILD}FROM SCR030 ON LINE 2. IF THERE ARE OTHER CHILDREN NAMED IN SCREENER QUESTION SCR030, DISPLAY THE TEXT FROM SCR030 FOR THEIR FIRST NAMES OR INITIALS. ALLOW UP TO 25 ENTRIES OF HOUSEHOLD MEMBERS.

SOURCE: ECLS-K:2011, fall kindergarten FSQ020 and FSQ060, modified language for web rather than interview

COPYRIGHTED: No.

BOX 1

ASK FSQ030 FOR EACH PERSON LISTED IN FSQ010 WHO DOES NOT HAVE AN AGE FROM SCREENER QUESTION SCR040.

FSQ030**QUESTION TEXT:**

¿Qué edad tiene {usted/{NAME}}?

InstResp "Para bebés menores de 1 año de edad, ponga 0."

Watermark "Ponga la edad "

ENTER NUMBER

| | |
|------------|-----------|
| Range | 0 to 120 |
| Soft Range | 18 to 100 |

PROGRAMMER INSTRUCTIONS:

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

DISPLAY "usted" WHEN LOOPING ON THE RESPONDENT AND "{NAME}" WHEN LOOPING ON OTHER HOUSEHOLD MEMBER.

SOFT RANGE FOR RESPONDENT'S AGE IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "La edad que puso es menos de 18 años o más de 100. Por favor verifique antes de continuar." HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ030.

COPYRIGHTED: No.

BOX 2

ASK FSQ040 FOR EACH PERSON LISTED IN FSQ010 WHO DOES NOT HAVE DATA FOR THEIR GENDER FROM SCREENER QUESTION SCR050.

FSQ040**QUESTION TEXT:**

¿Es {usted/{NAME}} hombre o mujer?

CODES

- 1 Hombre
- 2 Mujer

PROGRAMMER INSTRUCTIONS:

DISPLAY 'usted ' WHEN LOOPING ON THE RESPONDENT. ELSE, DISPLAY "{NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN LOOPING ON SOMEONE OTHER THAN THE RESPONDENT.

IF SCR050 = SK (SKIPPED) FOR THE CHILD IN THE SCREENER AND FSQ040 = SK FOR THE CHILD, USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ040.

COPYRIGHTED: No.

FSQ110**QUESTION TEXT:**

¿Tiene usted un(a) esposo, esposa o pareja que vive en ese hogar?

CODES

- | | | |
|---|----|--------|
| 1 | Sí | FSQ120 |
| 2 | No | FSQ130 |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ110.

COPYRIGHTED: No.

FSQ120

QUESTION TEXT:

¿Cuál de los miembros del hogar es su esposo, esposa o pareja?

INSTRSP:

Seleccione el número que está al lado del nombre de la persona que es su esposo, esposa o pareja.

Si el nombre no está en la lista, seleccione "no está en la lista"

CODES

- 1 {DISPLAY HH MEMBER NAME 1}
- 2 {DISPLAY HH MEMBER NAME 2}
- 3 {DISPLAY HH MEMBER NAME 3}
- 4 {DISPLAY HH MEMBER NAME 4}
- 5 {DISPLAY HH MEMBER NAME 5}
- 6 {DISPLAY HH MEMBER NAME 6}
- 7 {DISPLAY HH MEMBER NAME 7}
- 8 {DISPLAY HH MEMBER NAME 8}

No está en la lista

PROGRAMMER INSTRUCTIONS:

DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES. (LINES FOR 8

HH MEMBERS ARE SHOWN ABOVE, BUT UP TO 25 SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD). ALSO DISPLAY A BOX FOR "NO ESTÁ EN LA LISTA."

DO NOT DISPLAY THE RESPONDENT'S NAME.

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

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ030.

COPYRIGHTED: No.

BOX 3

IF FSQ120 = NOT ON LIST, AUTOCODE FSQ110 = 1 (SPOUSE/PARTNER IS IN HOUSEHOLD) AND GO TO FSQ120a. ELSE GO TO FSQ130.

FSQ120a**QUESTION TEXT:**

¿Cuál es el primer nombre de su esposo, esposa o pareja?

Primer nombre:

PROGRAMMER INSTRUCTIONS:

FOR FIRST NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.
PROGRAM SHOULD ADD NAME OF SPOUSE/PARTNER TO LIST OF HOUSEHOLD MEMBERS IN FSQ010 TO HAVE A COMPLETE LIST OF HOUSEHOLD MEMBERS FOR LATER DISPLAYS.

SOURCE: Westat.

COPYRIGHTED: No.

FSQ120b**QUESTION TEXT:**

¿Qué edad tiene {NAME}?

Watermark "Ponga la edad"

ENTER NUMBER

| | |
|------------|-----------|
| Range | 0 to 120 |
| Soft Range | 18 to 100 |

PROGRAMMER INSTRUCTIONS:

DISPLAY THE NAME OF THE SPOUSE/PARTNER IN FSQ120a.

SOFT RANGE FOR AGE IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "La edad que puso es menos de 18 años o más de 100 años. Por favor verifíquelo antes de continuar. Una vez que esté correcto, seleccione Siguiente para continuar." HARD RANGE FOR AGE IS: 0 to 120.

PROGRAM SHOULD ADD AGE TO FSQ030 TO HAVE A COMPLETE LIST OF AGES OF ALL HOUSEHOLD MEMBERS.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ030.

COPYRIGHTED: No.

FSQ120c**QUESTION TEXT:**

¿Es {NAME} hombre o mujer?

CODES

- 1 Hombre
- 2 Mujer

PROGRAMMER INSTRUCTIONS:

DISPLAY THE NAME OF THE SPOUSE/PARTNER IN FSQ120a.

PROGRAM SHOULD ADD GENDER TO FSQ040 TO HAVE A COMPLETE LIST OF GENDERS FOR ALL HOUSEHOLD MEMBERS.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ040.

COPYRIGHTED: No.

FSQ130**DISPLAY INSTRUCTIONS:**

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, "Madre/guardiana o tutora", "Padre/ guardián o tutor", "Otro de los padres/Tutor(a) o guardián(a)", "Hermana", "Hermano", "Novia o pareja femenina del padre o madre/tutor(a) o guardián(a) de {CHILD}", "Novio o pareja masculina del padre o madre/tutor(a) o guardián(a)de {CHILD} ", "Otra pareja del padre o madre /Tutor(a) o guardián(a) de {CHILD}", "Abuela", "Abuelo", "Tía", "Tío", "Primo o prima", "Otro(a) pariente ", "Otra persona que no es pariente"

QUESTION TEXT:

¿Qué relación o parentesco tiene {usted/{NAME}} con {CHILD}?

CODES

- | | | |
|---|---|------------|
| 1 | Madre/guardiana o tutora | FSQ1 40 |
| 2 | Padre/guardián o tutor | FSQ1 50 |
| 3 | Otro de los padres/Tutor(a) o guardián(a) | FSQ1 55 |
| 4 | Hermana | FSQ1 60 |
| 5 | Hermano | FSQ1 70 |
| 6 | Novia o pareja femenina del padre o madre/tutor(a) o guardián(a) 9 de {CHILD} | BOX 4 |
| 7 | Novio o pareja masculina del padre o madre/tutor(a) o guardián(a) de {CHILD} | BOX 4 |

| | | |
|----|---|------------|
| 8 | Otra pareja del padre o madre/tutor(a) o guardián(a) de {CHILD} | BOX 4 |
| 9 | Abuela | BOX 4 |
| 10 | Abuelo | BOX 4 |
| 11 | Tía | BOX 4 |
| 12 | Tío | BOX 4 |
| 13 | Primo o prima | BOX 4 |
| 14 | Otro(a) pariente | BOX 4 |
| 15 | Otra persona que no es pariente | FSQ1 80 |

PROGRAMMER INSTRUCTIONS:

ASK FOR ALL PERSONS IN FSQ110 OTHER THAN THE SAMPLED CHILD. DISPLAY "usted" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

IF THIS QUESTION IS SK (SKIPPED) FOR THE RELATIONSHIP OF THE RESPONDENT OR THE RESPONDENT'S SPOUSE/PARTNER TO THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Madre/guardiana o tutora: Es la mujer principalmente responsable por el niño(a). Esto incluye a las madres biológicas, madres adoptivas, madrastras, madres *foster* y otras madres, así como a tutoras o guardianas.

HELP FOR CODE 2: Padre /guardián o tutor: Es el hombre principalmente responsable por el niño(a). Esto incluye a los padres biológicos, padres adoptivos, padrastros, padres *foster* y otros padres, así como a tutores o guardianes.

HELP FOR CODE 3: Otro padre/madre / tutor(a) o guardián(a): Un padre o madre responsable por el niño(a). Incluye padres y madres biológicos, padres y madres adoptivos, padrastro y otros padres, madrastra y otras madres así como tutores o guardianes.

HELP FOR CODE 4: Hermana: Incluye a las hermanas biológicas (de padre y madre, medias hermanas), hermanas adoptivas, hermanastras y hermanas *foster*.

HELP FOR CODE 5: Hermano: Incluye a los hermanos biológicos (de padre y madre, medios hermanos) hermanos adoptivos, hermanastros y hermanos *foster*.

HELP FOR CODE 6: Novia o pareja femenina del padre/madre/ tutor(a) o guardián(a) del niño(a): La mujer que tiene una relación "como de pareja" con uno de los padres, tutores o guardianes del niño(a). "Viviendo como si estuvieran casados" es otra manera de describir la relación.

HELP FOR CODE 7: Novio o pareja masculina de la madre/padre/tutor(a) o Guardián(a) del niño: El hombre que tiene una relación "como de pareja" con uno de los padres, tutores o guardianes del niño(a). "Viviendo como si estuvieran casados" es otra manera de describir la relación.

HELP FOR CODE 8: Otra pareja del padre/la madre / tutor(a) o guardián(a) del niño(a): una persona que tiene una relación "de pareja" con uno de los padres o tutores del niño(a). "Vivir como casados" es otra forma de describir la relación.

HELP FOR CODE 9: Abuela: La madre del padre o madre biológicos o adoptivos del niño(a).

HELP FOR CODE 10: Abuelo: El padre del padre o madre biológicos o adoptivos del niño(a).

HELP FOR CODE 11: Tía: La hermana de la madre o padre biológico o adoptivo del niño(a) o la esposa del tío del niño(a).

HELP FOR CODE 12: El hermano de la madre o padre biológico o adoptivo del niño(a), o el esposo de la tía del niño(a).

HELP FOR CODE 13: Primo/Prima: Un hijo(a) del tío, tía o primo(a) del niño(a).

HELP FOR CODE 14: Otro(a) Pariente: Se refiere a las relaciones que no aparecen específicamente en la lista, como bisabuela, sobrina o sobrino.

HELP FOR CODE 15: Otra persona que no es pariente: Se refiere a la relación entre dos personas cuando no tienen parentesco de sangre, por matrimonio, adopción o de pareja (por ejemplo, viviendo juntos como casados). También se refiere a relaciones que existen donde hay dos personas que viven juntas como casados y tienen hijos. Por ejemplo, el padre del niño(a) y la novia del padre (que no es la madre del niño(a)) viven juntos como casados y la hija de la novia vive con ellos. La relación de la hija de la novia con el niño(a) sería de hermanos si sus padres estuvieran casados, pero como el padre y la novia no están casados, ella es "otra persona que no es pariente." Si se escoge "otra persona que no es pariente", usted recibirá una lista de opciones de respuesta más descriptivas que "otra persona que no es pariente" y podrá elegir entre ellas.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ130.

COPYRIGHTED: No

FSQ140

DISPLAY INSTRUCTIONS:

BOLD IN HELP TEXT: Madre biológica o de nacimiento", "madre adoptiva", "madrastra", "madre foster", "guardiana o tutora", "otro tipo de madre o guardiana/tutora."

QUESTION TEXT:

¿Es {usted/{NAME}} la ... de {CHILD}?

CODES

| | | |
|---|---|----------|
| 1 | Madre biológica o de nacimiento | BOX 4 |
| 2 | Madre adoptiva | BOX 4 |
| 3 | Madrastra | BOX 4 |
| 4 | Madre foster, guardiana o tutora legal, o | BOX 4 |
| 5 | Otro tipo de madre o guardiana/tutora? | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Madre biológica o de nacimiento: la madre biológica de {CHILD}. Puede tratarse de la madre que dio a luz al niño(a), pero también podría aplicarse a una madre que usó una madre subrogada o sustituta o vientre de alquiler para tener su hijo biológico.

HELP FOR CODE 2: Madre adoptiva: La mujer que ha adoptado legalmente al niño(a) para criarlo como si fuera propio.

HELP FOR CODE 3: Madrastra: Una mujer que no es la madre del niño(a) y que está casada con el padre del niño(a).

HELP FOR CODE 4: Madre *foster*: La mujer bajo cuyo cuidado han puesto al niño(a) de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte.

Guardiana o tutora legal: La mujer que ha sido asignada legalmente para estar a cargo del niño(a).

HELP FOR CODE 5: Otro tipo de madre o guardiana/tutora: Una persona que se desempeña como madre del niño(a), pero no le corresponde ninguna de las otras categorías. Por ejemplo, en un hogar con dos mamás, una de las mamás podría no clasificarse como madre con relación biológica y podría no estar tampoco legalmente a cargo del niño(a), aunque es la otra mamá del niño(a).

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ140.

COPYRIGHTED: No.

FSQ150

DISPLAY INSTRUCTIONS:

BOLD IN HELP TEXT: 'Padre biológico o de nacimiento ', "Padre adoptivo ", "Padrastro ", "Padre *foster*", " Guardián o tutor legal ", "Otro tipo de padre o guardián/tutor "

QUESTION TEXT:

¿Es {usted/{NAME}} el ... de {CHILD}?

CODES

| | | |
|---|---|----------|
| 1 | Padre biológico o de nacimiento, | BOX 4 |
| 2 | Padre adoptivo, | BOX 4 |
| 3 | Padrastro, | BOX 4 |
| 4 | Padre <i>foster</i> o guardián o tutor legal, u | BOX 4 |
| 5 | Otro tipo de padre o guardián/tutor? | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Padre biológico o de nacimiento: El padre masculino del niño(a). Esto también es aplicable a un padre que usó una madre subrogada o sustituta para tener su hijo biológico.

HELP FOR CODE 2: Padre adoptivo: El hombre que ha adoptado legalmente al niño(a) para criarlo como si fuera propio.

HELP FOR CODE 3: Padrastro: Un hombre que no es el padre del niño(a) y que está casado con la madre del niño(a).

HELP FOR CODE 4: Padre *foster*: El hombre bajo cuyo cuidado han puesto al niño(a) de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte.

Guardián o tutor legal: El hombre que ha sido asignado legalmente para estar a cargo del niño(a).

HELP FOR CODE 5:

Otro tipo de padre o guardián/tutor: Una persona que se desempeña como padre del niño(a), pero no

le corresponde ninguna de las otras categorías. Por ejemplo, en un hogar con dos papás, uno de los papás podría no clasificarse como padre con relación biológica y podría no estar tampoco legalmente a cargo del niño(a), aunque es el otro papá del niño(a).

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ150.

COPYRIGHTED: No.

FSQ155**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: 'Padre o madre biológico o de nacimiento'," Padre o madre adoptivo(a) "," Padrastra o madrastra "," Padre o madre *foster*"," Guardián o tutor(a) legal "," Otro tipo de padre, madre o tutor(a) o guardián(a)/tutor"

QUESTION TEXT:

¿Es usted/{NAME}} el... de {CHILD}?

CODES

| | | |
|---|---|----------|
| 1 | Padre o madre biológico(a) o de nacimiento, | BOX 4 |
| 2 | Padre o madre adoptivo(a), | BOX 4 |
| 3 | Padrastra o madrastra, | BOX 4 |
| 4 | Padre o madre <i>foster</i> , o guardián(a) o tutor(a) legal, | BOX 4 |
| 5 | Otro tipo de padre, madre o guardián(a)/tutor(a) | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Padre o madre biológico(a) o de nacimiento: padre/madre biológico(a) del niño(a). Esto también podría aplicarse a padres que usaron un madre sustituta para tener un hijo biológico.

HELP FOR CODE 2: Padre o madre adoptivo(a): un padre/una madre que ha adoptado legalmente al niño(a) para criarlo como si fuera propio.

HELP FOR CODE 3: Padrastra o madrastra: Un padre/una madre que no es el padre/la madre biológico del niño(a) y está casado(a) con el padre/la madre biológico(a) del niño(a).

HELP FOR CODE 4: Padre o madre *foster*: El hombre o la mujer bajo cuyo cuidado han puesto al niño(a) de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte Guardián(a) o tutor(a) legal: El hombre o la mujer que ha sido asignado legalmente para estar a cargo del niño(a).

HELP FOR CODE 5: Otro tipo de padre/madre o guardián(a)/tutor(a): Una persona que se desempeña como padre o madre del niño(a), pero no le corresponde ninguna de las otras categorías. Por ejemplo, en un hogar con dos padres, uno de los padres podría no clasificarse como padre con relación biológica y podría no estar tampoco legalmente a cargo del niño(a), aunque es el otro padre del niño(a).

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ150.

COPYRIGHTED: No.

FSQ160**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: Hermana de padre y madre", "Media hermana", "Hermanastra", "Hermana adoptiva", "Hermana *foster*"

QUESTION TEXT:

¿Es {usted/{NAME}} la ... de {CHILD}?

CODES

| | | |
|---|--------------------------|-------|
| 1 | Hermana de padre y madre | BOX 4 |
| 2 | Media hermana | BOX 4 |
| 3 | Hermanastra | BOX 4 |
| 4 | Hermana adoptiva, o | BOX 4 |
| 5 | Hermana <i>foster</i> | BOX 4 |

PROGRAMMER INSTRUCTIONS: NOTE:

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

HELP FOR CODE 1: Hermana de padre y madre: Una mujer que tiene los mismos padres biológicos que el niño(a).

HELP FOR CODE 2: Media hermana: Una mujer con quien el niño(a) comparte uno de los padres biológicos.

HELP FOR CODE 3: Hermanastra: Una mujer con quien el niño(a) está emparentado a través del matrimonio de uno de los padres biológicos.

HELP FOR CODE 4: Hermana adoptiva: Una mujer con quien el niño(a) está emparentado dado que ambos están en la misma familia porque ya sea ella o el niño(a) ha sido legalmente adoptado por la familia.

HELP FOR CODE 5: Hermana *foster*: Una mujer sin relación de parentesco con el niño(a),excepto que están en la misma familia porque ya sea ella o el niño(a) forma parte del hogar de manera temporal y los padres tienen responsabilidad legal por el niño(a).

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ160.

COPYRIGHTED: No.

FSQ170**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: "Hermano completo", "Medio hermano", "Hermanastro", "Hermano adoptivo", "Hermano *foster* "

QUESTION TEXT:

¿Es {usted/{NAME}} el... de {CHILD}?

CODES

| | | |
|---|--------------------------|----------|
| 1 | Hermano de padre y madre | BOX 4 |
| 2 | Medio hermano | BOX 4 |
| 3 | Hermanastro | BOX 4 |
| 4 | Hermano adoptivo | BOX 4 |
| 5 | Hermano <i>foster</i> ? | BOX 4 |

PROGRAMMER INSTRUCTIONS:

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

HELP FOR CODE 1: Hermano de padre y madre: Un hombre que tiene los mismos padres biológicos que el niño(a).

HELP FOR CODE 2: Medio hermano: Un hombre con quien el niño(a) comparte uno de los padres biológicos.

HELP FOR CODE 3: Hermanastro: Un hombre con quien el niño(a) está emparentado a través del matrimonio de uno de sus padres biológicos.

HELP FOR CODE 4: Hermano adoptivo: Un hombre con quien el niño(a) está emparentado dado que ambos están en la misma familia la cual ha adoptado legalmente a uno de ellos dos.

HELP FOR CODE 5: Hermano *foster*: Un hombre sin relación de parentesco con el niño(a), excepto que están en la misma familia porque ya sea él o el niño(a) forma parte del hogar de manera temporal y los padres tienen responsabilidad legal por el niño(a).

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ170.

COPYRIGHTED: No.

FSQ180**QUESTION TEXT:**

¿Es {usted/{NAME}} la ... de {CHILD}?

CODES

| | | |
|----|---|--------------|
| 1 | Novia o pareja femenina del padre/madre/tutor(a) o guardián(a) de {CHILD} | BOX 4 |
| 2 | Novio o pareja masculina del padre/madre/tutor(a) o guardián(a) de {CHILD } | BOX 4 |
| 3 | Otra pareja del padre/madre/tutor(a) o guardián(a) de {CHILD} | BOX 4 |
| 4 | Tutora o guardiana | BOX 4 |
| 5 | Tutor o guardián | BOX 4 |
| 6 | Otro tutor o guardián | BOX 4 |
| 7 | Hija/hijo de la pareja del padre/madre de {CHILD} | BOX 4 |
| 8 | Otro pariente de la pareja del padre/madre de {CHILD} | Box 4 |
| 91 | Otra persona que no es pariente (Por favor, especifique): | FSQ180 OS |

PROGRAMMER INSTRUCTIONS:

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

IF FSQ.180 IS CODED 1 (GIRLFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 6.

IF FSQ.180 IS CODED 2 (BOYFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 7.

IF FSQ.180 IS CODED 3 (OTHER PARTNER), FLAG RESPONSE TO FSQ.130 AS CODE 8.

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

IF FSQ.180 IS CODED 5 (MALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 2 AND RESPONSE TO FSQ.150 AS CODE 4.

IF FSQ.180 IS CODED 6 (OTHER GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 3 AND RESPONSE TO FSQ.155 AS CODE 4.

DISPLAY FSQ180 AND FSQ180OS TOGETHER.

HELP FOR CODE 1: Novia o pareja femenina del padre/madre/tutor(a) o guardián(a) del niño: La mujer que tiene una relación "como de pareja" con uno de los padres, o tutores o guardianes del niño(a). "Viviendo como si estuvieran casados" es otra manera de describir la relación.

HELP FOR CODE 2: Novio o pareja masculina del padre/madre/tutor(a) o guardián(a) del niño: El hombre que tiene una relación "como pareja" con uno de los padres, o tutores o guardianes del niño(a). "Viviendo como si estuvieran casados" es otra manera de describir la relación.

HELP FOR CODE 3: Otra pareja del padre/madre/tutor(a) o guardián(a) del niño: Una persona que tiene una relación "como pareja" con uno de los padres, o tutores o guardianes del niño(a). "Viviendo como si estuvieran casados" es otra manera de describir la relación.

HELP FOR CODE 4: Tutora o guardiana: La mujer legalmente a cargo del niño(a).

HELP FOR CODE 5: Tutor o guardián: El hombre legalmente a cargo del niño(a).

HELP FOR CODE 6: Otro tutor o guardián: Una persona legalmente a cargo del niño(a).

HELP FOR CODE 7: Hija/hijo de la pareja del padre/madre del niño: El hijo o hija de la persona que tiene una relación "como de pareja" con uno de los padres, o guardianes o tutores del niño(a).

HELP FOR CODE 8: Otro pariente de la pareja del padre/madre del niño: Algún otro pariente de la persona que tiene una relación "como de pareja" con uno de los padres, tutores o guardianes del niño(a).

HELP FOR CODE 9: Otra persona que no es pariente: Si uno de los códigos de arriba correspondientes a personas no parientes no describe mejor la relación de la persona con el niño(a) y no hay una relación de familia de sangre, por matrimonio, adopción o de pareja (por ejemplo, viviendo juntos como casados), use este código.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ180.

COPYRIGHTED: No.

FSQ1800S

ENTER TEXT

Length

70

PROGRAMMER INSTRUCTIONS:

DISPLAY FSQ180 AND FSQ1800S TOGETHER.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ180.

COPYRIGHTED: No.

Box 4

END LOOP 1.

ASK FSQ130 - FSQ180 FOR NEXT PERSON ON THE HOUSEHOLD ROSTER WHO IS NOT THE FOCAL CHILD. IF NO NEXT PERSON, CONTINUE WITH FSQ190.

FSQ190**DISPLAY INSTRUCTIONS:**

BOLD "hispano o latino" IN HELP TEXT ONLY

QUESTION TEXT:

¿{Es usted/Es {NAME}} de origen hispano o latino?

InstResp "Una persona hispana o latina es de cultura u origen cubano, mexicano, puertorriqueño, sudamericano o centroamericano, o de otra cultura u origen (ascendencia) español, sin importar la raza."

CODES

1 Sí

2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ020) WHO IS THE FOCAL CHILD, RESPONDENT, RESPONDENT'S GIRLFRIEND (CODE '6' AT FSQ130 OR CODE '1' AT FSQ180), RESPONDENT'S BOYFRIEND (CODE '7' AT FSQ130 OR CODE '2' AT FSQ180), RESPONDENT'S OTHER PARTNER (CODE '8' AT FSQ130 OR CODE '3' AT FSQ180), MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '4' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '5' AT FSQ.180), OR OTHER PARENT FIGURE (CODE '3' AT FSQ130 OR CODE '6' AT FSQ180),

IF NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1, 2, OR 3' AT FSQ130, OR CODE '4, 5, OR 6' AT FSQ180), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

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

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring kindergarten, question FSQ190.

COPYRIGHTED: No.

FSQ195**DISPLAY INSTRUCTIONS:**

BOLD IN HELP TEXT: 'Indígena de las Américas o nativo de Alaska ', "Asiático", "Negro o afroamericano ", "Nativo de Hawái o de otras islas del Pacífico ", "Blanco"

QUESTION TEXT:

¿Cuál es la raza de {usted/{NAME}'s}? Puede elegir una o más razas que indiquen lo que {usted/NAME} se considera a {usted mismo/él/ella/a sí mismo(a)}.

InstResp: "Para el propósito de este estudio, el origen hispano no se considera una raza.

Seleccione todas las respuestas que correspondan."

CODES

- 1 Indígena de las Américas o nativo(a) de Alaska
- 2 Asiático(a)
- 3 Negro(a) o afroamericano(a)
- 4 Nativo(a) de Hawái o de otras islas del Pacífico
- 5 Blanco(a)

PROGRAMMER INSTRUCTIONS:

DISPLAY EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ020) WHO IS THE FOCAL CHILD, RESPONDENT, RESPONDENT'S GIRLFRIEND (CODE '6' AT FSQ130 OR CODE '1' AT FSQ180), RESPONDENT'S BOYFRIEND (CODE '7' AT FSQ130 OR CODE '2' AT FSQ180), RESPONDENT'S OTHER PARTNER (CODE '8' AT FSQ130 OR CODE '3' AT FSQ180), MOTHER FIGURE (CODE '1' AT FSQ130 OR CODE '4' AT FSQ180), FATHER FIGURE (CODE '2' AT FSQ130 OR CODE '5' AT FSQ.180), OR OTHER PARENT FIGURE (CODE '3' AT FSQ130 OR CODE '6' AT FSQ180),

IF NO MOTHER, FATHER, OTHER PARENT FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1, 2, OR 3' AT FSQ130, OR CODE '4, 5, OR 6' AT FSQ180), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

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

DISPLAY "su", "usted", "usted", "considera", AND "usted mismo" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}", "{NAME}", "considera" AND ("él" OR "ella") USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. DISPLAY "él" IF THE PERSON IS MALE AND "ella" IF THE PERSON IS FEMALE. IF GENDER IS MISSING (CODE 'SK'), DISPLAY "él/ella/a sí mismo."

IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE.

HELP FOR CODE 1: Indígena de las Américas o nativo de Alaska: Una persona con orígenes en cualquiera de los pueblos originarios de América del Norte y América del Sur (incluyendo América Central) y que mantiene afiliación tribal o conexión con su comunidad.

HELP FOR CODE 2: Asiático: Una persona con orígenes en cualquiera de los pueblos originarios del Lejano Oriente, el sudeste de Asia o el subcontinente indio, incluyendo, por ejemplo, Camboya, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia y Vietnam.

HELP FOR CODE 3: Negro o afroamericano: Una persona con orígenes en cualquiera de los grupos de raza negra de África.

HELP FOR CODE 4: Nativo de Hawái o de otras islas del Pacífico: Una persona con orígenes en cualquiera de los pueblos originarios de Hawái, Guam, Samoa u otras islas del Pacífico.

HELP FOR CODE 5: Blanco: Una persona con orígenes en cualquiera de los pueblos originarios de Europa, el Medio Oriente o el norte de África.

SOURCE: ECLS-K:2011, spring kindergarten FSQ195.

Box 4B

END LOOP 2.

ASK FSQ.190 - FSQ.195 FOR NEXT PERSON WHO IS THE FOCAL CHILD, MOTHER FIGURE, FATHER FIGURE, RESPONDENT'S BOYFRIEND, RESPONDENT'S GIRLFRIEND, OR RESPONDENT OR RESPONDENT'S SPOUSE (IF NO MOTHER OR FATHER FIGURES) WHOSE ETHNICITY OR RACE DATA ARE MISSING. IF NO NEXT PERSON, CONTINUE WITH FSQ.200.

FSQ200

QUESTION TEXT:

{FILL 1} actualmente casado(a), separado(a), divorciado(a), viudo(a), en una unión civil o sociedad doméstica, o {FILL 2} nunca ha estado casado(a)?

CODES

- 1 Casado(a)/Casados
- 2 Separado(a)/Separados
- 3 Divorciado(a)/Divorciados
- 4 Viudo(a)
- 5 Nunca ha estado casado(a)/Nunca han estado casados
- 6 En unión civil/Sociedad doméstica
No sabe

PROGRAMMER INSTRUCTIONS:

USE FILL INSTRUCTIONS BELOW.

| {FILL 1} | {FIL L 2} | ParentIsR | BioMolnHH | BioFalnHH | AdopMolnHH | AdopFalnHH | OtherinHH |
|--|------------------|--|---|---|---|---|---|
| | | The current roster shows a relationship of biological/ adoptive mother or biological/adopti ve father for the person flagged as the respondent for YES | The current roster shows the relationship of biological mother for at least one HH member (not the R) for YES | The current roster shows the relationship of biological father for at least one HH member (not the R) for YES | The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for YES | The current roster shows the relationship of adoptive father for at least one HH member (not the R) for YES | The current roster shows there is no biological/ adoptive mother/ father in the household for YES |
| Está usted | Ha estado usted | YES | | | | | NO |
| Está usted | Ha estado usted | NO | NO | NO | NO | NO | YES |
| Están los padres biológicos de {CHILD} | Han estado ellos | NO | YES | YES | | | NO |
| Está la madre biológica de {CHILD} | Ella ha estado | NO | YES | NO | | | NO |
| Está el padre biológico de {CHILD} | El ha estado | NO | NO | YES | | | NO |
| Está la madre adoptiva de {CHILD} | Ella ha estado | NO | NO | NO | YES | NO | NO |
| Está el padre adoptivo de {CHILD} | El ha estado | NO | NO | NO | NO | YES | NO |
| Están los padres adoptivos de {CHILD} | Ellos han estado | NO | NO | NO | YES | YES | NO |

SOURCE: ECLS-K:2011, spring kindergarten, questions FSQ200a and b.

COPYRIGHTED: No

Box 5

IDENTIFY THE 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD. THIS PERSON OR PERSONS SHOULD BE CHOSEN AS FOLLOWS:

1) THE KEY PARENT FIGURES SHOULD BE CHOSEN ONLY FROM AMONG CURRENT MEMBERS OF THE HOUSEHOLD;

2) IF A MOTHER (RELATION=1) IS IN THE HOUSEHOLD SHE SHOULD BE A KEY PARENT FIGURE; IF A FATHER (RELATION =2) IS IN THE HOUSEHOLD HE SHOULD BE A KEY PARENT FIGURE; ELSE, IF A PARENT IS IN THE HOUSEHOLD (RELATION =3) THIS PERSON SHOULD BE A PARENT FIGURE.

IF THERE ARE TWO MOTHERS (RELATION=1), PICK THE MOTHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH MOTHER =1, ADOPTIVE OR LEGAL MOTHER=2, STEPMOTHER=3, FOSTER MOTHER OR FEMALE GUARDIAN =4. OTHER TYPE OF MOTHER = 5. IF TWO MOTHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.140 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

IF THERE ARE TWO FATHERS (RELATION=2), PICK THE FATHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH FATHER =1, ADOPTIVE OR LEGAL FATHER=2, STEPFATHER=3, FOSTER FATHER OR MALE GUARDIAN =4, AND OTHER TYPE OF FATHER = 5. IF TWO FATHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.150 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER. CHILDREN'S PARENTS WITH RELATION = 1 OR 2 SHOULD BE THE KEY PARENT FIGURES WHETHER OR NOT ONE OF THE PARENTS IS THE RESPONDENT.

IF THERE ARE TWO PARENTS (RELATION = 3) PICK THE PARENT WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH PARENT =1, ADOPTIVE OR LEGAL PARENT=2, STEPPARENT=3, FOSTER PARENT OR GUARDIAN =4. OTHER TYPE OF PARENT = 5. IF TWO PARENTS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.140 WAS SK FOR EMPTY, PICK ONE WITH LOWEST PERSON NUMBER.

3) IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER OR OTHER PARENT (NO RELATION=2 OR 3) AND THE MOTHER HAS A MALE (FSQ.140 =1) SPOUSE/PARTNER (SPOUSE/PARTNER, HERE AND IN OTHER PARTS OF THIS BOX, IS DEFINED AS A SPOUSE/PARTNER HAVING BEEN SELECTED AT FSQ.120), THE MOTHER SHOULD BE A KEY PARENT FIGURE AND THE MALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) OR OTHER PARENT (RELATION =3)) AND THERE ARE TWO MOTHERS IN THE HOUSEHOLD, THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER MOTHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER OR OTHER PARENT (NO RELATION=2 OR 3) AND THE MOTHER HAS A SPOUSE/PARTNER WHO IS FEMALE (FSQ.140 =2), THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND HER FEMALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

IF THE SEX OF THE SPOUSE/PARTNER OF A PARENT (RELATION = 1, 2, OR 3) IS UNKNOWN (FSQ140 = SK), THE PARENT AND THE SPOUSE/PARTNER OF THE PARENT SHOULD STILL EACH BE KEY PARENT FIGURES.

(NOTE: IN HOUSEHOLDS WITH TWO MOTHERS AND NO FATHER, EACH MOTHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF MOTHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A MOTHER FIGURE #1, MOTHER FIGURE #1 SHOULD BE ONE KEY MOTHER FIGURE AND MOTHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO MOTHER FAMILIES WITHOUT A FATHER, IF A MOTHER WHO TAKES PRECEDENCE OVER ANOTHER MOTHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER MOTHER WHO IS THE RESPONDENT, BOTH MOTHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE MOTHER THAT TAKES PRECEDENCE AS BOTH THE KEY FEMALE AND KEY MALE FIGURE.)

Box 5 (continued)

4) IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER OR OTHER PARENT (NO RELATION=1 OR 3) AND THE FATHER HAS A FEMALE SPOUSE/PARTNER, THE FATHER SHOULD BE A KEY PARENT FIGURE AND THE FEMALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A FATHER (RELATION =2) BUT NO MOTHER OR OTHER PARENT (NO RELATION=2 OR 3) AND THERE ARE TWO FATHERS IN THE HOUSEHOLD, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER FATHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

ELSE, IF THERE IS A FATHER (RELATION=2) BUT NO MOTHER OR OTHER PARENT (RELATION=1 OR 3) AND THE FATHER HAS A MALE SPOUSE/PARTNER, THE FATHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO FATHERS) SHOULD BE A KEY PARENT FIGURE AND HIS MALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE FATHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

(NOTE: IN HOUSEHOLDS WITH TWO FATHERS AND NO MOTHER, EACH FATHER FIGURE CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF FATHER FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF A FATHER FIGURE #1, FATHER FIGURE #1 SHOULD BE ONE KEY FATHER FIGURE AND FATHER FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO FATHER FAMILIES WITHOUT A MOTHER OR OTHER PARENT, IF A FATHER WHO TAKES PRECEDENCE OVER ANOTHER FATHER (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER FATHER WHO IS THE RESPONDENT, BOTH FATHERS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE FATHER THAT TAKES PRECEDENCE AS BOTH THE KEY MALE AND KEY FEMALE FIGURE.)

5) IF THERE IS A PARENT (RELATION = 3) BUT NO MOTHER OR FATHER (NO RELATION = 1 OR 2) AND THE PARENT HAS A SPOUSE/PARTNER, THE PARENT (RELATION = 3) SHOULD BE A KEY PARENT FIGURE AND THE SPOUSE/PARTNER SHOULD BE A PARENT FIGURE.

ELSE, IF THERE IS A PARENT (RELATION = 3) BUT NO MOTHER OR FATHER (NO RELATION = 1 OR 2) AND THERE ARE TWO PARENTS (RELATION = 3) IN THE HOUSEHOLD, THE PARENT (RELATION = 3) IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO PARENTS (RELATION = 3) SHOULD BE A KEY PARENT FIGURE AND THE OTHER PARENT IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE PARENT IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE.

(NOTE: IN HOUSEHOLDS WITH TWO PARENTS (RELATION = 3) AND NO MOTHER OR FATHER (NO RELATION = 1 OR 2), EACH PARENT (RELATION = 3) CAN ONLY OCCUPY ONE OF THE TWO KEY PARENT FIGURE SLOTS. IF PARENT FIGURE #2 QUALIFIES AS A KEY PARENT AND IS ALSO THE SPOUSE/PARTNER OF PARENT FIGURE #1, PARENT FIGURE #1 SHOULD BE ONE KEY PARENT FIGURE AND PARENT FIGURE #2 SHOULD BE THE OTHER KEY PARENT FIGURE. ALSO, IN TWO PARENT (RELATION = 3) FAMILIES WITHOUT A MOTHER OR FATHER (NO RELATION = 1 OR 2), IF A PARENT WHO TAKES PRECEDENCE OVER ANOTHER PARENT (BY RELATIONSHIP NUMBER OR PERSON NUMBER AS INDICATED IN BULLET 2 ABOVE) IS NOT THE RESPONDENT, BUT IS THE SPOUSE/PARTNER OF THE OTHER PARENT WHO IS THE RESPONDENT, BOTH PARENTS SHOULD BE KEY PARENT FIGURES RATHER THAN SETTING THE PARENT THAT TAKES PRECEDENCE AS BOTH THE KEY PARENT 1 AND KEY PARENT 2 FIGURE.)

6) OTHERWISE, IF THERE ARE NOT PARENTS IN THE HOUSEHOLD (RELATION NE 1 , 2, OR 3), THE RESPONDENT SHOULD BE A KEY PARENT FIGURE AND THE RESPONDENT'S SPOUSE/PARTNER, IF ONE, SHOULD BE A KEY PARENT FIGURE.

BOX 6

GO TO SECTION CCQ.

Section CCQ [Early Care and Education Arrangement/Child Care]

CCQ005

QUESTION TEXT:

A continuación, tenemos preguntas sobre los arreglos de cuidado infantil que tiene para {CHILD}. Primero quisiéramos preguntarle sobre todo el cuidado infantil que recibe actualmente {CHILD} de manera habitual, de alguien aparte de {usted/sus} {padres/guardianes o tutores}. Esto no incluye *babysitting* ocasional ni algún arreglo alternativo por si acaso.

InstResp "Presione SIGUIENTE para continuar."

PROGRAMMER INSTRUCTIONS: DISPLAY "habitual" IN UNDERLINED TEXT.

FOR ALL DISPLAYS DEFINE "PARENT FIGURE" AS THE MOTHER/FATHER/PARENT OR MALE/FEMALE/OTHER GUARDIAN (FSQ.130= 1, 2, OR 3 - THIS INCLUDES BIRTH, ADOPTIVE, STEP, FOSTER, AND OTHER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ.130 = 1, 2, OR 3 FOR THE RESPONDENT), OR THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1, 2, OR 3 FOR ANY HOUSEHOLD MEMBER), DISPLAY "usted", OTHERWISE DISPLAY "sus {padres/guardianes o tutores }."

DISPLAY "padres" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140, FSQ.150, OR FSQ155 = 1, 2, 3, 5, DK, OR REF), OTHERWISE DISPLAY "guardianes o tutores."

SOURCE: ECLS-K:2011 fall kindergarten question CCQ005 modified for web.

COPYRIGHTED: No.

CCQ010

QUESTION TEXT:

Actualmente, ¿está {CHILD} siendo cuidado(a) por un pariente de manera habitual Esto puede incluir a los abuelos, hermanos y hermanas, o cualquier pariente que no sea(n) {usted/los {padres/tutores o guardianes } de {CHILD}}.

InstResp "Cuidado por parte de un pariente puede ser con cualquier pariente distinto a los padres del niño(a) y ocurriría en un hogar privado. Puede ser gratuito o tener un costo monetario. Debe ser un arreglo de cuidado habitual en lugar de un arreglo ocasional como *babysitting* o un arreglo alternativo por si acaso. Si usted está separado(a) o divorciado(a), por favor no incluya las visitas con un padre que no tiene custodia."

CODES

3 Sí CCQ020a
4 No

PROGRAMMER INSTRUCTIONS:

DISPLAY "habitual" IN UNDERLINED TEXT.

DISPLAY CCQ010 AND CCQ015 TOGETHER.

DISPLAY "actualmente " (FIRST INSTANCE ONLY) IN UNDERLINED TEXT.

FOR ALL DISPLAYS DEFINE "PARENT FIGURE" AS THE MOTHER/ FATHER/PARENT OR MALE/FEMALE/OTHER GUARDIAN (FSQ.130 = 1, 2, OR 3- THIS INCLUDES BIRTH, ADOPTIVE, STEP, AND FOSTER PARENTS OR GUARDIANS).

IF RESPONDENT IS A PARENT FIGURE (FSQ.130 = 1, 2, OR 3 FOR THE RESPONDENT), OR THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1, 2, OR 3 FOR ANY HOUSEHOLD MEMBER), DISPLAY "usted", OTHERWISE DISPLAY " padres/guardianes o tutores }."

DISPLAY "padres" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140, FSQ.150, OR FSQ.155 = 1, 2, 3, DK, OR REF), OTHERWISE DISPLAY "guardianes o tutores."

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ010 modified to remove reference to care before or after school.

COPYRIGHTED: No.

CCQ015**QUESTION TEXT:**

¿Alguna vez ha recibido {CHILD} cuidado por un pariente de manera habitual?

CODES

1 Sí
2 No

CCQ1
15

PROGRAMMER INSTRUCTIONS:

DISPLAY "alguna vez" AND "de forma habitual" IN UNDERLINED TEXT.

HELP FOR STEM:

Cuidado por parte de un pariente puede ser con cualquier pariente distinto a los padres del niño(a) y ocurriría en un hogar privado. Puede ser gratuito o tener un costo monetario. Debe ser un arreglo de cuidado habitual en lugar de un arreglo ocasional como *babysitting* o un arreglo alternativo por si acaso. Si usted está separado(a) o divorciado(a), por favor no incluya las visitas con un padre que no tiene custodia.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ015 modified to remove reference to care before or after school.

COPYRIGHTED: No.

CCQ020a**QUESTION TEXT:**

¿Cuántos años y meses de edad tenía {CHILD} cuando algún pariente {lo/la/le} cuidó por primera vez de manera habitual?

Watermark "Ponga la edad en años"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

DISPLAY "la primera vez" "algún" AND "de manera habitual" IN UNDERLINED TEXT.

DISPLAY CCQ020a AND CCQ020b TOGETHER.

HELP TEXT FOR STEM:

Cuidado por parte de un pariente puede ser con cualquier pariente distinto a los padres del niño(a) y ocurriría en un hogar privado. Puede ser gratuito o tener un costo monetario. Debe ser un arreglo de cuidado habitual en lugar de un arreglo ocasional como *babysitting* o un arreglo alternativo por si acaso. Si usted está separado(a) o divorciado(a), por favor no incluya las visitas con un padre que no tiene custodia.
habitual

SOURCE: ECLS-K:2011 fall kindergarten question CCQ020a modified to remove reference to care before or after school.

COPYRIGHTED: No

CCQ020b**QUESTION TEXT:**

Watermark "Ponga la edad en meses"

ENTER NUMBER

Range

0 to 12

PROGRAMMER INSTRUCTIONS:

ENTERING 12 HERE SHOULD ONLY BE ALLOWED IF CCQ020a=0.

DISPLAY CCQ020a AND CCQ020b TOGETHER.

DISPLAY "la primera vez" "algún" AND "de manera habitual" IN UNDERLINED TEXT.

HELP TEXT FOR STEM:

Cuidado por parte de un pariente puede ser con cualquier pariente distinto a los padres del niño(a) y ocurriría en un hogar privado. Puede ser gratuito o tener un costo monetario. Debe ser un arreglo de cuidado habitual en lugar de un arreglo ocasional como *babysitting* o un arreglo alternativo por si acaso. Si usted está separado(a) o divorciado(a), por favor no incluya las visitas con un padre que no tiene custodia.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ020a modified to remove reference to care before or after school.

COPYRIGHTED: No.

CCQ060**QUESTION TEXT:**

¿Cuántos diferentes arreglos de cuidado habituales tiene actualmente con parientes?

InstResp "Por favor no incluya el cuidado dado por un padre o tutor/guardián que vive en el hogar o en algún otro lado."

CODES

- 1 Uno
- 2 Dos
- 3 Tres
- 4 Cuatro
- 5 Cinco o más

PROGRAMMER INSTRUCTIONS:

DISPLAY "habituales" AND "actualmente" IN UNDERLINED TEXT.

HELP FOR STEM:

Cuidado por parte de un pariente puede ser con cualquier pariente distinto a los padres del niño(a) y ocurriría en un hogar privado. Puede ser gratuito o tener un costo monetario. Debe ser un arreglo de cuidado habitual en lugar de un arreglo ocasional como *babysitting* o un arreglo alternativo por si acaso. Si usted está separado(a) o divorciado(a), por favor no incluya las visitas con un padre que no tiene custodia.

SOURCE: ECLS-K:2011, spring first grade, question CCQ060.

COPYRIGHTED: No.

CCQ065

QUESTION TEXT:

{Quisiéramos más información sobre el pariente que cuida más a {CHILD} actualmente.}
¿Quién es el pariente que cuida a {CHILD}?

InstResp "Por favor no incluya el cuidado dado por un padre o tutor/guardián que vive en el hogar o en algún otro lado."

CODES

- 1 Abuelo(a)
- 2 Tía
- 3 Tío
- 4 Hermano
- 5 Hermana
- 6 Otro pariente

PROGRAMMER INSTRUCTIONS:

DISPLAY "actualmente" IN UNDERLINED TEXT. DISPLAY {Quisiéramos más información sobre el pariente que cuida más a {CHILD} actualmente.}" IF CCQ.060 = 2, 3, 4, or 5. OTHERWISE, USE A NULL DISPLAY.

SOURCE: ECLS-K:2011, spring first grade, question CCQ065.

COPYRIGHTED: No.

CCQ085

QUESTION TEXT:

¿Cuántos días a la semana recibe {CHILD} cuidado por parte de {{su RELATIVE} / ese pariente}?

Watermark "Ponga el número de días"

ENTER NUMBER

| | |
|------------|--------|
| Range | 1 to 7 |
| Soft Range | 1 to 5 |

PROGRAMMER INSTRUCTIONS:

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso" {DISPLAY RESPONSE AT CCQ085}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

DISPLAY "{su} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "ese pariente."

DISPLAY "días" AND "semana" IN UNDERLINED TEXT.

FOR "{RELATIVE}", DISPLAY "abuelo(a)" IF CCQ.065 = 1; DISPLAY "tía" IF CCQ.065 = 2; DISPLAY "tío" IF CCQ.065 = 3; DISPLAY "hermano" IF CCQ.065 = 4; DISPLAY "hermana" IF CCQ.065 = 5.

SOURCE: ECLS-K:2011, spring first grade, question CCQ085.

COPYRIGHTED: No.



CCQ090**QUESTION TEXT:**

¿Cuántas horas a la semana recibe {CHILD} cuidado por parte de {{su RELATIVE}/ese pariente}?

InstResp "Ponga las horas por semana como horas completas."

Watermark "Ponga las horas"

PROGRAMMER INSTRUCTIONS: DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

DISPLAY "{su} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "ese pariente"

FOR "{RELATIVE}", DISPLAY "abuelo" IF CCQ.065 = 1; DISPLAY "tía" IF CCQ.065 = 2; DISPLAY "tío" IF CCQ.065 = 3; DISPLAY "hermano" IF CCQ.065 = 4; DISPLAY "hermana" IF CCQ.065 = 5.

RANGE CHECK: THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.085 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. DISPLAY SOFT RANGE ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ099}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ090.

COPYRIGHTED: No.

CCQ095**QUESTION TEXT:**

¿Por cuánto tiempo ha sido cuidado(a) {CHILD} por su pariente en el último año?

CODES

- 1 De uno a dos meses
- 2 De tres a cinco meses
- 3 De seis a ocho meses
- 4 De nueve a once meses
- 5 Doce meses

PROGRAMMER INSTRUCTIONS:

DISPLAY "en el último año" IN UNDERLINED TEXT.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ050, modified for current care.

COPYRIGHTED: No.

CCQ096**QUESTION TEXT:**

¿En qué idioma habla mayormente el pariente de {CHILD} cuando (lo/la/le) cuida?

CODES

0 Inglés

1 Español

2 Un idioma europeo que no sea español, como francés, alemán o ruso

3 Un idioma o dialecto chino

4 Un idioma filipino

5 Un idioma del sudeste asiático como vietnamita, tailandés o jemer

6 Un idioma del sur de Asia como el hindú o el tamil

7 Otro idioma asiático como japonés o coreano

8 Un idioma del Medio Oriente como árabe o farsi

9 Un idioma africano como swahili o amhárico

91 Otro idioma (Por favor, especifique):

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011, fall kindergarten question CCQ050b, modified to be present tense, and have response categories from High School and Beyond (HS&B) 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

COPYRIGHTED: No.

| |
|--------------|
| BOX 1 |
|--------------|

| |
|---|
| IF CCQ096 = 91, GO TO CCQ096OS. ELSE, GO TO CCQ097. |
|---|

CCQ096OS**ENTER TEXT**

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ096.

SOURCE: ECLS-K:2011, fall kindergarten question CCQ050bOS, modified to be present tense.

COPYRIGHTED: No.

CCQ097**QUESTION TEXT:**

¿Tiene este pariente 18 años de edad o más?

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, fall kindergarten question CCQ050c, modified to be present tense.

COPYRIGHTED: No.

CCQ098**QUESTION TEXT:**

Head Start es un programa preescolar patrocinado por el gobierno federal, principalmente para niños de familias con ingresos bajos. {¿Es Head Start {el arreglo de cuidado habitual que {CHILD} tiene con un pariente/alguno de los arreglos habituales de cuidado infantil que {CHILD} tiene con parientes}?

InstResp "Head Start es un programa de educación temprana patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares). Para esta pregunta, estamos interesados en los servicios de Head Start en un programa de cuidado infantil familiar en un hogar privado donde el niño(a) es cuidado por alguien que es un pariente del niño(a) pero que no es ninguno de sus padres. Si su niño(a) participa en un programa Head Start en un hogar donde uno de los padres es el cuidador, seleccione no."

CODES

- 1 Sí
- 2 No
- No sabe

PROGRAMMER INSTRUCTIONS: IN HELP TEXT, BOLD "Head Start" IN BEGINNING OF THE PARAGRAPH. DISPLAY "el arreglo...pariente" IF CCQ.060 = 1. ELSE, DISPLAY "alguno de los... parientes."

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ031, modified to present tense.

COPYRIGHTED: No.

BOX 2

IF CHILD HAS ONLY ONE ARRANGEMENT WITH RELATIVES OR THE QUESTION ABOUT THE NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ060 = 1 OR SK), GO TO CCQ115 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH RELATIVES (CCQ060 = 2, 3, 4, OR 5) AND THE {CHILD} IS IN HEAD START (CCQ098=1), GO TO CCQ099 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH RELATIVES (CCQ060 = 2, 3, 4, OR 5) AND THE CHILD IS NOT IN HEAD START (CCQ098=2), GO TO CCQ110 TO ASK ABOUT TIME SPENT IN OTHER ARRANGEMENTS.

ELSE GO TO BOX 3.

CCQ099**QUESTION TEXT:**

¿El pariente que cuida más tiempo a {CHILD} {lo/la/le} está cuidando como parte de un programa de Head Start?

InstResp "Head Start es un programa de educación preescolar patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares).

Para esta pregunta, estamos interesados en los servicios de Head Start en un programa de cuidado infantil familiar en un hogar privado donde el niño(a) es cuidado por alguien que es un pariente del niño(a) pero que no es ninguno de sus padres.

CODES

| | |
|------|--------|
| 1 Sí | CCQ110 |
| 2 No | CCQ100 |

PROGRAMMER INSTRUCTIONS: IN HELP TEXT, BOLD "Head Start" IN BEGINNING OF THE PARAGRAPH.

HELP FOR STEM:

Si su niño(a) participa en un programa Head Start en un hogar y uno de los padres es el cuidador, seleccione no.

SOURCE: Westat, with help text from ECLS-K:2011, fall kindergarten, question CCQ031.

COPYRIGHTED: No.

CCQ100**QUESTION TEXT:**

¿Cuántos días a la semana recibe {CHILD} cuidado por parte de un pariente en Head Start?

Watermark "Ponga el número de días"

ENTER NUMBER

| | |
|------------|--------|
| Range | 1 to 7 |
| Soft Range | 1 to 5 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "días" AND "semana" IN UNDERLINED TEXT.

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ100}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ085, modified to ask about Head Start.

COPYRIGHTED: No.

CCQ101**QUESTION TEXT:**

¿Cuántas horas a la semana recibe {CHILD} cuidado por parte de este pariente en Head Start?

InstResp "Ponga las horas por semana en horas completas."

Watermark "Ponga las horas"

PROGRAMMER INSTRUCTIONS:

DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

RANGE CHECK: IF CCQ100 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ100 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ100 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ100 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. DISPLAY SOFT RANGE ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ101}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ090, modified to ask about Head Start.

COPYRIGHTED: No.

BOX 3

IF THERE ARE TWO ARRANGEMENTS WITH RELATIVES (CCQ060 = 2) AND HEAD START HOURS AND DAYS QUESTIONS WERE ASKED (CCQ100 AND CCQ101), GO TO CCQ115 BECAUSE HOURS AND DAYS FOR BOTH THE PRIMARY ARRANGEMENT AND THE NONPRIMARY HEAD START ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH RELATIVES (CCQ060 = 2, 3, 4, OR 5), GO TO CCQ110 TO ASK ABOUT THE HOURS IN THE OTHER ARRANGEMENTS. ELSE GO TO CCQ115.

CCQ110**QUESTION TEXT:**

Usted dijo que otro(s) {NUMBER} {pariente/parientes} cuidaba(n) a {CHILD} de manera habitual. ¿Cuántas horas a la semana cuida(n) (este/estos) otro(s) (pariente/parientes) a {CHILD}?

InstResp "No incluya el cuidado dado por un padre o tutor/guardián que vive en el hogar o en algún otro lado."

Watermark "Ponga las horas"

ENTER NUMBER

Range 1 to 70

Soft Range 1 to 50

PROGRAMMER INSTRUCTIONS:

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

IF CCQ.060 = 2, DISPLAY "pariente", "este" and "pariente." OTHERWISE, DISPLAY "parientes", "estos", and "parientes."

DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

THE SOFT RANGE=1-50 horas. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ110}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ110.

COPYRIGHTED: No.

CCQ115**QUESTION TEXT:**

{Ahora quisiéramos saber de cualquier cuidado que recibe {CHILD} de personas que no son parientes en una casa privada, sin incluir los centros de cuidado infantil.} Actualmente, ¿está {CHILD} siendo cuidado(a) de manera habitual en una casa privada por alguien que no sea pariente de (él/ella), (incluyendo el cuidado que recibe antes o después de la escuela)? Esto incluye a los proveedores de cuidado infantil en el hogar, *babysitters* habituales o vecinos. {Esto no incluye los centros de cuidado infantil.}

InstResp "Cuidado por alguien que no es pariente es proporcionado por alguien que no es pariente del niño(a) en una casa privada. La casa privada puede ser el hogar del niño(a), el hogar de la persona a cargo del cuidado u otra casa. Si hay al menos un padre en el hogar, cualquier persona no pariente que vive en el hogar es elegible para ser considerado como un arreglo del cuidado infantil, si ese cuidado se hace en un horario de manera habitual. Si ninguno de los padres vive en la casa, no incluya el cuidado que proporcionan los tutores o guardianes que viven con el niño(a) (a ellos se los considera igual que a los padres). Los arreglos o programas para cuidado infantil por personas no parientes pueden ser con pago o sin pago."

CODES

- 1 Sí CCQ125a
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY "actualmente" AND "de manera habitual" IN UNDERLINED TEXT IN THE PHRASE "siendo cuidado(a) de manera habitual en una casa privada por alguien..."

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

BOLD FIRST INSTANCES ONLY OF "cuidado por alguien que no es pariente", "Si hay al menos un padre en el hogar", "Si ninguno de los padres vive en la casa", AND "de manera habitual" IN HELP TEXT.

DISPLAY "Ahora . . . infantil" IF CCQ010 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "Esto no incluye los centros de cuidado infantil." IF CCQ010 NE 1. OTHERWISE, USE A NULL DISPLAY.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring first grade, question CCQ115.

COPYRIGHTED: No.

CCQ120**QUESTION TEXT:**

¿Alguna vez ha recibido {CHILD} cuidado en una casa privada por parte de alguien que no sea un pariente de manera habitual?

CODES

| | | |
|---|----|------------|
| 1 | Sí | |
| 2 | No | CCQ26 0 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "alguna vez" AND "de manera habitual" IN UNDERLINED TEXT.

BOLD FIRST INSTANCES ONLY OF "Cuidado de alguien que no es pariente ", "Si al menos uno de los padres está en el hogar," "Si ninguno de los padres vive en la casa ", AND "de manera habitual" IN HELP TEXT.

HELP FOR STEM: Cuidado por alguien que no es pariente: El cuidado es proporcionado por alguien que no es pariente del niño(a) en una casa privada. La casa privada puede ser el hogar del niño(a), el hogar de la casa de la persona a cargo del cuidado, u otra casa.

Si hay al menos un padre en el hogar, cualquier persona no pariente que vive en el hogar es elegible para ser considerado como un arreglo de cuidado infantil, si ese cuidado se hace en un horario de manera habitual.

Si ninguno de los padres vive en la casa, no incluya el cuidado que proporcionan los tutores o guardianes que viven con el niño(a) (a ellos se los considera igual que a los padres).

Los arreglos para el cuidado de niños por personas no parientes pueden ser con pago o sin pago.

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ120.

COPYRIGHTED: No.

CCQ125a**QUESTION TEXT:**

¿Cuántos años y meses tenía {CHILD}, cuando alguien que no era un pariente lo cuidó por primera vez de manera habitual en una casa privada?

Watermark: "Ponga los años"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS:

DISPLAY "primera", "habitual", AND "alguien" IN UNDERLINED TEXT.

DISPLAY CCQ125a AND CCQ125b TOGETHER.

HELP FOR STEM: Cuidado por alguien que no es pariente: El cuidado es proporcionado por alguien que no es pariente del niño(a) en una casa privada. La casa privada puede ser el hogar del niño(a), el hogar de la casa de la persona a cargo del cuidado, u otra casa.

Si hay al menos un padre en el hogar, cualquier persona no pariente que vive en el hogar es elegible para ser considerado como un arreglo de cuidado infantil, si ese cuidado se hace en un horario de manera habitual.

Si ninguno de los padres vive en la casa, no incluya el cuidado que proporcionan los tutores o guardianes que viven con el niño(a) (a ellos se los considera igual que a los padres).

Los arreglos para el cuidado de niños por personas no parientes pueden ser con pago o sin pago.

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

BOLD FIRST INSTANCES ONLY of "cuidado" AND "por alguien que no era pariente", "Si por lo menos hay un padre en el hogar," "Si ninguno de los padres vive en el hogar", AND "De manera habitual" IN HELP TEXT.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ125a.

COPYRIGHTED: No.

CCQ125b**QUESTION TEXT:**

Watermark: "Ponga los meses"

ENTER NUMBER

Range

0 to 12

PROGRAMMER INSTRUCTIONS:

DISPLAY "primera", "habitual", AND "alguien" IN UNDERLINED TEXT.

DISPLAY CCQ125a AND CCQ125b TOGETHER.

HELP FOR STEM: Cuidado por alguien que no es pariente: El cuidado es proporcionado por alguien que no es pariente del niño(a) en una casa privada. La casa privada puede ser el hogar del niño(a), el hogar de la casa de la persona a cargo del cuidado u otra casa.

Si hay al menos un padre en el hogar, cualquier persona no pariente que vive en el hogar es elegible para ser considerado como un arreglo del cuidado infantil, si ese cuidado se hace en un horario de manera habitual.

Si ninguno de los padres vive en la casa, no incluya el cuidado que proporcionan los tutores o guardianes que viven con el niño(a) (a ellos se los considera igual que a los padres).

Los arreglos para el cuidado infantil por personas no parientes pueden ser con pago o sin pago.

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

BOLD FIRST INSTANCES ONLY of "cuidado" AND "por alguien que no era pariente", "Si por lo menos hay un padre en el hogar," "Si ninguno de los padres vive en la casa", AND "De manera habitual" IN HELP TEXT.

ENTERING 12 HERE SHOULD ONLY BE ALLOWED IF CCQ125a=0.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ125b.

COPYRIGHTED: No.

CCQ165**QUESTION TEXT:**

¿Cuántos diferentes arreglos de cuidado habituales tiene actualmente con personas que no son parientes?

CODES

- 1 Uno
- 2 Dos
- 3 Tres
- 4 Cuatro
- 5 Cinco o más

PROGRAMMER INSTRUCTIONS:

DISPLAY "habituales" AND "actualmente" IN UNDERLINED TEXT.

HELP FOR STEM: No parientes: El cuidado es proporcionado por alguien que no es pariente del niño(a) en una casa privada. La casa privada puede ser el hogar del niño(a), el hogar de la casa de la persona a cargo del cuidado, u otra casa.

Si hay al menos un padre en el hogar, cualquier persona no pariente que vive en el hogar es elegible para ser considerado como un arreglo de cuidado infantil, si ese cuidado se hace en un horario de manera habitual.

Si ninguno de los padres vive en la casa, no incluya el cuidado que proporcionan los tutores o guardianes que viven con el niño(a) (a ellos se los considera igual que a los padres).

Los arreglos para el cuidado de niños por personas no parientes pueden ser con pago o sin pago.

Arreglos de cuidado habituales: Un arreglo o programa que se lleva a cabo en un horario de rutina, (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

SOURCE: ECLS-K:2011, spring first grade, question CCQ165.

COPYRIGHTED: No.

CCQ170

{Quisiéramos más información sobre la persona que no es pariente y que cuida más a {CHILD} actualmente.} ¿Ese cuidado es en su hogar (de usted) o en otra casa?

CODES

- 1 En mi casa
- 2 En otra casa
- 3 En ambos lados/Varía

PROGRAMMER INSTRUCTIONS:

DISPLAY "{Quisiéramos más información sobre la persona que no es pariente y que cuida más a {CHILD} actualmente.}" IF CCQ.165 = 2, 3, 4, OR 5. OTHERWISE, USE A NULL DISPLAY.

SOURCE: ECLS-K:2011, spring first grade, question CCQ170.

COPYRIGHTED: No.

CCQ185**QUESTION TEXT:**

¿Cuántos días a la semana recibe {CHILD} cuidado de esa persona?

Watermark "Ponga el # de días"

ENTER NUMBER

Range 1 to 7

Soft Range 1 to 5

PROGRAMMER INSTRUCTIONS:

DISPLAY "días" AND "semana" IN UNDERLINED TEXT.

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ185}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ185.

COPYRIGHTED: No.

CCQ190**QUESTION TEXT:**

¿Cuántas horas a la semana recibe {CHILD} cuidado de esa persona?

InstResp "Ponga las horas por semana en horas completas."

Watermark "Ponga las horas"

ENTER NUMBER

RANGE CHECK: IF CCQ185 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ185 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ185 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ185 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

PROGRAMMER INSTRUCTIONS:

DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

SOFT RANGE={RESPONSE AT CCQ185*10}. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ190}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ190.

COPYRIGHTED: No.

CCQ191**QUESTION TEXT:**

¿Por cuánto tiempo ha sido cuidado(a) {CHILD} por la persona que no es su pariente en el último año?

CODES

- 1 De uno a dos meses
- 2 De tres a cinco meses
- 3 De seis a ocho meses
- 4 De nueve a once meses
- 5 Doce meses

PROGRAMMER INSTRUCTIONS:

DISPLAY "en el ultimo año " IN UNDERLINED TEXT.

SOURCE: ECLS-K:2011, fall kindergarten CCQ155, modified to be about current care.

COPYRIGHTED: No.

CCQ192**QUESTION TEXT:**

¿En qué idioma habla mayormente la persona que no es pariente de {CHILD} cuando (lo/la/le) cuida?

CODES:

- 0 Inglés
- 1 Español
- 2 Un idioma europeo que no sea español, como francés, alemán o ruso
- 3 Un idioma o dialecto chino
- 4 Un idioma filipino
- 5 Un idioma del sudeste asiático como vietnamita, tailandés o jemer
- 6 Un idioma del sur de Asia como el hindú o el tamil
- 7 Otro idioma asiático como japonés o coreano
- 8 Un idioma del Medio Oriente como árabe o farsi
- 9 Un idioma africano como swahili o amhárico
- 91 Otro idioma (Por favor, especifique):

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011, fall kindergarten CCQ155b, modified to be present tense and have HS&B 2020 language categories. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

COPYRIGHTED: No.

BOX4

IF CCQ192 = 91, GO TO CCQ192OS. ELSE, GO TO CCQ193.

CCQ1920S**ENTER TEXT**

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ192.

SOURCE: Westat**COPYRIGHTED:** No.

CCQ193**QUESTION TEXT:**

¿Tiene esta persona que no es pariente 18 años de edad o más?

CODES

1 Sí

2 No

PROGRAMMER INSTRUCTIONS:**SOURCE:** ECLS-K:2011, fall kindergarten CCQ155c, modified to be present tense.**COPYRIGHTED:** No.

CCQ194**QUESTION TEXT:**

{Head Start es un programa preescolar patrocinado por el gobierno federal, principalmente para niños de familias con ingresos bajos.} {¿Es Head Start {el arreglo de cuidado habitual que {CHILD} tiene con alguien que no es pariente/alguno de los arreglos habituales de cuidado infantil que {CHILD} tiene con personas que no son parientes}?}

InstResp "Head Start es un programa de educación temprana patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares). Para esta pregunta, estamos interesados en los servicios de Head Start en un programa de cuidado infantil familiar en un hogar privado donde el niño(a) es cuidado por alguien que no es uno de sus padres y no es pariente del niño(a)."

CODES

1 Sí

2 No

No sabe

PROGRAMMER INSTRUCTIONS:

BOLD "Head Start" IN FIRST INSTANCE ONLY IN HELP TEXT.

DISPLAY "Head Start...bajos" IF CCQ098 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "el arreglo...no es pariente" IF CCQ165 = 1. ELSE, DISPLAY "alguno de los arreglos...no son parientes."

SOURCE: ECLS-K:2011, fall kindergarten CCQ136, modified to be present tense.

COPYRIGHTED: No.

BOX 5

IFCHILDHAS ONLY ONE ARRANGEMENT WITH NONRELATIVES OR THE QUESTION ABOUT THE NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ165 = 1 OR SK), GO TO CCQ260 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ165 = 2, 3, 4, OR 5) AND THECHILD IS IN HEAD START (CCQ194=1), GO TO CCQ195 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ165 = 2, 3, 4, OR 5) AND THECHILD IS NOT IN HEAD START (CCQ194=2), GO TO CCQ205 TO ASK ABOUT TIME SPENT IN OTHER ARRANGEMENTS.

ELSE GO TO BOX 6.

CCQ195

QUESTION TEXT:

¿La persona que no es pariente que cuida más tiempo a CHILD {lo/la/le} está cuidando como parte de un programa de Head Start?

InstResp "Head Start es un programa de educación temprana patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares). Para esta pregunta, estamos interesados en los servicios de Head Start en un programa de cuidado infantil familiar en un hogar privado donde el niño(a) es cuidado por alguien que no es uno de sus padres y no es pariente del niño(a)."

CODES

1 Sí CCQ205

2 No CCQ196

PROGRAMMER INSTRUCTIONS: IN HELP TEXT, BOLD "Head Start" IN BEGINNING OF THE PARAGRAPH.

SOURCE: Westat with ECLS-K:2011, fall kindergarten, question CCQ136 help text.

COPYRIGHTED: No.

CCQ196

QUESTION TEXT:

¿Cuántos días a la semana recibe {CHILD} cuidado de esa persona en Head Start?

Watermark "Ponga los días"

ENTER NUMBER

Range 1 to 7

Soft Range 1 to 5

PROGRAMMER INSTRUCTIONS:

DISPLAY "días" AND "semana" IN UNDERLINED TEXT.

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ196}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: Westat

COPYRIGHTED: No.

CCQ197

QUESTION TEXT:

¿Cuántas horas a la semana recibe {CHILD} cuidado de esa persona en Head Start?

InstResp "Ponga las horas por semana en horas completas."

Watermark "Ponga las horas"

ENTER NUMBER

PROGRAMMER INSTRUCTIONS:

DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

RANGE CHECK: IF CCQ196 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ196 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ196 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ196 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. SOFT RANGE ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ197}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade CCQ190, modified to be about Head Start.

COPYRIGHTED: No.

BOX 6

IF THERE ARE TWO ARRANGEMENTS WITH NONRELATIVES (CCQ165 = 2) AND HEAD START HOURS AND DAYS QUESTIONS WERE ASKED (CCQ196 AND CCQ197), GO TO CCQ260 BECAUSE HOURS AND DAYS FOR BOTH THE PRIMARY ARRANGEMENT AND THE NONPRIMARY HEAD START ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT WITH NONRELATIVES (CCQ165 = 2, 3, 4, OR 5), GO TO CCQ205 TO ASK ABOUT THE HOURS IN THE OTHER ARRANGEMENTS.

CCQ205**QUESTION TEXT:**

Usted dijo que otra(s) {NUMBER} {persona que no es pariente/personas que no son parientes} cuidaba(n) a {CHILD} de manera habitual. ¿Cuántas horas a la semana cuida(n) esta(s) {persona que no es pariente/personas que no son parientes} a {CHILD}?

Watermark: "Ponga las horas"

ENTER NUMBER

Range

1 to
70

PROGRAMMER INSTRUCTIONS:

Soft Range1

1 to
50

FOR "{NUMBER}", DISPLAY "1" IF CCQ.165 = 2; DISPLAY "2" IF CCQ.165 = 3; DISPLAY "3" IF CCQ165 = 4. IF CCQ165 = 5, USE A

NULL DISPLAY.

IF CCQ.165 = 2, DISPLAY "persona que no es pariente" AND "persona que no es pariente." OTHERWISE, DISPLAY " personas que no son parientes" AND " personas que no son parientes."

DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ205}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade CCQ205.

COPYRIGHTED: No.

CCQ260**QUESTION TEXT:**

{Las siguientes preguntas son sobre cualquier cuidado infantil que recibe {CHILD} de centros de cuidado infantil, guarderías o centros de cuidado infantil, guarderías o nurseries, programas preescolares, prekínder o programas de antes o después de la escuela.} Actualmente, ¿está {CHILD} en un centro de cuidado infantil o en un programa de antes-o-después de la escuela en una escuela o en un centro de manera habitual?

InstResp "Incluya cualquier tipo de programa formal que provea cuidado y supervisión. Puede ser en la escuela del niño(a) o en otro lugar, como una iglesia o un edificio independiente. Programas de Head Start, centros de cuidado infantil, guarderías o *nurseries*, programas preescolares y *prekinder*, que incluyen niños que están ahora en *kindergarten* (de los cuales algunos pueden ser patrocinados por el estado)."

CODES

1 Sí CCQ275a

2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY "actualmente" AND "de manera habitual" IN UNDERLINED TEXT.

HELP FOR STEM:

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

DISPLAY 'Las siguientes . . . escuelas' IF CCQ.115 = 1 OR IF CCQ010 = 1. OTHERWISE, USE A NULL DISPLAY.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ260, modified language to take out the word

"I" and add other types of center-based care.

COPYRIGHTED: No.

CCQ265

QUESTION TEXT:

¿Ha asistido {CHILD} alguna vez de manera habitual a un centro de cuidado infantil, una guardería o *nursery*, programas preescolares, prekínder o programas de antes o después de la escuela en una escuela o en un centro?

CODES

| | | |
|---|----|-----------|
| 1 | Sí | |
| 2 | No | BOX1 0 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "alguna vez" AND "de manera habitual" IN UNDERLINED TEXT.

HELP FOR STEM: entro de cuidado infantil, guardería o *nursery*, o programa de antes o después de la escuela: Incluye cualquier tipo de programa formal que provea cuidado y supervisión. Puede ser en la escuela del niño(a) o en otro lugar, como una iglesia o un edificio independiente. Programas de Head Start, guarderías o *nurseries*, programas preescolares y programas de *prekinder*, que incluyen niños que están ahora en *kindergarten* (de los cuales algunos pueden ser patrocinados por el estado).

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina, (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ265.

COPYRIGHTED: No.

CCQ275a

QUESTION TEXT:

¿Cuántos años y meses tenía {CHILD} cuando asistió por primera vez a algún centro de cuidado infantil, guardería o *nursery*, programa preescolar, prekínder o programa de antes o después de la escuela de manera habitual?

Watermark: "Ponga los años"

ENTER NUMBER

Range 0 to 7

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM:

Centro de cuidado infantil, guardería o *nursery*, o programa de antes o después de la escuela: Incluye cualquier tipo de programa formal que provea cuidado y supervisión. Puede ser en la escuela del niño(a) o en otro lugar, como una iglesia o un edificio independiente. Programas de Head Start, guarderías o *nurseries*, programas preescolares y programas de *prekinder*, que incluyen niños que están ahora en *kindergarten* (de los cuales algunos pueden ser patrocinados por el estado).

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

DISPLAY "primera", "algún" AND "de manera habitual " IN UNDERLINED TEXT.

DISPLAY CCQ275a AND CCQ275b TOGETHER.

SOURCE: ECLS-K:2011, fall kindergarten question CCQ275a.

COPYRIGHTED: No.

CCQ275b

QUESTION TEXT:

Watermark "Ponga los meses"

ENTER NUMBER

Range

0 to 12

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Centro de cuidado infantil, guardería o *nursery*, o programa de antes o después de la escuela. Incluye cualquier tipo de programa formal que provea cuidado y supervisión. Puede ser en la escuela del niño(a) o en otro lugar, como una iglesia o un edificio independiente. Programas de Head Start, guarderías o *nurseries*, programas preescolares y programas de *prekinder*, que incluyen niños que están ahora en *kindergarten* (de los cuales algunos pueden ser patrocinados por el estado).

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por si acaso, que se usa solo de vez en cuando.

DISPLAY "primera", "algún", AND "de manera habitual" IN UNDERLINED TEXT. DISPLAY CCQ275a AND CCQ275b TOGETHER.

ONLY ALLOW "12" IF CCQ275a=0.

SOURCE: ECLS-K:2011, fall kindergarten question CCQ275b.

COPYRIGHTED: No.

CCQ280**QUESTION TEXT:**

¿A cuántos centros de cuidado infantil, guarderías o *nurseries*, o programas de antes o después de la escuela asiste CHILD actualmente de manera habitual?

CODES

- 1 Uno
- 2 Dos
- 3 Tres
- 4 Cuatro
- 5 Cinco o más

PROGRAMMER INSTRUCTIONS:

DISPLAY "actualmente" AND "habitual" IN UNDERLINED TEXT.

HELP FOR STEM: Centro de cuidado infantil, guardería o *nursery*, o programa de antes o después de la escuela: Incluye cualquier tipo de programa formal que provee cuidado y supervisión. Puede ser en la escuela del niño(a) o en otro lugar, como una iglesia o un edificio independiente. También incluye programas de Head Start, guarderías o *nurseries*, programas preescolares y *prekinder*, que incluyen niños que están ahora en *kindergarten* (de los cuales algunos pueden ser patrocinados por el estado).

De manera habitual: Un arreglo o programa que se lleva a cabo en un horario de rutina (es decir, que ocurre al menos semanalmente o en otro tipo de horario). No incluya *babysitting* ocasional ni algún arreglo alternativo por sí acaso, que se usa solo de vez en cuando.

SOURCE: ECLS-K:2011, spring first grade, question CCQ325.

COPYRIGHTED: No.

CCQ285**QUESTION TEXT:**

¿Dónde está ubicado el programa al que {CHILD} {más} asiste? Por ejemplo, ¿está en su propio edificio, en una escuela, en un lugar de servicios religiosos, o en algún otro lugar?

CODES

- 1 En su propio edificio
- 2 Una escuela primaria, escuela intermedia o *junior high*, o un *high school*
- 3 Una escuela primaria, escuela intermedia o *junior high*, o *high school* privada
- 4 Un *college* o universidad
- 5 Una iglesia, mezquita, sinagoga u otro lugar de servicios religiosos
- 6 El hogar de usted
- 7 El hogar de otra persona
- 8 Un centro comunitario
- 9 Una biblioteca pública
- 10 Un edificio o tienda que comparte paredes con otros negocios
- 11 Más de un lugar
- 12 Algún otro lugar

PROGRAMMER INSTRUCTIONS:

DISPLAY "más" IF CCQ280 = 2, 3, 4, OR 5. OTHERWISE, USE A NULL DISPLAY.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ301, modified to be add introduction, change wording to be about current care, add mosque to place of worship response, reworded response option 10 from 'an office building or storefront building that shares walls with other businesses', and removed probes for respondents.

COPYRIGHTED: No.

CCQ295**QUESTION TEXT:**

¿Cuántos días a la semana va {CHILD} a ese programa?

Watermark "Ponga el # de días"

ENTER NUMBER

| | |
|------------|-----------|
| Range | 1 to 7 |
| Soft Range | 1 to 5 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "días" AND "semana" IN UNDERLINED TEXT.

SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ295}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar." **SOURCE:** ECLS-K:2011, spring first grade, question CCQ350.

COPYRIGHTED: No.

CCQ300

QUESTION TEXT:

¿Cuántas horas a la semana va {CHILD} a ese programa?

InstResp "Ponga las horas por semana en horas completas."

Watermark "Ponga las horas"

PROGRAMMER INSTRUCTIONS:

DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

RANGE CHECK: THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ295 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ295 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ295 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. SOFT RANGE ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ300}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ355, modified to remove words "Other than regular school hours."

COPYRIGHTED: No.

CCQ305

QUESTION TEXT:

¿Por cuánto tiempo ha sido cuidado(a) {CHILD} en ese programa en el último año?

CODES

- 1 De uno a dos meses
- 2 De tres a cinco meses
- 3 De seis a ocho meses
- 4 De nueve a once meses
- 5 Doce meses

PROGRAMMER INSTRUCTIONS:

DISPLAY "en el último año" IN UNDERLINED TEXT.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ315, modified to be present tense.

COPYRIGHTED: No.

CCQ310**QUESTION TEXT:**

¿En qué idioma habla mayormente el principal proveedor de cuidado infantil o principal maestro de {CHILD} cuando (lo/la/le) cuida?

CODES

0 Inglés

1 Español

2 Un idioma europeo que no sea español, como francés, alemán o ruso

3 Un idioma o dialecto chino

4 Un idioma filipino

5 Un idioma del sudeste asiático como vietnamita, tailandés o jemer

6 Un idioma del sur de Asia como el hindú o el tamil

7 Otro idioma asiático como japonés o coreano

8 Un idioma del Medio Oriente como árabe o farsi

9 Un idioma africano como swahili o amhárico

91 Otro idioma (por favor, especifique):

PROGRAMMER INSTRUCTIONS:

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ320, modified to be present tense and have response categories from HS&B 2020. Modified 'Chinese' to 'A Chinese language or dialect'. Modified with additional response category to include African languages.

COPYRIGHTED: No.

| |
|--------------|
| BOX 7 |
|--------------|

| |
|---|
| IF CCQ310 = 91, GO TO CCQ3100S. ELSE, GO TO CCQ320. |
|---|

CCQ3100S**ENTER TEXT**

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS CCQ310.

SOURCE: ECLS-K:2011 fall kindergarten question CCQ3200S, modified to be present tense.

COPYRIGHTED: No.

CCQ320**QUESTION TEXT:**

Cuando el maestro de {CHILD} envía a su hogar algunas notas o boletines de información, ¿están escritos en un idioma que usted habla)?

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011 spring kindergarten question PIQ400, modified.

COPYRIGHTED: No.

CCQ325**QUESTION TEXT:**

Head Start es un programa preescolar patrocinado por el gobierno federal, principalmente para niños de familias con ingresos bajos. {¿Es Head Start {el arreglo/alguno de los arreglos} de cuidado de {CHILD} en el centro de cuidado infantil, guardería o *nursery*, programa preescolar o *prekinder* ?}

InstResp “Head Start es un programa de educación temprana patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares). Para esta pregunta, estamos interesados en los servicios de Head Start en un centro.”

CODES

- 1 Sí
- 2 No
- No sabe

PROGRAMMER INSTRUCTIONS:

BOLD FIRST INSTANCE ONLY OF 'Head Start" IN HELP TEXT.

DISPLAY “Head Start...bajos” IF CCQ.031 AND CCQ.136 WERE NOT ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY “Es” and “arreglo” IF CCQ.285 = 1. ELSE, DISPLAY “Es” AND “alguno de los arreglos.”

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ286, modified to present tense.

COPYRIGHTED: No.

BOX 8

IF CHILD HAS ONLY ONE ARRANGEMENT IN A CENTER OR THE QUESTION ABOUT THE NUMBER OF ARRANGEMENTS WAS SKIPPED (CCQ280 = 1 OR SK), GO TO CCQ329 BECAUSE DAYS AND HOURS FOR THIS ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT IN A CENTER (CCQ280 = 2, 3, 4, OR 5) AND THE CHILD IS IN HEAD START (CCQ286=1), GO TO CCQ326 TO DETERMINE IF THE PRIMARY ARRANGEMENT ALREADY ASKED ABOUT IS THE HEAD START ARRANGEMENT AND THUS HOURS AND DAYS DO NOT NEED TO BE ASKED ABOUT AGAIN.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT IN A CENTER (CCQ280 = 2, 3, 4, OR 5) AND THE CHILD IS NOT IN HEAD START (CCQ286=2), GO TO CCQ329 . ELSE GO TO BOX 9.

CCQ326

QUESTION TEXT:

¿Es un programa de *Head Start* el arreglo de cuidado infantil de {CHILD} en un centro de cuidado infantil, guardería o *nursery*, preescolar o programa de *prekinder* en el que {CHILD} pasa más tiempo?

InstResp: "Head Start es un programa de educación temprana patrocinado por el gobierno federal para mejorar la preparación escolar de niños de bajos recursos que suelen tener entre 3 y 5 años de edad. Head Start se puede ofrecer en una variedad de lugares (en centros u hogares). Para esta pregunta, estamos interesados en los servicios de Head Start en un centro."

CODES

- 1 Sí CCQ329
- 2 No CCQ327

PROGRAMMER INSTRUCTIONS:

IN InstResp, BOLD "Head Start" IN BEGINNING OF THE PARAGRAPH.

SOURCE: ECLS-K:2011, fall kindergarten, question CCQ031, modified to present tense.

COPYRIGHTED: No.

CCQ327

QUESTION TEXT:

¿Cuántos días a la semana recibe {CHILD} cuidado de Head Start?

Watermark: "Ponga los días"

ENTER NUMBER

- Range 1 to 7
- Soft Range 1 to 5

PROGRAMMER INSTRUCTIONS:

THE SOFT RANGE=1-5 days. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ327}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ085, modified to ask about Head Start.

COPYRIGHTED: No.

CCQ328**QUESTION TEXT:**

¿Cuántas horas a la semana recibe {CHILD} cuidado de Head Start?

InstRep "Ponga las horas por semana en horas completas."

Watermark "Ponga el número de horas"

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ327 IS NOT EQUAL TO SK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ327 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ327 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ327 IS SK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70. SOFT RANGE ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ328}. ¿Está seguro(a) que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

SOURCE: ECLS-K:2011, spring first grade, question CCQ090, modified to ask about Head Start.

COPYRIGHTED: No.

CCQ329**QUESTION TEXT:**

{¿El centro de cuidado infantil, la guardería o *nursery*, el programa preescolar o el *prekinder* /Alguno de los centros de cuidado infantil, las guarderías o *nurseries*, los programas preescolares o los *prekinder*} fue un programa preescolar o de *prekinder* financiado por el estado?

CODES

1 Sí

2 No

No sabe

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Programa preescolar o *prekinder* financiado por el estado: Los programas preescolares o *prekinder* financiados por el estado son programas de cuidado infantil que están pagados por el estado. En algunos estados, los programas son para todos los niños, mientras que en otros son solamente para algunos niños, tales como aquellos con familias de bajos ingresos. Los programas financiados por el estado pueden funcionar en lugares públicos o privados y pueden ser de medio tiempo o de tiempo completo. Muchos programas de *prekinder* financiados por el estado funcionan por medio de programas de cuidado infantil.

BOLD " Programa preescolar o *prekindergarten* financiado por el estado " ON FIRST APPEARANCE ONLY IN HELP TEXT.

DISPLAY "El centro...*prekindergarten*" IF CCQ280 = 1. ELSE, DISPLAY "Alguno de los centros...*prekindergarten*."

SOURCE: ECLS-K:2011, fall kindergarten CCQ287, modified to ask about current care.

COPYRIGHTED: No.

BOX 9

IF THERE ARE TWO ARRANGEMENTS IN CENTERS (CCQ325 = 2) AND THE PRIMARY ARRANGEMENT WAS HEAD START (CCQ326=1), GO TO CCQ375 TO ASK ABOUT THE OTHER ARRANGEMENT. NOTE: IF THERE ARE TWO ARRANGEMENTS AND THE PRIMARY ARRANGEMENT WAS HEAD START, DAYS AND HOURS FOR THE PRIMARY ARRANGEMENT WERE ALREADY ASKED SO DO NOT NEED TO BE ASKED AGAIN, BUT HOURS IN THE ADDITIONAL ARRANGEMENT HAVE NOT BEEN ASKED.

ELSE IF THERE ARE TWO ARRANGEMENTS IN CENTERS (CCQ325 = 2) AND HEAD START HOURS AND DAYS QUESTIONS WERE ASKED (CCQ328 AND CCQ327), GO TO CCQ500 BECAUSE HOURS AND DAYS FOR BOTH THE PRIMARY ARRANGEMENT AND THE NONPRIMARY HEAD START ARRANGEMENT HAVE ALREADY BEEN ASKED.

ELSE IF THERE IS MORE THAN ONE ARRANGEMENT IN CENTERS (CCQ280 = 2, 3, 4, OR 5), GO TO CCQ375 TO ASK ABOUT THE HOURS IN THE OTHER ARRANGEMENTS. ELSE GO TO CCQ500.

CCQ375

QUESTION TEXT:

Usted dijo que {CHILD} asistía a otro(s) {NUMBER} {centro/centros} de cuidado infantil, guarderías o *nurseries*, o {programa/programas} de antes o después de la escuela de manera habitual. ¿Cuántas horas a la semana asiste {CHILD} a {este programa/estos programas}?

Watermark "Ponga las horas"

ENTER NUMBER

| | |
|------------|---------|
| Range | 1 to 70 |
| Soft Range | 1 to 50 |

PROGRAMMER INSTRUCTIONS:

FOR "{NUMBER}", DISPLAY "1" IF CCQ280 = 2; DISPLAY "2" IF CCQ280 = 3; DISPLAY "3" IF CCQ280 = 4. IF CCQ280 = 5, USE A NULL DISPLAY.

IF CCQ280 = 2, DISPLAY "centro," "programa" AND "este programa." OTHERWISE, DISPLAY "centros," "programas" AND "estos programas."

DISPLAY "horas" AND "semana" IN UNDERLINED TEXT.

THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CCQ375}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring first grade, question CCQ375.

COPYRIGHTED: No.

BOX 10

IF CHILD HAS AT LEAST ONE CURRENT ARRANGEMENT IN RELATIVE, NON-RELATIVE OR CENTER CARE (CCQ010 = 1 OR CCQ115 = 1 OR CCQ260 = 1), GO TO CCQ500.

ELSE, GO TO CCQ580.

CCQ500**QUESTION TEXT:**

Por favor responda a las siguientes preguntas sobre el arreglo de cuidado infantil en el que {CHILD} pasa más tiempo actualmente.

| | 1 | 2 | 3 | 4 | 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | Muy en desacuerdo | En desacuerdo | No estoy seguro(a) | De acuerdo | Muy de acuerdo |
| a. Me siento bienvenido(a) y cómodo(a) con las personas en el arreglo de cuidado de {CHILD}. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Estar en este arreglo de cuidado ha sido bueno para {CHILD}. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Las personas que cuidan a {CHILD} en este arreglo están haciendo bien las cosas para {él/ella}. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Tengo confianza en las personas que cuidan a {CHILD} en este arreglo. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. El arreglo de cuidado de {CHILD} {lo/la/le} está preparando bien para la escuela. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTIONS:

IF BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CCQ500a-e ON SAME SCREEN.

SOURCE: The Parent-Teacher Relationship Quality Subscale from the Parent-Teacher Involvement Scale - Parent Version developed by the Fast Track Project: <http://fasttrackproject.org/techrept/p/ptp/>. This was sent by Karen Bierman (item a). Modification was made to the word "class" so that the question could apply to all types of care. **Parent's Endorsement of Child's School sub-scale from the Parent-Teacher Involvement Scale** - Parent Version developed by the Fast Track Project: <http://fasttrackproject.org/techrept/p/ptp/> , sent by Karen Bierman, questions 12, 13, 14, and 15 modified to ask about the child's main{CHILD}care arrangement rather than preschool (items b-e).

COPYRIGHTED: No.

CCQ550**QUESTION TEXT:**

Por favor responda a las siguientes preguntas sobre el arreglo de cuidado infantil en el que {CHILD} pasa más tiempo actualmente.

¿Aproximadamente a qué distancia de su hogar diría que está el arreglo de cuidado infantil al que asiste {CHILD}?

CODES

- 1 Menos de 1/8 de milla (menos de 3 cuadras o bloques)
- 2 De 1/8 de milla a 1/4 de milla (de 3 a 5 cuadras o bloques)
- 3 Más de 1/4 de milla, pero menos de 1/2 milla (de 6 a 9 cuadras o bloques)
- 4 De 1/2 milla a menos de 1 milla (de 10 a 19 cuadras o bloques)
- 5 De una milla a 2.5 millas
- 6 De 2.6 millas a 5 millas
- 7 De 5.1 millas a 7.5 millas
- 8 De 7.6 millas a 10 millas
- 9 10.1 millas o más

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2001, ítem PIQ491. Modified from 'to the school {CHILD} attends' and removed time estimates from codes 5-9.

COPYRIGHTED: No.

CCQ555**QUESTION TEXT:**

Por favor responda a las siguientes preguntas sobre el arreglo de cuidado infantil en el que {CHILD} pasa más tiempo actualmenteen

¿Aproximadamente a qué distancia de su hogar diría que está el arreglo de cuidado infantil al que asiste {CHILD}?

CODES

1. Menos de 5 minutos
2. Entre 5 y 10 minutos
3. Entre 11 y 15 minutos
4. Entre 16 y 20 minutos
5. Entre 21 y 30 minutos
6. A más de 30 minutos

PROGRAMMER INSTRUCTIONS:

SOURCE: Westat.

COPYRIGHTED: No.

CCQ555a**QUESTION TEXT:**

Por favor responda a las siguientes preguntas sobre el arreglo de cuidado infantil en el que {CHILD} pasa más tiempo en este momento.

¿Cómo lleva a {CHILD} generalmente al arreglo de cuidado infantil al que {él/ella} asiste?

CODES

| | | |
|----|--|-----------|
| 1 | Caminado | CCQ560 |
| 2 | Manejando | CCQ560 |
| 3 | Transporte público | CCQ560 |
| 91 | De otra manera (Por favor, especifique): | CCQ555aOS |

PROGRAMMER INSTRUCTIONS: DISPLAY CCQ555a AND CCQ555aOS TOGETHER.

SOURCE: ECPP-NHES:2001, item EG8. Modified from 'to that program'. Modified to ask hours.

COPYRIGHTED: No.

CCQ555aOS**QUESTION TEXT:**

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS: DISPLAY CCQ555a AND CCQ555aOS TOGETHER.

SOURCE: Westat.

COPYRIGHTED: No.

CCQ560 QUESTION TEXT:

Aunque muchos factores son importantes cuando se elige el cuidado infantil o un programa preescolar, ¿cuáles de los siguientes factores fueron los tres más importantes para usted? Por favor elija solo tres opciones.

Para mí, los TRES (3) factores más importantes fueron que el programa de cuidado infantil ... {CHILD}

- a. Ofrece un horario conveniente (por ejemplo, es un programa de día completo u ofrece cuidado antes y después de la escuela)
- b. Ofrece servicios para niños con necesidades especiales
- c. Enseña a los niños a llevarse bien con los demás
- d. Queda en un lugar conveniente (cerca de su casa, trabajo o transporte público)
- e. Tiene cuidador(es)/maestro(s) cálido(s) y afectuoso(s)
- f. Proporciona n ambiente seguro y limpio
- g. Proporciona transporte
- h. Es gratis o era la opción menos cara
- i. Enseña a los niños letras, números y otras destrezas académicas
- j. Acepta pagos de un programa estatal de asistencia para cuidado infantil
- k. También sirve a mis otros hijos (por ejemplo, el programa está ubicado en una escuela donde está inscripto un(a) hermano(a) mayor.
- l. Filosofía de enseñanza (por ejemplo, Montessori, Reggio Emilia, etc.)
- m. Tiene programas especializados (por ejemplo, enseñanza en dos idiomas)
- n. Queda en el mismo lugar donde hay un *kindergarten*
- o. Tiene buena reputación o alta calificación (por ejemplo, escuchó cosas buenas de la escuela por parte de amigos, familiares, vecinos etc.)
- p. Da buenos servicios por el costo.
- q. Promueve la diversidad racial/cultural
- r. Se usa un idioma que no es inglés para la enseñanza

PROGRAMMER INSTRUCTIONS:

ALLOW THREE RESPONSES. DISPLAY "TRES" AND "MAS IMPORTANTES" IN BOLD TEXT AND CAPITAL LETTERS.

DISPLAY "solo res" IN UNDERLINED TEXT.

DISPLAY "TRES (3)" AND "MÁS IMPORTANTES" IN BOLD TEXT AND CAPITAL LETTERS.

SOURCE: *Louisiana Kindergarten Readiness Study (LAKRS) survey*, fall parent survey, sent by Daphna Bassok, questions 22 a-l, modified some items; modified e to make it apply to one or more caregivers/teachers, modified h to least expensive rather than inexpensive because expense could still be high to family, and modified j to apply to all{CHILD}care assistance programs, not just the Louisiana program. Added response options l-s.

COPYRIGHTED: No.

CCQ565**QUESTION TEXT:**

Ahora seleccione las **DOS** cosas que **MÁS SE NECESITA MEJORAR** en el programa de cuidado infantil o pre-escolar de {CHILD}. Por favor seleccione solo dos cosas.

Las **DOS (2)** cosas que **MÁS SE NECESITA MEJORAR** en el programa de cuidado infantil o preescolar de {CHILD} son:

- a. Ofrecer horarios más convenientes
- b. Estar en una ubicación más conveniente
- c. No está ayudando a mi niño a aprender (por ejemplo, yo quisiera que mi niño practicara más cómo desarrollar sus aptitudes sociales o sus destrezas escolares académicas)
- d. La manera en que el proveedor de cuidado infantil/maestro(a) interactúa con mi niño (por ejemplo, yo quisiera que el proveedor de cuidado infantil /maestro(a) de mi niño fuera más cálido(a) y afectuoso(a))
- e. El ambiente en el programa de cuidado infantil o preescolar (por ejemplo, yo quisiera que el programa fuera más atrayente, con libros y juguetes para mi niño)
- f. La manera como el proveedor de cuidado infantil/maestro(a) se comunica conmigo acerca de mi niño (por ejemplo, yo quisiera que el proveedor de cuidado infantil/maestro(a) me hablara más sobre el progreso de mi niño)
- g. El costo
- h. Otra cosa (Por favor, especifique):
- i. Nada. Si no hay nada que usted cambiaría sobre su programa de cuidado infantil/preescolar, haga una marca aquí.

PROGRAMMER INSTRUCTIONS:

ALLOW TWO RESPONSES. DISPLAY "DOS" AND "NECESITAN MEJORAR MÁS " IN BOLD TEXT AND CAPITAL LETTERS.

DISPLAY "solo dos" IN UNDERLINED TEXT.

DISPLAY "DOS (2)" AND "NECESITAN MEJORAR MÁS" IN BOLD TEXT AND CAPITAL LETTERS.

DISPLAY CCQ565 AND CCQ565OS TOGETHER.

SOURCE: Louisiana Kindergarten Readiness Study (LAKRS), spring parent survey, sent by Daphna Bassok, question 13. Modified some questions (a - c, g); separated original item a into two items a and b. Modified 'e.g.' to 'for example'.

COPYRIGHTED: No.

BOX 11

IF CCQ565h is selected, GO TO CCQ565hOS. ELSE, GO TO CCQ570.

CCQ565hOS

QUESTION TEXT:

ENTER TEXT

Length

75

PROGRAMMER INSTRUCTIONS: DISPLAY CCQ565 AND CCQ565OS TOGETHER.

SOURCE: Westat.

COPYRIGHTED: No.

CCQ570

QUESTION TEXT:

¿Alguien en alguno de los arreglos de cuidado de {CHILD} se ha comunicado con usted u otro adulto en su hogar sobre cualquier problema de comportamiento que {él/ella/{CHILD}} esté teniendo, como:

InstResp "Seleccione todas las respuestas que correspondan."

CODES

- 1 Morder
- 2 Ser agresivo(a)
- 3 No seguir instrucciones
- 4 Ser excesivamente activo(a)
- 5 Ser impulsivo(a) o tener poco o nada de autocontrol
- 6 Otro problema de comportamiento
- 7 Ninguno de estos

PROGRAMMER INSTRUCTIONS:

DISPLAY "él" IF THE CHILD IS A BOY. ELSE, DISPLAY "ella." IF GENDER IS MISSING, DISPLAY CHILD'S NAME IN "{CHILD}."

SOURCE: Family Forward Day Care Center Survey 2003, Buck and Amrosino (2004), modified item based on questions 5 and 7. Modified to matrix format to ask about each behavior individually.

COPYRIGHTED: No.

BOX 12

IF CCQ570 = 1, 2, 3, 4, 5, OR-6, GO TO CCQ575. IF CCQ570 = 7, GO TO Box 13.

CCQ575**QUESTION TEXT:**

¿Qué tan útiles fueron los consejos o asistencia de este o estos arreglos de cuidado infantil para tratar los problemas de comportamiento de {CHILD}?

CODES:

- 1 Muy útiles
- 2 Algo útiles
- 3 Nada útiles
- 4 No recibió asistencia ni consejos

PROGRAMMER INSTRUCTIONS:

SOURCE: *2015-16 School Survey on Crime and Safety (SSOCS)*, school principal's questionnaire, modified item based on question 8b. Modified to 'tips' from 'training'.

COPYRIGHTED: No.

CCQ580**QUESTION TEXT:**

¿Alguna vez le han pedido que retire a {CHILD} de un lugar de cuidado infantil porque {él/ella} estaba teniendo uno o más problemas de comportamiento, como morder, ser agresivo(a), no seguir instrucciones, ser excesivamente activo(a), ser impulsivo(a) o tener muy poco o nada de autocontrol?

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY "él" IF THE CHILD IS A BOY. ELSE, DISPLAY "ella." IF GENDER IS MISSING, DISPLAY CHILD'S NAME IN "{CHILD}."

DISPLAY CCQ580 AND CCQ585 ON ONE PAGE IN A GRID WITH "¿Alguna vez...{CHILD}...autocontrol?" AT THE TOP FOLLOWED BY CCQ580 AND THEN CCQ585.

DISPLAY "por el resto del día" IN BOLD TEXT.

SOURCE: *Family Forward Day Care Center Survey 2003*, Buck and Amrosino (2004), modified item based on questions 5 and 7. Also modified to specify "for the day."

COPYRIGHTED: No.

CCQ585**QUESTION TEXT:**

¿Alguna vez le han pedido que retire a {CHILD} del lugar de cuidado infantil y que ya no {lo/la/le} traiga más?

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY CCQ580 AND CCQ585 ON ONE PAGE IN A GRID WITH “¿Alguna vez...{CHILD}...autocontrol?” AT THE TOP FOLLOWED BY CCQ580 AND THEN CCQ585.

DISPLAY “y que ya no {lo/la/le} traiga más” IN BOLD TEXT.

SOURCE: *Family Forward Day Care Center Survey 2003*, Buck and Amrosino (2004), modified item based on questions 5 and 7. Also modified to specify “and not return” and added “he/she was having” and “being” before “impulsive” in examples. Modified text to add “not return to the care setting.”

COPYRIGHTED: No.

BOX 13

IF CCQ095 = 1, 2, 3, or 4, OR CCQ191 = 1, 2, 3, or 4, OR CCQ305 = 1, 2, 3, or 4, GO TO CCQ590.
ELSE, GO TO BOX14.

CCQ590**QUESTION TEXT:**

Usted dijo antes que {CHILD} ha recibido su cuidado actual de {un pariente {y}/una persona que no es pariente {y}/un centro de cuidado infantil, guardería o *nursery*, preescolar, *prekindergarten* o un programa de antes o después de la escuela} por menos de doce meses. ¿En dónde más recibí cuidado {CHILD} en el último año?

InstResp “Seleccione todas las respuestas que correspondan.”

CODES

- 1 Programa de Head Start (Head Start es un programa de *prekindergarten* patrocinado por el gobierno federal principalmente para niños de familias de bajos ingresos)
- 2 Preescolar en una escuela pública
- 3 Un centro de educación temprana, un centro de cuidado infantil, un centro parroquial de cuidado infantil o una guardería que no es Head Start
- 4 Un programa de cuidado infantil en una casa o un programa de cuidado infantil familiar
- 5 Un programa de “día extendido”, es decir, cuidado de antes o después del horario de clases en la escuela normal del niño(a)
- 6 Cuidado a cargo de uno de los padres
- 7 Cuidado a cargo por cualquier otro miembro de la familia o de su hogar
- 8 Cuidado a cargo de alguien distinto a un miembro de su familia o de su hogar
- 91 Otro cuidado (Por favor, especifique:)

PROGRAMMER INSTRUCTIONS:

DISPLAY “su” IF THE CHILD IS A BOY. ELSE, DISPLAY “su.” IF GENDER IS MISSING, DISPLAY CHILD’S NAME. DISPLAY “o” IN CODE 7 IN UNDERLINE.

SOURCE: *Child Demographic/Descriptive Items for Early Learning Network Projects*, question 5, modified stem.

COPYRIGHTED: No.

CCQ5900S

QUESTION TEXT:

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS: DISPLAY CCQ590 AND CCQ5900S TOGETHER.

SOURCE: Westat.

COPYRIGHTED: No.

BOX 14

GO TO SECTION KSQ.

Section KSQ [Kindergarten Selection and Choice]

KSQ005

QUESTION TEXT:

Algunos padres saben de antemano a dónde asistirán sus hijos al *kindergarten*. ¿Sabe a dónde asistirá {CHILD} al *kindergarten*?

CODES

| | | |
|---|----|--------|
| 1 | Sí | KSQ010 |
| 2 | No | KSQ025 |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-B, preschool parent, question PA103a

COPYRIGHTED: No.

KSQ010**QUESTION TEXT:**

¿Cuál es el nombre de la escuela donde {CHILD} asistirá a {*kindergarten* / el próximo año}?

InstResp "Seleccione la escuela de la lista a continuación. Si no encuentra la escuela, seleccione "La escuela no está en la lista" y luego escriba el nombre completo de la escuela. Si está considerando más de una escuela, ponga el nombre de la escuela que sea más probable."

{DISPLAY LIST OF UP TO 25 SCHOOLS}

PROGRAMMER INSTRUCTIONS:

IF SK GO TO KSQ020.

IF SCREENER QUESTION SCR080 = 2 DISPLAY '*kindergarten*' ELSE DISPLAY 'el próximo año'.

DISPLAY A LIST OF SCHOOLS IN THE AREA AS DEFINED IN THE **PRELOAD**.

DISPLAY LIST OF UP TO 25 PUBLIC SCHOOLS THAT ARE THE NEAREST SCHOOLS TO THE RESPONDENT'S ADDRESS.

DISPLAY BOTH THE SCHOOL NAME AND ADDRESS (STREET AND CITY, NOT STATE AND ZIP CODE) ON ONE LINE, IN ALPHABETICAL ORDER.

INCLUDE A SCHOOL CATEGORY 91 TO ALLOW FOR NAME TO BE ENTERED IF NOT ON LIST. FOR NAME, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY KSQ010 AND KSQ0100S TOGETHER ON ONE SCREEN.

SOURCE: ECLS-B, preschool parent, question PA103b

COPYRIGHTED: No.

BOX 1

IF A SCHOOL IS SELECTED THAT IS NOT ON THE LIST OF SCHOOLS IN KSQ010, GO TO KSQ0100S. ELSE GO TO KSQ020.

KSQ0100S

QUESTION TEXT:

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS KSQ010.

SOURCE: Westat

COPYRIGHTED: No.

KSQ015a1**QUESTION TEXT:**

¿Cuál es la dirección postal de la escuela?

QUESTION TEXT:

Dirección Línea 1:

PROGRAMMER INSTRUCTION:

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ015a1**QUESTION TEXT:**

Dirección Línea 2:

PROGRAMMER INSTRUCTION:

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ015b**QUESTION TEXT:**

Ciudad:

PROGRAMMER INSTRUCTION:

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ015c**QUESTION TEXT:**

Estado:

InstResp "Por favor seleccione un estado, distrito o territorio."

Watermark "Seleccione un estado"

PROGRAMMER INSTRUCTION:

DISPLAY InstResp BELOW THE QUESTION FIELD
ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.
FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF
COLUMBIA, AND THE U.S. TERRITORIES.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ015d**QUESTION TEXT:**

Código postal:

PROGRAMMER INSTRUCTION:

FOR ZIP CODE, ALLOW 0 - 10 CHARACTERS TO BE ENTERED.
DISPLAY KSQ015a-d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

KSQ020**QUESTION TEXT:**

¿Cómo supo de la escuela a la que {CHILD} va a ir al *kindergarten*?

InstResp "Seleccione todas las respuestas que correspondan."

CODES

- 1 Es la escuela asignada a nuestro vecindario
- 2 De palabra/por recomendación de familiares, amigos, etc.
- 3 Sitio de internet del distrito/escuela
- 4 Vi en internet el perfil de la escuela
- 5 Vi en internet cómo califican la escuela otros padres
- 91 De otra manera (Por favor especifique)

BOX 1B

PROGRAMMER INSTRUCTION:

RESPONSE OPTIONS ARE SELECT ALL THAT APPLY.

SOURCE: Westat.

COPYRIGHTED: No.

BOX 1B

IF ONE OF THE CODES IN KSQ020 = 91, KSQ0200S WILL BE DISPLAYED ON THE SAME PAGE AS KSQ020. ELSE GO TO KSQ025

KSQ0200S**ENTER TEXT**

Length

75

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS KSQ020.

SOURCE: Westat

COPYRIGHTED: No.

KSQ025**QUESTION TEXT:**

Aunque muchos factores son importantes cuando se elige un *kindergarten*, ¿cuáles de los siguientes factores son los tres más importantes para usted? Por favor, elija solo tres opciones.

- a. Ofrece un horario conveniente (por ejemplo, es un programa de *kindergarten* de día completo u ofrece cuidado antes o después de la escuela)
- b. Ofrece servicios para niños con necesidades especiales
- c. Enseña a los niños a llevarse bien con los demás
- d. Queda en un lugar conveniente (cerca de su casa, trabajo o transporte público)
- e. Tiene un maestro(s) cálido y afectuoso
- f. Proporciona un ambiente seguro y limpio
- g. Proporciona transporte
- h. Es gratis o es la opción menos cara
- i. Enseña a los niños letras, números y otras destrezas académicas
- j. Acepta pagos de un programa estatal de asistencia / programa de *vouchers*
- k. También sirve a mis otros hijos (por ejemplo, el programa está ubicado en una escuela donde está inscripto un(a) hermano(a) mayor)
- l. Tiene programas o currículum especializados (por ejemplo, teatro, artes, idiomas extranjeros, Montessori, calendario modificado, etc.)
- m. Queda en una escuela primaria de donde se pasa a una escuela intermedia o *high school* deseada
- n. Tiene buena reputación o alta calificación (por ejemplo, escuchó cosas buenas de la escuela por parte de amigos, familiares, vecinos, etc.)
- o. Da buenos servicios por el costo
- p. Promueve la diversidad racial / cultural
- q. Se usa un idioma que no es inglés para la enseñanza
- r. Es la escuela pública asignada para el vecindario

PROGRAMMER INSTRUCTION:

ALLOW THREE RESPONSES.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: *Louisiana Kindergarten Readiness Study (LAKRS) survey*, fall parent survey, sent by Daphna Bassok, questions 22 a-l, modified stem, a, j, and k to make it apply to kindergarten. Also, changed h to least from in-expensive as could still be expensive for family and j to apply to all tuition assistance programs, including vouchers. Modified item e to delete 'caregivers' and added additional factors for selection (l, m, n, and o). Subitems reordered to match CCQ560.

COPYRIGHTED: No.

| |
|--------------|
| BOX 2 |
|--------------|

| |
|--------------------|
| GO TO SECTION CHQ. |
|--------------------|

Section CHQ [Child's Health and Well-Being]

CHQ004

QUESTION TEXT:

Ahora quisiera preguntarle sobre la salud de {CHILD}.

¿Diría que la salud de {CHILD} es ...

CODES

- 1 Excelente,
- 2 Muy buena,
- 3 Buena,
- 4 Regular, o
- 5 Mala?

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, fall kindergarten question CHQ330

COPYRIGHTED: No.

CHQ060

QUESTION TEXT:

En una semana normal, ¿cuántos días hace {CHILD} ejercicios que le hagan respirar rápidamente, transpirar y que aceleren su corazón durante 20 minutos o más?

Watermark: "Ponga los días"

ENTER NUMBER

Range

0 to 7

PROGRAMMER INSTRUCTIONS: RANGE CHECK 0-7.

SOURCE: ECLS-K:2011, spring first grade, question CHQ060

COPYRIGHTED: No.

CHQ086**QUESTION TEXT:**

¿Cuánto mide {CHILD}, sin zapatos?

CODES

- | | | |
|---|-----------------------------------|---------|
| 1 | Respuesta en pies y pulgadas | CHQ086a |
| 2 | Respuesta en metros y centímetros | CHQ086c |
| | No sabe | CHQ087 |

PROGRAMMER INSTRUCTIONS:

"Don't know" RESPONSE SKIPS TO CHQ087.

SOURCE: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ010

COPYRIGHTED: No.

CHQ086a**QUESTION TEXT:**

Por favor responda qué tan alto(a) es {CHILD}, en pies y pulgadas, sin zapatos.

UNITS "y"

Watermark: "Ponga cuántos pies"

ENTER NUMBER

| | | |
|------------|--------|--------|
| Range | 0 to 6 | |
| Soft Range | | 3 to 5 |

PROGRAMMER INSTRUCTIONS: DISPLAY CHQ086a and CHQ086b TOGETHER ON ONE SCREEN, NEXT TO EACH OTHER. THE SOFT RANGE = 3-5 FEET. OTHERWISE, DISPLAY ERROR MESSAGE "Usted puso {DISPLAY RESPONSE AT CHQ086b}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ010, modified to ask respondent to answer in feet and inches

COPYRIGHTED: No.

CHQ086b

CHQ087

Watermark: "Ponga cuántas pulgadas"

ENTER NUMBER

Range

0 to 72

Soft Range

35 to 50

PROGRAMMER INSTRUCTIONS:

DISPLAY CHQ086b TO THE RIGHT OF CHQ086a TOGETHER ON ONE SCREEN. THE SOFT RANGE=35-50 inches. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CHQ086b}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: NHANES 2017, question WHQ010, modified to ask respondent to answer in feet and inches

COPYRIGHTED: No.

CHQ086c**QUESTION TEXT:**

Por favor responda qué tan alto(a) es {CHILD}, en metros y centímetros, sin zapatos.

UNITS "y"

Watermark: "Ponga cuántos metros"

ENTER NUMBER

Range

0 to 2

Soft Range

1 to 2

PROGRAMMER INSTRUCTIONS: DISPLAY CHQ086c and CHQ086d TOGETHER ON ONE SCREEN, NEXT TO EACH OTHER. THE SOFT RANGE=1-2 meters. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CHQ086c}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ010, modified to ask respondent to answer in meters and centimeters

COPYRIGHTED: No.

CHQ086d

Watermark: "Ponga cuántos centímetros"

ENTER NUMBER

Range 0 to 200
Soft Range 80 to 130

PROGRAMMER INSTRUCTIONS:

DISPLAY CHQ086d TO THE RIGHT OF CHQ086c TOGETHER ON ONE SCREEN. SOFT RANGE=80-130 centimeters. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CHQ086d}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: National Health and Nutrition Examination Survey (NHANES) 2017, question WHQ010, modified to ask respondent to answer in meters and centimeters

COPYRIGHTED: No.

CHQ087**QUESTION TEXT:**

¿Cuánto pesa {CHILD} sin zapatos?

CODES

- | | | |
|---|-------------------------|---------|
| 1 | Respuesta en libras | CHQ087a |
| 2 | Respuesta en kilogramos | CHQ087b |
| | No sabe | CHQ095 |

PROGRAMMER INSTRUCTIONS:

"Don't know" RESPONSE SKIPS TO CHQ095.

SOURCE: NHANES 2017, question WHQ025. Modified to ask about weight clothed rather than without clothes.

COPYRIGHTED: No.

CHQ087a**QUESTION TEXT:**

Por favor responda cuánto pesa {CHILD} en libras, sin zapatos.

CHQ095

Watermark: "Ponga cuántas libras"

ENTER NUMBER

Range

0 to 150

Soft Range

25 to 50

PROGRAMMER INSTRUCTIONS:

SOFT RANGE=25-50 pounds. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CHQ087a}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: NHANES 2017, question WHQ025. Modified to ask about weight clothed rather than without clothes.

COPYRIGHTED: No.

CHQ087b**QUESTION TEXT:**

Por favor responda cuánto pesa {CHILD} en kilogramos, sin zapatos.

Watermark: "Ponga los kilogramos"

ENTER NUMBER

Range

0 to 70

Soft Range

11 to 23

PROGRAMMER INSTRUCTIONS:

SOFT RANGE=11-23 kilograms. OTHERWISE DISPLAY ERROR MESSAGE: "Usted puso {DISPLAY RESPONSE AT CHQ087b}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: NHANES 2017, question WHQ025. Modified to ask about weight clothed rather than without clothes.

COPYRIGHTED: No.

CHQ095**QUESTION TEXT:**

Por favor, responda a las siguientes preguntas basando sus respuestas en cómo es {CHILD} en comparación a otros niños de su misma edad.

| | 1 | 2 | 3 | 4 |
|--|----------------------------------|-------------------------------|------------------------------|-------------------------------------|
| | Mejor que otros niños de su edad | Igual de bien que otros niños | No tan bien como otros niños | Bastante menos bien que otros niños |
| a. {CHILD} es independiente y se vale por sí mismo(a) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. {CHILD} presta atención | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. {CHILD} aprende, piensa y resuelve problemas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. {CHILD} tiene buena coordinación en sus movimientos de brazos y piernas | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. {CHILD} se comporta y se relaciona con otros niños | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. {CHILD} se comporta y se relaciona con adultos | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. El nivel de actividad general de {CHILD} es | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTION:

DISPLAY 'HERSELF' OR 'SHE' OR 'HER' IF CHILD IS FEMALE. ELSE, DISPLAY 'HIMSELF' OR 'HE' OR 'HIS'.

SOURCE: ECLS-K:2011, spring kindergarten question CHQ095, CHQ100, CHQ105, CHQ106, CHQ107, CHQ108, CHQ109, modified text to be statements rather than questions

COPYRIGHTED: No.

CHQ110**QUESTION TEXT:**

¿Tiene {CHILD} alguna dificultad emocional o psicológica?

CODES

| | | |
|---|----|--------|
| 1 | Sí | CHQ111 |
| 2 | No | CHQ116 |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, spring kindergarten question CHQ110

COPYRIGHTED: No.

CHQ111**QUESTION TEXT:**

¿Piensa usted que esto es un problema leve, un problema moderado o un problema serio?

CODES

- 1 Problema leve
- 2 Problema moderado
- 3 Problema serio

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, spring kindergarten question CHQ111

COPYRIGHTED: No.

CHQ116**QUESTION TEXT:**

¿Le ha dicho algún profesional de la salud, de educación o de intervención temprana que {CHILD} está “en riesgo” de sufrir problemas de salud, de discapacidades físicas, de aprendizaje o de comportamiento?

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 86, modified to delete words about the child being under 3 years old and being at risk for a substantial developmental delay.

COPYRIGHTED: No.

CHQ117**QUESTION TEXT:**

¿Alguna vez lo han diagnosticado a {CHILD} con una discapacidad?

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: Westat.

COPYRIGHTED: No.

CHQ118**QUESTION TEXT:**

¿Ha recibido {CHILD} alguna vez servicios de un programa llamado Servicios de Intervención Temprana o ha tenido un Plan de Servicio Individualizado para la Familia (IFSP, por sus siglas en inglés)?

InstResp "Servicios de Intervención Temprana son servicios para una familia con un niño al que se ha identificado como alguien que tiene un retraso del desarrollo y/o una condición de salud específica, cuando el niño(a) está entre recién nacido y 3 años de edad. Un Plan de Servicio Individualizado para la Familia (IFSP, por sus siglas en inglés) es un plan desarrollado para apoyar a los niños y a las familias involucradas en intervención temprana (desde el nacimiento a 3 años de edad)."

CODES

- | | | |
|---|----|---------|
| 1 | Sí | CHQ118a |
| 2 | No | CHQ119 |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, fall kindergarten question CHQ092, modified to remove language about being under 3 years old.

COPYRIGHTED: No.

CHQ118a**QUESTION TEXT:**

¿Está {CHILD} recibiendo actualmente servicios de un programa llamado Servicios de Intervención Temprana o tiene un Plan de Servicio Individualizado para la Familia (IFSP, por sus siglas en inglés)?

InstResp "Servicios de Intervención temprana son servicios para una familia con un niño al que se ha identificado como alguien que tiene un retraso del desarrollo y/o una condición de salud específica, cuando el niño(a) está entre recién nacido y 3 años de edad. Un Plan de Servicio Individualizado para la Familia (IFSP, por sus siglas en inglés) es un plan desarrollado para apoyar a los niños y a las familias involucradas en intervención temprana (desde el nacimiento a 3 años de edad)."

CODES

- | | |
|---|----|
| 1 | Sí |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, fall kindergarten question CHQ092, modified to ask about current services

COPYRIGHTED: No.

CHQ119**QUESTION TEXT:**

¿Alguna vez {CHILD} ha recibido algún servicio a través de un Programa Educativo Individualizado (IEP, por sus siglas en inglés)?

InstResp: "Un Programa Educativo Individualizado (IEP) es un plan para niños de 3 años o más que han sido identificados como que necesitan servicios de educación especial y servicios relacionados."

CODES

- | | | |
|---|----|---------|
| 1 | Sí | CHQ119a |
| 2 | No | CHQ121 |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan. Also modified to ask about ever having received services.

COPYRIGHTED: No.

CHQ119a**QUESTION TEXT:**

¿Está {CHILD} recibiendo actualmente algún servicio a través de un Programa Educativo Individualizado (IEP, por sus siglas en inglés)?

InstResp "Un Programa Educativo Individualizado (IEP) es un plan para niños de 3 años o más que han sido identificados como que necesitan servicios de educación especial y servicios relacionados."

CODES

- | | |
|---|----|
| 1 | Sí |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

DISPLAY 'actualmente' in UNDERLINE.

SOURCE: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan.

COPYRIGHTED: No.

CHQ121**QUESTION TEXT:**

¿Alguna vez {CHILD} ha recibido algún servicio a través de un plan 504?

InstResp “Un plan 504 es un plan formal que usan las escuelas para proporcionar facilidades a niños con discapacidades. Un plan 504 no incluye enseñanza individualizada. Para ser elegibles para participar en un plan 504, los niños no necesitan calificar para servicios de educación especial.”

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan. Also modified to ask whether the child has ever received services.

COPYRIGHTED: No.

BOX 1

IF CHQ121 = 1, GO TO CHQ121a. ELSE, GO TO DWQ.

CHQ121a**QUESTION TEXT:**

¿Está {CHILD} recibiendo actualmente algún servicio a través de un plan 504?

InstResp “Un plan 504 es un plan formal que usan las escuelas para proporcionar facilidades a niños con discapacidades. Un plan 504 no incluye enseñanza individualizada. Para ser elegibles para participar en un plan 504, los niños no necesitan calificar para servicios de educación especial.”

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

DISPLAY 'currently' in UNDERLINE.

SOURCE: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan.

COPYRIGHTED: No.

BOX 2

GO TO SECTION DWQ.

Section DWQ [Discipline, Warmth, and Emotional Supportiveness]

BOX 1

IF PERSON FLAGGED AS R SCORES '1', '2', OR '3' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1', '2', OR '3' AT FSQ.130, CONTINUE WITH DWQ.010. OTHERWISE, GO TO DWQ.100.

DWQ010

QUESTION TEXT:

Ahora quisiéramos preguntar sobre su relación con {CHILD} y las maneras en que le disciplina.

Por favor piense si cada afirmación es completamente cierta, mayormente cierta, algo cierta o para nada cierta.

| | 1 Completamente cierta | 2 Mayormente cierta | 3 Algo cierta | 4 Nada cierta |
|--|---------------------------|------------------------|-----------------------|-----------------------|
| a. A menudo {CHILD} y yo tenemos momentos cálidos y cercanos juntos. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. La mayor parte del tiempo siento que a {CHILD} le gusta cómo soy y que quiere estar junto a mí. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Aun cuando estoy de mal humor, le demuestro a {CHILD} mucho cariño. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Expreso cariño a {CHILD} a través de abrazos, besos y {tenerlo/tenerla} en brazos. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Ser padre/madre es más difícil de lo que me imaginaba. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. {CHILD} hace cosas que realmente me molestan. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Me doy cuenta que sacrifico más de mi vida de lo que esperaba para satisfacer las necesidades de {CHILD}. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Con frecuencia me siento enojado(a) con {CHILD}. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

PROGRAMMER INSTRUCTION:

DISPLAY DWQ010a-h ON ONE PAGE

SOURCE: ECLS-K:2011, spring kindergarten question DWQ010

COPYRIGHTED: No.

DWQ100**QUESTION TEXT:**

¿Alguna vez le ha dado una nalgada a {CHILD}?

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, spring kindergarten, question DWQ010, modified question wording in stem for web

COPYRIGHTED: No.

BOX 2

IF DWQ100 = 1, GO TO DWQ101. ELSE, GO TO BOX 3.

DWQ101**QUESTION TEXT:**

Algunas veces los niños hacen lo que se les dice y otras no. ¿Más o menos cuántas veces le ha dado unas nalgadas a {CHILD} en la última semana, si es que lo ha hecho?

Watermark "Ponga el número de veces"

PROGRAMMER INSTRUCTIONS:

SPECWRITER INSTRUCTION: CONTINUOUS.

SOURCE: ECLS-K:2011, spring kindergarten, question DWQ101, modified question wording in first sentence

COPYRIGHTED: No.

BOX 3

GO TO PPQ.

Section PPQ [Parent's Psychological Well-Being and Health]

PPQ225

QUESTION TEXT:

Durante los últimos 12 meses, ¿diría que usted sufrió mucho estrés, una cantidad moderada de estrés, relativamente poco estrés o casi nada de estrés?

CODES

- 1 Mucho estrés
- 2 Una cantidad moderada de estrés
- 3 Relativamente poco estrés
- 4 Casi nada de estrés

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K:2011, spring fourth grade, question PPQ225

COPYRIGHTED: No.

GO TO SECTION PEQ.

BOX 1

Section PEQ [Parent Education]

BOX 1

ASK PEQ020 FOR UP TO 2 "KEY" PARENT FIGURES AS DEFINED IN FSQ.

PEQ020

DISPLAY INSTRUCTIONS:

BOLD "grado o año escolar más alto" "completado", "12º grado pero sin diploma ", "Equivalente a *high school* ",
"Diploma de *high school*", "Programa vocacional/técnico posterior a *high school* pero sin diploma técnico/vocacional ", "Programa vocacional/técnico posterior a *high school*", "Algo de *college* pero sin título ", "Grado asociado",
"Título de *Bachelor*", "Estudios de posgrado o profesionales pero sin obtener título", "Maestría (MA, MS)", " Doctorado (Ph.D., EdD)", "Título profesional posterior al título de *bachelor* (medicina/MD; odontología/DDS, leyes/JD/LLB)" IN HELP TEXT

QUESTION TEXT:

Ahora quisiéramos preguntar acerca de la educación de los padres de {CHILD}.

¿Cuál es el grado o año escolar más alto que {usted/{NAME}} ha completado?

CODES:

- 0 Nunca fue a la escuela
- 1 1º grado
- 2 2º grado
- 3 3º grado
- 4 4º grado
- 5 5º grado
- 6 6º grado
- 7 7º grado
- 8 8º grado
- 9 9º grado
- 10 10º grado
- 11 11º grado
- 12 12º grado pero sin diploma
- 13 Equivalente a *high school* /GED
- 14 Diploma de *high school*
- 15 Programa vocacional/técnico posterior a *high school* pero sin diploma vocacional/técnico
- 16 Diploma de programa vocacional/técnico posterior a *high school*
- 17 Algo de *college* pero sin título
- 18 Grado asociado
- 19 Título de *bachelor*
- 20 Estudios de posgrado o profesionales pero sin obtener título
- 21 Maestría (MA, MS)
- 22 Doctorado (PhD, EdD)
- 23 Título profesional posterior al título de *bachelor* (medicina/MD; odontología/DDS; leyes/JD/LLB; etc.)

PROGRAMMER INSTRUCTIONS:

DISPLAY "usted" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

DISPLAY "have" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. OTHERWISE, DISPLAY "has."

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

HELP FOR STEM: Grado año escolar más alto completado: seleccione el grado o año escolar más alto que haya terminado, incluso si tomó más o menos tiempo alcanzar ese año escolar de lo esperado.

HELP FOR CODE 12: Grado 12 pero sin diploma: Seleccione esto si el grado 12 se terminó, pero no había un diploma de *high school* o GED.

HELP FOR CODE 13: Equivalente de *high school* / GED: seleccione esta opción si una persona tiene un diploma de equivalencia de *high school* o GED al aprobar la Prueba de Desarrollo Educativo General y no recibió un diploma de *high school*.

HELP FOR CODE 14: Diploma de *high school*: un certificado que muestra que una persona terminó los cursos requeridos de la *high school* y se graduó de *high school* en lugar de tener un GED.

HELP FOR CODE 15: Programa vocacional / técnico después de *high school* pero sin diploma vocacional/técnico: Seleccione esto si una persona asistió a un programa vocacional o técnico, pero no obtuvo un título / diploma / certificado de finalización exitosa del programa. Estos son programas que son trabajo o educación para un oficio y se completan después de *high school*, pero no incluyen la universidad. Los ejemplos incluyen escuela de secretaría, escuela de capacitación mecánica o informática, etc. Algunas universidades comunitarias ofrecen capacitación vocacional, pero esto se consideraría "1-2 años de universidad" o "grado asociado" y no escuela vocacional o profesional.

HELP FOR CODE 16: Programa vocacional / técnico después de *high school*, diploma: Seleccione esto si una persona asistió a un programa vocacional o técnico y obtuvo un título / diploma / certificado de finalización exitosa del programa. Estos son programas de trabajo o educación para un oficio y se completan después de *high school*, pero no incluyen la universidad. Los ejemplos incluyen escuela de secretaría, escuela de capacitación mecánica o informática, etc. Algunas universidades comunitarias ofrecen capacitación vocacional, pero esto se consideraría "1-2 años de universidad" o "grado asociado" y no escuela vocacional o profesional.

HELP FOR CODE 17: Algunos estudios universitarios pero sin título: seleccione esta opción si una persona no tiene un título universitario (licenciatura/bachillerato) de 4 años, pero ha completado una clase para obtener créditos en un *college* o universidad.

HELP FOR CODE 18: Grado asociado: un título universitario de 2 años típicamente obtenido en un colegio comunitario (en lugar de una escuela vocacional).

HELP FOR CODE 19: Título de *bachelor*: Un título universitario de 4 años obtenido en una universidad o *college* de 4 años. A veces se llama título subgraduado.

HELP FOR CODE 20: Estudios profesionales o de posgrado/: seleccione esta opción si una persona asistió a una escuela de posgrado o profesional y obtuvo algún crédito para obtener un título más allá de un *bachelor* (por ejemplo, una maestría, doctorado u otro título profesional). Sin embargo, la persona no completó el programa ni obtuvo el título.

HELP FOR CODE 21: Maestría (MA, MS): estudios más allá de un *bachelor*, pero no un doctorado. o Ed.D.

HELP FOR CODE 22: Doctorado (Ph.D., EDD): estudios más allá de una maestría que resultan en un doctorado

HELP FOR CODE 23: Título profesional después del *bachelor* (Medicina / MD; Odontología / DDS, Leyes / JD / LLB): cualquier otra licenciatura obtenida con estudios académicos más allá del *bachelor*.

SOURCE: ECLS-K:2011, fall kindergarten, question PEQ020, modified to add category 0 from later rounds

COPYRIGHTED: No.

BOX 2

GO TO EMQ.

Section EMQ [Parent Employment]

BOX 1

ASK EMQ200 FOR 2 "KEY" PARENT FIGURES AS DEFINED IN FSQ.

EMQ200

QUESTION TEXT:

¿Cuál de los siguientes describe mejor la situación actual de empleo de {usted/NAME}?

CODES

- 1 Trabaja tiempo parcial (menos de 35 horas a la semana)
- 2 Trabaja tiempo completo (35 horas o más a la semana)
- 3 Padre, madre o guardián(a)/tutor(a) que se queda en casa
- 4 No está trabajando

PROGRAMMER INSTRUCTIONS:

DISPLAY "usted" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT.
OTHERWISE, DISPLAY "{NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

SOURCE: ECLS-K:2011, spring third grade, question EMQ200

COPYRIGHTED: No.

BOX 2

GO TO PAQ.

Section PAQ [Parent Income and Assets]

PAQ110

QUESTION TEXT:

En estudios como éste, algunas veces se agrupan los hogares de acuerdo a sus ingresos. ¿Cuánto fueron los ingresos totales de todas las personas de su hogar durante el último año, incluyendo los salarios u otros ingresos, intereses, jubilación, y demás para todos los miembros del hogar?

CODES

| | |
|----|-----------------------------|
| 1 | \$5,000 o menos |
| 2 | Entre \$5,001 y \$10,000 |
| 3 | Entre \$10,001 y \$15,000 |
| 4 | Entre \$15,001 y \$20,000 |
| 5 | Entre \$20,001 y \$25,000 |
| 6 | Entre \$25,001 y \$30,000 |
| 7 | Entre \$30,001 y \$35,000 |
| 8 | Entre \$35,001 y \$40,000 |
| 9 | Entre \$40,001 y \$45,000 |
| 10 | Entre \$45,001 y \$50,000 |
| 11 | Entre \$50,001 y \$55,000 |
| 12 | Entre \$55,001 y \$60,000 |
| 13 | Entre \$60,001 y \$65,000 |
| 14 | Entre \$65,001 y \$70,000 |
| 15 | Entre \$70,001 y \$75,000 |
| 16 | Entre \$75,001 y \$100,000 |
| 17 | Entre \$100,001 y \$200,000 |
| 18 | \$200,001 o más |

PROGRAMMER INSTRUCTIONS:

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE.

SOURCE: ECLS-K:2011, spring kindergarten, question PAQ100a and PAQ110b combined

COPYRIGHTED: No.

BOX 1

WILL UPDATE WITH CURRENT POVERTY THRESHOLDS WHEN THEY ARE RELEASED IN SEPTEMBER 2019

IF PAQ.110 IS SK, GO TO PAQ.135.

ELSE, PAQ.120 IS ASKED IF HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW.

ASK PAQ.120 IF

(NUMBER IN HH = 1 AND PAQ.110 < 6) OR

(NUMBER IN HH = 2 AND PAQ.110 < 8) OR

(NUMBER IN HH = 3 AND PAQ.110 < 9) OR

(NUMBER IN HH = 4 AND PAQ.110 < 11) OR

(NUMBER IN HH = 5 AND PAQ.110 < 13) OR

(NUMBER IN HH = 6 AND PAQ.110 < 14) OR

(NUMBER IN HH = 7 AND PAQ.110 < 16) OR

(NUMBER IN HH = 8 AND PAQ.110 < 17) OR

(NUMBER IN HH IS GREATER THAN OR

EQUAL TO 9 AND PAQ.110 < 17).

ELSE, GO TO PAQ.135.

PAQ120

QUESTION TEXT:

¿Cuál fue el total de los ingresos de su hogar durante el año pasado, redondeando a miles?

Ingresos Totales:

Watermark "Ponga el número"

ENTER NUMBER

Range

0 to 999,999,999

PROGRAMMER INSTRUCTIONS:

ALLOW UP TO 9 DIGITS. DISPLAY COMMAS IN FRONT OF THE FOURTH AND SEVENTH DIGIT IF APPLICABLE.

SOFT RANGE CHECK - TOTAL INCOME SHOULD BE IN RANGE OF ANSWER TO PAQ110. IF ANSWER IS NOT IN RANGE OF ANSWER TO PAQ110, DISPLAY SOFT EDIT MESSAGE "Usted puso {ANSWER TO PAQ110}. ¿Está seguro(a) de que es correcto? Una vez que esté correcto, seleccione Siguiente para continuar."

SOURCE: ECLS-K:2011, spring kindergarten, question PAQ120

COPYRIGHTED: No.

BOX 2

IFCHILDHAS AT LEAST ONE CURRENT ARRANGEMENT IN RELATIVE, NON-RELATIVE OR CENTER CARE (CCQ010 = 1 OR CCQ115 = 1 OR CCQ260 = 1), GO TO PAQ135.

ELSE, GO TO BOX 3.

PAQ135**QUESTION TEXT:**

¿Cobran matrícula o colegiatura o una cuota en cualquiera de los programas de cuidado infantil o educación temprana a los que {CHILD} asiste?

CODES

| | | |
|---|----|------------|
| 1 | Sí | PAQ14 0 |
| 2 | No | BOX 3 |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Cualquier dinero que cobren por cuidado infantil se considera matrícula o colegiatura. Esto incluye el dinero que cobran preescolares, programas de *prekindergarten*, guarderías o *nurseries*, programas de Head Start, centros de cuidado infantil, proveedores de cuidado en sus hogares y parientes o personas que no son parientes que cuidan a niños y niñas en una casa privada.

SOURCE: ECLS-K:2011, spring kindergarten, question PAQ135. Modified from "education" to "early care and education setting"

COPYRIGHTED: No.

PAQ140**QUESTION TEXT:**

¿Usa usted un *voucher* de subsidio para cuidado infantil que paga parte o todo el costo del cuidado infantil actual de {CHILD} o del programa de cuidado y educación temprana de {CHILD}?

CODES

| | | |
|---|----|-------|
| 1 | Sí | BOX 3 |
| 2 | No | BOX 3 |

PROGRAMMER INSTRUCTIONS:

HELP FOR STEM: Un *voucher* ayuda a pagar el costo del cuidado infantil o de un programa de cuidado y educación temprana. A los *vouchers* se los llama a veces por diferentes nombres (por ejemplo, asistencia con la matrícula, subsidios, becas o certificados) y se los dan a familias de acuerdo a sus ingresos u otras necesidades.

SOURCE: Westat

COPYRIGHTED: No.

BOX 3

GO TO SECTION CMQ.

Section CMQ [Mobility and Tracking Updates]

CMQ001

QUESTION TEXT:

¿Está usted u otro padre, madre, tutor(a) o guardián(a) planeando mudarse con {CHILD} antes del otoño de 2020?

CODES

| | |
|---|----|
| 1 | Sí |
| 2 | No |

PROGRAMMER INSTRUCTIONS:

SOURCE: ECLS-K, round 5, question CMQ500, modified the time period

COPYRIGHTED: No.

CMQ025a1

QUESTION TEXT:

Por favor confirme la dirección postal donde quiere que enviemos el dinero por completar esta encuesta.

Dirección Línea 1:

PROGRAMMER INSTRUCTION:

ALLOW EMPTY FOR BOTH ADDRESS LINE 1 AND ADDRESS LINE 2. IF ADDRESS LINE 1 IS EMPTY, ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

USE **PRELOAD** TO PREFILL ADDRESS FROM MAILING, BUT ALLOW FOR CHANGES.

FOR ADDRESS LINE 1, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ025a2**QUESTION TEXT:**

Dirección Línea 2:

PROGRAMMER INSTRUCTION:

ALLOW EMPTY FOR BOTH ADDRESS LINE 1 AND ADDRESS LINE 2. IF ADDRESS LINE 1 IS EMPTY, ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

USE **PRELOAD** TO PREFILL ADDRESS FROM MAILING, BUT ALLOW FOR CHANGES.

FOR ADDRESS LINE 2, ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ025b**QUESTION TEXT:**

Ciudad:

PROGRAMMER INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

USE **PRELOAD** TO PREFILL CITY FROM MAILING, BUT ALLOW FOR CHANGES.

FOR CITY, ALLOW 0 - 50 CHARACTERS TO BE ENTERED.

DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ025c**QUESTION TEXT:**

Estado:

InstResp "Por favor seleccione un estado, distrito o territorio.

Watermark "Seleccione un estado"

PROGRAMMER INSTRUCTION:

DISPLAY InstResp BELOW THE QUESTION FIELD.

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.

USE **PRELOAD** TO PREFILL STATE/DISTRICT/TERRITORY FROM MAILING, BUT ALLOW FOR CHANGES.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.

DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ025d

QUESTION TEXT:

Código postal:

PROGRAMMER INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. IF ANSWER IS SK, GO TO NEXT QUESTION.
USE **PRELOAD** TO PREFILL ZIP CODE FROM MAILING, BUT ALLOW FOR CHANGES IN.
FOR ZIP CODE, ALLOW 0 - 10 CHARACTERS TO BE ENTERED.
DISPLAY CMQ025a - 025d TOGETHER.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

BOX 1

IF (AN EMAIL ADDRESS OR MOBILE NUMBER WAS NOT PROVIDED ON THE MYECLS WEBSITE) OR (AN EMAIL ADDRESS OR MOBILE NUMBER WAS NOT PROVIDED IN THE SCREENER QUESTION SCR111), GO TO CMQ026. ELSE GO TO CMQ030.

CMQ026a

QUESTION TEXT:

Quisiéramos comunicarnos con usted en el otoño para hacerle algunas preguntas sobre dónde {CHILD} finalmente fue a *kindergarten*. Por favor ponga su información de contacto.

Correo electrónico: _

Watermark "[name@domain.com](#)"

ENTER TEXT:

Length

100

PROGRAMMER INSTRUCTION:

DISPLAY CMQ026a and CMQ026b ON THE SAME SCREEN.
FOR EMAIL (CMQ026a), ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE EMAIL SO THAT IT HAS A PERIOD AND AN @ SIGN
(E.G.,NAME@DOMAIN.COM).

EMAIL ADDRESSES AND/OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE
"Parece que hay un error en la dirección. Por favor asegúrese de que la dirección de correo electrónico tenga el signo @ y por lo menos tenga un punto.

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

CMQ026b

QUESTION TEXT:

PreUNITS ESP "Teléfono celular:"

Watermark "(555)-555-5555"

ENTER TEXT:

Length

12

PROGRAMMER INSTRUCTION:

FOR MOBILE NUMBER (CMQ026b), ALLOW 0-12 CHARACTERS TO BE ENTERED.

APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

EMAIL ADDRESSES AND/OR MOBILE NUMBERS SHOULD BE WRITTEN BACK TO THE SYSTEM MASTER.

IF THE PHONE NUMBER DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE ERROR MESSAGE "El número de teléfono debe tener 10 dígitos ((XXX)-XXX-XXXX). Por favor verifique y vuelva a ponerlo."

SOURCE: NHES:2019, questions incent_name and incent_address, modified question text

COPYRIGHTED: No.

BOX 2

IF (A MOBILE NUMBER WAS PROVIDED ON THE MYECLS WEBSITE) OR (A MOBILE NUMBER WAS PROVIDED IN THE SCREENER QUESTION SCR111b) OR (A MOBILE NUMBER WAS PROVIDED IN CMQ026b) GO TO CMQ030. ELSE GO TO CMQ040.

CMQ030

QUESTION TEXT:

{Quisiéramos comunicarnos con usted en el otoño para hacerle algunas preguntas sobre dónde {CHILD} finalmente fue a *kindergarten*.} ¿Nos da permiso para mandarle mensajes de texto?

CODES

- 1 Sí
- 2 No

PROGRAMMER INSTRUCTION:

ALLOW EMPTY AND ASSIGN AS VALUE SK. DISPLAY "Quisiéramos...*kindergarten*." IF CMQ026 WAS NOT ASKED. ELSE USE A NULL DISPLAY.

SOURCE: Westat.

COPYRIGHTED: No.

CMQ040

Muchas gracias por su cooperación y por dedicar el tiempo para participar en el Estudio Longitudinal de la Primera Infancia. Por favor haga clic en "Terminar" para completar su encuesta {y solicitar su código de Amazon o el dinero en efectivo}.

PROGRAMMER INSTRUCTION:

IF INQ001 =1, DISPLAY "and claim your Amazon code or cash." ELSE, USE A NULL DISPLAY.

INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM. IF INQ001=1, GO TO MANAGEMENT SYSTEM INCENTIVE PAGE. ELSE, GO TO MANAGEMENT SYSTEM STUDY INFORMATION PAGE.

Spanish Fall Parent Follow-up Survey

PROBE DEFINITIONS

IF PROBE 1 IS USED IN THE SPEC, AFTER THE RESPONDENT CLICKS THE "NEXT" BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN, BUT NOT DON'T KNOW OR REFUSED: "Parece que usted aún no ha contestado la pregunta. Por favor mire nuevamente y proporcione una respuesta para esta pregunta, ya que es muy importante para el estudio."

FFS001

QUESTION TEXT:

¿Sigue {CHILD} viviendo con usted?

CODES

1 Sí
2 No

FFS035

PROGRAMMING INSTRUCTION:

DISALLOW RF/DK. USE PROBE 1 AFTER EMPTY.

SOURCE: Westat

COPYRIGHTED: No.

FFS005**QUESTION TEXT:**

¿Actualmente {CHILD}...

InstResp "Seleccione todas las respuestas que correspondan"

CODES

- 1 No va a la escuela?
- 2 Va a una escuela pública o privada, incluyendo programas preescolares?
- 3 Está bajo cuidado infantil en un centro EN VEZ de ir a una escuela pública o privada?
- 4 Está bajo cuidado infantil en una casa EN VEZ de ir a una escuela pública o privada?
- 5 Recibe enseñanza escolar en casa (*homeschooling*) EN VEZ de ir a una escuela pública o privada (incluyendo programas preescolares) para algunas o todas sus clases?

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

SOURCE: NHES:2019, question s1_p1enrol, modified order of response categories and replaced categories 3 and 4 to refer to child care in a center/home rather than college, university or vocational school

COPYRIGHTED: No.

BOX 1

IF FFS005 = 1 OR 4 (CHILD IS NOT IN SCHOOL OR IN CHILD CARE IN A HOME) GO TO FFS035.
ELSE TO FFS010.

FFS010**QUESTION TEXT:**

¿Actualmente, en qué año o grado escolar, o su equivalente, está {CHILD}?

IntResp: “Programas preescolares o cuidado infantil para niños de edad preescolar en un hogar o un centro incluye programas de educación para la primera infancia, cuidado infantil o guardería en un centro , *nursery*, programa preescolar, prekinder, o cuidado infantil por parte de un pariente que no sea uno de los padres/tutores o guardianes, o alguien que no es su pariente ni tutor o guardián.

Kindergarten incluye *Kindergarten* Transicional (TK, por sus siglas en inglés), *Kindergarten* Transicional Temprano (ETK, por sus siglas en inglés), Preparación para *Kindergarten*, Grado de Transición o Pre Primer Grado, o un programa equivalente al *kindergarten* aunque no lleve número de grado o tenga varios grados.”

CODES

- 1 Programa preescolar o cuidado infantil para niños de edad preescolar en un hogar o centro
- 2 *Kindergarten*
- 3 Primero
- 4 Segundo
- 5 Tercero
- 6 Cuarto
- 7 Quinto o más alto
- 8 Ninguno de estos

PROGRAMMING INSTRUCTION:

DISALLOW RF/DK. USE PROBE 1 AFTER EMPTY.

SOURCE: NHES:2019, question s1_p1grade_web, modified to expand choices in first two categories and restrict response categories for higher grade levels to ninth grade and above

COPYRIGHTED: No.

BOX 2

IF FFS010 = 2 (KINDERGARTEN) ASK FFS011, OTHERWISE GO TO FFS035.

FFS011**QUESTION TEXT:**

¿Se ha mudado usted desde {DATE OF LAST INTERVIEW}?

CODES

| | | |
|---|----|---------|
| 1 | Sí | FFS012A |
| 2 | No | FFS015 |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS011=SK GO TO FFS012A.

SOURCE: ECLS-K:2011, spring 2013

COPYRIGHTED: No.

FFS012A**QUESTION TEXT:**

¿Sigue usted viviendo en {STATE}?

CODES

| | | |
|---|----|---------|
| 1 | Sí | FFS013A |
| 2 | No | FFS012B |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS012A = SK, GO TO FFS015 IF SK.

USE STATE FROM **PRELOAD**.

SOURCE: Westat

COPYRIGHTED: No.

FFS012B**QUESTION TEXT:**

¿En qué estado vive ahora?

Empiece poniendo la primera letra del nombre del estado, distrito, o territorio. Si encuentra en la lista lo que buscaba, selecciónelo de la lista. Si usted vive en otro país, seleccione "Me mudé fuera del país." Si no encuentra lo que buscaba, seleccione "No está en la lista".

Estado:

Watermark "Seleccione un estado"

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES. INCLUDE AN OPTION FOR MOVED OUT OF THE COUNTRY.

SOURCE: Westat

COPYRIGHTED: No.

BOX 2b

IF FFS012B IS A U.S. STATE OR DC, GO TO FFS013B. ELSE IF FFS012B = SK, NOT ON LIST, A U.S. TERRITORY, OR MOVED OUT OF THE COUNTRY, SKIP TO BOX 3.

FFS013A**QUESTION TEXT:**

¿Sigue viviendo en el condado de {COUNTY}?

CODES

1 Sí
2 No

FFS015
FFS013B

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS013A=SK, GO TO FFS015.

USE COUNTY FROM PRELOAD.

SOURCE: Westat

COPYRIGHTED: No.

FFS013B**QUESTION TEXT:**

¿En qué condado vive ahora?

Empiece poniendo la primera letra del nombre del condado. Si encuentra en la lista lo que buscaba, selecciónelo de la lista. Si no encuentra lo que buscaba, seleccione "No está en la lista".

Condado:

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

PROVIDE THE LIST OF COUNTIES ASSOCIATED WITH THE RESPONDENT'S CURRENT STATE OF RESIDENCE

SOURCE: Westat

COPYRIGHTED: No.

BOX 3

IF FFS001 = 1 (CHILD LIVES WITH RESPONDENT) AND FFS010 = 2 (CHILD IS IN KINDERGARTEN) AND FFS011 = 2 (RESPONDENT HAS NOT MOVED) AND THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PARENT SURVEY IN THE **PRELOAD**, GO TO FFS015.

IF FFS001 = 1 (CHILD LIVES WITH RESPONDENT) AND FFS010 = 2 (CHILD IS IN KINDERGARTEN) AND FFS011 = 1 (RESPONDENT HAS MOVED) AND FFS012A = 1 (MOVED WITHIN STATE) AND FFS013A = 1 (MOVED WITHIN COUNTY) AND THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PARENT SURVEY IN THE **PRELOAD**, GO TO FFS015.

IF FFS001 = 1 (CHILD LIVES WITH RESPONDENT) AND FFS010 = 2 (CHILD IS IN KINDERGARTEN) AND FFS011 = 1 (RESPONDENT HAS MOVED) AND FFS012B = DK/RF (UNKNOWN MOVED TO ANOTHER STATE) AND THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PARENT SURVEY IN THE **PRELOAD**, GO TO FFS015.

IF FFS001 = 1 (CHILD LIVES WITH RESPONDENT) AND FFS010 = 2 (CHILD IS IN KINDERGARTEN) AND FFS011 = 1 (RESPONDENT HAS MOVED) AND FFS013A = DK/RF (UNKNOWN MOVED TO ANOTHER COUNTY) AND THERE IS A NONMISSING SCHOOL NAME FROM THE SPRING PARENT SURVEY IN THE **PRELOAD**, GO TO FFS015.

ELSE GO TO FFS020.

FFS015**QUESTION TEXT:**

¿Está {CHILD} asistiendo a {SCHOOL NAMED IN SPRING PARENT SURVEY}?

CODES

| | | |
|---|----|--------|
| 1 | Sí | FFS035 |
| 2 | No | FFS020 |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS015=SK, GO TO FFS035.

DISPLAY THE NAME OF THE SCHOOL FROM THE **PRELOAD**.

SOURCE: Westat

COPYRIGHTED: No.

FFS020**QUESTION TEXT:**

¿Asiste {CHILD} a una escuela pública o a una escuela privada para *kindergarten*?

CODES

| | | |
|---|------------------------------|--------|
| 1 | Escuela pública | |
| 2 | Escuela privada | FFS035 |
| 3 | Está en <i>homeschooling</i> | FFS035 |
| 4 | No va a la escuela | FFS035 |

PROGRAMMING INSTRUCTION:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED. IF FFS020=SK, GO TO FFS035.

SOURCE: Westat

COPYRIGHTED: No.

BOX 4

DETERMINE THE RESPONDENT'S CURRENT COUNTY OF RESIDENCE (VARIABLE DEFINED BELOW AS FIPS_NOW), DETERMINE WHETHER IT IS IN A SAMPLED COUNTY (VARIABLE DEFINED BELOW AS FIPS_FLAG), AND ASSIGN THE FIPS COUNTY CODE, AS DEFINED BELOW.

IF FFS011 = 2 (RESPONDENT HAS NOT MOVED) THEN FIPS_NOW = FIPS COUNTY CODE FROM THE PRELOAD.

ELSE IF FFS011 = 1 AND FFS012A = 1 AND FFS013A=1 (RESPONDENT MOVED TO ANOTHER ADDRESS IN THE SAME COUNTY) THEN FIPS_NOW = FIPS COUNTY CODE FROM THE PRELOAD.

ELSE IF (FFS012A = 2 OR FFS013A = 2) AND FFS013B IS NOT EQUAL TO SK OR "NOT ON LIST" (RESPONDENT MOVED TO ANOTHER STATE OR COUNTY AND PROVIDED AN ANSWER FOR THE NEW COUNTY) THEN FIPS_NOW = FIPS COUNTY CODE FROM FFS013B.

ELSE FIPS_NOW = MISSING.

CROSS REFERENCE THE CURRENT COUNTY OF RESIDENCE (FIPS_NOW) WITH THE FLAG INDICATING WHETHER THE COUNTY IS IN THE SAMPLE (FIPS_FLAG).

IF THE COUNTY OF RESIDENCE IS IN A SAMPLED COUNTY (FIPS_FLAG = 1 FOR THE COUNTY IN FIPS_NOW) AND THE CURRENT COUNTY OF RESIDENCE (FIPS_NOW) IS EQUAL TO THE FIPS COUNTY CODE FROM THE PRELOAD, THEN GO TO FFS025. ELSE IF THE COUNTY OF RESIDENCE IS IN A SAMPLED COUNTY (FIPS_FLAG = 1 FOR THE COUNTY IN FIPS_NOW) AND THE CURRENT COUNTY OF RESIDENCE (FIPS_NOW) IS NOT EQUAL TO THE FIPS COUNTY CODE FROM THE PRELOAD, GO TO FFS025OS. ELSE GO TO FFS035.

FFS025**QUESTION TEXT:**

¿Cuál es el nombre de la escuela pública a la cual asiste {CHILD} para *kindergarten*?

InstResp “Selecione la escuela de la lista que aparece a continuación. Si no encuentra la escuela, seleccione “La escuela no está en la lista” y luego ponga el nombre completo de la escuela.”

{DISPLAY LIST OF UP TO 25 SCHOOLS}

PROGRAMMER INSTRUCTIONS:

ALLOW EMPTY. ASSIGN EMPTY THE VALUE “SK” FOR SKIPPED.

DISPLAY A LIST OF PUBLIC SCHOOLS IN THE AREA AS DEFINED IN THE PRELOAD. INCLUDE A SCHOOL CATEGORY 91 TO ALLOW FOR NAME TO BE ENTERED IF NOT ON LIST. ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY FFS025 AND FFS025OS TOGETHER ON ONE SCREEN.

SOURCE: ECLS-B, preschool parent, question PA103b, with expanded references to different types of kindergarten

COPYRIGHTED: No.

BOX 5

IF A SCHOOL IS SELECTED THAT IS NOT ON THE LIST OF SCHOOLS IN FFS025, GO TO FFS025OS. ELSE GO TO FFS035.

FFS025OS**QUESTION TEXT:****ENTER TEXT**

Length

100

PROGRAMMER INSTRUCTIONS:

DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FFS025.

IF FFS025 WAS NOT ASKED, MAKE THE STEM OF FFS025OS VISIBLE IN FFS025OS.

SOURCE: Westat

COPYRIGHTED: No.

FFS035

QUESTION TEXT: ¡Gracias por participar en el Estudio Longitudinal de la Primera Infancia!

PROGRAMMING INSTRUCTION:

SOURCE: NHES:2019, question thank you, modified question text about the study name.

COPYRIGHTED: No.
