

High School and Beyond 2022 (HS&B:22)
First Follow-up Field Test Recruitment and Data
Collection

OMB# 1850-0944 v.10

Appendix B - Data Collection Instruments

Submitted by
National Center for Education Statistics
U.S. Department of Education

July 2023
revised September 2023

Table of Contents

Appendix B.1	Student Roster Template.....	1
Appendix B.2a	Login Process.....	2
Appendix B.2b	Respondent Identity Verification Screens.....	4
Appendix B.2c	“Welcome/Welcome Back” Message.....	6
Appendix B.2d	Inactivity Warning and Timeout Messages.....	7
Appendix B.3	Student Questionnaire – English.....	9
Appendix B.4	Student Questionnaire – Spanish.....	80
Appendix B.5a	Parent Questionnaire – English.....	154
Appendix B.5b	Parent Questionnaire – English (Paper Version).....	221
Appendix B.6a	Parent Questionnaire – Spanish.....	226
Appendix B.6b	Parent Questionnaire – Spanish (Paper version).....	295
Appendix B.7	Administrator Questionnaire.....	300
Appendix B.8	Counselor Questionnaire.....	335
Appendix B.9	Teacher Questionnaire.....	376

Instructions: Please provide the information below for each student currently enrolled in the twelfth grade at your school. This information will be used to select approximately 35 twelfth grade students from your school for the study.

General Student information						Race (Y/N all that apply)				Ethnicity (Y/N)	ELL	IEP/504 (Yes or No) sampled students only	Parent Contact information						Student's Math Teacher, or English Language Arts (ELA) Teacher if student does not take Math. PLEASE DO NOT LEAVE BLANK									
StudentID	FirstName	LastName	Suffix	Grade	Date of birth MM/DD/YY	Sex(M/F)	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Hispanic	Yes/No	Yes/No	Parent's First Name	Parent's Last Name	Parent's Address	Parent City	Parent State	Parent Zip	Parent's Email	Parent's Home Phone	Parent's Cell Phone	Student's TeacherFirstName	Student's TeacherLastName	Student's TeacherEmail	Math or ELA Course Name	Math or ELA Course Period/Section


The National Center for Education Statistics (NCES) is authorized to conduct the High School and Beyond Longitudinal Study of 2022 (HS&B:22) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. All of the information [respondent type] 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). The collected information will be combined across respondents to produce statistical reports.

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 1850-0944. Approval expires xx/xx/20xx. The time required to complete this information collection is estimated to average approximately 5 minutes per row, including the time to review instructions, gather the data needed, 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, please write directly to: The High School and Beyond Longitudinal Study of 2022 (HS&B:22), National Center for Education Statistics, PCP, 550 12th St., SW, Room 4005, Washington, DC 20202.

The following is a sample screenshot of the login page used for the HS&B:22 base-year full-scale collection, approved as part of OMB #1850-0944 v.9. The page will be updated for the 12th graders, parents, and school staff participating in the first follow-up field test collection.

[About](#) | [Contact Us](#) | Phone: 855-500-1439 [Log in](#)

🏠
[About HS&B:22](#)
[Endorsements](#)
[Why Should I Participate?](#)
[FAQs](#)
[Study Content](#)
[Resources](#)
[Contact Us](#)



Welcome to HS&B:22!

High School and Beyond Longitudinal Study of 2022 (HS&B:22) is a national study of 9th-graders as they progress through high school and beyond.


This site is for school staff, parents, and students who are participating in HS&B:22. Log in to begin. If you are a student, [click here to login in.](#)

[Forgot your Study ID or Password?](#)
[Show Password](#)


**Click here to submit an online signature for your student to participate.*

Submit


If you are not participating in the study but would like to learn more, [click here.](#)



Learn More About HS&B:22



Click to watch a video to see why you should participate.



Questions? Contact Us



The National Center for Education Statistics (NCES) is authorized to conduct the High School and Beyond Longitudinal Study of 2022 (HS&B:22) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR § 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by RTI International, a U.S.-based nonprofit 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). The collected information will be combined across respondents to produce statistical reports.

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 1850-0944. Approval expires 10/31/2023. The time required to complete this information collection is estimated to average approximately 40 minutes per response for school administrators, 25 minutes per response for parents, 25 minutes per response for school counselors, 18 minutes per response for math teachers, and 25 minutes per response for student surveys, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write directly to: The High School and Beyond Longitudinal Study of 2022 (HS&B:22), National Center for Education Statistics, Potomac Center Plaza, 550 12th St, SW, Room 4005, Washington, DC 20202.

The following text (English) will be visibly included on the survey's login page.

The National Center for Education Statistics (NCES) is authorized to conduct the High School and Beyond Longitudinal Study of 2022 (HS&B:22) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by RTI International, a U.S.-based nonprofit 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). The collected information will be combined across respondents to produce statistical reports.

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 1850-0944. Approval expires xx/xx/20xx. The time required to complete this information collection is estimated to average approximately 40 minutes per response for school administrators, 25 minutes per survey response for parents, 10 minutes per school and address update for parents, 25 minutes per response for school counselors, 25 minutes per response for teachers, and 30 minutes per response for student surveys, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write directly to: The High School and Beyond Longitudinal Study of 2022 (HS&B:22), National Center for Education Statistics, Potomac Center Plaza, 550 12th St, SW, Room 4005, Washington, DC 20202.

Appendix B.2b Respondent Identity Verification Screens

The following are examples of the verification screens. Respondents first identify themselves by selecting either their name or their child's name from a list. If they select the name associated with the credentials they used to log in, they will proceed to the next screen. The next screen then prompts respondents to select the school name associated with the credentials they used to log in. If either of the respondent's selections were not the name and/or school name associated with the credentials used to log into the survey, they will be routed to a verification error screen, and they will be unable to access the survey.

[Please answer the following questions./Por favor [responde/responda] a las siguientes preguntas.]

[What is your name?/¿Cuál es tu nombre?/To ensure that we have the right person and to protect the confidentiality of all student participants, we ask that you verify that we have matched you with your 12th-grader. Please select your 12th-grader's name from the list of names below./Para asegurarnos de que tenemos a la persona correcta y para proteger la confidencialidad de todos los estudiantes participantes, le pedimos que verifique que tenemos conectados correctamente su nombre con el nombre de su estudiante de 12° grado. Por favor seleccione el nombre de su estudiante de 12° grado en la siguiente lista de nombres./To ensure that we have the right person, please select your name from the list of names below.]

- 1=Random name 1
- 2=Random name 2
- 3=Random name 3
- 4=Random name 4
- 5=Random name 5
- 6=[Student's Name/Respondent's Name]

[Click the arrow button below to proceed./Para continuar, [haz/haga] clic en el botón con la flecha que aparece abajo.]

[Please answer the following questions./Por favor [responde/responda] a las siguientes preguntas.]

[What school did you attend in [Academic Year]?/¿A qué escuela asististe en [Academic Year]?/In the [Academic Year] school year, [Student's Name] attends/has attended which school?/En el año escolar [Academic Year], ¿a qué escuela asiste/asistió [Student's Name]?/In the [Academic Year] school year, for which school do you work?]

- 1=Random School 1
- 2=Random School 2
- 3=Random School 3
- 4=Random School 4
- 5=Random School 5
- 6=[Student's School's Name/Respondent's School's Name]

[Click the arrow button below to proceed./Para continuar, [haz/haga] clic en el botón con la flecha que aparece abajo.]

[Incorrect Information/Información incorrecta]

[The information you provided does not match what we have on file. To resolve the issue and proceed with the survey, please call [Help Desk Number] for assistance from one of our Help Desk agents, or you can email [Study e-mail address]. Please include your study ID when calling or emailing so we can assist you more easily./La información que tú proporcionaste no concuerda con la información que tenemos en nuestros archivos. Por favor llame al [Help Desk Number] y uno de nuestros agentes de la línea de ayuda te asistirá de inmediato, o puedes contactarnos por email a [Study e-mail address]./La información que usted proporcionó no concuerda con la información que tenemos en nuestros archivos. Por favor llame al [Help Desk Number] y uno de nuestros agentes de la línea de ayuda le asistirá de inmediato, o puede contactarnos por email a [Study e-mail address]./The information you provided does not match what we have on file. To resolve the issue and proceed with the survey, please call [Help Desk Number] for assistance from one of our Help Desk agents, or you can email [Study e-mail address]. Please include your study ID when calling or emailing so we can assist you more easily.]

The National Center for Education Statistics (NCES) is authorized to conduct the High School and Beyond Longitudinal Study of 2022 (HS&B:22) by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543) and to collect students' education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR §§ 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by RTI International, a U.S.-based nonprofit 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). The collected information will be combined across respondents to produce statistical reports.

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 1850-0944. Approval expires xx/xx/20xx. The time required to complete this information collection is estimated to average approximately 40 minutes per response for school administrators, 25 minutes per survey response for parents, 10 minutes per school and address update for parents, 25 minutes per response for school counselors, 25 minutes per response for teachers, and 30 minutes per response for student surveys, including the time to review instructions, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate, suggestions for improving this survey, or any comments or concerns regarding the status of your individual submission of this survey, please write directly to: The High School and Beyond Longitudinal Study of 2022 (HS&B:22), National Center for Education Statistics, Potomac Center Plaza, 550 12th St, SW, Room 4005, Washington, DC 20202./

El Centro Nacional para Estadísticas de Educación (NCES) está autorizado a hacer el estudio Durante y Después de High School 2022 (High School and Beyond Longitudinal Study of 2022 o HS&B:22, por sus siglas en inglés) por el Acta de Reforma de las Ciencias de la Educación de 2002 (ESRA 2002, 20 U.S.C., § 9543) y a obtener récords educativos de los estudiantes de agencias o instituciones educativas para propósitos de evaluación de programas de educación con fondos federales, bajo la Ley de Derechos Educativos y Privacidad Familiar (FERPA, 34 CFR §§ 99.31(a)(3)(iii) y 99.35). RTI International, una organización sin fines de lucro que realiza estudios y está basada en los Estados Unidos, está recopilando los datos para NCES. 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). La información obtenida se combinará con la de los demás participantes para producir reportes estadísticos.

Según lo establece el Acta de Reducción del Papeleo de 1995, ninguna persona está obligada a responder a un pedido de información si la misma no contiene un número de control de OMB válido. El número de control de OMB válido para recolectar esta información que se proporciona voluntariamente es 1850-0944. La aprobación vence el xx/xx/20xx. Se calcula que el tiempo necesario para completar este pedido de información es en promedio de 40 minutos aproximadamente para administradores escolares, 25 minutos por encuesta para padres o madres, 10 minutos por pedido de información sobre escuela y dirección para padres o madres, 25 minutos para consejeros escolares, 25 minutos para maestros o maestras y 30 minutos para encuestas de estudiantes, incluyendo el tiempo que lleva revisar las instrucciones, juntar los datos necesarios, y completar y revisar la información que se solicita. Si usted tiene algún comentario con respecto a la precisión del cálculo de tiempo, sugerencias para mejorar esta encuesta, o cualquier comentario o inquietud acerca del estatus del envío de su encuesta individual, por favor escriba directamente al estudio Durante y Después de High School 2022 a: The High School and Beyond Longitudinal Study of 2022 (HS&B:22), National Center for Education Statistics, Potomac Center Plaza, 550 12th St, SW, Room 4005, Washington, DC 20202.]

When the respondent successfully logs in with their provided log in credentials and they successfully verify their identity, they will see this message:

[[Welcome/Welcome back], [Name]! Thanks for participating in the High School and Beyond Longitudinal Study of 2022. Here are a few things to remember before you begin:

Please don't click your back button during the survey.

Please use the navigation buttons at the bottom of the survey.

When you have finished or if you need to take a break before finishing, please click the “LOG OUT” button and CLOSE ALL browser windows to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

When you log in again, you can resume where you left off.

Need more help?

If you have any questions about logging in or about the survey questions, please use the “HELP” button at the top of your screen or call our Help Desk at [Help Desk Number].

Get started

When you're ready to begin, please click the “Get Started” button./

¡[Bienvenido(a)/Bienvenido(a) nuevamente]! Gracias por participar en el estudio Durante y Después de High School 2022 (*High School and Beyond Longitudinal Study of 2022* o *HS&B:22*). A continuación, le recordamos algunas cosas antes de que comience:

Por favor no [hagas/haga] clic en el botón “volver” de [tu/su] navegador durante la encuesta.

[Utiliza/Utilice] los botones de navegación que aparecen al pie de la pantalla de la encuesta.

Cuando [hayas/haya] terminado o si [necesitas/necesita] tomarse un recreo antes de terminar, por favor [haz/haga] clic en el botón de “CERRAR SESIÓN” y [CIERRA/CIERRE] TODAS las ventanas del navegador para mantener [tus/sus] respuestas protegidas. Por ejemplo, si [usaste/usó] Chrome o Safari para abrir la encuesta, [asegúrate/asegúrese] de que no quede abierta ninguna ventana o pantalla de Chrome o Safari después que [tú termina/usted termine] la encuesta. Si [tú no cierras/usted no cierra] todos los navegadores, alguien tal vez puede ver [tus/sus] respuestas. Al iniciar la sesión de nuevo, [tú puedes/usted] puede continuar a partir de donde [estabas/estaba].

¿[Necesitas/Necesita] más ayuda?

Si [tienes/tiene] alguna pregunta acerca de cómo entrar a la encuesta o acerca de las preguntas, por favor [usa/use] el botón de “AYUDA” en la parte de arriba de la pantalla o [llama/llame] a nuestra línea de ayuda al [Help Desk Number].

Continuar

Cuando [estés/esté] listo(a) para comenzar, por favor [haz/haga] clic en el botón de “¡Continuar!”

Appendix B.2d Inactivity Warning and Timeout Messages

The following are examples of the inactivity warning and timeout messages used to both warn the respondent that their session will be ending or has ended and to protect the security and confidentiality of the respondent and their answers to the survey. The inactivity warning will present itself two minutes before timeout. For all students and parents, the timeout message will appear after ten minutes of inactivity. Therefore, the inactivity warning will appear at eight minutes of inactivity. For all staff, the timeout message will appear after 15 minutes of inactivity. Therefore, the inactivity warning will appear at thirteen minutes. The difference in session lengths is to accommodate and convenience staff who may need to access school records in order to provide responses to their answers.

[Your session is about to expire./[Tu/Su] sesión está por expirar.]

[Due to inactivity, your session will close in 2 minutes. Press “Continue” if you need more time./Debido a la inactividad, la sesión será finalizada en 2 minutos. [Haz/Haga] clic en “Continuar” si [necesitas/usted necesita] más tiempo.]

[Your session has timed out. We’re very sorry!

Your session has been idle for more than [10/15] minutes.

Click below to return to the login page.

If you need to take a break, CLOSE ALL browser windows to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses./

[La sesión finalizó./Su sesión expiró.] ¡Lo sentimos mucho!

La sesión ha estado inactiva por más de 10 minutos.

[Haz/Haga] clic abajo para volver a la página de iniciar sesión.

Si [necesitas/necesita] tomarse un recreo, [CIERRA/CIERRE] TODAS las ventanas del navegador para mantener [tus/sus] respuestas protegidas. Por ejemplo, si [usaste/usó] Chrome o Safari para abrir la encuesta, [asegúrate/asegúrese] de que no quede abierta ninguna ventanade Chrome o Safari después que [termine/usted termine] la encuesta. Si [no cierras/usted no cierra] todos los navegadores, alguien tal vez pueda ver [tus/sus] respuestas.]

Note to OMB Reviewers:

The remainder of this appendix provides the five survey facsimiles for the HS&B:22 field test study, which will be administered to 12th grade students, parents, and school administrators, counselors, and teachers. For the student and parent instruments, the focus of the field test is on testing new items for potential inclusion in the full-scale study. Some base-year items have been retained for additional testing or when needed for survey data analysis or instrument flow. For staff instruments, the focus of the field test is collecting item debriefing information, which will be used to assess items for potential inclusion in the full-scale study. The survey content was developed based on the results of the base-year collection, cognitive interviews conducted in Fall 2019 and Spring 2023, and feedback from HS&B:22 Technical Review Panel (TRP) meetings held in November 2019 and December 2022. Revisions to the survey are intended to reflect current research goals, reduce respondent burden, and improve data quality.

Tables 1-5 provide summaries of the content of the HS&B:22 field test survey instruments, including an indication of abbreviated items for the student instrument.

Table 1: HS&B:22 First Follow Up Field Test Student Questionnaire – English

The last column in Table 1 indicates which items are included in the student abbreviated survey. Additionally, the student abbreviated survey items are notated by asterisks (*) in the survey facsimile in this appendix.

Form Name	Form Label	Abbreviated
Error: Reference source not found	First language student learned to speak as a child	*
HS0NAVIGATE	Survey navigation instructions for in-school session students	*
HS0NAVIGATE_OOS	Survey navigation instructions for out-of-school session students	*
HS0BIRTHDATE	Student’s birthdate	*
HS0SEX	Student’s sex	*
HS0HISPANIC	Student’s Hispanic ethnicity	*
HS0HISPETHN	Student’s specific Hispanic heritage	
HS0RACE	Student’s race	*
HS0ASIANETHN	Student’s specific Asian heritage	
HS0FRQLANGHOM	Frequency of speaking a language other than English at home	*
HS1FRQENGHOM	Frequency of speaking English in the home	
HS0FRQLANGFRI	Frequency of speaking a language other than English with friends	
HS0LANGPREF	Preferred language to speak	*
HS0ENGFLUEN	Perceived fluency in reading, writing, speaking, and understanding English	
HS0ESLENROLL	Ever enrolled in a program for English Language Learners	
HS1CURRESL	Currently enrolled in a program for English Language Learners	
HS0AINTRO	Locating information section introduction	*
HS0RCNTCTINF1	Student’s name and address	*
HS0RCNTCTINF2	Student’s phone number(s) and email	*
HS0NAVIGATE2	Survey navigation instructions for hybrid session students	*
HS1BINTRO	High School Completion Plans Section Introduction	*
HS1HSCREDEXP	Type of high school credential most likely to earn	*
HS1EXPAADEG	Associate's degree expected in addition to high school diploma	
HS1EXPGRDDAT	Expected semester of graduation	
HS1HSPROGRAM	Description of current or most recent high school program	*
HS1CINTRO	High School Course Taking Section Introduction	*
HS1ARTSCRSE	Arts courses student is taking	*
HS1NOARTRSN	Reasons for not taking arts courses	*
HS1TAKEARTRSN	Reasons for taking arts courses	*
HS1ARTBELIEF1	Beliefs about arts courses part 1	*
HS1ARTBELIEF2	Beliefs about arts courses part 2 (continued)	*
HS1ARTMINDSET	Growth mindset about learning art	*
HS1FUTUREARTS	Likelihood of future arts involvement after high school	
HS1EVRCTECSRSE	CTE courses taken in high school	*
HS1NOCTERSN	Reasons for not taking CTE courses	*
HS1TAKECTERSN	Reasons for taking CTE courses	*
HS1CTEPATHWAY	Ever enrolled in a career cluster, career pathway, or program of study	
HS1CTECAREER	Plans to pursue a career in CTE field studied in high school	*
HS1ENOUGHSKLL	Perceived preparedness for chosen CTE career pathway	
HS1EINTRO	School Climate and Peers Section Introduction	*

Form Name	Form Label	Abbreviated
HS0INCRACETH	Perception of belonging based on race and ethnicity	*
HS1DISCIPLINE	Perception of school discipline practices	*
HS1CODESWITCH	Feelings of needing to code switch at school	*
HS1SOGIREMARK	Pervasiveness of hearing negative remarks about sexual orientation	*
HS1RACEREMARK	Pervasiveness of hearing negative remarks about race and ethnicity	*
HS1RELIGREMARK	Pervasiveness of hearing negative remarks about religions	*
HS1DISABREMARK	Pervasiveness of hearing negative remarks about people with disabilities	*
HS1GENDREMARK	Pervasiveness of hearing negative remarks about sex or gender	*
HS1NEGREMRKST	Frequency of hearing negative remarks from other students	*
HS1AMTREMURKST	Amount of students making negative remarks	*
HS1NEGREMRKAD	Frequency of hearing negative remarks from adults at school	*
HS1AMTREMURKAD	Amount of adults making negative remarks	*
HS1FRIENDPLANS	Friends' plans for after high school	
HS1FINTRO	School Attendance Section Introduction	
HS1EVDROPOUT	Ever dropped out or stopped going to school in grades K-12	
HS1DROPOUTINHS	Dropped out or stopped going to school since starting 9 th grade	
HS1DROPOUTRSN	Reasons for dropping out or stopping going to school	
HS1SCHLACTION	School's actions after student dropped out or stopped out	
HS1PARACTION	Parent or guardian actions after student dropped out or stopped out	
HS1FRQABSENCE	Frequency of missing or skipping school or class	
HS1ABSENCERSN	Main reason for excessive absences	
HS0PAROOSACTS1	Out of school activities participation part 1	
HS0PAROOSACTS2	Out of school activities participation part 2 (continued)	
HS1READINGHRS	Hours of reading outside of school, not related to schoolwork	
HS1HOMEWORK	Hours spent on homework per week	
HS0FREQUSENET	Frequency of using the internet at home for school assignments	
HS0FREQNETPRB	Frequency of problems with internet at home	
HS1HINTRO	Attitudes and Beliefs Section Introduction	
HS1IMPOSTER1	Imposter syndrome scale part 1	*
HS1IMPOSTER2	Imposter syndrome scale part 2 (continued)	*
HS1CIVICRESP	Attitudes and beliefs about civic responsibility	
HS0IINTRO	Family Section Introduction	*
HS1CAREGIVER	Student provides regular care for a family member	*
HS1JINTRO	Student Employment Section Introduction	*
HS0SEMPLOYED	Student ever employed since starting 9 th grade	*
HS1SCURREMPLOY	Student currently working for pay	*
HS1SEMPLOYTYP	Employment type: employer or self-employed/freelance	*
HS1SCHLHLPJOB	School assisted with finding job	
HS1SGIGWORK	Self-employment or freelance work student has done since starting 9 th grade	*
HS0SHOURWORK	Hours worked per week during school year	
HS1SHOURWKND	Hours worked on weekends during school year	
HS1VOLUNWRK	Performed volunteer work since starting 9 th grade	
HS1SHELPPINFAM	Student contributes money to family	
HS1KINTRO	Guidance and Post High School Preparation Section Intro	
HS0GUIDCOURSE	People talked to about high school course selection	
HS0GUIDHIGHED	People talked to about going to college	
HS1FRQPARCONV	Frequency of talking to parents about post high school graduation plans	
HS1METCOUN	Topics student met one-on-one with a high school counselor about	

Form Name	Form Label	Abbreviated
HS1COUNHLP	Perceived helpfulness of high school counselor's information	
HS1SPREPCLGCAR	Activities done by student to prepare for life after high school, including college and career	
HS1PPREPCLGCAR	Activities done by parent to prepare for life after high school, including college and career	
HS1TRIOPARTIC	Participation in special college prep programs	
HS1MSTINFLEDCAR	Greatest influence on student's college plans	
HS1MSTINFLCAR	Greatest influence on student's career plans	
HS0LINTRO	Future Plans Section Introduction	*
HS1CONTEDEC	Plans to continue education right after high school	*
HS1WHNCONTEDEC	Timeline for beginning postsecondary education	*
HS1CONTFALL	If beginning postsecondary education in the summer will continue in the fall	*
HS1ADMITINFO	Sources of information about college entrance requirements	
HS1EDUPRGMTYP	Type of degree or certificate program student will be enrolled in	*
HS1ENRLEFTPT	Plans to enroll full-time or part-time	
HS1RESIDCLG	Housing plans while attending postsecondary education	
HS1NOCLGRSN	Reasons why no plans to continue education right after high school	*
HS1EVRCONTEDEC	Plans to continue education later and how much later	
HS1WRKPOSTHS	Plans to work part-time or full-time right after high school or while enrolled in college	*
HS1GUIDJOB	People talked to about job selection	
HS1JOBPLNTITL	Job title planned to have	
HS1JOBPLNAPPRN	Planned job is formal apprenticeship	
HS1PLNMILITARY	Plans to join the Armed Forces	
HS1MILITBRANCH	Branch of Armed Forces	
HS1MILITTYPE	Active duty, National Guard/Reserves, or ROTC	
HS1GAPYRACT	Plans for gap year	
HS1MINTRO	College Applications and Choice Section Introduction	*
HS1NUMSCHAPPLD	Number of colleges applied to	*
HS1PLNAPPLY	Plans to apply to any (more) colleges before the fall of 2024	*
HS1NUMPLNAPPLY	Number of colleges planned to apply to but not applied yet	*
HS1LIKELYSCHL1	Name of first school most likely to attend	*
HS1LIKELYSCHL2	Name of second school most likely to attend	*
HS1REACHSCHL	Names of school applied to or planned to apply to student is unsure they will get into	*
HS1SCHL1STCHOICE	Name of first choice of school	
HS1CLGCHARACTR1	Importance of college characteristics in school choice part 1	
HS1CLGCHARACTR2	Importance of college characteristics in school choice part 2 (continued)	
HS1FIELDSTUDY	Field of study student is considering	*
HS1NINTRO	Financial Aid and Postsecondary Costs Section Introduction	*
HS0IMPSTDYING	Perception of family's ability to pay for college	
HS1FINAIDINFO	Sources of information on financial aid	*
HS1APPLDFINAID	Ever applied for financial aid	*
HS1NOAIDAPPRSN	Reasons not applied for financial aid	*
HS1NOQUALAID	Reasons thought would not qualify for financial aid	*
HS1ESTCLGCOST	Estimate of cost at first choice institution	*
HS1PSECEDUPAY	Sources of money planned to use for college	*
HS1WRKWHILSCHL	Can afford to attend school if not working in the fall of 2024	
HS1OINTRO	Future Career Plans Section Introduction	

Form Name	Form Label	Abbreviated
HS0EDUEXP	Highest level of education student believes they will attain	
HS1JOBEXP30	Name of job student plans to have at age 30	
HS1NEEDEDUC	Belief of level of education needed for planned job at age 30	
HS1CAREERINT	Reasons student became interested in planned job at age 30	
HS1CAREERCHAR	Importance of career characteristics to student	
HS0QINTRO	Experiences since starting 9 th grade, including effects of Covid-19 section introduction	*
HS1STILLEFFECT	Enduring negative impacts of Covid-19	*
HS1COVIDEVNTS	Negative life experiences since start of 9th grade	*
HS0PREEND	Pre-end survey message	*
HS0END	End survey message	*
HS0INCENTIVE	Select incentive and confirm contact information	*
HS0FINALSCREEN	Final screen	*

HS&B:22 First Follow Up Field Test Student Survey

KEY:

* Forms in the Student Abbreviated Survey

HS0FIRSTLANG *

Question Wording:

What was the first language you learned to speak when you were a child? Was it...

{HS0FIRSTLANG}

- English? {1}
- Spanish? {2}
- Another language? {3}
- English and Spanish equally? {4}
- English and another language equally? {5}

HS0NAVI

GATE *

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints:

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Para ver una traducción al español, haz clic en el botón de "ESPAÑOL" arriba de todo en tu pantalla.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- Each question can be read aloud (in English) by clicking the "PLAY AUDIO", "PAUSE AUDIO", or "REPLAY AUDIO" buttons at the top of the screen.
- To protect your data, you will be logged off if the survey is idle for more than 10 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner or the "Close" button in the lower right corner to close the box.

If you have any questions about this study, you may contact the Help Desk at 855-500-1439, or you can email HSB22Survey@rti.org.

Help Desk Hours are: (All times are Eastern time)

Monday-Thursday: 9am – 10pm

Friday: 9am – 9pm

Saturday: 9:30am – 6pm

Sunday: 1pm – 9pm

If you have questions about your rights as a study participant, please contact RTI's Office of Research Protection at 866-214-2043.

HS0NAVIGATE_OOS *

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints:

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Depending on the device you use to complete this survey, you may need to use your device's scroll feature to view all content on the screen. If you are experiencing trouble viewing all the content on the screen and you are using a mobile device to complete this survey, you may turn your device sideways to view the survey in landscape mode.
- Para ver una traducción al español, haz clic en el botón de "ESPAÑOL" arriba de todo en tu pantalla.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- Each question can be read aloud (in English) by clicking the "PLAY AUDIO", "PAUSE AUDIO", or "REPLAY AUDIO" buttons at the top of the screen.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen and close your browser (not just the tab). When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 10 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner or the "Close" button in the lower right corner to close the box.

If you have any questions about this study, you may contact the Help Desk at 855-500-1439, or you can email HSB22Survey@rti.org.

Help Desk Hours are: (All times are Eastern time)

Monday-Thursday: 9am – 10pm

Friday: 9am – 9pm

Saturday: 9:30am – 6pm

Sunday: 1pm – 9pm

If you have questions about your rights as a study participant, please contact RTI's Office of Research Protection at 866-214-2043.

HS0BIRTHDATE *

Question Wording:

What is your birth date?

Month:

- Select month - {HS0BIRTHMO}

Day:

- Select day - {HS0BIRTHDAY}

Year:

- Select year - {HS0BIRTHYR}

HS0SEX *

Question Wording:

What is your sex?

{HS0SEX}

- Male {1}
 - Female {2}
-

HS0HISP

ANIC *

Question Wording:

Are you Hispanic or [Latino/Latina/Latino/Latina]?

{HS0HISPANIC}

- Yes {1}
- No {0}

Help Text:

Hispanic or [Latino/Latina/Latino/Latina]: Hispanic or [Latino/Latina/Latino/Latina] refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American or South American origin or descendants of another Spanish culture.

HS0HISPETHN

Question Wording:

Which of the following best describes your Hispanic or [Latino/Latina/Latino/Latina] heritage? (Check all that apply.)

- Mexican, Mexican-American, or [Chicano/Chicana] {*HSOMEXICAN*}
- Cuban {*HSOCUBAN*}
- Dominican {*HSODOMINICAN*}
- Puerto Rican {*HSOPUERTORICN*}
- Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran {*HSOCENTRALAM*}
- South American such as Colombian, Argentine, or Peruvian {*HSOSOUTHAM*}
- Other Hispanic or [Latino/Latina/Latino/Latina] {*HSOOTHRHISP*}

HSORACE

*

Question Wording:

[In addition to learning about your Hispanic or [Latino/Latina/Latino/Latina] background, we would also like to know about your racial background./no fill] Which of the following choices describe your race?
(Check all that apply.)

- American Indian or Alaska Native {*HSOAMERINDIAN*}
- Asian {*HSOASIAN*}
- Black or African American {*HSOBLACK*}
- Native Hawaiian or other Pacific Islander {*HSOHAWAIIAN*}
- White {*HSOWHITE*}

Help Text:

In compliance with federal standards for collecting information on race and ethnicity, racial background is asked for people of Hispanic or Latino/Latina ethnicity.

American Indian or Alaska Native: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

Asian: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Black or African American: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Native Hawaiian or other Pacific Islander: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

White: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

HS0ASIANETHN

Question Wording:

Which of the following best describes your Asian heritage?
(Check all that apply.)

- Asian Indian {HS0ASIANINDN}
- Chinese {HS0CHINESE}
- Filipino {HS0FILIPINO}
- Japanese {HS0JAPANESE}
- Korean {HS0KOREAN}
- Vietnamese {HS0VIETNAMESE}
- Other Asian {HS0OTHERASIAN}

HS0FRQL

ANGHOM

Question Wording:

Earlier, you said that [one of/no fill] the first [languages/language] you learned to speak was [Spanish/a language other than English].

How often do you speak [Spanish/a language other than English] at home?

{HS0FRQLANGHOM}

- Never {1}
- Sometimes {2}
- About half the time {3}
- Most of the time {4}
- Always {5}

HS1FRQENGHOM *

Question Wording:

How often do you speak English at home?

{HS1FRQENGHOM}

- Never {1}
- Sometimes {2}
- About half the time {3}
- Most of the time {4}

- Always {5}
-

HS0FRQLANGFRI

Question Wording:

How often do you speak [Spanish/a language other than English] with your friends?

{HS0FRQLANGFRI}

- Never {1}
 - Sometimes {2}
 - About half the time {3}
 - Most of the time {4}
 - Always {5}
-

HS0LANGPREF *

Question Wording:

What language do you prefer to speak most of the time?

{HS0LANGPREF}

- English {1}
 - [Spanish/A language other than English] {2}
 - Both about the same {3}
-

HS0ENGF

LUEN

Question Wording:

How well do you do the following?

(Select one for each row.)

	Very well {1}	Well {2}	Not well {3}	Not at all {4}
Understand spoken English {HS0ENGUNDERST}	○	○	○	○
Speak English {HS0ENGSPEAK}	○	○	○	○
Read English {HS0ENGREAD}	○	○	○	○
Write English {HS0ENGWRITE}	○	○	○	○

HS0ESLE

NROLL

Question Wording:

Have you ever been in a program for English Language Learners (ELLs) such as English as a Second Language (ESL), English immersion, or bilingual education?

{HS0ESLENROLL}

- Yes {1}
 - No {0}
 - Don't know {99}
-

HS1CURRESL**Question Wording:**

Are you **currently** in a program for English Language Learners (ELLs) such as English as a Second Language (ESL), English immersion, or bilingual education?

{HS1CURRESL}

- Yes {1}
 - No {0}
 - Don't know {99}
-

HS0AINTRO ***Question Wording:**

Next, we would like some information that will help us contact you in the future for this study.

Your contact information will be kept in protected files separate from your other responses.

Please click the "Next" button to continue.

HS0RCNTCTINF1 ***Question Wording:**

Please confirm or provide **your** full name and current home address. [This information was given to us by your school.] If your contact information is not right or is incomplete, please fix it below. Then click "Next" to continue.

Name:

First name: {HS0FIRSTNAME}

Middle name: {HS0MIDNAME}

Last name: {HS0LASTNAME}

Suffix (e.g., Jr, Sr, Third, III):
{HS0SUFFIX}

Question Wording:

Address:

Street address: {HS0ADDNUMST}
{HS0ADDCONT}
City: {HS0ADDCITY}
State:
-Select one- {HS0ADDSTATE}
ZIP Code:
AutoFill City and State from ZIP Code {HS0ADDZIP}

Please check here if the address is an international address. {HS0ADDFOR}

Foreign Address: {HS0ADDFAD}
Foreign City: {HS0ADDFCY}
Foreign Country: {HS0ADDFC}
Foreign State/Province: {HS0ADDFS}
Foreign ZIP/Postal Code: {HS0ADDFZ}

HS0RCNTCTINF2 *

Question Wording:

Please confirm or provide your cell and other phone numbers, including area code, and main email address. [This information was given to us by your school.] If your contact information is not right or is incomplete, please fix it below. Then click "Next" to continue.

Cell phone number: {HS0CELLCODEC}
{HS0CELLTEL1C}
{HS0CELLTEL2C}

You do not have a **cell** phone number. {HS0NOCELLTELC}

Other telephone number: {HS0OTHCODE}
{HS0OTHTEL1}
{HS0OTHTEL2}
{HS0NOOTHTEL}

- You do not have another telephone number. {2}
- You don't know your other telephone number. {99}

Email address: {HS0EMAILADD}
 You do not have an email address. {HS0NOEMAILADD}

HS0NAVI

GATE2 *

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints:

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Depending on the device you use to complete this survey, you may need to use your device's scroll feature to view all content on the screen. If you are experiencing trouble viewing all the content on the screen and you are using a mobile device to complete this survey, you may turn your device sideways to view the survey in landscape mode.
- Para ver una traducción al español, haz clic en el botón de "ESPAÑOL" arriba de todo en tu pantalla.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- Each question can be read aloud (in English) by clicking the "PLAY AUDIO", "PAUSE AUDIO", or "REPLAY AUDIO" buttons at the top of the screen.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen and close your browser (not just the tab). When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 10 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner or the "Close" button in the lower right corner to close the box.

HS1BINTRO *

Question Wording:

Now we will ask you some questions about your plans for completing high school.

Please click the "Next" button to continue.

HS1HSCREDEXP *

Question Wording:

When you complete your current school program, which of the following are you most likely to receive?

{HS1HSCREDEXP}

- Regular high school diploma *{1}*
- Honors diploma *{2}*
- International Baccalaureate diploma (IB diploma) *{3}*
- Certificate of attendance *{4}*
- GED, HiSET, TASC, or other high school equivalency *{5}*
- Other *{6}*

Please specify:

{HS1HSCREDEXP_other}

HS1EXPAADEG

Question Wording:

Some high school students graduate with an associate's degree in addition to a high school diploma. These students typically are enrolled in a dual enrollment program, an early college high school, or a Career and Technical Education (CTE) program of study (POS).

Do you expect to receive an associate's degree in addition to a diploma when you graduate from high school?

{HS1EXPAADEG}

- Yes {1}
- No {0}
- Don't know {99}

Help Text:

Dual enrollment program: A dual enrollment program is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. **Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.**

Early college high school: Early college high schools are formal partnerships that allow students to simultaneously complete requirements for a high school diploma, while earning an associate's degree or up to 2 years of college credit to be applied toward a bachelor's degree by taking a combination of high school and college classes during grades 9-12. Early college high schools can be located either on the campus of a secondary or a postsecondary educational institution (e.g., community college campus).

Career and technical education (CTE) program of study (POS): Career and technical education courses teach students skills needed for careers in specific occupational fields. Some students enroll in a Career and Technical Education (CTE) Program of Study (POS) to take courses in one field to prepare themselves for a specific career. In some cases, students may earn an associate's degree upon completion of the program. Courses may be in fields such as Agriculture, Food and Natural Resources; Architecture and Construction; Arts, Audio/Visual Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Sciences; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Math; or Transportation, Distribution, and Logistics.

HS1EXPGRDDAT

Question Wording:

When do you expect to receive your [high school credential]?

{HS1EXPGRDDAT}

- Spring of 2024 {1}
- Summer of 2024 {2}

- After summer of 2024 {3}
-

HS1HSPROGRAM *

Question Wording:

Which of the following best describes your present high school program?

{HS1HSPROGRAM}

- General high school program {1}
- College prep, academic, or specialized academic (such as Science or Math) {2}
- Career and technical, business or vocational {3}
- Other specialized high school program (such as Fine Arts) {4}
- Special Education Program {5}
- Alternative, Stay-in-School, or Dropout Prevention Program {6}
- Other program {7}
- I don't know {8}

Please specify: {HS1HSPROGRAM_other}

HS1CINTRO *

Question Wording:

Next, we will ask you about courses you may be taking or may have taken during high school.

Please click the “Next” button to continue.

HS1ARTSCRSE *

Question Wording:

What arts course(s) are you currently taking, if any?
(Check all that apply.)

- Any visual arts course {HS1VISUALART}
- Any music course {HS1MUSIC}
- Any theater course {HS1THEATER}
- Any dance course {HS1DANCE}
- Any media arts course {HS1MEDIAART}
- Any creative writing course (outside of required literature arts/English courses) {HS1CREATWRIT}
- I am not taking any arts courses {HS1ARTNONE}

Help Text:

Any visual arts course: Visual arts courses may include Comprehensive Art, Drawing or Painting, Ceramics, Sculpture, Art Portfolio, Art History, Art Appreciation, Visual Communication, Art History (including AP), Drawing (including AP), 2-dimensional art (including AP), Crafts, Multimedia, Printmaking, 3-dimensional art (including AP), Jewelry, IB Art, Textiles, Calligraphy, or other arts courses.

Any music course: Music courses may include Band, Choir, Music Theory (including AP), General Music, Orchestra, Guitar, Piano, Music Technology, Individual Instrument Lessons, IB Music, World Music Ensemble, Composition/Songwriting, or other music courses.

Any theater course: Theater courses may include Theater Arts, Comprehensive Theater, Acting, Stagecraft, Musical Theater, Theater Production, Directing, Playwriting, Theater History, IB Theater, or other theater courses.

Any dance course: Dance courses may include General Dance, Dance Technique (e.g., ballet, jazz, modern, etc.), Choreography, Dance Repertoire, World Dance, Dance Improvisation, Dance History/Appreciation, IB Dance, Colorguard/Auxiliary, or other dance courses.

Any media arts course: Media arts courses may include Media Arts – Comprehensive, Digital Imaging, Interactive Design, Interactive Game Design, Web Design, Photography, Cinematography/Videography, Animation, Graphic Design, Digital Sound Design, Virtual Design, Media for Performance, Multimedia Design, Intermedia Design, Creative Coding or Creative Technology, Media Arts Theory, Media Literacy, or other media arts courses.

Any creative writing course: Creative writing courses focus on developing technique and individual style in writing poetry, short stories, plays, personal essays, or other forms of prose. Most creative writing courses cover many expressive forms of writing, but others may concentrate on one particular form, such as poetry, creative non-fiction, playwriting, or others.

HS1NOAR

TRSN *

Question Wording:

Do any of the following sentences describe why you are not taking an arts course this term?
(Check all that apply.)

- I took an arts course in the fall. {HS1NOARTFALL}
 - It was not required for high school graduation. {HS1NOARTHREQ}
 - I am really not interested in the arts. {HS1NOARTINTRST}
 - I don't do well in the arts. {HS1NOARTSTRGGL}
 - Arts courses are not challenging enough. {HS1NOARTTOOEASY}
 - My parent(s) discouraged me from taking it. {HS1NOARTPARREC}
 - A teacher or school counselor discouraged me from taking it. {HS1NOARTCOUNREC}
 - My friends are not taking it. {HS1NOARTFRNDS}
 - There are no arts courses offered. {HS1NOARTOFFRD}
 - I will not need it to get into college. {HS1NOARTCOLADM}
 - I will not need it to succeed in college. {HS1NOARTCOLSUCCESS}
 - I will not need it for my career. {HS1NOARTJOBREQ}
 - It was not assigned to me. {HS1NOARTASSIGND}
 - I participate in the arts in other ways. {HS1NOARTOTHPART}
 - Another reason {HS1NOARTOTHER}
-

HS1TAKEARTRSN *

Question Wording:

Do any of the following sentences describe why you are taking an arts course this term?
(Check all that apply.)

- It is a school requirement. {HS1ARTHSREQ}
- I am really interested in the arts. {HS1ARTINTRST}
- I like to be challenged. {HS1ARTCHALL}
- I want to learn or improve a skill. {HS1ARTLRNSKLL}
- My parent(s) encouraged me to take it. {HS1ARTPARREC}
- A teacher or school counselor encouraged me to take it. {HS1ARTCOUNREC}
- My friends are taking it. {HS1ARTFRNDS}
- I will need it to get into college. {HS1ARTCOLADMREQ}
- I will need it to succeed in college. {HS1ARTCOLSUCCESS}
- I will need it for my career. {HS1ARTJOBREQ}
- It was assigned to me. {HS1ARTASSIGND}
- Another reason {HS1ARTOTHER}
- I don't know why I am taking this course. {HS1ARTDK}

HS1ARTBELIEF1 ***Question Wording:**

How much do you agree or disagree with the following statements about [your current/most recent arts course(s)]?
(Select one for each row.)

	Strongly agree {1}	Agree {2}	Disagree {3}	Strongly disagree {4}
[This class/These classes] [make/makes/made] me feel good about going to school. {HS1GOODSCHLART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[This class/These classes] [help/helps/helped] me appreciate other classes more. {HS1APPRECAART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[This class/These classes] [improve/improves/improved] my overall sense of well-being. {HS1HAPPYART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What students [learn/learned] in [this course/these courses] is useful for everyday life. {HS1USELIFEART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1ARTB**ELIEF2 *****Question Wording:**

How much do you agree or disagree with the following statements about [your current/most recent arts course(s)]?
(Select one for each row.)

	Strongly agree {1}	Agree {2}	Disagree {3}	Strongly disagree {4}
What students [learn/learned] in [this course/these courses] will be useful for college. {HS1USECLGART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
What students [learn/learned] in [this course/these courses] will be useful for a future career, whether in the arts or not. {HS1USEJOBART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I [am enjoying/enjoyed] [this class/these classes] very much. {HS1ENJOYART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think [this class/these classes] [is/are/was] a waste of my time. {HS1WASTEART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I [am/was] certain that I [can/could] master the skills being taught in [this course/these courses]. {HS1MASTSKLLART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1ARTMINDSET *

Question Wording:

How much do you agree or disagree with the following statements about art?

(Select one for each row.)

	Strongly agree {1}	Agree {2}	Disagree {3}	Strongly disagree {4}
Most people can learn to be good at the arts. {HS1CANLRNART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You have to be born with the ability to be good at the arts. {HS1BORNWTHART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as an arts person. {HS1PERSON1ART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Others see me as an arts person. {HS1PERSON2ART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1FUTUREARTS

Question Wording:

After high school, how unlikely or likely are you to...

(Select one for each row.)

	Very Unlikely {1}	Unlikely {2}	Likely {3}	Very likely {4}
attend arts events or activities in your spare time, either in person or virtually? {HS1FUTARTEVENT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

take arts classes, either in person or virtually? {HS1FUTARTCLASS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
create or perform art of your own? {HS1FUTARTCREATE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Arts: Visual arts, literary arts, music, theater, dance, and media arts.

HS1EVRCTECSRSE *

Question Wording:

Since you started 9th grade in the fall of 2020, have you taken any career and technical education (CTE) courses at your high school, at a community college, or at a career and technical education (CTE) center?

{HS1EVRCTECSRSE}

- Yes {1}
- No {0}
- Don't know {99}

Help Text:

Career and technical education (CTE) courses: These courses teach students skills needed for careers in specific occupational fields.

Some students take courses in different fields to explore career options. Other students take courses in one field to prepare themselves for a specific career. Some schools call these Career Clusters, Career Pathways, or Programs of Study (POS). In some cases, students may earn an industry-recognized certification or credential upon completion of the coursework. Some examples of an industry-recognized certification or credential might include a Certified Nursing Assistant (CNA), Automotive Repair Technician, or HVAC Repair Technician.

Courses may be in fields such as Agriculture, Food and Natural Resources; Architecture and Construction; Arts, Audio/Visual Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Sciences; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Math; or Transportation, Distribution, and Logistics.

HS1NOCTERSN *

Question Wording:

Why have you not taken any career and technical education (CTE) courses during high school? (Check all that apply.)

- My school did not offer CTE. {HS1NOCTEOFFRD}
- CTE courses related to my career interests were not available. {HS1NOCTERELVNT}
- I could not fit CTE courses into my schedule. {HS1NOCTESCHED}
- I am not sure what I want to do after high school so I didn't take CTE courses. {HS1NOCTEPOSTHS}
- The CTE program did not meet my career goals and future goals. {HS1NOCTEGOALS}

- My school counselor discouraged it. {HS1NOCTECOUNREC}
- My parent(s) discouraged it. {HS1NOCTEPARREC}
- My teacher discouraged it future goals. {HS1NOCTETCHREC}
- Other {HS1NOCTEOTHER}

Please specify: {HS1NOCTEOTHER_other}

Help Text:

Career and technical education (CTE) courses: These courses teach students skills needed for careers in specific occupational fields.

CTERSN¹ *

Question Wording:

Why have you taken career and technical education (CTE) courses?
(Check all that apply.)

- To learn or improve a skill. {HS1CTELRNSKLL}
- I like hands-on learning. {HS1CTEHANDSON}
- I enjoy the subject(s). {HS1CTEENJOY}
- To explore career options. {HS1CTEJOBEXPLOR}
- To prepare for my career. {HS1CTEJOBPREP}
- To improve my GPA. {HS1CTERAISEGPA}
- For personal interest. {HS1CTEPERSONAL}
- To increase the chances of getting a good job. {HS1CTEJOBPROSPCT}
- To earn college credits and/or certifications. {HS1CTECOLLCRED}
- To fulfill a graduation requirement. {HS1CTEGRADREQ}
- My school counselor encouraged it. {HS1CTECOUNREC}
- My parent(s) encouraged it. {HS1CTEPARREC}
- My teacher encouraged it. {HS1CTETCHREC}
- Other {HS1CTEOTHER}

Please specify: {HS1CTEOTHER_other}

Help Text:

Career and technical education (CTE) courses: These courses teach students skills needed for careers in specific occupational fields.

HS1CTEPATHWAY

Question Wording:

Since you started 9th grade in the fall of 2020, have you ever been enrolled in a CTE Career Cluster, Career Pathway, or Program of Study (POS)?

{HS1CTEPATHWAY}

- Yes {1}

¹ Items adapted from the Career and Technical Education Career Interest Survey by the Educational Research Center of America.

- No {0}
- Don't know {99}

Help Text:

Career Cluster: There are 16 career clusters for CTE courses. These are not specific careers, but fields including Agriculture, Food and Natural Resources; Architecture and Construction; Arts, Audio/Visual Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Sciences; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Math; and Transportation, Distribution, and Logistics.

Career Pathway or Program of Study (POS): A career pathway or program of study defines the coursework and experiences the student must complete to build the skills needed for a specific career in the Career Cluster. These requirements may include coursework related to the specific career, courses that teach skills that students will need in many careers, and work-related experiences such as job shadowing, internships, service learning, mentoring and apprenticeships. Successful completion of these requirements leads to a certificate or diploma aligned with a high school Career Cluster.

HS1CTECAREER² *

Question Wording:

Do you plan to pursue a career in the career and technical field you are studying?

{HS1CTECAREER}

- Yes {1}
- No {0}
- Don't know {99}

HS1ENOUGHSKLL

Question Wording:

Do you feel that you have enough skills right now for the job or career that you see yourself holding 5 years from now?

{HS1ENOUGHSKLL}

- No, I will need additional job training/apprenticeship {1}
- No, I will need additional work experience/on-the-job training {2}
- No, I will need to go to a two- or four-year college or university {3}
- No, I will need to go to a vocational or trade school {4}
- Yes, I have enough skills {5}

HS1EINTRO *

² Item adapted from the Career and Technical Education Career Interest Survey by the Educational Research Center of America.

Question Wording:

The next questions are about your experiences at school.

Please click the “Next” button to continue.

HS0INCRACETH ***Question Wording:**

How much do you agree or disagree with the following statements about your school?
(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
I feel close to others at school who share my race/ethnicity. {HS0CLSRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other people at school judge me based on my race/ethnicity. {HS0JDGRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I get in fights with other people at school because of my race/ethnicity. {HS0FGHTRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People at school do not want to hang out with me because of my race/ethnicity. {HS0AVDRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1DISCIPLINE³ ***Question Wording:**

Thinking about your current school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.
(Select one for each row.)

	Strongly Agree {1}	Agree {2}	Disagree {3}	Strongly disagree {4}
The school rules are fair. {HS1FAIRRULES}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

³ Used with permission. Cornell, D., Huang, F., Konold, T., Malone, M., Datta, P., Stohman, S., Burnette, A., & Meyer, J. P. (2016). *Development of a Standard Model for School Climate and Safety Assessment: Final Report*. Charlottesville, VA: Curry School of Education, University of Virginia.

The punishment for breaking school rules is the same for all students. {HS1EQLPUNISH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school are only punished when they deserve it. {HS1DSRVPUNISH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are suspended without a good reason. {HS1SUSPNDRSN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When students are accused of doing something wrong, they get a chance to explain. {HS1STUDHEARD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are treated fairly regardless of their race or ethnicity. {HS1FAIRRACEETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The adults at this school are too strict. {HS1STRCTADLTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1CODE

SWITCH *

Question Wording:

Some people feel the need to change the way they act in different situations. When you are at school, how often do you feel you need to change the way you present yourself in the following ways? (Select one for each row.)

	Never {1}	Rarely {2}	Sometimes {3}	Often {4}	Always {5}
Your language, such as the way you talk or the words you use {HS1SWITCHSPEAK}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your appearance, such as the way you dress or your hairstyle {HS1SWITCHSTYLE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your body language or gestures {HS1SWITCHBODYLANG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other way {HS1SWITCHOTHER}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please specify: {HS1SWITCHOTHER_other}					

HS1SOGIREMARK⁴ *

Question Wording:

Now we will ask you about some types of remarks you may have heard at your school. This first set of questions is about negative remarks you may have heard at your school about **someone's sexual orientation**. Please choose the answer that best describes your experience at your school.

⁴ The items in this series, HS1SOGIREMARK, HS1RACEREMARK, HS1RELIGREMARK, HS1DISABREMARK, and HS1GENDREMARK, have been adapted from the Gay, Lesbian, Straight, Education Network (GLSEN) National School Climate Survey developed by Kosciw & Diaz (2006). This work can be found at the following source: Hamburger ME, Basile KC, Vivolo AM. *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2011.

Question Wording:

1. How often do you hear negative remarks about someone's sexual orientation from **other students** at your school?

{HS1SOGIFRQSTUA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that the negative remarks about someone's sexual orientation are made by:

{HS1SOGIAMTSTUA}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Question Wording:

2. How often do you hear negative remarks about someone's sexual orientation from **adults** at your school?

{HS1SOGIFRQADLTA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that the negative remarks about someone's sexual orientation are made by:

{HS1SOGIAMTADLTA}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

HS1RACEREMARK *

Question Wording:

This next set of questions is about negative remarks you may have heard at your school about **someone's race or ethnicity**. Please choose the answer that best describes your experience at your school.

Question Wording:

1. How often do you hear negative remarks about someone's race or ethnicity from **other students** at your school?

{HS1RACEFRQSTUA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that negative remarks about someone's race or ethnicity are made by:

{HS1RACEAMTSTUA}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Question Wording:

2. How often do you hear negative remarks about someone's race or ethnicity from **adults** at your school?

{HS1RACEFRQADLTA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that negative remarks about someone's race or ethnicity are made by:

{HS1RACEAMTADLTA}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

GREMARK *

HS1RELI

Question Wording:

This next set of questions is about negative remarks you may have heard at your school about **someone's religion**. Please choose the answer that best describes your experience at your school.

Question Wording:

1. How often do you hear negative remarks about someone's religion from **other students** at your school?

{HS1RELIGFRQSTUA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that negative remarks about someone’s religion are made by:

{HS1RELIGAMTSTUA}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Question Wording:

2. How often do you hear negative remarks about someone’s religion from **adults** at your school?

{HS1RELIGFRQADLTA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that negative remarks about someone’s religion are made by:

{HS1RELIGAMTADLTA}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

BREMARK * HS1DISA

Question Wording:

This next set of questions is about negative remarks you may have heard at your school about **someone’s disability**. Please choose the answer that best describes your experience at your school.

Question Wording:

1. How often do you hear negative remarks about someone’s disability from **other students** at your school?

{HS1DISABFRQSTUA}

- Never {1}
- Rarely {2}
- Sometimes {3}

- Often {4}
- Frequently {5}

Question Wording:

Would you say that negative remarks about someone's disability are made by:

{HS1DISABAMTSTUA}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Question Wording:

2. How often do you hear negative remarks about someone's disability from **adults** at your school?

{HS1DISABFRQADLTA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that negative remarks about someone's disability are made by:

{HS1DISABAMTADLTA}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

HS1GEND

REMARK *

Question Wording:

This next set of questions is about negative remarks you may have heard at your school about **someone's sex or gender**. Please choose the answer that best describes your experience at your school.

Question Wording:

1. How often do you hear negative remarks about someone's sex or gender from **other students** at your school?

{HS1GENDFRQSTUA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that negative remarks about someone’s sex or gender are made by:

{HS1GENDAMTSTUA}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Question Wording:

2. How often do you hear negative remarks about someone’s sex or gender from **adults** at your school?

{HS1GENDFRQADLTA}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Frequently {5}

Question Wording:

Would you say that negative remarks about someone’s sex or gender are made by:

{HS1GENDAMTADLTA}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

HS1NEGREMRKST*

Question Wording:

Now we will ask you about some types of remarks you may have heard at your school from **other students**. Please choose the answer that best describes your experience at your school.

How often have you heard **other students** at your school make negative remarks about...

	Never {1}	Rarely {2}	Sometimes {3}	Often {4}	Frequently {5}
someone’s sexual orientation? {HS1SOGIFRQSTUB}	○	○	○	○	○
someone’s race or ethnicity? {HS1RACEFRQSTUB}	○	○	○	○	○
someone’s religion? {HS1RELIGFRQSTUB}	○	○	○	○	○
someone’s disability?	○	○	○	○	○

<i>{HS1DISABFRQSTUB}</i>					
someone's sex or gender? <i>{HS1GENDRFRQSTUB}</i>	○	○	○	○	○

HS1AMTREMRS*

Question Wording:

Think about the negative remarks that you indicated you hear at your school.

Would you say that negative remarks about **someone's sexual orientation** are made by:

{HS1SOGIAMTSTUB}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Would you say that negative remarks about **someone's race or ethnicity** are made by:

{HS1RACEAMTSTUB}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Would you say that negative remarks about **someone's religion** are made by:

{HS1RELIGAMTSTUB}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Would you say that negative remarks about **someone's disability** are made by:

{HS1DISABAMTSTUB}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

Would you say that negative remarks about **someone's sex or gender** are made by:

{HS1GENDAMTSTUB}

- A few of the students {1}
- Some of the students {2}
- Most of the students {3}

HS1NEGREMRKAD*

Question Wording:

Now we will ask you about some types of remarks you may have heard at your school from **adults**. Please choose the answer that best describes your experience at your school.

How often have you heard **adults** at your school make negative remarks about...

	Never {1}	Rarely {2}	Sometimes {3}	Often {4}	Frequently {5}
someone's sexual orientation? {HS1SOGIFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
someone's race or ethnicity? {HS1RACEFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
someone's religion? {HS1RELIGFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
someone's disability? {HS1DISABFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
someone's sex or gender? {HS1GENDRFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1AMTREMRRKAD*

Question Wording:

Think about the negative remarks that you indicated you hear at your school.

Would you say that negative remarks about **someone's sexual orientation** are made by:

{HS1SOGIAMTADLTB}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

Would you say that negative remarks about **someone's race or ethnicity** are made by:

{HS1RACEAMTADLTB}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

Would you say that negative remarks about **someone's religion** are made by:

{HS1RELIGAMTADLTB}

- A few of the adults {1}

- Some of the adults {2}
- Most of the adults {3}

Would you say that negative remarks about **someone’s disability** are made by:

{HS1DISABAMTADLTB}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

Would you say that negative remarks about **someone’s sex or gender** are made by:

{HS1GENDAMTADLTB}

- A few of the adults {1}
- Some of the adults {2}
- Most of the adults {3}

HS1FRIENDPLANS

Question Wording:

How many of your friends...
(Select one for each row.)

	None of them {1}	A few of them {2}	Some of them {3}	Most of them {4}	All of them {5}
dropped out of high school without graduating? {HS1FRNDDROPOUT}	○	○	○	○	○
plan to have a regular full-time job after high school? {HS1FRNDFTJOB}	○	○	○	○	○
plan to attend a two-year community college or technical school? {HS1FRND2YRCLG}	○	○	○	○	○
plan to attend a four-year college or university? {HS1FRND4YRCLG}	○	○	○	○	○

HS1FINT

RO

Question Wording:

Next, we will ask you some questions about your attendance at school.

Please click the “Next” button to continue.

HS1EVDROPOUT

Question Wording:

Since starting **kindergarten**, have you ever stopped going to school for a period of a month or more for something other than illness, injury, or vacation?

{HS1EVDROPOUT}

- Yes {1}
 - No {0}
-

HS1DROPOUTINHS

Question Wording:

Since you started **9th grade in the fall of 2020**, have you ever stopped going to school for a period of a month or more for something other than illness, injury, or vacation?

{HS1DROPOUTINHS}

- Yes {1}
 - No {0}
-

OUTRSN

HS1DROP

Question Wording:

Here are some reasons other people have given for leaving school. Which of these would you say applied to you the last time you stopped going to school?

(Check all that apply.)

- You got a job. {HS1DOGOTJOB}
- You didn't like school. {HS1DODNTLKSCHL}
- You couldn't get along with your teachers. {HS1DOTCHCONFLCT}
- You couldn't get along with other students. {HS1DOSTUCONFLCT}
- You were pregnant or you became the mother or father of a baby. {HS1DOCHILD}
- You had to support your family. {HS1DOSPPTFAM}
- You were suspended from school. {HS1DOSUSPNDED}
- You did not feel safe at school. {HS1DOUNSAFE}
- You had to care for a member of your family. {HS1DOCAREFAM}
- You were expelled from school. {HS1DOEXPELLD}
- You felt you didn't belong at school. {HS1DOBELONGING}
- You couldn't keep up with your schoolwork. {HS1DOSCHLWRK}
- You were getting poor grades/failing school. {HS1DOLOWGRADE}
- You couldn't work and go to school at the same time. {HS1DOWORKING}
- You thought you would not pass the state competency test. {HS1DOSTTEST}
- You thought you would not be able to complete the high school coursework requirements.

{HS1DOCREDITS}

- You thought it would be easier to get a GED or alternative high school credential. *{HS1DOALTCRED}*
- You missed too many school days. *{HS1DOABSENCE}*
- You were bullied or harassed at school. *{HS1DOBULLIED}*
- You were not treated fairly at school. *{HS1DOUNFAIR}*
- You did not think going to school would make a difference to your future. *{HS1DOFUTURE}*
- Other reason *{HS1DOOTHER}*

Please specify: *{HS1DOOTHER_other}*

HS1SCHLACTION

Question Wording:

Did anyone from your school do any of the following the last time you stopped going to school?
(Check all that apply.)

- Offered to send you to another school *{HS1SACTDIFFSCHL}*
- Offered to put you in a special program *{HS1SACTPROGRM}*
- Offered special tutoring *{HS1SACTTUTOR}*
- Offered to help you make up work you missed *{HS1SACTMAKUPWRK}*
- Offered to help you with personal problems *{HS1SACTPERSONAL}*
- Told you you could come back if you kept a certain grade point average *{HS1SACTKEEPGPA}*
- Told you you could come back if you didn't miss school so often *{HS1SACTABSENT}*
- Told you you could come back if you followed school discipline rules *{HS1SACTSCHRULES}*
- Tried to talk you into staying *{HS1SACTTLKSTAY}*
- Told you you couldn't come back *{HS1SACTNOCOMBCK}*
- Expelled or suspended you *{HS1SACTSUSEXP}*
- Called or visited your home *{HS1SACTHMVISIT}*
- None of these *{HS1SACTNONE}*

HS1PARA

CTION

Question Wording:

Did your parents or guardians do any of the following the last time you stopped going to school?
(Check all that apply.)

- Offered to send you to another school *{HS1PACTDIFFSCHL}*
- Offered to put you in a special program *{HS1PACTPROGRM}*
- Offered to arrange for special tutoring *{HS1PACTTUTOR}*
- Offered to help you make up work you missed *{HS1PACTMAKUPWRK}*
- Offered to help you with personal problems *{HS1PACTPERSONAL}*
- Tried to talk you into staying in school *{HS1PACTTLKSTAY}*
- Told you it was "OK" to leave *{HS1PACTGAVEOK}*
- Told you they were upset *{HS1PACTUPSET}*
- Punished you for leaving school *{HS1PACTPUNISH}*
- Told you it was your decision to make *{HS1PACTOWNDECIS}*
- Called your principal/teacher *{HS1PACTCALLSCHL}*
- Called a school counselor *{HS1PACTSCHLCOUN}*

Offered to arrange for outside counseling for you (with a psychologist or social worker)

{HS1PACTOUTCOUN}

None of these {HS1PACTNONE}

HS1FRQA

BSENCE

Question Wording:

How many times did the following things happen to you in the first semester or term of the current school year?

(Select one for each row.)

	Never {1}	1-2 times {2}	3-6 times {3}	7-9 times {4}	10-15 times {5}	Over 15 times {6}
I was late for school. {HS1FRQLATESCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I cut or skipped classes. {HS1FRQCUTCLASS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I missed a day of school. {HS1FRQMISSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got in trouble for not following school rules. {HS1FRQDISCIPLIND}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was put on an in-school suspension. {HS1FRQISS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was suspended or put on probation from school. {HS1FRQOSSPROB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1ABSENCERSN

Question Wording:

Here are some reasons other people have given for being absent from school. What was the **main** reason you were absent from school in the first semester or term of the current school year?

{HS1ABSENCERSN}

- I had to care for a member of my family or a close friend. {1}
- I was physically sick. {2}
- I needed a mental health day. {3}
- I was out of town with my family. {4}
- I didn't feel like going to school. {5}
- I was worried about my safety going to or in school. {6}
- I had to get a job to help my family. {7}
- I had problems with a teacher or other adult in school. {8}
- I had problems with another student or group of students. {9}

- I wanted to spend time with my friends who are not in school. {10}
- I wasn't prepared for a test or class assignment. {11}
- I couldn't keep up with my schoolwork. {12}
- I felt I didn't belong at school. {13}
- I had a medical/dental appointment. {14}
- I was bullied or harassed at school. {15}
- I was not treated fairly at school. {16}
- I did not think going to school would make a difference for my future. {17}
- Other reason {18}
- I don't remember. {19}

Please specify:

{HS1ABSENCERSN_other}

HS0PAROOSACTS1

Question Wording:

These questions ask about activities you might do outside of school.

How often do you spend time...

(Select one for each row.)

	Never {1}	Rarely {2}	One to three times a month {3}	Once or twice a week {4}	Every day or almost every day {5}
Drawing, painting, or making sculptures? {HS1PARDRAW}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing crafts such as pottery, ceramics, woodworking, weaving, or jewelry-making? {HS0PARARTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing organized non-school sports? {HS0PARSPORTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a non-school organized group activity, like 4-H, Scouts, or youth group? {HS0PARGROUP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicing, performing, or creating music, dance, theater, or spoken-word performances? {HS0PARMUSIC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Doing photography, or making films, videos, or podcasts? {HS1PARPHOTO}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating computer animation, graphics, web design, or computer games? {HS1PARTECH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Journaling, blogging, or doing your own creative writing? {HS0PARWRITE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

HS0PAROOSACTS2

Question Wording:

(Continued) These questions ask about activities you might do outside of school.

How often do you spend time...

(Select one for each row.)

	Never {1}	Rarely {2}	One to three times a month {3}	Once or twice a week {4}	Every day or almost every day {5}
Watching TV shows, film, or video content? {HS1PARTVFILM}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to music? {HS1PARLISTEN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening to podcasts or recordings of books or poems? {HS1PARAUDIO}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading (print or digital content)? {HS1PARREAD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1READ

INGHRS

Question Wording:

How many hours of [additional/no fill] reading do you do each week [on your own outside of school - not in connection with schoolwork? (Do not count any school-assigned reading.)/no fill]

{HS1READINGHOURS}

- None {1}
- 1 hour or less per week {2}
- 2 hours {3}
- 3 hours {4}
- 4-5 hours {5}
- 6-7 hours {6}
- 8-9 hours {7}
- 10 hours or more a week {8}

HS1HOMEWORK

Question Wording:

Overall, about how many hours do you spend on homework each week, both in and out of school combined?

{HS1HOMEWORK}

- None {0}
- Less than 1 hour each week {1}
- 1-3 hours {2}
- 4-6 hours {3}
- 7-9 hours {4}
- 10-12 hours {5}
- 13-15 hours {6}
- 16-20 hours {7}
- Over 20 hours each week {8}

HS0FREQ

USENET

Question Wording:

During this school year, how often do you use the internet **outside of school** to do homework or school assignments?

{HS0FREQUSENET}

- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Very often {5}
- Always {6}

HS0FREQ

NETPRB

Question Wording:

During this school year, how often do you have a problem with your internet **at home** when trying to do your homework or school assignments?

{HS0FREQNETPRB}

- Do not have internet in the home {98}
- Never {1}
- Rarely {2}
- Sometimes {3}
- Often {4}
- Very often {5}
- Always {6}

HS1HINT

RO

Question Wording:

The next questions ask about your attitudes and beliefs.

Please click the “Next” button to continue.

HS1IMPOSTER1⁵ *

Question Wording:

How true are the following statements for you?

(Select one for each row.)

	Not at all true {0}	Mostly untrue {1}	Somewhat untrue {2}	Somewhat true {3}	Mostly true {4}	Completely true {5}
People tend to believe I am more competent than I really am. {HS1COMPETENT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am certain my present level of achievement results from true ability. {HS1TRUABLTY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sometimes I am afraid I will be discovered for who I really am. {HS1FOUNDOUT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I find it easy to accept compliments about my intelligence. {HS1CMPLMNTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I deserve whatever honors, praise, or recognition I receive. {HS1DSRVPRAISE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am confident that I will succeed in the future. {HS1CONFIDENT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1IMPO

STER2 *

Question Wording:

(Continued) How true are the following statements for you?

(Select one for each row.)

	Not at all true {0}	Mostly untrue {1}	Somewhat untrue {2}	Somewhat true {3}	Mostly true {4}	Completely true {5}
I tend to feel like a phony.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁵ HS1IMPOSTER1 and HS1IMPOSTER2 items are from Harvey, J.C. (1981). *The Imposter Phenomenon and Achievement: A Failure to Internalize Success*. Doctoral dissertation, Temple University.

<i>{HS1PHONY}</i>						
My personality or charm often makes a strong impression on people. <i>{HS1CHARM}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often achieve success on a project or test when I anticipated I would fail. <i>{HS1SUCCESS}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I often feel I am concealing secrets about myself from others. <i>{HS1SECRETS}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My public and private self are the same person. <i>{HS1SELF}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1CIVICRESP⁶ *

Question Wording:

For the purpose of this study, civic attitudes have been defined as the personal beliefs and feelings that individuals have about their own involvement in their community and their perceived ability to make a difference in that community. Please indicate the level to which you agree or disagree with each statement. (Select one for each row.)

	Strongly agree {1}	Agree {2}	Neither agree nor disagree {3}	Disagree {4}	Strongly disagree {5}
I feel responsible for my community. <i>{HS1CIVCOMMRESP}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe I should make a difference in my community. <i>{HS1CIVCOMMDIFF}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that I have a responsibility to help the poor and the hungry. <i>{HS1CIVHLPOTHR}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am committed to serve in my community. <i>{HS1CIVCOMMSRV}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that all citizens have a responsibility to their community. <i>{HS1CIVALLCITIZ}</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that it is important to be informed of community issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

⁶ Used with permission. Items are from the Civic Engagement Scale by Amy Doolittle and Anna C. Faul (2013).

{HS1CIVINFORM}					
I believe that it is important to volunteer. {HS1CIVVOLNTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe that it is important to financially support charitable organizations. {HS1CIVSPRTORG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS0IINTR

O *

Question Wording:

The next question is about your family.

Please click the “Next” button to continue.

HS1CAREGIVER *

Question Wording:

Since you started 9th grade in the fall of 2020, have you regularly provided care for a family member or relative such as a young child or an aging or disabled adult?

{HS1CAREGIVER}

- Yes {1}
- No {0}

HS1JINT

RO *

Question Wording:

Now, we would like to ask you about any work you have done since you started 9th grade in the fall of 2020. In answering these questions, please tell us about any work where you earned money or any work you did for a family business whether or not you were paid. There are two types of work we want you to think about when answering these questions.

One type is **working as an employee** where you have an on-going working relationship with a particular employer such as working in a supermarket or restaurant, being in the military, working as an apprentice, or working for a family business.

The other type is **freelance work or being self-employed** such as doing one or a few tasks for several people and not having a “boss.” Examples of this kind of work are babysitting, mowing lawns, selling things online, or running your own business.

Do not include chores, helping around the house, or an allowance you might receive. Also, do not include unpaid volunteer work. We will ask about volunteer work separately.

HS0SEMPLOYED *

Question Wording:

Since you started 9th grade in the fall of 2020, have you been employed, self-employed, or done freelance work? Include work for a family business even if you do not earn money for yourself. Include apprenticeships and military service.

{HS0SEMPLOYED}

- Yes {1}
- No {0}

Help Text:

Employed: Working as an employee where you have an on-going working relationship with a particular employer such as working in a supermarket or restaurant, being in the military, working as an apprentice, or working for a family business.

Self-employed or freelance work: Doing one or a few tasks for several people and not having a “boss.” Examples of this kind of work are babysitting, mowing lawns, selling things online, or running your own business.

Apprenticeships: Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

HS1SCURREMPLOY ***Question Wording:**

[Are you currently/At any time during April of this year, were you] employed, self-employed or doing freelance work? Include work for a family business even if you do not earn money for yourself. Include apprenticeships and military service.

{HS1SCURREMPLOY}

- Yes {1}
- No {0}

Help Text:

Employed: Working as an employee where you have an on-going working relationship with a particular employer such as working in a supermarket or restaurant, being in the military, working as an apprentice, or working for a family business.

Self-employed or freelance work: Doing one or a few tasks for several people and not having a “boss.” Examples of this kind of work are babysitting, mowing lawns, selling things online, or running your own business.

Apprenticeships: Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

HS1SEMPLOYTYP *

Question Wording:

[Are/Were] you...

(Check all that apply.)

- Working for an employer or family business? {HS1SEMPLOYTYP1}
- Self-employed or doing freelance work? {HS1SEMPLOYTYP2}

Help Text:

Working for an employer: Working as an employee where you have an on-going working relationship with a particular employer such as working in a supermarket or restaurant, being in the military, working as an apprentice, or working for a family business.

Self-employed or doing freelance work: Doing one or a few tasks for several people and not having a “boss.” Examples of this kind of work are babysitting, mowing lawns, selling things online, or running your own business.

HS1SCHLHLPJOB**Question Wording:**

Did you get this work with assistance from a school staff member or from a school arranged program, such as an internship or co-op program?

{HS1SCHLHLPJOB}

- Yes {1}
- No {0}

HS1SGIG**WORK *****Question Wording:**

Next, we are interested in collecting information about any self-employment or freelance jobs for pay you have held since the fall of 2020. Have you been paid for any of the following activities?

(Select one for each row.)

	Yes {1}	No {0}
Child or eldercare services (e.g., baby sitting or nannying) {HS1SGIGCARE}	<input type="radio"/>	<input type="radio"/>
Dog walking, feeding pets, or house sitting {HS1SGIGPETS}	<input type="radio"/>	<input type="radio"/>
House cleaning, yard work, or other property maintenance work {HS1SGIGHOUSYRD}	<input type="radio"/>	<input type="radio"/>
Driving, ridesharing, or delivery services (e.g., DoorDash, Lyft, Instacart) {HS1SGIGDRIVE}	<input type="radio"/>	<input type="radio"/>
Paid tasks online (e.g., MTurk, Clickworker) {HS1SGIGONLINE}	<input type="radio"/>	<input type="radio"/>
Paid freelance tasks (e.g., musical performances, copywriting, or online tasks such as Fiverr and Upwork) {HS1SGIGFREE}	<input type="radio"/>	<input type="radio"/>

Renting out property, such as your car or your house {HS1SGIGRENT}	<input type="radio"/>	<input type="radio"/>
Selling goods (e.g., at flea markets or thrift stores, online like eBay or Etsy, or planned events like Avon parties, etc.) {HS1SGIGSALES}	<input type="radio"/>	<input type="radio"/>
Other paid personal tasks, such as running errands, or helping people move {HS1SGIGERRND}	<input type="radio"/>	<input type="radio"/>
Some other self-employment or freelance job not listed above. {HS1SGIGOTHER}	<input type="radio"/>	<input type="radio"/>
Please describe: {HS1SGIGOTHER_other}		

HS0SHOURWORK

Question Wording:

How many hours [do/did] you usually work each week during this school year?

{HS0SHOURWORK}

- 1-5 hours a week {2}
- 6-10 hours a week {3}
- 11-15 hours a week {4}
- 16-20 hours a week {5}
- 21-25 hours a week {6}
- 26-30 hours a week {7}
- 31-35 hours a week {8}
- 36-40 hours a week {9}
- Over 40 hours a week {10}

HS1SHOURWKND

Question Wording:

How many of those hours each week [are/were] on the weekend, that is, Friday night through Sunday?

{HS1SHOURWKND}

- 0 hours on weekends {1}
- 1-5 hours on weekends {2}
- 6-10 hours on weekends {3}
- 11-15 hours on weekends {4}
- 16-20 hours on weekends {5}
- Over 20 hours on weekends {6}

HS1VOLUNWRK

Question Wording:

Since you started 9th grade in the fall of 2020, have you performed any unpaid volunteer or community

service work (through organizations such as youth groups, service clubs, church groups, school groups, or social action groups)?

{HS1VOLUNWRK}

- Yes {1}
- No {0}

Help Text:

Community service work: Do not include court-ordered community service work.

HS1SHEL

PFINFAM

Question Wording:

Some teenagers give money they earn to their family or work for a family business. Do you contribute to your family in either of these ways?

{HS1HELPPINFAM}

- Yes {1}
- No {0}

HS1KINTRO

Question Wording:

Next, we will ask you some questions about the people who have helped you prepare for life after high school.

Please click the “Next” button to continue.

HS0GUIDCOURSE

Question Wording:

Which of the following people have you talked with about **which academic courses to take this year?** (Check all that apply.)

- Your mother(s) or female guardian(s) {HS0GUIDCOMOM}
- Your father(s) or male guardian(s) {HS0GUIDCODAD}
- Brothers or sisters {HS1GUIDCOSIB}
- Other adult relative {HS0GUIDCOREL}
- Your friends {HS0GUIDCOFRND}
- A favorite teacher {HS0GUIDCOTCHR}
- A school counselor {HS0GUIDCOCOUN}
- A coach {HS0GUIDCOCOA}
- An employer {HS1GUIDCOEMPLYR}
- A military recruiter {HS1GUIDCOMIL}

- A college representative {HS1GUIDCOCLGREP}
- A counselor hired by your family to help you prepare for college admission {HS1GUIDCOADMCOU}
- Other adult not listed {HS0GUIDCOOTHR}
- None of these people {HS0GUIDCONONE}

HIGHED

Question Wording:

Which of the following people have you talked with about **going to college**?
(Check all that apply.)

- Your mother(s) or female guardian(s) {HS0GUIDCLMOM}
- Your father(s) or male guardian(s) {HS0GUIDCLDAD}
- Brothers or sisters {HS1GUIDCLSIB}
- Other adult relative {HS0GUIDCLREL}
- Your friends {HS0GUIDCLFRND}
- A favorite teacher {HS0GUIDCLTCHR}
- A school counselor {HS0GUIDCLCOU}
- A coach {HS0GUIDCLCOA}
- An employer {HS1GUIDCLEMPLYR}
- A military recruiter {HS1GUIDCLMIL}
- A college representative {HS1GUIDCLCLGREP}
- A counselor hired by your family to help you prepare for college admission {HS1GUIDCLADMCOU}
- Other adult not listed {HS0GUIDCLOTHR}
- None of these people {HS0GUIDCLNONE}

HS1FRQPARCONV

Question Wording:

During this school year, how often have you discussed the following with your parent(s) or guardian(s)?
(Select one for each row.)

	Not at all {1}	Once or twice {2}	Three or more times {3}
Jobs you would like to have after completing school {HS1FRQPARJOB}	○	○	○
Going to college {HS1FRQPARCLG}	○	○	○
Financial aid for college {HS1FRQPARFINAID}	○	○	○

HS1METCOUN

Question Wording:

In the **2023-2024** school year, did your high school counselor or any other staff at your high school provide you with resources or assistance for any of the following?

(Select one for each row.)

	Yes {1}	No {0}
gaining admission to a college or university? {HS1METCOUADMIT}	<input type="radio"/>	<input type="radio"/>
applying for financial aid? {HS1METCOUFINAID}	<input type="radio"/>	<input type="radio"/>
finding a job? {HS1METCOUJOB}	<input type="radio"/>	<input type="radio"/>
finding an apprenticeship? {HS1METCOUAPPRN}	<input type="radio"/>	<input type="radio"/>
finding an internship? {HS1METCOUINT}	<input type="radio"/>	<input type="radio"/>
finding a service-learning program? {HS1METCOUSRVLRN}	<input type="radio"/>	<input type="radio"/>
finding a volunteer or community service opportunity? {HS1METCOUVLNTR}	<input type="radio"/>	<input type="radio"/>

Help Text:

Apprenticeship: Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

Internship: An internship is a work-related learning experience for individuals who wish to develop hands-on work experience in a certain occupational field.

Service-learning program: A service-learning program is an educational experience offered through your school that combines academic learning with real-world experience serving the community.

HS1COUNHLP

Question Wording:

How helpful was the information you received from your high school counselor or other staff at your school about...

(Select one for each row.)

	Not at all helpful {1}	Somewhat helpful {2}	Very helpful {3}
gaining admission to a college or university? {HS1COUNHLPADMIT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
applying for financial aid? {HS1COUNHLPFINAID}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finding a job? {HS1COUNHLPJOB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finding an apprenticeship? {HS1COUNHLPAPPRN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finding an internship? {HS1COUNHLPINT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

finding a service-learning program? {HS1COUNHLPSRVLRN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
finding a volunteer or community service opportunity? {HS1COUNHLPVLNTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1SPRE

PCLGCAR

Question Wording:

Have you ever done any of the following activities to prepare for life after high school?
(Select one for each row.)

	Yes {1}	No {0}
Attended a program at or taken a tour of a college campus {HS1SPREPCLGTOUR}	<input type="radio"/>	<input type="radio"/>
Sat in on or taken a college class {HS1SPREPCLGCLS}	<input type="radio"/>	<input type="radio"/>
Participated in an internship or apprenticeship related to your career goals {HS1SPREPINTAPP}	<input type="radio"/>	<input type="radio"/>
Worked or volunteered in a job related to your career goals {HS1SPREPJOB}	<input type="radio"/>	<input type="radio"/>
Searched the Internet for college options or read college guides {HS1SPREPCLGSRCH}	<input type="radio"/>	<input type="radio"/>
Talked with a military recruiter about the possibility of joining the military {HS1SPREPMILIT}	<input type="radio"/>	<input type="radio"/>
Took a course to prepare for a college admission exam such as the SAT or ACT {HS1SPREPEXAMCRSE}	<input type="radio"/>	<input type="radio"/>
Job shadow days (spent a day or half-day shadowing someone in their job) {HS1SPREPSHDOW}	<input type="radio"/>	<input type="radio"/>
Attended summer program(s) related to career interests {HS1SPREPSUMPRGM}	<input type="radio"/>	<input type="radio"/>
Participated in clubs or activities related to career interests {HS1SPREPCLUBS}	<input type="radio"/>	<input type="radio"/>

Help Text:

Internship: An internship is a work-related learning experience for individuals who wish to develop hands-on work experience in a certain occupational field.

Apprenticeship: Apprenticeship programs provide formal training in specific occupations; the apprentice/participant learns a trade through on-the-job training and other related instruction, often under the supervision of a journey-level craft person or trade professional.

HS1PPREPCLGCAR

Question Wording:

Did **your parent(s) or guardian(s)** do any of the following activities to help you prepare for life after high

school?

(Select one for each row.)

	Yes {1}	No {0}
Talked with a high school counselor about your options for life after high school {HS1PPREPHSCOUN}	<input type="radio"/>	<input type="radio"/>
Talked about your options with a counselor hired by your family to help you prepare for college admission {HS1PPREPPRIVCOUN}	<input type="radio"/>	<input type="radio"/>
Arranged for you to attend a program at or take a tour of a college campus {HS1PPREPCLGTOUR}	<input type="radio"/>	<input type="radio"/>
Arranged for you to sit in on or take a college class {HS1PPREPCLGCLS}	<input type="radio"/>	<input type="radio"/>
Arranged for you to participate in an internship or apprenticeship related to your career goals {HS1PPREPINTAPP}	<input type="radio"/>	<input type="radio"/>
Arranged for you to work or volunteer in a job related to your career goals {HS1PPREPJOB}	<input type="radio"/>	<input type="radio"/>
Searched the Internet for college options or read college guides with you {HS1PPREPCLGSRCH}	<input type="radio"/>	<input type="radio"/>
Arranged for you to take a course to prepare for a college admission exam such as the SAT or ACT {HS1PPREPEXAMCRSE}	<input type="radio"/>	<input type="radio"/>
Arranged for you to job shadow (spend a day or half-day shadowing someone in their job) {HS1PPREPSHDOW}	<input type="radio"/>	<input type="radio"/>
Arranged for you to attend a summer program(s) related to career interests {HS1PPREPSUMPRGM}	<input type="radio"/>	<input type="radio"/>
Arranged for you to participate in clubs or activities related to career interests {HS1PPREPCLUBS}	<input type="radio"/>	<input type="radio"/>

HS1TRIO

PARTIC

Question Wording:

Have you ever participated in any of the following programs?

(Select one for each row.)

	Yes {1}	No {0}	I don't know what this is {99}
Talent Search {HS1TLNTRCH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upward Bound {HS1UPWRDBND}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
GEAR UP {HS1GEARUP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AVID (Advancement Via Individual Determination) {HS1AVID}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

MESA (Mathematics, Engineering, Science, Achievement) {HS1MESA}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------

HS1MSTI

NFLEDUC

Question Wording:

Who has had the most influence on your thinking about **education after high school**, if anyone?

{HS1MSTINFLEDUC}

- Your mother (or female guardian) {1}
- Your father (or male guardian) {2}
- A brother or sister {3}
- A close relative {4}
- A friend {5}
- Your school counselor {6}
- Your favorite teacher {7}
- Your favorite coach or activity leader {8}
- Other adult mentor {9}
- None of these people {10}

Please specify:

{HS1MSTINFLEDUC_other}

HS1MSTI

NFLCAR

Question Wording:

Who has had the most influence on your thinking about **careers**, if anyone?

{HS1MSTINFLCAR}

- Your mother(or female guardian) {1}
- Your father (or male guardian) {2}
- A brother or sister {3}
- A close relative {4}
- A friend {5}
- Your school counselor {6}
- Your favorite teacher {7}
- Your favorite coach or activity leader {8}
- Other adult mentor {9}
- None of these people {10}

Please specify: {HS1MSTINFLCAR_other}

HS0LINTRO *

Question Wording:

In this section we will ask you about your plans for the future.

Please click the “Next” button to continue.

HS1CONTEduc ***Question Wording:**

Do you plan to go on to school right after high school?

{HS1CONTEduc}

- Yes {1}
 - No {0}
 - Don't know {99}
-

HS1WHNCONTEduc ***Question Wording:**

You just indicated that you plan to go to school right after high school.
When do you plan to start school after high school?

{HS1WHNCONTEduc}

- Summer of 2024 {1}
 - Fall of 2024 {2}
 - After fall of 2024 {3}
-

HS1CONTFALL ***Question Wording:**

You just indicated that you plan to start school in the summer of 2024. Will you be continuing your education in the fall of 2024?

{HS1CONTFALL}

- Yes {1}
 - No {0}
-

HS1ADMITINFO**Question Wording:**

Where have you gone for information about the entrance requirements of various colleges?
(Check all that apply.)

- A college admissions office {HS1ADMCLGOFF}
- A college's publication or website {HS1ADMCLGWEB}

- College search guides, publications, or websites {HS1ADMCLGSRCHGD}
- School library {HS1ADMSCHLIB}
- Public library {HS1ADMPUBLIB}
- College or university library {HS1ADMCLGLIB}
- Other {HS1ADMINFOTHR}

Please specify:

{HS1ADMINFOTHR_other}

- None of the above {HS1ADMINFNONE}
-

HS1EDUPRGMTYP *

Question Wording:

What type of program will you be enrolled in?

{HS1EDUPRGMTYP}

- Bachelor's degree program (usually a 4-year degree) {1}
 - Associate's degree program (usually a 2-year degree) {2}
 - Certificate or diploma program from a school that provides occupational training (usually takes 2 years or less to complete, often leading to a license, such as cosmetology or HVAC repair) {3}
 - No specific program, but I will be taking courses {4}
 - Other {5}
 - I don't know {6}
-

HS1ENRLFTPT

Question Wording:

Do you plan to enroll full-time or part-time in the fall of 2024?

{HS1ENRLFTPT}

- Full-time {1}
 - Part-time {2}
 - Don't know {99}
-

HS1RESIDCLG

Question Wording:

Where will you be living in the fall of 2024?

{HS1RESIDCLG}

- On campus or in college-owned housing (for example, a dorm or residence hall) {1}
- With parent(s), relative(s), or guardian(s) {2}
- Off campus not college-owned housing {3}
- Don't know {99}

HS1NOCLGRSN *

Question Wording:

Which of the following are reasons why you have decided NOT to continue your education right after high school?

(Check all that apply.)

- You don't like school. {HS1NOCLDNTLKSCH}
 - Your grades aren't high enough. {HS1NOCLLWGRD}
 - Your college admission scores weren't high enough. {HS1NOCLADMIT}
 - You won't need more education for the career you want. {HS1NOCLCARCHCE}
 - You can't afford to go on to school. {HS1NOCLCNTAFFRD}
 - You did not receive enough financial aid. {HS1NOCLFINAID}
 - You haven't taken the right courses. {HS1NOCLRGHTCRSE}
 - No one in your family has ever gone on to school after high school. {HS1NOCLFIRSTGEN}
 - You plan to join the military. {HS1NOCLJOINMLT}
 - You'd rather work and make money than go to school. {HS1NOCLPRFRWRK}
 - You don't feel that going on to school is important. {HS1NOCLIMPRTNT}
 - Your counselor or teachers recommend you work rather than continue your education. {HS1NOCLCOUTCHREC}
 - You need to help support your family. {HS1NOCLSPRTFAM}
 - Other reason {HS1NOCLOTHER}
- Please specify: {HS1NOCLOTHER_other}
-

HS1EVRCONTEDEU

Question Wording:

Do you plan to continue your education at some time in the future?

{HS1EVRCONTEDEU}

- No, you don't plan to continue your education after high school {1}
 - Yes, after staying out of school for up to one year {2}
 - Yes, after staying out of school for over a year {3}
 - Don't know {99}
-

HS1WRKPOSTHS *

Question Wording:

Do you plan to work [in the fall of 2024/right after high school]? Include work for a family business even if you do not earn money for yourself. Include apprenticeships, military service, self-employment, and freelance work.

{HS1WRKPOSTHS}

- Yes, full-time {1}
- Yes, part-time {2}
- No, you don't plan to work [in the fall of 2024 right after high school] {0}

Help Text:

Work: There are two types of work we want you to think about when answering this question. One type is working as an employee where you have an on-going working relationship with a particular employer such as working in a supermarket or restaurant, being in the military, working as an apprentice, or working for a family business. The other type is freelance work or being self-employed such as doing one or a few tasks for several people and not having a “boss.” Examples of this kind of work are babysitting, mowing lawns, selling things online, or running your own business. Do not include chores, helping around the house, or an allowance you might receive. Also, do not include unpaid volunteer work.

Full-time: 35 hours or more per week

Part-time: Less than 35 hours per week, even as little as one hour

HS1GUIDJOB

Question Wording:

Please indicate which of the following people helped you to select the jobs you will seek after high school graduation. (Check all that apply.)

- Your mother(s) or female guardian(s) {HS1GUIDJOBMOM}
- Your father(s) or male guardian(s) {HS1GUIDJOBDDAD}
- Brothers or sisters {HS1GUIDJOBSIB}
- Other adult relative {HS1GUIDJOBREL}
- Your friends {HS1GUIDJOBFRND}
- A favorite teacher {HS1GUIDJOBTCHR}
- A school counselor {HS1GUIDJOBBCOU}
- A coach {HS1GUIDJOBBCOA}
- An employer {HS1GUIDJOBEMPLYR}
- A military recruiter {HS1GUIDJOBMIL}
- Other adult not listed {HS1GUIDJOBOTHHR}
- None of these people {HS1GUIDJOBNONE}

HS1JOBPLNTITL

Question Wording:

What job do you expect or plan to have [in the fall of 2024/right after high school]? If you plan to have more than one job, please enter the job at which you plan to work the most hours.

(Start typing below and select the closest match from the options returned. If you are unable to find a close match for your job title, scroll through and click "Job title not listed" at the bottom.)

I don't know. {HS1JOBPLNDK}

[Start typing a job title...] {HS1JOBPLNTLTXT}

Please specify the job you expect or plan to have [in the fall of 2024/ right after high school].
{HS1JOBPLNOTH }

HS1JOBPLNAPPRN

Question Wording:

Is this job a formal apprenticeship in which you will receive both instruction and on-the-job training and will be paid a training salary?

{HS1JOBPLNAPPRN}

- Yes {1}
 - No {0}
 - Don't know {99}
-

HS1PLNMILITARY

Question Wording:

Do you plan to be serving in the Armed Forces [in the fall of 2024/right after high school]? Include the Coast Guard, National Guard, Reserves, or ROTC.

{HS1PLNMILITARY}

- Yes {1}
 - No {0}
-

HS1MILITBRANCH

Question Wording:

In which branch of the Armed Forces will you be serving?

{HS1MILITBRANCH}

- Army {1}
 - Navy {2}
 - Air Force {3}
 - Marines {4}
 - Coast Guard {5}
 - Space Force {6}
-

HS1MILITTYPE

Question Wording:

In which component will you be serving in the Armed Forces?

{HS1MILITTYPE}

- Active duty {1}
- National Guard or Reserves {2}
- ROTC {3}

HS1GAPY

RACT

Question Wording:

Earlier you said that you plan to continue your education after staying out of school for [up to one year/over a year].

What do you plan to be doing before you return to school?

(Check all that apply.)

- Working for pay {HS1GAPYRWORK}
- Volunteer or missionary work {HS1GAPYRVLNTR}
- Traveling {HS1GAPYRTRAVL}
- Participating in an internship {HS1GAPYRINTRN}
- Starting a family or taking care of your children {HS1GAPYRFAM}
- Taking time off {HS1GAPYRTIMOFF}
- Participating in an apprenticeship {HS1GAPYRAPPRN}
- Starting a business {HS1GAPYROWNBIZ}
- Working on a hobby {HS1GAPYRHOBBY}
- Thinking about what to do next {HS1GAPYRMKPLAN}
- Other {HS1GAPYROTHR}
- Don't know {HS1GAPYRDK}

Please specify:

{HS1GAPYROTHR_other}

HS1MINTRO *

Question Wording:

Earlier, you said that you plan to be attending school in the fall of 2024. The following questions will ask you about the schools that you have applied to or plan to apply to. We understand that students may be in different stages of the application or registration process. Please answer the following questions as best you can.

Please click the “Next” button to continue.

HS1NUMSCHAPPLD *

Question Wording:

How many schools have you applied to?

Please include any 4-year colleges and universities, 2-year colleges, junior colleges, community colleges, trade schools, technical institutes, and vocational schools. Do not count college or trade school enrollment as a high school student or adult high school completion programs. Include colleges and trade schools that accept only some applicants as well as colleges and trade schools that admit anyone who registers.

(Please enter '0' if none.)

_____ schools {HS1NUMSCHAPPLD}

Help Text:

This question asks about applications and registrations for enrollment in college or trade school. This includes 4-year colleges and universities, 2-year colleges, junior colleges, and community colleges, trade schools, technical institutes, and vocational schools which usually offer programs that take less than 2 years to complete (Examples: culinary institutes and cosmetology schools). Do not count college or trade school enrollment as a high school student or adult high school completion programs. Include colleges and trade schools that accept only some applicants as well as colleges and trade schools that admit anyone who registers.

HS1PLNAPPLY *

Question Wording:

[You said that you have applied to [NUMBER SCHOOLS APPLIED] schools./no fill] Do you plan to apply to any [other/no fill] schools before fall of 2024?

Please include any 4-year colleges and universities, 2-year colleges, junior colleges, community colleges, trade schools, technical institutes, and vocational schools. Do not count college or trade school enrollment as a high school student or adult high school completion programs. Include colleges and trade schools that accept only some applicants as well as colleges and trade schools that admit anyone who registers.

{HS1PLNAPPLY}

- Yes {1}
- No {0}
- Don't know {99}

Help Text:

This question asks about applications and registrations for enrollment in college or trade school. This includes 4-year colleges and universities, 2-year colleges, junior colleges, and community colleges, trade schools, technical institutes, and vocational schools which usually offer programs that take less than 2 years to complete (Examples: culinary institutes and cosmetology schools). Do not count college or trade school enrollment as a high school student or adult high school completion programs. Include colleges and trade schools that accept only some applicants as well as colleges and trade schools that admit anyone who registers.

HS1NUMPLNAPPLY *

Question Wording:

How many schools do you plan to apply to before the fall of 2024?

Please include any 4-year colleges and universities, 2-year colleges, junior colleges, community colleges, trade schools, technical institutes, and vocational schools. Do not count college or trade school enrollment as a high school student or adult high school completion programs. Include colleges and trade schools that accept only some applicants as well as colleges and trade schools that admit anyone who registers.

(Please enter '0' if none.)

_____ schools
{HS1NUMPLNAPPLY}

Help Text:

This question asks about applications and registrations for enrollment in college or trade school. This includes 4-year colleges and universities, 2-year colleges, junior colleges, and community colleges, trade schools, technical institutes, and vocational schools which usually offer programs that take less than 2 years to complete (Examples: culinary institutes and cosmetology schools). Do not count college or trade school enrollment as a high school student or adult high school completion programs.

Include colleges and trade schools that accept only some applicants as well as colleges and trade schools that admit anyone who registers.

HS1LIKELYSCHL1 *

Question Wording:

[Think about the two schools you are most likely to attend./no fill]

What is the name of [one of the schools/the school] you applied to or plan to apply to before the fall of 2024 that you **are most likely to attend?** Consider all schools regardless of your admission status.

Start typing below and select the closest match from the options returned. If you are unable to find a close match for your school, **scroll through** and click "School not listed" **at the bottom**. Please type the **full name** of the school and do not use abbreviations.

[Start typing a school name...]

{HS1LIKELYSCHL1}

Please ensure that the school name is entered correctly above and provide the information below:

Select state:

Enter City:

Is this school a ...

- Four-year college or university
- Two-year college
- Vocational, technical, or trade school
- Don't know

Is this school...

- Public
 - Private, nonprofit
 - Private, for-profit
 - Don't know
-

HS1LIKELYSCHL2 *

Question Wording:

What is the name of the other school you applied to or plan to apply to before the fall of 2024 that you **are most likely to attend**? Consider all schools regardless of your admission status.

Start typing below and select the closest match from the options returned. If you are unable to find a close match for your school, **scroll through** and click "School not listed" **at the bottom**. Please type the **full name** of the school and do not use abbreviations.

[Start typing a school name...]

{HS1LIKELYSCHL2}

Please ensure that the school name is entered correctly above and provide the information below:

Select state:

Enter City:

Is this school a ...

- Four-year college or university
- Two-year college
- Vocational, technical, or trade school
- Don't know

Is this school...

- Public
 - Private, nonprofit
 - Private, for-profit
 - Don't know
-

HS1REACHSCHL *

Question Wording:

You said you are most likely to attend [NAME OF LIKELY SCHOOL 1] and [NAME OF LIKELY SCHOOL 2].

Now, we would like to know about a "reach" school that you applied to or plan to apply to before fall 2024. A "reach" school is one that you applied to or plan to apply to, even though you are not sure you will get in.

What is the name of another school you have applied to or plan to apply to before the fall of 2024 that you would like to attend but are not sure you will get into? Consider all schools regardless of your admission status.

Start typing below and select the closest match from the options returned. If you are unable to find a close match for your school, **scroll through** and click "School not listed" **at the bottom**. Please type the **full name** of the school and do not use abbreviations.

[Start typing a school name...]

{HS1REACHSCHL}

Please ensure that the school name is entered correctly above and provide the information below:

Select state:

Enter City:

Is this school a ...

- Four-year college or university
- Two-year college
- Vocational, technical, or trade school
- Don't know

Is this school...

- Public
- Private, nonprofit
- Private, for-profit
- Don't know

Does not apply; I did not apply to and do not plan to apply to any "reach" schools.

{HS1REACHSCHLDNA}

HS1SCHL1STCHOICE

Question Wording:

Which of the following schools is your first choice? Consider all schools regardless of your admission status.

{HS1SCHL1STCHOICE}

- [NAME OF LIKELY SCHOOL 1] {1}
- [NAME OF LIKELY SCHOOL 2] {2}
- [NAME OF REACH SCHOOL] {3}
- Another school {4}
- Don't know {99}

HS1CLGCHARACTR1**Question Wording:**

How important is or was each of the following in choosing a school you would like to attend?
(Select one for each row.)

	Not important {1}	Somewhat important {2}	Very important {3}	Not applicable {98}
Low expenses (tuition, books, room and board) {HS1LOWCOST}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of financial aid, such as a school loan, scholarship, or grant {HS1SCHLRSHIP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of specific courses or curriculum {HS1SPECRCSES}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to play sports {HS1ATHLETICS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Active social life at the school {HS1SOCIAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to attend school while living at home {HS1CLOSEBY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance to live away from home {HS1FARAWAY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A low-crime environment {HS1LOWCRIME}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A good record for placing graduates in jobs {HS1GETJOB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1CLGCHARACTR2**Question Wording:**

(Continued) How important is or was each of the following in choosing a school you would like to attend?
(Select one for each row.)

	Not important {1}	Somewhat important {2}	Very important {3}	Not applicable {98}
A good record for placing graduates in graduate school {HS1GRADSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Strong reputation of the school's academic programs {HS1ACADEMICS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy admission standards {HS1EZADMIT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of a degree program that will allow you to get a job in your chosen field {HS1MAJORDEG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial or ethnic composition of the school {HS1DIVERSE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size of the school {HS1SCHLSIZE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographic location of the school {HS1SCHLLOC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to attend the same school your parents attended {HS1PARNTSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being able to apply college credits earned while you were in high school {HS1TRANSCRED}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1FIELDSTUDY *

Question Wording:

What field of study or program are you considering?

(Start typing below and select the closest match from the options returned. If you are unable to find a close match for your major field of study, scroll through and click "Major not listed" at the bottom.)

{HS1FIELDSTUDY}

Check here if you do not know. {HS1FIELDSTUDYDK}

{HS1HICIPTXT}

{HS1HICIPNAME}

{HS1HICIP6}

{HS1HICIP2}

{HS1HICIPDESC}

{HS1HICIPAST}

Please help us categorize major using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown box, you can display the general areas. Please click to select the desired general area, then select your specific discipline from the second dropdown box.

General Area: [Select one]

Specific Discipline: [Select one]

HS1NINTRO *

Question Wording:

The following questions ask about the cost of education after high school, including questions about financial aid. We understand that students may be in different stages in thinking about financial aid and paying for education after high school. Please answer the questions as best you can.

Please click the “Next” button to continue.

HS0IMPSTDYING

Question Wording:

How much do you agree or disagree with the following statement?
"Even if you study, your family cannot afford to pay for you to attend college."

{HS0IMPSTDYING}

- Strongly agree {1}
 - Agree {2}
 - Disagree {3}
 - Strongly disagree {4}
-

HS1FINAIDINFO *

Question Wording:

Have you gotten information on financial aid in any of the following ways?
(Select one for each row.)

	Yes {1}	No {0}
Experience with financial aid for one of your siblings or for another family member {HS1FINPRIOREXP}	<input type="radio"/>	<input type="radio"/>
Talked to your parents, family, or friends {HS1FINFAMFRND}	<input type="radio"/>	<input type="radio"/>
Talked with financial aid office staff at a college or school that provides occupational training {HS1FINCLGSTAFF}	<input type="radio"/>	<input type="radio"/>
Talked with staff at your high school {HS1FINHSSTAFF}	<input type="radio"/>	<input type="radio"/>
Talked to a military recruiter about financial aid available through military service	<input type="radio"/>	<input type="radio"/>

<i>{HS1FINMILITARY}</i>		
Researched financial aid options on the Internet <i>{HS1FINWEBSRCH}</i>	<input type="radio"/>	<input type="radio"/>
Went to an informational meeting or open house held by your high school <i>{HS1FININFOMTG}</i>	<input type="radio"/>	<input type="radio"/>
Other <i>{HS1FINOTHER}</i>	<input type="radio"/>	<input type="radio"/>
Please specify: <i>{HS1FINOTHER_other}</i>		

HS1APPLDFINAID *

Question Wording:

Have you ever applied for financial aid for your education after high school?

{HS1APPLDFINAID}

- Yes *{1}*
- No *{0}*
- Don't know *{99}*

Help Text:

Financial aid: Indicate whether you have ever applied for financial aid for your education after high school by completing application forms such as the FAFSA (Free Application for Federal Student Aid) or application forms required by a state agency, private organization, private lender, or educational institution.

HS1NOAIDAPPRSN *

Question Wording:

Why did you not apply for financial aid?
(Check all that apply.)

- My family and I can pay for my education. *{HS1NOAIDCANPAY}*
- My parents and I do not wish to report our financial situation. *{HS1NOAIDPRIVFIN}*
- My family and I thought I may be ineligible or may not qualify. *{HS1NOAIDINELIG}*
- My family and I do not want to take on debt. *{HS1NOAIDDEBT}*
- Too much paperwork is required in order to apply for financial aid. *{HS1NOAIDPAPRWRK}*
- I was not able to get much information on how and where to apply for financial aid. *{HS1NOAIDINFO}*
- No money is available for aid. *{HS1NOAIDMONEY}*
- Other relatives will help to pay my college expenses. *{HS1NOAIDRELPAY}*
- I missed the deadline for application. *{HS1NOAIDDEADLIN}*
- I don't know how to apply. *{HS1NOAIDHOWAPP}*
- Other reason *{HS1NOAIDOTHER}*

Please specify: *{HS1NOAIDOTHER_other}*

- I don't know why I did not apply for financial aid. *{HS1NOAIDDNTKNOW}*

HS1NOQUALAID ***Question Wording:**

Why did you think you would not qualify for financial aid? Was it...
(Select one for each row.)

	Yes {1}	No {0}
because another family member did not qualify? {HS1QAIDFAMEXP}	<input type="radio"/>	<input type="radio"/>
because you have concerns about a credit score? {HS1QAIDCREDSCOR}	<input type="radio"/>	<input type="radio"/>
because your family's income is too high? {HS1QAIDHIINCOM}	<input type="radio"/>	<input type="radio"/>
because your grades or test scores are too low? {HS1QAIDGRADES}	<input type="radio"/>	<input type="radio"/>
because you will be attending school or college part-time? {HS1QAIDPTCLG}	<input type="radio"/>	<input type="radio"/>
Other reasons {HS1QAIDOTHR}	<input type="radio"/>	<input type="radio"/>
Please specify: {HS1QAIDOTHR_other}		
Don't know {HS1QAIDDNTKNOW}	<input type="radio"/>	<input type="radio"/>

HS1ESTC**LGCOST *****Question Wording:**

Before financial aid, about how much is the total cost to you and your family of [part-time] enrollment at [[NAME OF FIRST CHOICE SCHOOL]/your first choice postsecondary institution] for the 2024- 2025 school year? Include tuition and mandatory fees, room and board or off campus housing expenses, and miscellaneous expenses.

\$____ for the 2024-2025 school year
{HS1ESTCLGCOST}

Don't know {HS1ESTCLGCOSTDK}

HS1PSECEDUPAY ***Question Wording:**

[How will/If at any point in time you continue your education after high school, how would] you pay for tuition, room, and board?
(Select one for each row.)

	Yes {1}	No {0}	Don't know {99}
Your own earnings and savings {HS1PAYOWNSVING}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents' or relatives' earnings and savings including a pre-paid tuition account or 529 plan {HS1PAYRELSVING}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarships or grants that do not have to be repaid {HS1PAYSCHLRGRNT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Federal or state loans {HS1PAYFEDLOAN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private loan in your name {HS1PAYMYLOAN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Private loan in parents' or relatives' names {HS1PAYRELLOAN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1WRK

WHILSCHL

Question Wording:

Could you afford to attend school if you do not work while enrolled during the 2024-2025 school year?

{HS1WRKWHILSCHL}

- Yes {1}
- No {0}

HS1OINTRO

Question Wording:

The next questions ask you about your future career plans.

Please click the “Next” button to continue.

HS0EDUEXP

Question Wording:

As things stand now, how far in school do you think you will get?

(Select highest level of education.)

{HS0EDUEXP}

- Less than high school completion {1}
- Complete a high school diploma or equivalent (for example, GED, HiSET, TASC) {2}
- Complete a certificate or diploma from a school that provides occupational training, such as a trade school {3}
- Complete an associate’s degree {4}
- Complete a bachelor’s degree {5}
- Complete a master’s degree {6}
- Complete a Ph.D., M.D., law degree, or other high-level professional degree {7}
- Don’t know {99}

Help Text:

Less than high school completion: Not receive a high school diploma or equivalent.

Complete a high school diploma or equivalent (for example, GED, HiSET, TASC): Receive a regular high school diploma or complete high school by receiving another formal recognition of high school completion

from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Complete a certificate or diploma from a school that provides occupational training, such as a trade school: Receive a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Complete an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Complete a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Complete a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Complete a Ph.D., M.D., law degree, or other high-level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

HS1JOBE

XP30

Question Wording:

What is the job or occupation that you expect or plan to have at age 30?

(Start typing below and select the closest match from the options returned. If you are unable to find a close match for the job or occupation, scroll through and click "job not listed" at the bottom.)

- Not planning to work at age 30 {HS1JOBEXP30NONE}
- I don't know {HS1JOBEXP30DK}

[Start typing a job title...] {HS1JOBEXP30}

Please specify the job you expect or plan to have at age 30.
{HS1JOBEXP30OTH}

HS1NEEDEDUC

Question Wording:

How much education do you think you need to get the job you expect or plan to have when you are 30 years old?

{HS1NEEDEDUC}

- Less than high school completion {1}
- Complete a high school diploma or equivalent (for example, GED, HiSET, TASC) {2}

- Complete a certificate or diploma from a school that provides occupational training, such as a trade school {3}
- Complete an associate's degree {4}
- Complete a bachelor's degree {5}
- Complete a master's degree {6}
- Complete a Ph.D., M.D., law degree, or other high-level professional degree {7}
- Don't know {99}

Help Text:

Less than high school completion: Not receive a high school diploma or equivalent.

Complete a high school diploma or equivalent (for example, GED, HiSET, TASC): Receive a regular high school diploma or complete high school by receiving another formal recognition of high school completion from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Complete a certificate or diploma from a school that provides occupational training, such as a trade school: Receive a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Complete an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Complete a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Complete a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Complete a Ph.D., M.D., law degree, or other high-level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

HS1CARE

ERINT

Question Wording:

How did you become interested in this occupation?

(Check all that apply.)

- You took a career interest survey online on your own. {HS1CISURVEY1}
- You took a career interest survey offered by your school. {HS1CISURVEY2}
- You talked to your school counselor. {HS1CICOUNS}
- You took a Career and Technical Education (CTE) or Career Academy course related to this occupation. {HS1CICTE}
- A parent encouraged you to consider this occupation. {HS1CIPARENT}
- A family member or someone you know well works in this occupation. {HS1CIFAMFRND}
- You talked to someone else who works in this occupation. {HS1CIJOBCHAT}
- You went to a presentation given by someone who works in this occupation. {HS1CIPRESENT}

You have work experience in this occupation such as through an internship or apprenticeship.

{HS1CIWORKEXP}

You were a member of a school club related to this occupation. {HS1CICLUB}

Other {HS1CIOTHER}

Please specify: {HS1CIOTHER_other}

None of these {HS1CINONE}

HS1CARE

ERCHAR

Question Wording:

How important are the following job characteristics to you?

(Select one for each row.)

	Not at all important {1}	Slightly important {2}	Somewhat important {3}	Very important {4}	Extremely important {5}
Job security {HS1JOBSECUR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to learn new things {HS1LRNNEW}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High earnings {HS1HIEARN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New challenges {HS1NEWCHAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enough time for leisure activities {HS1LEISURTIM}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance of doing something useful for society {HS1HLPSOC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance to balance work and family responsibilities {HS1WRKLIFBAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other {HS1CAREEROTHR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please specify: {HS1CAREEROTHR_other}					

HS0QINTRO *

Question Wording:

Now we will ask you about some experiences you may have had since 9th grade, including your experiences during the COVID-19 pandemic.

Please click the “Next” button to continue.

HS1STILLEFFECT *

Question Wording:

Thinking about yourself today, would you say you are dealing with negative effects of the COVID-19 pandemic in any of the following ways?

(Select one for each row.)

	Yes {1}	No {0}
Learning {HS1STLNEGLEARN}	<input type="radio"/>	<input type="radio"/>
Study skills {HS1STLNEGSTDY}	<input type="radio"/>	<input type="radio"/>
Interest in school {HS1STLNEGSCHINTRST}	<input type="radio"/>	<input type="radio"/>
Social skills {HS1STLNEGSOCSKL}	<input type="radio"/>	<input type="radio"/>
Mental health such as anxiety or depression {HS1STLNEGMNTLHLTH}	<input type="radio"/>	<input type="radio"/>
Behavior {HS1STLNEGBEHAV}	<input type="radio"/>	<input type="radio"/>
Ability to pay attention {HS1STLNEGATTENT}	<input type="radio"/>	<input type="radio"/>
Motivation {HS1STLNEGMOTIV}	<input type="radio"/>	<input type="radio"/>
School absenteeism {HS1STLNEGABSENT}	<input type="radio"/>	<input type="radio"/>
Other {HS1STLNEGOTHER}	<input type="radio"/>	<input type="radio"/>
Please specify: {HS1STLNEGOTHER_other}		

HS1COVIDEVNTS ***Question Wording:**

Did any of the following events occur **since you started 9th grade in the fall of 2020?**

(Select one for each row.)

	Yes {1}	No {0}
One of your parents or guardians lost a job. {HS1COVIDJOBLOSS}	<input type="radio"/>	<input type="radio"/>
Your family's home was foreclosed or your family was evicted. {HS1COVIDHOMLOSS}	<input type="radio"/>	<input type="radio"/>
Your parents or guardians separated or divorced. {HS1COVIDSEPDIV}	<input type="radio"/>	<input type="radio"/>
One of your parents or guardians had serious health problems or was seriously injured. {HS1COVIDPHLTH}	<input type="radio"/>	<input type="radio"/>
One of your parents or guardians died. {HS1COVIDDEATH}	<input type="radio"/>	<input type="radio"/>
You had serious health problems or were seriously injured. {HS1COVIDCHLTH}	<input type="radio"/>	<input type="radio"/>

Help Text:

Lost a job: This includes being laid off permanently, being laid off temporarily, or being fired. It does not include quitting a job or a reduction in hours.

Foreclosed: The bank that lent money to the home buyer takes back the home typically because the home buyer has not been able to make mortgage payments.

Evicted: The landlord of a rental home or apartment forced the people living there to move out by court order.

HS0PREEND *

Question Wording:

You have reached the end of the survey.

You will **not** be able to log back into the survey after clicking "Next" on this screen.

If you would like to recheck any of your survey responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final survey screen. This will set the survey as complete.

HS0END *

Question Wording:

You have finished the final question of this section. Click "Finish" to proceed.

HS0INCENTIVE *

Question Wording:

Para ver una traducción al español, haz clic en el botón de "ESPAÑOL", arriba de todo en tu pantalla.

Thank you. To show our appreciation for completing the survey today, we would like to send you [Incentive].

Please provide your information, and then click "Next." We need to have a complete address to make sure the [Incentive][and your certificate of community service/no fill] gets to you.

(Please allow 4 weeks for delivery.)

If you do not want to receive this, please click the box below, and then click "Next" to continue.

{HS0INC_TYPE}

- Check {1}
- Amazon gift card {2}
- I **do not** want to receive any money for completing this study. {3}

Name:

First name: {HS0INCFIRNAME}

Middle name: {HS0INCMIDNAME}

Last name: {HS0INCLSTNAME}

Suffix (e.g., Jr, Sr, Third, III):

{HSOINCSUFFIX}

Question Wording:

Address:

Street Address: {HSOINCAD}

{HSOINCAD2}

City: {HSOINCCY}

State:

-Select one- {HSOINCST}

ZIP Code:

AutoFill City and State from ZIP Code {HSOINCZP}

Please check here if the address is an international address. {HSOINCFOR}

Foreign Address: {HSOINCFAD}

Foreign Country: {HSOINCFC}

Foreign City: {HSOINFCY}

Foreign State/Province: {HSOINCFZ}

Foreign ZIP/Postal Code: {HSOINCFZ}

Question Wording:

Email address:

Email address

{HSOINCEMAIL}

You do not have an email address. {HSOINCNOEML}

FINAL_FORM *

Question Wording:

Para ver una traducción al español, haz clic en el botón de "ESPAÑOL", arriba de todo en tu pantalla.
Thank you for your participation in HS&B:22.

[You may now close your browser./Be sure to CLOSE ALL browser windows to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses.]

Table 2: HS&B:22 First Follow Up Field Test Student Questionnaire – Spanish

The last column in Table 2 indicates which items are included in the student abbreviated survey. Additionally, the student abbreviated survey items are notated by asterisks (*) in the survey facsimile in this appendix.

Form Name	Form Label	Abbreviated
Error: Reference source not found	First language student learned to speak as a child	*
HS0NAVIGATE	Survey navigation instructions for in-school session students	*
HS0NAVIGATE_OOS	Survey navigation instructions for out-of-school session students	*
HS0BIRTHDATE	Student's birthdate	*
HS0SEX	Student's sex	*
HS0HISPANIC	Student's Hispanic ethnicity	*
HS0HISPETHN	Student's specific Hispanic heritage	
HS0RACE	Student's race	*
HS0ASIANETHN	Student's specific Asian heritage	
HS0FRQLANGHOM	Frequency of speaking a language other than English at home	*
HS1FRQENGHOM	Frequency of speaking English in the home	
HS0FRQLANGFRI	Frequency of speaking a language other than English with friends	
HS0LANGPREF	Preferred language to speak	*
HS0ENGFLUEN	Perceived fluency in reading, writing, speaking, and understanding English	
HS0ESLENROLL	Ever enrolled in a program for English Language Learners	
HS1CURRESL	Currently enrolled in a program for English Language Learners	
HS0AINTRO	Locating information section introduction	*
HS0RCNTCTINF1	Student's name and address	*
HS0RCNTCTINF2	Student's phone number(s) and email	*
HS0NAVIGATE2	Survey navigation instructions for hybrid session students	*
HS1BINTR0	High School Completion Plans Section Introduction	*
HS1HSCREDEXP	Type of high school credential most likely to earn	*
HS1EXPAADEG	Associate's degree expected in addition to high school diploma	
HS1EXPGRDDAT	Expected semester of graduation	
HS1HSPROGRAM	Description of current or most recent high school program	*
HS1CINTRO	High School Course Taking Section Introduction	*
HS1ARTSCRSE	Arts courses student is taking	*
HS1NOARTRSN	Reasons for not taking arts courses	*
HS1TAKEARTRSN	Reasons for taking arts courses	*
HS1ARTBELIEF1	Beliefs about arts courses part 1	*
HS1ARTBELIEF2	Beliefs about arts courses part 2 (continued)	*
HS1ARTMINDSET	Growth mindset about learning art	*
HS1FUTUREARTS	Likelihood of future arts involvement after high school	
HS1EVRCTECSRSE	CTE courses taken in high school	*
HS1NOCTERSN	Reasons for not taking CTE courses	*
HS1TAKECTERSN	Reasons for taking CTE courses	*
HS1CTEPATHWAY	Ever enrolled in a career cluster, career pathway, or program of study	
HS1CTECAREER	Plans to pursue a career in CTE field studied in high school	*
HS1ENOUGHSKLL	Perceived preparedness for chosen CTE career pathway	
HS1EINTRO	School Climate and Peers Section Introduction	*
HS0INCRACETH	Perception of belonging based on race and ethnicity	*
HS1DISCIPLINE	Perception of school discipline practices	*
HS1CODESWITCH	Feelings of needing to code switch at school	*

Form Name	Form Label	Abbreviated
HS1SOGIREMARK	Pervasiveness of hearing negative remarks about sexual orientation (View A)	*
HS1RACEREMARK	Pervasiveness of hearing negative remarks about race and ethnicity (View A)	*
HS1RELIGREMARK	Pervasiveness of hearing negative remarks about religions (View A)	*
HS1DISABREMARK	Pervasiveness of hearing negative remarks about people with disabilities (View A)	*
HS1GENDREMARK	Pervasiveness of hearing negative remarks about sex or gender (View A)	*
HS1NEGREMRKST	Frequency of hearing negative remarks from other students (View B)	*
HS1AMTREMURKST	Amount of students making negative remarks (View B)	*
HS1NEGREMRKAD	Frequency of hearing negative remarks from adults at school (View B)	*
HS1AMTREMURKAD	Amount of adults making negative remarks (View B)	*
HS1FRIENDPLANS	Friends' plans for after high school	
HS1FINTRO	School Attendance Section Introduction	
HS1EVDROPOUT	Ever dropped out or stopped going to school in grades K-12	
HS1DROPOUTINHS	Dropped out or stopped going to school since starting 9 th grade	
HS1DROPOUTRSN	Reasons for dropping out or stopping going to school	
HS1SCHLACTION	School's actions after student dropped out or stopped out	
HS1PARACTION	Parent or guardian actions after student dropped out or stopped out	
HS1FRQABSENCE	Frequency of missing or skipping school or class	
HS1ABSENCERSN	Main reason for excessive absences	
HS0PAROOSACTS1	Out of school activities participation part 1	
HS0PAROOSACTS2	Out of school activities participation part 2 (continued)	
HS1READINGHRS	Hours of reading outside of school, not related to schoolwork	
HS1HOMEWORK	Hours spent on homework per week	
HS0FREQUSENET	Frequency of using the internet at home for school assignments	
HS0FREQNETPRB	Frequency of problems with internet at home	
HS1HINTRO	Attitudes and Beliefs Section Introduction	
HS1IMPOSTER1	Imposter syndrome scale part 1	*
HS1IMPOSTER2	Imposter syndrome scale part 2 (continued)	*
HS1CIVICRESP	Attitudes and beliefs about civic responsibility	
HS0IINTRO	Family Section Introduction	*
HS1CAREGIVER	Student provides regular care for a family member	*
HS1JINTRO	Student Employment Section Introduction	*
HS0SEMPLOYED	Student ever employed since starting 9 th grade	*
HS1SCURREMPLOY	Student currently working for pay	*
HS1SEMPLOYTYP	Employment type: employer or self-employed/freelance	*
HS1SCHLHLPJOB	School assisted with finding job	
HS1SGIGWORK	Self-employment or freelance work student has done since starting 9 th grade	*
HS0SHOURWORK	Hours worked per week during school year	
HS1SHOURWKND	Hours worked on weekends during school year	
HS1VOLUNWRK	Performed volunteer work since starting 9 th grade	
HS1SHELPPFINFAM	Student contributes money to family	
HS1KINTRO	Guidance and Post High School Preparation Section Intro	
HS0GUIDCOURSE	People talked to about high school course selection	
HS0GUIDHIGHED	People talked to about going to college	
HS1FRQPARCONV	Frequency of talking to parents about post high school graduation plans	
HS1METCOUN	Topics student met one-on-one with a high school counselor about	
HS1COUNHLP	Perceived helpfulness of high school counselor's information	
HS1SPREPCLGCAR	Activities done by student to prepare for life after high school, including college and career	
HS1PPREPCLGCAR	Activities done by parent to prepare for life after high school, including college and career	
HS1TRIOPARTIC	Participation in special college prep programs	

Form Name	Form Label	Abbreviated
HS1MSTINFLEDC	Greatest influence on student's college plans	
HS1MSTINFLCAR	Greatest influence on student's career plans	
HS0LINTRO	Future Plans Section Introduction	*
HS1CONTEDEC	Plans to continue education right after high school	*
HS1WHNCONTEDEC	Timeline for beginning postsecondary education	*
HS1CONFALL	If beginning postsecondary education in the summer will continue in the fall	*
HS1ADMITINFO	Sources of information about college entrance requirements	
HS1EDUPRGMTYP	Type of degree or certificate program student will be enrolled in	*
HS1ENRLEFTPT	Plans to enroll full-time or part-time	
HS1RESIDCLG	Housing plans while attending postsecondary education	
HS1NOCLGRSN	Reasons why no plans to continue education right after high school	*
HS1EVRCONTEDEU	Plans to continue education later and how much later	
HS1WRKPOSTHS	Plans to work part-time or full-time right after high school or while enrolled in college	*
HS1GUIDJOB	People talked to about job selection	
HS1JOBPLNTITL	Job title planned to have	
HS1JOBPLNAPPRN	Planned job is formal apprenticeship	
HS1PLNMILITARY	Plans to join the Armed Forces	
HS1MILITBRANCH	Branch of Armed Forces	
HS1MILITTYPE	Active duty, National Guard/Reserves, or ROTC	
HS1GAPYRACT	Plans for gap year	
HS1MINTRO	College Applications and Choice Section Introduction	*
HS1NUMSCHAPPLD	Number of colleges applied to	*
HS1PLNAPPLY	Plans to apply to any (more) colleges before the fall of 2024	*
HS1NUMPLNAPPLY	Number of colleges planned to apply to but not applied yet	*
HS1LIKELYSCHL1	Name of first school most likely to attend	*
HS1LIKELYSCHL2	Name of second school most likely to attend	*
HS1REACHSCHL	Names of school applied to or planned to apply to student is unsure they will get into	*
HS1SCHL1STCHOICE	Name of first choice of school	
HS1CLGCHARACTR1	Importance of college characteristics in school choice part 1	
HS1CLGCHARACTR2	Importance of college characteristics in school choice part 2 (continued)	
HS1FIELDSTUDY	Field of study student is considering	*
HS1NINTRO	Financial Aid and Postsecondary Costs Section Introduction	*
HS0IMPSTDYING	Perception of family's ability to pay for college	
HS1FINAIDINFO	Sources of information on financial aid	*
HS1APPLDFINAID	Ever applied for financial aid	*
HS1NOAIDAPPRSN	Reasons not applied for financial aid	*
HS1NOQUALAID	Reasons thought would not qualify for financial aid	*
HS1ESTCLGCOST	Estimate of cost at first choice institution	*
HS1PSECEDUPAY	Sources of money planned to use for college	*
HS1WRKWHILSCHL	Can afford to attend school if not working in the fall of 2024	
HS0OINTRO	Future Career Plans Section Introduction	
HS0EDUEXP	Highest level of education student believes they will attain	
HS1JOBEXP30	Name of job student plans to have at age 30	
HS1NEEDEDUC	Belief of level of education needed for planned job at age 30	
HS1CAREERINT	Reasons student became interested in planned job at age 30	
HS1CAREERCHAR	Importance of career characteristics to student	
HS0QINTRO	Experiences since starting 9 th grade, including effects of Covid-19 section introduction	*
HS1STILLEFFECT	Enduring negative impacts of Covid-19	*
HS1COVIDEVNTS	Negative life experiences since start of 9th grade	*
HS0PREEND	Pre-end survey message	*

Form Name	Form Label	Abbreviated
HS0END	End survey message	*
HS0INCENTIVE	Select incentive and confirm contact information	*
HS0FINALSCREEN	Final screen	*

HS&B:22 First Follow Up Field Test Student Survey

KEY:

* Forms in the Student Abbreviated Survey

HS0FIRSTLANG *

Question Wording:

(To see an English translation, click the “ENGLISH” button at the top of your screen.)

¿Cuál fue el primer idioma que aprendiste a hablar cuando eras niño(a)? ¿Fue...

{HS0FIRSTLANG}

- Inglés? {1}
- Español? {2}
- Otro idioma? {3}
- Inglés y español por igual? {4}
- Inglés y otro idioma por igual? {5}

HS0NAVIGATE *

Question Wording:

¡Muchas gracias por participar! Antes de empezar, aquí tenemos algunas sugerencias útiles.

- Para contestar las preguntas, selecciona en la pantalla la opción que represente tu respuesta.
- Contesta cada pregunta lo más preciso posible; si es necesario, puedes dar una respuesta aproximada.
- Haz clic en el botón que dice "Siguiente" para guardar tus respuestas y continuar.
- Haz clic en el botón "Anterior" para volver a la pantalla anterior.
- To see an English translation, click the “ENGLISH” button at the top of your screen.
- Algunas preguntas tienen una explicación que ayuda a comprender la pregunta o las posibles respuestas. Haz clic en el símbolo de "AYUDA" en la parte de arriba de la pantalla o en el símbolo de ayuda en la encuesta para ver el texto de la explicación de ayuda. El símbolo de "AYUDA" arriba de la pantalla es donde también encontrarás el número gratuito telefónico para pedir ayuda.
- Para que cada pregunta se lea en voz alta (en inglés) haz clic en los botones "PLAY AUDIO" [reproducir audio], "PAUSE AUDIO" [hacer pausa al audio], o "REPLAY AUDIO" [repetir el audio] en la parte de arriba de la pantalla.
- Para proteger tu información, la sesión terminará si la encuesta está inactiva por más de 10 minutos.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

Help Text:

Para pantallas con texto de ayuda específico, esto te dará información sobre una frase o frases en particular o sobre una o más opciones de respuesta. Para pantallas sin texto de ayuda específico, esto te dará información sobre cómo comunicarte con la Línea de Ayuda. Haz clic en la X que está en la esquina de arriba a la derecha o en el botón de "Cerrar" que está en la esquina de abajo a la derecha para cerrar el recuadro.

Si tienes alguna pregunta sobre este estudio, puedes llamar a la Línea de Ayuda al teléfono 855-500-1439 o puedes enviar un correo electrónico a HSB22Survey@rti.org.

Horario de la línea de ayuda: (Todos los horarios son en hora del Este)

De lunes a jueves: de 9am a 10pm

Viernes: de 9am a 9pm

Sábados: de 9:30am a 6pm

Domingos: de 1pm a 9pm

Si tienes preguntas sobre tus derechos como participante en un estudio, por favor llama a la Oficina de Protección de Participantes en Estudios de RTI al teléfono 866-214-2043.

HS0NAVIGATE_OOS *

Question Wording:

¡Muchas gracias por participar! Antes de empezar, aquí tenemos algunas sugerencias útiles.

- Para contestar las preguntas, selecciona en la pantalla la opción que represente tu respuesta.
- Contesta cada pregunta lo más preciso posible; si es necesario, puedes dar una respuesta aproximada.
- Haz clic en el botón que dice "Siguiente" para guardar tus respuestas y continuar.
- Haz clic en el botón "Anterior" para volver a la pantalla anterior.
- Dependiendo del dispositivo que utilices para completar esta encuesta, es posible que tengas que utilizar la función de desplazamiento de tu dispositivo para ver todo el contenido de la pantalla. Si tienes problemas para ver todo el contenido de la pantalla y estás usando un dispositivo móvil para completar esta encuesta, puedes girar el dispositivo hacia un lado para ver la encuesta en modo horizontal.
- To see an English translation, click the "ENGLISH" button at the top of your screen.
- Algunas preguntas tienen una explicación que ayuda a comprender la pregunta o las posibles respuestas. Haz clic en el símbolo de "AYUDA" en la parte de arriba de la pantalla o en el símbolo de ayuda en la encuesta para ver el texto de la explicación de ayuda. El símbolo de "AYUDA" arriba de la pantalla es donde también encontrarás el número gratuito telefónico para pedir ayuda.
- Para que cada pregunta se lea en voz alta (en inglés) haz clic en los botones "PLAY AUDIO" [reproducir audio], "PAUSE AUDIO" [hacer pausa al audio], o "REPLAY AUDIO" [repetir el audio] en la parte de arriba de la pantalla.
- Si necesitas interrumpir y salir de la encuesta en cualquier momento, haz clic en el botón de "SALIR" que está en la esquina de arriba a la izquierda de tu pantalla y cierras el navegador (no solamente la tab o pestaña en que te encuentras). Cuando vuelvas a iniciar sesión, la encuesta continuará a partir de la pantalla en que te saliste.
- Para proteger tu información, la sesión terminará si la encuesta está inactiva por más de 10 minutos.

Para continuar, por favor haz clic en el botón que dice "Siguiente".

Help Text:

Para pantallas con texto de ayuda específico, esto te dará información sobre una frase o frases en particular o sobre una o más opciones de respuesta. Para pantallas sin texto de ayuda específico, esto te dará información sobre cómo comunicarte con la Línea de Ayuda. Haz clic en la X que está en la esquina de arriba a la derecha o en el botón de "Cerrar" que está en la esquina de abajo a la derecha para cerrar el recuadro. Si tienes alguna pregunta sobre este estudio, puedes llamar a la Línea de Ayuda al teléfono 855-500-1439 o puedes enviar un correo electrónico a HSB22Survey@rti.org.

Horario de la línea de ayuda: (Todos los horarios son en hora del Este)
De lunes a jueves: de 9am a 10pm
Viernes: de 9am a 9pm
Sábados: de 9:30am a 6pm
Domingos: de 1pm a 9pm

Si tienes preguntas sobre tus derechos como participante en un estudio, por favor llamas a la Oficina de Protección de Participantes en Estudios de RTI al teléfono 866-214-2043.

HS0BIRTHDATE *

Question Wording:

¿En qué fecha naciste?

Mes:

- Selecciona el mes - {HS0BIRTHMO}

Día:

- Selecciona el día - {HS0BIRTHDAY}

Año:

- Selecciona el año - {HS0BIRTHYR}

HS0SEX *

Question Wording:

¿Cuál es tu sexo?

{HS0SEX}

- Masculino {1}
 - Femenino {2}
-

HS0HISPANIC *

Question Wording:

¿Eres [hispano o latino/hispana o latina/hispano(a) o latino(a)]?

{HS0HISPANIC}

- Sí {1}
- No {0}

Help Text:

[Hispano o latino/Hispana o latina/Hispano(a) o latino(a)]: [Hispano o latino/Hispana o latina/Hispano(a) o latino(a)] se refiere a las personas de origen mexicano, cubano, dominicano, puertorriqueño, centroamericano o sudamericano o que son descendientes de otra cultura española.

HS0HISPETHN

Question Wording:

¿Cuál de los siguientes describe mejor tu ascendencia hispana o latina?
(Selecciona todo lo que corresponda.)

- Mexicana, mexicana americana , o [Chicano/Chicana] {HSOMEXICAN}
 - Cubana {HSOCUBAN}
 - Dominicana {HSODOMINICAN}
 - Puertorriqueña {HSOPUERTORICN}
 - Centroamericana, como por ejemplo guatemalteca, salvadoreña, nicaragüense, costarricense, panameña u hondureña {HSOCENTRALAM}
 - Sudamericana, como por ejemplo colombiana, argentina o peruana {HSOSOUTHAM}
 - Otra hispana o [Latino/Latina/Latino/Latina] {HSOOTHRHISP}
-

HS0RACE *

Question Wording:

[Además de informarnos sobre tu ascendencia hispana o latina, también quisiéramos saber acerca de tu origen racial/no fill.] ¿Cuál de las siguientes opciones describe tu raza?
(Selecciona todo lo que corresponda.)

- Indígena de las Américas o nativa de Alaska {HSOAMERINDIAN}
- Asiática {HSOASIAN}
- Negra o afroamericana {HSOBLACK}
- Nativa de Hawái o de otras islas del Pacífico {HSOHAWAIIAN}
- Blanca {HSOWHITE}

Help Text:

Para cumplir con los estándares federales para recopilar información sobre raza y grupo étnico, a las personas de etnicidad hispana o latina se les pregunta su origen racial.

Indígena de las Américas o nativa de Alaska: Personas con orígenes en cualquiera de los pueblos originales de América del Norte, América del Sur o América Central, y que mantienen afiliación tribal o apego a su comunidad. Ejemplos de tribus incluyen *Navajo Nation*, *Blackfeet Tribe*, *Mayas*, *Aztecas*, *Native Village of Barrow Inupiat Traditional Government* y *Nome Eskimo Community*.

Asiática: Personas con orígenes en cualquiera de los pueblos originales de oriente, del sudeste asiático y del subcontinente indio. Esto incluye, por ejemplo, a las personas de China, Vietnam, las Filipinas, Corea, India, Japón, Pakistán, Camboya y Laos.

Negra o afroamericana: Personas de origen o extracción cultural de cualquiera de los grupos raciales negros de África. Esto incluye, por ejemplo, personas afroamericanas y personas de Jamaica, Haití, Nigeria, Etiopía y Somalia.

Nativa de Hawái o de otras islas del Pacífico: Personas con orígenes en cualquiera de los pueblos originales de las islas del Pacífico. Esto incluye, por ejemplo, personas de Hawái, Samoa, las Marianas, Tonga, Fiji y las Islas Marshall.

Blanca: Personas con origen o extracción cultural de Europa, el Medio Oriente o del norte de África. Esto incluye, por ejemplo, personas de Alemania, Irlanda, Inglaterra, Italia, Líbano y Egipto.

HS0ASIA

NETHN

Question Wording:

¿Cuál de los siguientes describe mejor tu ascendencia asiática?
(Selecciona todo lo que corresponda.)

- India asiática {HS0ASIANINDN}
- China {HS0CHINESE}
- Filipina {HS0FILIPINO}
- Japonesa {HS0JAPANESE}
- Coreana {HS0KOREAN}
- Vietnamita {HS0VIETNAMESE}
- Otra asiática {HS0OTHERASIAN}

HS0FRQ

LANGHOM

Question Wording:

Antes dijiste que [uno de los idiomas/el primer idioma] que aprendiste a hablar fue [español/un idioma que no es inglés].

¿Con qué frecuencia hablas [español/un idioma que no sea inglés] en tu hogar?

{HS0FRQLANGHOM}

- Nunca {1}
- Algunas veces {2}
- Más o menos la mitad del tiempo {3}
- La mayor parte del tiempo {4}
- Siempre {5}

HS1FRQENGHOM *

Question Wording:

¿Con qué frecuencia hablas inglés en tu hogar?

{HS1FRQENGHOM}

- Nunca {1}
 - Algunas veces {2}
 - Más o menos la mitad del tiempo {3}
 - La mayor parte del tiempo {4}
 - Siempre {5}
-

HS0FRQLANGFRI

Question Wording:

¿Con qué frecuencia hablas [español/un idioma distinto del inglés] con tus amigos?

{HS0FRQLANGFRI}

- Nunca {1}
 - Algunas veces {2}
 - Más o menos la mitad del tiempo {3}
 - La mayor parte del tiempo {4}
 - Siempre {5}
-

HS0LANGPREF *

Question Wording:

¿Qué idioma prefieres hablar la mayoría del tiempo?

{HS0LANGPREF}

- Inglés {1}
 - [Español/Un idioma distinto del inglés] {2}
 - Ambos idiomas casi por igual {3}
-

HS0ENG

FLUEN

Question Wording:

¿Qué tan bien haces lo siguiente?
(Selecciona una opción en cada línea.)

	Muy bien {1}	Bien {2}	No muy bien {3}	Para nada {4}
Entender el inglés hablado {HS0ENGUNDERST}	○	○	○	○
Hablar en inglés {HS0ENGSPEAK}	○	○	○	○
Leer en inglés {HS0ENGREAD}	○	○	○	○

Escribir en inglés {HS0ENGWRITE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
----------------------------------	-----------------------	-----------------------	-----------------------	-----------------------

HS0ESL**ENROLL****Question Wording:**

¿Alguna vez has estado en un programa de Estudiantes del Idioma Inglés (ELLs, por sus siglas en inglés), tal como Inglés como Segundo Idioma o ESL, inmersión en inglés o educación bilingüe?

{HS0ESLENROLL}

- Sí {1}
- No {0}
- No sabes {99}

HS1CURRESL**Question Wording:**

¿**Actualmente** estás en un programa de Estudiantes del Idioma Inglés (ELLs, por sus siglas en inglés), tal como Inglés como Segundo Idioma o ESL, inmersión en inglés o educación bilingüe?

{HS1CURRESL}

- Sí {1}
- No {0}
- No sabes {99}

HS0AINTRO ***Question Wording:**

Ahora quisiéramos cierta información que en el futuro nos va a permitir contactarte para este estudio.

Tu información de contacto se guardará en archivos protegidos y separada de tus otras respuestas.

Para continuar, por favor haz clic en el botón que dice "Siguiente".

HS0RCN**TCTINF1 *****Question Wording:**

Por favor confirma o proporciona **tu** nombre completo y la dirección actual de tu hogar. [Esta información nos la dio tu escuela.] Si tu información de contacto no es correcta o está incompleta, por favor corrígela abajo. Luego haz clic en "Siguiente" para continuar.

Nombre:

Primer nombre: {HS0FIRSTNAME}

Segundo nombre: {HS0MIDNAME}
Apellido(s): {HS0LASTNAME}
Sufijo (por ejemplo, Jr, Sr, Third, III):
{HS0SUFFIX}

Question Wording:

Dirección:

Calle: {HS0ADDNUMST}

{HS0ADDCONT}

Ciudad: {HS0ADDCITY}

Estado:

-Selecciona una respuesta- {HS0ADDSTATE}

Código postal:

Encuentra la ciudad y el estado desde el código postal {HS0ADDZIP}

Por favor marca aquí si la dirección es en el extranjero. {HS0ADDFOR}

Dirección (extranjera): {HS0ADDFAD}

Ciudad (extranjera): {HS0ADDFCY}

País (extranjero): {HS0ADDFC}

Estado/Provincia (extranjero(a)): {HS0ADDFS}

Código postal (extranjero): {HS0ADDFZ}

HS0RCNTCTINF2 *

Question Wording:

Por favor confirma o proporciona tu número de teléfono celular y otros números de teléfono, incluyendo el código de área y tu correo electrónico principal. [Esta información nos la dio tu escuela.] Si tu información de contacto no es correcta o está incompleta, por favor corrígela abajo. Luego haz clic en "Siguiendo" para continuar.

Número de teléfono celular: {HS0CELLCODEC}

{HS0CELLTEL1C}

{HS0CELLTEL2C}

No tienes número de teléfono **celular**. {HS0NOCELLTELC}

Otro número de teléfono: {HS0OTHCODE}

{HS0OTHTEL1}

{HS00THTEL2}

{HS0NOOTHTEL}

- No tienes otro número de teléfono. {2}
- No sabes tu otro número de teléfono. {99}

Correo electrónico: {HS0EMAILADD}

No tienes correo electrónico. {HS0NOEMAILADD}

HS0NAVIGATE2 *

Question Wording:

¡Muchas gracias por participar! Antes de empezar, aquí tenemos algunas sugerencias útiles.

- Para contestar las preguntas, selecciona en la pantalla la opción que represente tu respuesta.
- Contesta cada pregunta lo más preciso posible; si es necesario, puedes dar una respuesta aproximada.
- Haz clic en el botón que dice "Siguiete" para guardar tus respuestas y continuar.
- Haz clic en el botón "Anterior" para volver a la pantalla anterior.
- Dependiendo del dispositivo que utilices para completar esta encuesta, es posible que tengas que utilizar la función de desplazamiento de tu dispositivo para ver todo el contenido de la pantalla. Si tienes problemas para ver todo el contenido de la pantalla y estás usando un dispositivo móvil para completar esta encuesta, puedes girar el dispositivo hacia un lado para ver la encuesta en modo horizontal.
- To see an English translation, click the "ENGLISH" button at the top of your screen.
- Algunas preguntas tienen una explicación que ayuda a comprender la pregunta o las posibles respuestas. Haz clic en el símbolo de "AYUDA" en la parte de arriba de la pantalla o en el símbolo de ayuda en la encuesta para ver el texto de la explicación de ayuda. El símbolo de "AYUDA" arriba de la pantalla es donde también encontrarás el número gratuito telefónico para pedir ayuda.
- Para que cada pregunta se lea en voz alta (en inglés) haz clic en los botones "PLAY AUDIO" [reproducir audio], "PAUSE AUDIO" [hacer pausa al audio], o "REPLAY AUDIO" [repetir el audio] en la parte de arriba de la pantalla.
- Si necesitas interrumpir y salir de la encuesta en cualquier momento, haz clic en el botón de "SALIR" que está en la esquina de arriba a la izquierda de tu pantalla y cierras el navegador (no solamente la tab o pestaña en que te encuentras). Cuando vuelvas a iniciar sesión, la encuesta continuará a partir de la pantalla en que te saliste.
- Para proteger tu información, la sesión terminará si la encuesta está inactiva por más de 10 minutos.

Para continuar, por favor haz clic en el botón que dice "Siguiete".

Help Text:

Para pantallas con texto de ayuda específico, esto te dará información sobre una frase o frases en particular o sobre una o más opciones de respuesta. Para pantallas sin texto de ayuda específico, esto te dará información sobre cómo comunicarte con la Línea de Ayuda. Haz clic en la X que está en la esquina de arriba a la derecha o en el botón de "Cerrar" que está en la esquina de abajo a la derecha para cerrar el recuadro.

HS1BINTRO *

Question Wording:

Ahora vamos a hacerte algunas preguntas acerca de tus planes para terminar *high school*. Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS1HSCREDEXP ***Question Wording:**

Cuando termines tu programa actual, ¿cuál de las siguientes cosas es más probable que recibas?

{HS1HSCREDEXP}

- Diploma regular de *high school* {1}
- Diploma con honores {2}
- Diploma de *International Baccalaureate* (diploma IB) {3}
- Certificado de asistencia {4}
- GED, HiSET, TASC u otro equivalente a *high school* {5}
- Otra cosa {6}

Por favor, especifica :

{HS1HSCREDEXP_other}

HS1EXPAADEG**Question Wording:**

Algunos estudiantes de *high school* se gradúan con un grado asociado aparte del diploma de *high school*. Estos estudiantes usualmente están matriculados en un programa escolar doble, universidad temprana en *high school* (*early college high school*) o en un programa de estudio (POS) de Educación Técnica y Profesional (CTE).

¿Esperas recibir un título de grado asociado aparte del diploma de *high school* cuando te gradúes de *high school*?

{HS1EXPAADEG}

- Sí {1}
- No {0}
- No sabes {99}

Help Text:

Programa de matriculación doble: Un programa de matriculación doble es un sistema organizado con pautas especiales que permiten a los estudiantes de *high school* tomar cursos a nivel universitario, que se pueden ofrecer en el campus de una institución postsecundaria, a través de clases a distancia, o en el campus de esa institución. **No incluya los programas de Cursos Avanzados (AP por sus siglas en inglés) o Bachillerato Internacional (IB por sus siglas en inglés) como programas de matriculación doble.**

Universidad Temprana en *High school*: La Universidad Temprana en *High school* son programas formales conjuntos que permiten a los estudiantes completar simultáneamente los requisitos para un diploma de *high school*, mientras obtienen un grado asociado o hasta dos años de créditos universitarios para aplicar a un grado universitario, cuando toman una combinación de clases de *high school* y universidad en los grados de

9 a 12. Las clases de Universidad Temprana en *High school* pueden impartirse ya sea en el campus de una institución educativa de *high school* o una después de *high school* (por ejemplo, en las instalaciones de un *college* comunitario.)

Programa de estudio (POS) de educación técnica y profesional (CTE): Los cursos de educación técnica y profesional enseñan a los estudiantes las habilidades necesarias para ejercer carreras en campos ocupacionales específicos. Algunos estudiantes se inscriben en un programa de estudio (POS) de educación técnica y profesional (CTE) para tomar cursos en un campo que los prepara para una carrera específica. En algunos casos, los estudiantes tienen que obtener un grado asociado al terminar el programa. Los cursos pueden ser en áreas tales como Agricultura, Alimentos y recursos naturales; Arquitectura y construcción; Artes, tecnología audiovisual, y comunicaciones; Administración de empresas; Educación y entrenamiento; Finanzas; Gobierno y administración pública; Ciencias de la salud; Hotelería y turismo; Servicios humanos; Tecnologías de la información; Derecho; Seguridad pública; Instituciones penales y seguridad; Manufactura; Márketing; Ciencias, tecnología, ingeniería y matemáticas; o Transporte, distribución y logísticas.

HS1EXPGRDDAT

Question Wording:

¿Cuándo esperas recibir tu [*high school* credential]?

{HS1EXPGRDDAT}

- Primavera de 2024 {1}
- Verano de 2024 {2}
- Después del verano de 2024 {3}

HS1HSPROGRAM *

Question Wording:

De las siguientes afirmaciones, ¿cuál describe mejor tu programa actual de *high school*?

{HS1HSPROGRAM}

- Programa general de *high school* {1}
- Preparatorio para la universidad, académico o académico especializado (tal como Ciencias o Matemáticas) {2}
- Profesional y técnico, de negocios o vocacional {3}
- Otro programa especializado de *high school* (tal como Bellas Artes) {4}
- Programa de educación especial {5}
- Programa alternativo, para seguir en la escuela o para prevenir el abandono escolar {6}
- Otro programa {7}
- No sé {8}

Por favor, especifica:

{HS1HSPROGRAM_other}

HS1CINTRO *

Question Wording:

Ahora vamos a preguntarte sobre los cursos que posiblemente estés tomando o hayas tomado durante *high school*.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS1ARTSCRSE ***Question Wording:**

¿Qué cursos de arte estás tomando?
(Selecciona todo lo que corresponda.)

- Cualquier curso de artes visuales {HS1VISUALART}
- Cualquier curso de música {HS1MUSIC}
- Cualquier curso de teatro {HS1THEATER}
- Cualquier curso de danza {HS1DANCE}
- Cualquier curso de arte y tecnología {HS1MEDIAART}
- Cualquier curso de escritura creativa (aparte de los cursos requeridos de literatura o de inglés) {HS1CREATWRIT}
- No estoy tomando ningún curso de artes {HS1ARTNONE}

Help Text:

Cualquier curso de artes visuales: los cursos de artes visuales pueden incluir Fundamentos Generales del Arte, Dibujo o pintura, Cerámica, Escultura, Portafolio de arte, Historia del arte, Apreciación del arte, Comunicación visual, Historia del arte (incluyendo AP), Dibujo (incluyendo AP), Arte bidimensional (incluyendo AP), Manualidades, Multimedia, Grabado, Arte tridimensional (incluyendo AP), Joyería, Arte IB, Textiles, Caligrafía u otros cursos de artes.

Cualquier curso de música: los cursos de música pueden incluir Banda, Coro, Teoría musical (incluyendo AP), Música general, Orquesta, Guitarra, Piano, Tecnología musical, lecciones de un instrumento en particular, Música IB, Conjunto de música del mundo, Composición de música o letra de canciones u otros cursos de música

Cualquier curso de teatro: los cursos de teatro pueden incluir Artes teatrales, Fundamentos de artes dramáticas, Actuación, Escenografía, Musicales, Producción teatral, Dirección, Dramaturgia, Historia del teatro, Teatro IB u otros cursos de teatro.

Cualquier curso de danza: los cursos de danza pueden incluir Danza general, Técnica de danza (por ejemplo, Ballet, Jazz, Danza Moderna, etc.), Coreografía, Repertorio de danza, Danzas del mundo, Improvisación de danza, Apreciación/Historia de la danza, Danza IB, Colorguard/Auxiliary u otros cursos de baile.

Cualquier curso de arte: los cursos de arte y tecnología pueden incluir Fundamentos de arte y tecnología, Imágenes digitales, Diseño interactivo, Diseño de juegos interactivos, Diseño web, Fotografía, Cinematografía/Videografía, Animación, Diseño gráfico, Diseño de sonido digital, Diseño virtual, Medios para presentaciones artísticas, Diseño multimedia, Diseño entre medios, Programación en computadora para expresión artística o tecnología creativa, Teoría de las artes de los medios, Alfabetización en medios de arte u otros cursos de artes y tecnología.

Cualquier curso de escritura creativa: los cursos de escritura creativa se enfocan en desarrollar técnica y estilo individual al escribir poesía, cuentos, obras de teatro, ensayos personales u otras formas de prosa. La mayoría de los cursos de escritura creativa cubren muchas formas expresivas de escritura, pero otros pueden concentrarse en una forma en particular, como poesía, no ficción creativa, dramaturgia u otras.

HS1NOARTRSN *

Question Wording:

¿Alguna de las siguientes frases describe la razón por la que no estás tomando un curso de artes en este periodo escolar?

(Selecciona todo lo que corresponda.)

- Tomé un curso de artes en el otoño . {HS1NOARTFALL}
 - No era requisito para la graduación de *high school*. {HS1NOARTHSREQ}
 - No estoy realmente interesado(a) en las artes. {HS1NOARTINTRST}
 - No me va bien en las artes. {HS1NOARTSTRGGL}
 - Los cursos de artes no me exigen demasiado. {HS1NOARTTOOEASY}
 - Mi(s) madre(s)/padre(s) me desanimaron a que tome ese tipo de curso. {HS1NOARTPARREC}
 - Un maestro o consejero escolar me desanimó a que tome ese tipo de curso {HS1NOARTCOUNREC}
 - Mis amigos no están tomando ese tipo de curso. {HS1NOARTFRNDS}
 - No se ofrecen cursos de arte. {HS1NOARTOFFRD}
 - No lo necesitaré para ingresar al *college* o universidad. {HS1NOARTCOLADM}
 - No lo necesitaré para que me vaya bien en el *college* o universidad. {HS1NOARTCOLSUCCESS}
 - No lo necesitaré para mi carrera. {HS1NOARTJOBREQ}
 - No me lo asignaron. {HS1NOARTASSIGND}
 - Participo en las artes de otras maneras. {HS1NOARTOTHPART}
 - Otra razón {HS1NOARTOTHER}
-

HS1TAKEARTRSN *

Question Wording:

¿Alguna de las siguientes frases describe la razón por la que estás tomando un curso de artes en este período escolar?

(Selecciona todo lo que corresponda.)

- Es requisito de la escuela. {HS1ARTHSREQ}
- Estoy realmente interesado(a) en las artes. {HS1ARTINTRST}
- Me gusta el desafío {HS1ARTCHALL}
- Quiero aprender a mejorar una habilidad. {HS1ARTLRNSKLL}
- Mis padres me animaron a que lo tome. {HS1ARTPARREC}
- Un maestro o un consejero escolar me animó a que lo tomara. {HS1ARTCOUNREC}
- Mis amigos lo están tomando. {HS1ARTFRNDS}
- Lo necesitaré para ingresar a la universidad. {HS1ARTCOLADMREQ}
- Lo necesitaré para que me vaya bien en la universidad . {HS1ARTCOLSUCCESS}
- Lo necesitaré para mi carrera. {HS1ARTJOBREQ}
- Me lo asignaron. {HS1ARTASSIGND}

- Alguna otra razón {HS1ARTOTHER}
- No sé por qué estoy tomando este curso. {HS1ARTDK}

HS1ARTBELIEF1 *

Question Wording:

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes afirmaciones acerca de tu(s) curso(s) de arte [actual(es)/más reciente(s)]?
 (Selecciona una opción en cada línea.)

	Muy de acuerdo {1}	De acuerdo {2}	En desacuerdo {3}	Muy en desacuerdo {4}
Esta(s) clase(s) hace(n) que me sienta bien de ir a la escuela. {HS1GOODSCHLART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esta(s) clase(s) me [ayuda(n)/ha(n) ayudado] a apreciar más otras clases. {HS1APPREART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esta(s) clase(s) [mejora(n)/ha(n) mejorado] mi sensación general de bienestar. {HS1HAPPYART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lo que los estudiantes [aprenden/ aprendieron] en [este curso/estos cursos] es útil para la vida diaria. {HS1USELIFEART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1ARTB

ELIEF2 *

Question Wording:

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes afirmaciones sobre [tu(s) curso(s) de arte actual(es)/más reciente(s)]?
 (Selecciona una opción en cada línea.)

	Muy de acuerdo {1}	Acuerdo {2}	En desacuerdo {3}	Muy en desacuerdo {4}
Lo que los estudiantes [aprendan/ aprendieron] en [este curso/estos cursos] será útil para la universidad. {HS1USECLGART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lo que los estudiantes [aprendan/aprendieron] en [este curso/estos cursos] será útil para una carrera en el futuro, ya sea o no en las artes. {HS1USEJOBART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Estoy disfrutando/disfruté] mucho de esta(s) clase(s). {HS1ENJOYART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Creo que esta(s) clase(s) [es/son/fue/fueron] una pérdida de tiempo {HS1WASTEART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Estoy/estaba] seguro(a) de que [puedo/podría] dominar las habilidades que se enseñan en [este curso/estos cursos]. {HS1MASTSKLLART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1ARTMINDSET *

Question Wording:

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes afirmaciones acerca del arte?

(Selecciona una opción en cada línea.)

	Muy de acuerdo {1}	De acuerdo {2}	En desacuerdo {3}	Muy en desacuerdo {4}
La mayoría de las personas pueden aprender a desempeñarse bien en las artes. {HS1CANLRNART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Para tener habilidad para desempeñarse bien en las artes hay que nacer con ella. {HS1BORNWTHART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me considero una persona artística. {HS1PERSON1ART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otros me consideran una persona artística. {HS1PERSON2ART}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1FUTUREARTS

Question Wording:

Después de *high school*, ¿qué tan improbable o probable es que ...

(Selecciona una opción en cada línea.)

	Muy Improbable {1}	Improbable {2}	Probable {3}	Muy Probable {4}
asistas a eventos o actividades artísticas en tu tiempo libre, ya sean en persona o virtuales? {HS1FUTARTEVENT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
tomes clases de arte, ya sean en persona o virtuales? {HS1FUTARTCLASS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

crees o realices arte por cuenta propia? {HS1FUTARTCREATE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------

Help Text:

Artes: Artes visuales, artes literarias, música, teatro, danza, y artes y medios tecnológicos.

HS1EVRCTECSRSE

Question Wording:

Desde que empezaste 9º grado en el otoño de 2020, ¿has tomado cursos de educación técnica y profesional (CTE) en tu *high school*, en un *college* comunitario, o en un centro de educación técnica y profesional (CTE)?

{HS1EVRCTECSRSE}

- Sí {1}
- No {0}
- No sabes {99}

Help Text:

Cursos de educación técnica y profesional (CTE): Estos cursos enseñan habilidades que los estudiantes necesitan para carreras en áreas ocupacionales específicas.

Algunos estudiantes toman cursos en distintas áreas para explorar opciones de carreras. Otros estudiantes toman cursos en distintas áreas para prepararse para una carrera específica. Algunas Escuelas los llaman *Career Clusters*, *Career Pathways*, o Programas de estudio (POS). En algunos casos, los estudiantes pueden obtener una certificación o credencial reconocida por la industria al completar el trabajo del curso. Algunos ejemplos de una certificación o credencial reconocida por la industria pueden incluir un asistente de enfermería certificado (CNA), un técnico de reparación de automóviles, o un técnico de reparación de HVAC/calefacción, ventilación y aire acondicionado.

Los cursos pueden ser en áreas como agricultura, alimentos y recursos naturales; arquitectura y construcción; artes, tecnología audiovisual y comunicaciones; administración de empresas; educación y entrenamiento; finanzas; gobierno y administración pública; ciencias de la salud; hospitalidad y turismo; servicios humanos; tecnología de la información; derecho, seguridad pública, correccionales y vigilancia; fabricación; marketing; ciencias, tecnología, ingeniería y matemáticas; o transporte, distribución y logísticas.

HS1NOCTERSN *

Question Wording:

¿Por qué no has tomado ningún curso de educación profesional y técnica (CTE) durante *high school*? (Selecciona todo lo que corresponda.)

- En mi escuela no se ofrecía CTE. {HS1NOCTEOFFRD}
- No había cursos de CTE relacionados con mis intereses de carrera. {HS1NOCTERELVNT}
- No pude acomodar cursos de CTE en mi horario escolar. {HS1NOCTESCHED}
- No estoy seguro(a) de qué quiero hacer después de *high school*, así que no tomé ningún curso de CTE. {HS1NOCTEPOSTHS}

- El programa de CTE no cumplía con mis objetivos de carrera ni con mis objetivos futuros. *{HS1NOCTEGOALS}*
 - Mi consejero escolar me recomendó no hacerlo. *{HS1NOCTECOUNREC}*
 - Mi padre/mi madre me recomendó no hacerlo. *{HS1NOCTEPARREC}*
 - Mi maestro(a) no lo recomendó como objetivo futuro. *{HS1NOCTETCHREC}*
 - Otra razón *{HS1NOCTEOTHER}*
- Por favor, especifica: *{HS1NOCTEOTHER_other}*

Help Text:

Cursos de educación profesional y técnica: Los cursos de educación profesional y técnica enseñan a los estudiantes las habilidades necesarias para carreras en campos ocupacionales específicos.

HS1TAKECTERSN⁷ *

Question Wording:

¿Por qué has tomado cursos de educación profesional y técnica (CTE)?
(Selecciona todo lo que corresponda.)

- Para aprender o mejorar una habilidad. *{HS1CTELRNSKLL}*
 - Me gusta el aprendizaje práctico. *{HS1CTEHANDSON}*
 - Disfruto del tema(s). *{HS1CTEENJOY}*
 - Para explorar opciones de carrera. *{HS1CTEJOBEXPLOR}*
 - Para prepararme para mi carrera. *{HS1CTEJOBPREP}*
 - Para mejorar mi promedio o GPA. *{HS1CTERAISEGPA}*
 - Por interés personal. *{HS1CTEPERSONAL}*
 - Para aumentar mis posibilidades de obtener un buen empleo. *{HS1CTEJOBPROSPCT}*
 - Para obtener créditos universitarios y/o certificaciones. *{HS1CTECOLLURED}*
 - Para cumplir con un requisito para graduarme. *{HS1CTEGRADREQ}*
 - Mi consejero(a) escolar lo recomendó. *{HS1CTECOUNREC}*
 - Mi padre/mi madre lo recomendó. *{HS1CTEPARREC}*
 - Mi maestro(a) lo recomendó. *{HS1CTETCHREC}*
 - Otra razón *{HS1CTEOTHER}*
- Por favor, especifica: *{HS1CTEOTHER_other}*

Help Text:

Los cursos de educación técnica y profesional enseñan a los estudiantes las habilidades necesarias para ejercer carreras en campos ocupacionales específicos.

HS1CTEPATHWAY

⁷ Items adapted from the Career and Technical Education Career Interest Survey by the Educational Research Center of America.

Question Wording:

Desde que empezaste 9º grado, en el otoño del 2020, ¿te has matriculado en un *Career Cluster*, *Career Pathway* o Programa de estudio (POS) de CTE?

{HS1CTEPATHWAY}

- Sí {1}
- No {0}
- No sabes {99}

Help Text:

Career Cluster: Hay 16 grupos de carreras o *career clusters* para los cursos de CTE. Estos cursos no son carreras específicas sino áreas que incluyen: Agricultura, Alimentos y recursos naturales; Arquitectura y construcción; Artes, Tecnología audiovisual y comunicaciones; Gestión y administración de negocios; Educación y entrenamiento; Finanzas; Administración gubernamental y pública; Ciencias de la salud; Hotelería y turismo; Servicios humanos; Tecnología de información; Leyes, Seguridad pública, Centros correccionales y seguridad; Manufactura; Mercadeo; Ciencia, Tecnología, Ingeniería y matemáticas; y Transporte, distribución y logística.

Career Pathway o Programa de Estudio (POS): Una trayectoria de carreras o *career pathway*, o un programa de estudios define las actividades y las experiencias que el estudiante debe completar para desarrollar las habilidades necesarias para una carrera específica en el *career cluster*. Estos requisitos pueden incluir actividades relacionadas con la carrera específica, cursos que enseñan habilidades que los estudiantes necesitarán en muchas carreras, al igual que experiencias tales como observación de personas haciendo su trabajo, pasantías, aprendizaje mediante el servicio, aprender con un mentor y aprendizaje práctico. Completar estos requisitos de manera satisfactoria permite obtener un certificado o un diploma orientado a un Sector de Carreras de *high school*.

HS1CTECAREER⁸ ***Question Wording:**

¿Planeas seguir una carrera en la carrera y campo técnico en los que estás estudiando?

{HS1CTECAREER}

- Sí {1}
- No {0}
- No sabes {99}

HS1ENOUGHSKLL**Question Wording:**

¿Sientes que tienes suficientes habilidades en este momento para el trabajo o la carrera en que te ves dentro de 5 años?

{HS1ENOUGHSKLL}

- No, necesitaré más entrenamiento laboral/aprendizaje {1}

⁸ Item adapted from the Career and Technical Education Career Interest Survey by the Educational Research Center of America.

- No, necesitaré más experiencia de trabajo/entrenamiento en el trabajo {2}
- No, tendré que ir a un *college* o universidad de dos o cuatro años {3}
- No, tendré que ir a una escuela vocacional o de oficios {4}
- Sí, tengo suficientes habilidades {5}

HS1EINTRO *

Question Wording:

Las siguientes preguntas son acerca de tus experiencias en la escuela.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS0INCRACETH *

Question Wording:

¿Qué tan de acuerdo o en desacuerdo estás con las siguientes afirmaciones acerca de tu escuela?
(Selecciona una opción en cada línea.)

	Muy de acuerdo {1}	De acuerdo {2}	Un poco de acuerdo {3}	Un poco en desacuerdo {4}	En desacuerdo {5}	Muy en desacuerdo {6}
En la escuela me siento más cercano(a) a otros de mí misma raza/grupo étnico. {HS0CLSRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otras personas en mi escuela me juzgan en base a mi raza/grupo étnico. {HS0JDGRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me meto en peleas con otros en mi escuela debido a mi raza/grupo étnico. {HS0FGHTRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hay gente en la escuela que no quiere estar conmigo debido a mi raza/grupo étnico. {HS0AVDRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1DISCIPLINE⁹ *

⁹ Used with permission. Cornell, D., Huang, F., Konold, T., Malone, M., Datta, P., Stohman, S., Burnette, A., & Meyer, J. P. (2016). *Development of a Standard Model for School Climate and Safety Assessment: Final Report*. Charlottesville, VA: Curry School of Education, University of Virginia.

Question Wording:

Pensando en tu escuela actual, ¿qué tan de acuerdo o en desacuerdo estás con las siguientes afirmaciones? Selecciona la opción que más se acerca a lo que piensas.
(Selecciona una opción en cada línea.)

	Muy de acuerdo {1}	De acuerdo {2}	En desacuerdo {3}	Muy en desacuerdo {4}
Las reglas escolares son justas. {HS1FAIRRULES}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El castigo por romper las reglas de la escuela es el mismo para todos los estudiantes. {HS1EQLPUNISH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A los estudiantes de esta escuela sólo se les castiga cuando lo merecen. {HS1DSRVPUNISH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A los estudiantes se les suspende sin una buena razón. {HS1SUSPNDRSN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuando se les acusa de hacer algo mal a los estudiantes se les permite explicarse. {HS1STUDHEARD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes son tratados de manera justa, sin importar su raza o grupo étnico. {HS1FAIRRACEETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los adultos son muy estrictos en esta escuela. {HS1STRCTADLTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1CODE**SWITCH *****Question Wording:**

Algunas personas sienten la necesidad de cambiar su manera de actuar en diferentes situaciones. Cuando estás en la escuela, ¿con qué frecuencia sientes la necesidad de cambiar el modo en que te presentas en los siguientes aspectos?
(Selecciona una opción en cada línea.)

	Nunca {1}	Rara vez {2}	Algunas veces 3}	Con frecuencia {4}	Siempre {5}
Tu lenguaje, por ejemplo, tu manera de hablar o las palabras que usas {HS1SWITCHSPEAK}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tu apariencia, por ejemplo, tu manera de vestir o cómo te arreglas el cabello {HS1SWITCHSTYLE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tu lenguaje corporal o tus gestos {HS1SWITCHBODYLANG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otro aspecto {HS1SWITCHOTHER}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Por favor, especifica: {HS1SWITCHOTHER_other}					

REMARK¹⁰ *
Question Wording:

Ahora te vamos a preguntar sobre algunos tipos de comentarios que pudiste haber escuchado en la escuela. Este primer grupo de preguntas trata acerca de comentarios negativos que quizás hayas escuchado en la escuela acerca de **la orientación sexual de alguien**. Elige la respuesta que mejor describa tu experiencia en la escuela.

Question Wording:

1. ¿Con qué frecuencia escuchas comentarios negativos acerca de la orientación sexual de alguien por parte de **otros estudiantes** en tu escuela?

{HS1SOGIFRQSTUA}

- Nunca {1}
- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Dirías que los comentarios negativos acerca de la orientación sexual de alguien provienen de:

{HS1SOGIAMTSTUA}

- Unos pocos estudiantes {1}
- Algunos estudiantes {2}
- La mayoría de los estudiantes {3}

Question Wording:

2. ¿Con qué frecuencia escuchas comentarios negativos acerca de la orientación sexual de alguien por parte de **adultos** en tu escuela?

{HS1SOGIFRQADLTSA}

- Nunca {1}

¹⁰ The items in this series, HS1SOGIREMARK, HS1RACEREMARK, HS1RELIGREMARK, HS1DISABREMARK, and HS1GENDREMARK, have been adapted from the Gay, Lesbian, Straight, Education Network (GLSEN) National School Climate Survey developed by Kosciw & Diaz (2006). This work can be found at the following source: Hamburger ME, Basile KC, Vivolo AM. *Measuring Bullying Victimization, Perpetration, and Bystander Experiences: A Compendium of Assessment Tools*. Atlanta, GA: Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, 2011.

- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Dirías que los comentarios negativos acerca de la orientación sexual de alguien provienen de:

{HS1SOGIAMTADLTA}

- Unos pocos adultos {1}
- Algunos adultos {2}
- La mayoría de los adultos {3}

HS1RACEREMARK *

Question Wording:

El siguiente grupo de preguntas trata acerca de comentarios negativos que quizás hayas escuchado en la escuela acerca de **la raza o grupo étnico de alguien**. Elige la respuesta que mejor describa tu experiencia en la escuela.

Question Wording:

1. ¿Con qué frecuencia escuchas comentarios negativos acerca de la raza o grupo étnico de alguien por parte de **otros estudiantes** en tu escuela?

{HS1RACEFRQSTUA}

- Nunca {1}
- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Dirías que los comentarios negativos acerca de la raza o grupo étnico de alguien provienen de:

{HS1RACEAMTSTUA}

- Unos pocos estudiantes {1}
- Algunos estudiantes {2}
- La mayoría de los estudiantes {3}

Question Wording:

2. ¿Con qué frecuencia escuchas comentarios negativos acerca de la raza o grupo étnico de alguien por parte de **adultos** en tu escuela?

{HS1RACEFRQADLTA}

- Nunca {1}

- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Diría que los comentarios negativos acerca de la raza o grupo étnico de alguien provienen de:

{HS1RACEAMTADLTA}

- Unos pocos adultos {1}
- Algunos adultos {2}
- La mayoría de los adultos {3}

HS1RELI

GREMARK *

Question Wording:

El siguiente grupo de preguntas trata acerca de comentarios negativos que quizás hayas escuchado en la escuela acerca de **la religión de alguien**. Elige la respuesta que mejor describa tu experiencia en la escuela.

Question Wording:

1. ¿Con qué frecuencia escuchas comentarios negativos acerca de la religión de alguien por parte de **otros estudiantes** en tu escuela?

{HS1RELIGFRQSTUA}

- Nunca {1}
- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Dirías que los comentarios negativos acerca de la religión de alguien provienen de:

{HS1RELIGAMTSTUA}

- Unos pocos estudiantes? {1}
- Algunos estudiantes? {2}
- La mayoría de los estudiantes? {3}

Question Wording:

2. ¿Con qué frecuencia escuchas comentarios negativos acerca de la religión de alguien por parte de **adultos** en tu escuela?

{HS1RELIGFRQADLTA}

- Nunca {1}
- Rara vez {2}

- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Dirías que los comentarios negativos acerca de la religión de alguien provienen de:

{HS1RELIGAMTADLTA}

- Unos pocos adultos? {1}
- Algunos adultos? {2}
- La mayoría de los adultos? {3}

HS1DISA

BREMARK *

Question Wording:

Este siguiente grupo de preguntas trata acerca de comentarios negativos que quizás hayas escuchado en tu escuela acerca de **la discapacidad de alguien**. Elige la respuesta que mejor describa tu experiencia en la escuela.

Question Wording:

1. ¿Con qué frecuencia escuchas comentarios negativos acerca de la discapacidad de alguien por parte de **otros estudiantes** en tu escuela?

{HS1DISABFRQSTUA}

- Nunca {1}
- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Dirías que los comentarios negativos acerca de la discapacidad de alguien provienen de:

{HS1DISABAMTSTUA}

- Unos pocos estudiantes? {1}
- Algunos estudiantes? {2}
- La mayoría de los estudiantes? {3}

Question Wording:

2. ¿Con qué frecuencia escuchas comentarios negativos acerca de la discapacidad de alguien por parte de **adultos** en tu escuela?

{HS1DISABFRQADLTA}

- Nunca {1}
- Rara vez {2}

- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Dirías que los comentarios negativos acerca de la discapacidad de alguien provienen de:

{HS1DISABAMTADLTA}

- Unos pocos adultos? {1}
- Algunos adultos? {2}
- La mayoría de los adultos? {3}

HS1GEND

REMARK *

Question Wording:

El siguiente grupo de preguntas trata acerca de comentarios negativos que quizás hayas escuchado en la escuela acerca **del sexo o género de alguien**. Elige la respuesta que mejor describa tu experiencia en la escuela.

Question Wording:

1. ¿Con qué frecuencia escucha comentarios negativos acerca del sexo o género de alguien por parte de **otros estudiantes** en tu escuela?

{HS1GENDFRQSTUA}

- Nunca {1}
- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Diría que los comentarios negativos acerca del sexo o género de alguien provienen de:

{HS1GENDAMTSTUA}

- Unos pocos estudiantes? {1}
- Algunos estudiantes? {2}
- La mayoría de los estudiantes? {3}

Question Wording:

2. ¿Con qué frecuencia escuchas comentarios negativos acerca del sexo o género de alguien por parte de **adultos** en tu escuela?

{HS1GENDFRQADLTA}

- Nunca {1}

- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}

Question Wording:

¿Diría que los comentarios negativos acerca del sexo o género de alguien provienen de:

{HS1GENDAMTADLTA}

- Unos pocos adultos? {1}
- Algunos adultos? {2}
- La mayoría de los adultos? {3}

HS1NEGREMRSKST*

Question Wording:

Ahora te vamos a preguntar sobre algunos tipos de comentarios que pudiste haber escuchado en tu escuela por parte de **otros estudiantes**. Elige la respuesta que mejor describa tu experiencia en la escuela.

¿Con qué frecuencia has escuchado que **otros estudiantes** en tu escuela hacían comentarios negativos sobre...

	Nunca {1}	Rara vez {2}	Algunas veces {3}	Con frecuencia {4}	Con mucha frecuencia {5}
la orientación sexual de alguien? {HS1SOGIFRQSTUB}	○	○	○	○	○
la raza o grupo étnico de alguien? {HS1RACEFRQSTUB}	○	○	○	○	○
la religión de alguien? {HS1RELIGFRQSTUB}	○	○	○	○	○
la discapacidad de alguien? {HS1DISABFRQSTUB}	○	○	○	○	○
el sexo o género de alguien? {HS1GENDRFRQSTUB}	○	○	○	○	○

HS1AMTREMRSKST*

Question Wording:

Piensa en los comentarios negativos que indicaste que escuchas en tu escuela.

¿Dirías que los comentarios negativos acerca de **la orientación sexual de alguien** provienen de:

{HS1SOGIAMTSTUB}

- Unos pocos estudiantes? {1}
- Algunos estudiantes? {2}
- La mayoría de los estudiantes? {3}

¿Dirías que los comentarios negativos acerca de **la raza o grupo étnico de alguien** provienen de:

{HS1RACEAMTSTUB}

- Unos pocos estudiantes? {1}
- Algunos estudiantes? {2}
- La mayoría de los estudiantes? {3}

¿Dirías que los comentarios negativos acerca de **la religión de alguien** provienen de:

{HS1RELIGAMTSTUB}

- Unos pocos estudiantes? {1}
- Algunos estudiantes? {2}
- La mayoría de los estudiantes? {3}

¿Dirías que los comentarios negativos acerca de **la discapacidad de alguien** provienen de:

{HS1DISABAMTSTUB}

- Unos pocos estudiantes? {1}
- Algunos estudiantes? {2}
- La mayoría de los estudiantes? {3}

¿Diría que los comentarios negativos acerca **del sexo o género de alguien** provienen de:

{HS1GENDAMTSTUB}

- Unos pocos estudiantes? {1}
- Algunos estudiantes? {2}
- La mayoría de los estudiantes? {3}

HS1NEGREMRKAD*

Question Wording:

Ahora te vamos a preguntar sobre algunos tipos de comentarios que pudiste haber escuchado en tu escuela por parte de **adultos**. Elige la respuesta que mejor describa tu experiencia en la escuela.

¿Con qué frecuencia has escuchado que **adultos** en tu escuela hacían comentarios negativos sobre...

	Nunca {1}	Rara vez {2}	Algunas veces {3}	Con frecuencia {4}	Con mucha frecuencia {5}
--	--------------	-----------------	----------------------	-----------------------	-----------------------------

la orientación sexual de alguien? {HS1SOGIFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la raza o grupo étnico de alguien? {HS1RACEFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la religión de alguien? {HS1RELIGFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
la discapacidad de alguien? {HS1DISABFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
el sexo o género de alguien? {HS1GENDRFRQADLTB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1AMTREMRAKAD*

Question Wording:

Piensa en los comentarios negativos que indicaste que escuchas en tu escuela.

¿Dirías que los comentarios negativos acerca de **la orientación sexual de alguien** provienen de:

{HS1SOGIAMTADLTB}

- Unos pocos adultos? {1}
- Algunos adultos? {2}
- La mayoría de los adultos? {3}

¿Dirías que los comentarios negativos acerca de **la raza o grupo étnico de alguien** provienen de:

{HS1RACEAMTADLTB}

- Unos pocos adultos? {1}
- Algunos adultos? {2}
- La mayoría de los adultos? {3}

¿Dirías que los comentarios negativos acerca de **la religión de alguien** provienen de:

{HS1RELIGAMTADLTB}

- Unos pocos adultos? {1}
- Algunos adultos? {2}
- La mayoría de los adultos? {3}

¿Dirías que los comentarios negativos acerca de **la discapacidad de alguien** provienen de:

{HS1DISABAMTADLTB}

- Unos pocos adultos? {1}
- Algunos adultos? {2}

- La mayoría de los adultos? {3}

¿Diría que los comentarios negativos acerca **del sexo o género de alguien** provienen de:

{HS1GENDAMTADLTB}

- Unos pocos adultos? {1}
- Algunos adultos? {2}
- La mayoría de los adultos? {3}

HS1FRIENDPLANS

Question Wording:

¿Cuántos de tus amigos...

(Selecciona una opción en cada línea.)

	Ninguno {1}	Pocos {2}	Varios {3}	La mayoría {4}	Todos {5}
abandonaron <i>high school</i> sin graduarse? {HS1FRNDDROPOUT}	○	○	○	○	○
planean tener un trabajo de tiempo completo después de <i>high school</i> ? {HS1FRNDFTJOB}	○	○	○	○	○
planean ir a un <i>college</i> comunitario o a una escuela técnica de dos años? {HS1FRND2YRCLG}	○	○	○	○	○
planean ir a un <i>college</i> o una universidad de cuatro años? {HS1FRND4YRCLG}	○	○	○	○	○

HS1FINTRO

Question Wording:

Ahora te haremos algunas preguntas acerca de tu asistencia a la escuela.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS1EVDROPOUT

Question Wording:

Desde que empezaste **kindergarten**, ¿alguna vez has dejado de ir a la escuela por un periodo de un mes o más por algo que no fuera una enfermedad, una lesión o por vacaciones?

{HS1EVDROPOUT}

- Sí {1}
- No {0}

HS1DROPOUTINHS

Question Wording:

Desde que empezaste **9º grado en el otoño de 2020**, ¿alguna vez has dejado de ir a la escuela por un periodo de un mes o más por algo que no fuera una enfermedad, una lesión o por vacaciones?

{HS1DROPOUTINHS}

- Sí {1}
- No {0}

HS1DROPOUTRSN

Question Wording:

Aquí hay algunas razones que otras personas han dado para abandonar la escuela. ¿Cuáles de estas fueron razones por las que dejaste de ir a la escuela la última vez?

(Selecciona todo lo que corresponda.)

- Conseguiste un trabajo. {HS1DOGOTJOB}
- No te gustaba la escuela. {HS1DODNTLKSCHL}
- No te llevabas bien con los maestros. {HS1DOTCHCONFLCT}
- No te llevabas bien con otros estudiantes. {HS1DOSTUCONFLCT}
- Quedaste embarazada o fuiste madre o padre de un bebé. {HS1DOCHILD}
- Tuviste que mantener a tu familia. {HS1DOSPPTFAM}
- Te suspendieron de la escuela. {HS1DOSUSPNDED}
- No te sentías seguro(a) en la escuela. {HS1DOUNSAFE}
- Tenías que cuidar a un miembro de tu familia. {HS1DOCAREFAM}
- Te expulsaron de la escuela. {HS1DOEXPELLD}
- Te sentías fuera de lugar en la escuela. {HS1DOBELONGING}
- No podías mantenerte al día con el trabajo escolar. {HS1DOSCHLWRK}
- Estabas sacando malas notas/fracasando en la escuela. {HS1DOLOWGRADE}
- No podías trabajar e ir a la escuela al mismo tiempo. {HS1DOWORKING}
- Pensaste que no pasarías el examen de competencia del estado. {HS1DOSTTEST}
- Pensaste que no podrías completar los requisitos de los cursos de *high school*. {HS1DOCREDITS}
- Pensaste que sería más fácil sacar el GED o una credencial de un *high school* alternativo. {HS1DOALTCRED}
- Faltaste demasiados días a la escuela. {HS1DOABSENCE}
- Te intimidaban o te acosaban (*bully*) en la escuela. {HS1DOBULLIED}
- No te trataban de manera justa en la escuela. {HS1DOUNFAIR}
- No pensabas que ir a la escuela mejoraría tu futuro. {HS1DOFUTURE}

Otra razón {HS1DOOTHER}

Por favor, especifica: {HS1DOOTHER_other}

HS1SCHLACTION

Question Wording:

¿Alguien de su escuela hizo alguna de las siguientes cosas la última vez que dejaste de ir a la escuela?
(Selecciona todo lo que corresponda.)

- Ofreció mandarte a otra escuela {HS1SACTDIFFSCHL}
 - Ofreció ponerte en un programa especial {HS1SACTPROGRM}
 - Ofreció conseguir tutorías especiales {HS1SACTTUTOR}
 - Ofreció ayudarte a reponer tareas que no hiciste {HS1SACTMAKUPWRK}
 - Ofreció ayudarte con problemas personales {HS1SACTPERSONAL}
 - Te dijo que podías regresar si mantenías cierto promedio de calificaciones/notas. {HS1SACTKEEPGPA}
 - Te dijo que podías regresar si no faltabas a las clases tan a menudo. {HS1SACTABSENT}
 - Te dijo que podías regresar si seguías las reglas de disciplina de la escuela. {HS1SACTSCHRULES}
 - Intentó convencerte para que te quedaras {HS1SACTTLKSTAY}
 - Te dijo que no podías regresar {HS1SACTNOCOMBCK}
 - Te expulsó o suspendió {HS1SACTSUSEXP}
 - Te llamó o visitó en tu hogar {HS1SACTHMVISIT}
 - Ninguno de esos {HS1SACTNONE}
-

HS1PARACTION

Question Wording:

¿Tus padres, tutores o guardianes legales hicieron alguno de lo siguiente la última vez que dejaste de ir a la escuela?
(Selecciona todo lo que corresponda.)

- Ofrecieron mandarte a otra escuela {HS1PACTDIFFSCHL}
- Ofrecieron ponerte en un programa especial {HS1PACTPROGRM}
- Ofrecieron conseguir tutorías especiales {HS1PACTTUTOR}
- Ofrecieron ayudarte a reponer tareas que no hiciste {HS1PACTMAKUPWRK}
- Ofrecieron ayudarte con problemas personales {HS1PACTPERSONAL}
- Trataron de convencerte de no abandonar la escuela {HS1PACTTLKSTAY}
- Te dijeron que estaba bien que abandonaras la escuela {HS1PACTGAVEOK}
- Te dijeron que estaban molestos {HS1PACTUPSET}
- Te castigaron por abandonar la escuela {HS1PACTPUNISH}
- Te dijeron que la decisión era tuya {HS1PACTOWNDECIS}
- Llamaron a tu director/maestro {HS1PACTCALLSCHL}
- Llamaron a un consejero de la escuela {HS1PACTSCHLCOUN}
- Ofrecieron conseguirte consejería o terapia fuera de la escuela (con un psicólogo o trabajador social) {HS1PACTOUTCOUN}
- Ninguno de esos {HS1PACTNONE}

BSENCE**Question Wording:**

¿Cuántas veces te pasaron las siguientes cosas durante el primer semestre, o período, de este año escolar?
(Selecciona una opción en cada línea.)

	Nunca {1}	1-2 veces {2}	3-6 veces {3}	7-9 veces {4}	10-15 veces {5}	Más de 15 veces {6}
Llegaste tarde a la escuela. {HS1FRQLATESCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faltaste a clases sin permiso. {HS1FRQCUTCLASS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faltaste un día a la escuela. {HS1FRQMISSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me metí en problemas por no seguir las reglas de la escuela. {HS1FRQDISCIPLIND}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me dieron una suspensión dentro de la escuela. {HS1FRQISS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me suspendieron fuera de la escuela o me pusieron en probatoria. {HS1FRQOSSPROB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1ABSENCERSN**Question Wording:**

Aquí tienes algunas razones que otras personas han dado por las que se ausentaron de la escuela. ¿Cuál fue la razón **principal** por la cual faltaste a la escuela en el primer semestre o término de este año escolar?

{HS1ABSENCERSN}

- Tuve que cuidar a un miembro de mi familia o a un amigo cercano. {1}
- Tuve una enfermedad física. {2}
- Necesité tomarme un día por salud mental. {3}
- Salí de la ciudad con mi familia. {4}
- No tuve ganas de ir a la escuela. {5}
- Estaba preocupado(a) por mi seguridad de camino a la escuela o en ella. {6}
- Tuve que conseguir un empleo para ayudar a mi familia. {7}
- Tuve problemas con un(a) maestro(a) u otro adulto en la escuela. {8}
- Tuve problemas con otro estudiante o con un grupo de estudiantes. {9}
- Quise pasar tiempo con amigos que no van a mi escuela. {10}
- No estaba preparado(a) para un examen o una tarea de una clase. {11}

- No podía mantenerme al corriente con mi trabajo escolar. {12}
 - Me sentí fuera de lugar en la escuela. {13}
 - Tuve una cita médica o dental. {14}
 - Me intimidaron o me acosaron (*bully*) en la escuela. {15}
 - No me trataron de manera justa en la escuela. {16}
 - No sentí que ir a la escuela mejoraría mi futuro. {17}
 - Por otra razón. {18}
 - No recuerdo por qué. {19}
- Por favor, especifica: {HS1ABSENCERSN_other}

HS0PAROOSACTS1

Question Wording:

Estas preguntas son acerca de actividades que quizás haces fuera de la escuela.

¿Con qué frecuencia pasas tiempo...
(Selecciona una opción en cada línea.)

	Nunca {1}	Rara vez {2}	De una a tres veces por mes {3}	Una o dos veces a la semana {4}	Todos los dí- as o casi todos los días {5}
Dibujando, pintando o creando esculturas {HS1PARDRAW}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Haciendo artesanías como alfarería, cerámica, carpintería, tejido o joyería {HS0PARARTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participando en deportes organizados que no son parte de la escuela {HS0PARSPORTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participando en actividades de un grupo organizadas que no son parte de la escuela, como los 4H, <i>scouts</i> o un grupo para jóvenes {HS0PARGROUP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Practicando, realizando o creando espectáculos de música, de danza, de teatro o de palabra hablada {HS0PARMUSIC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tomando fotos o haciendo películas, videos o podcasts {HS1PARPHOTO}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creando animaciones en computadora, gráficas, diseños de web, o juegos de computadora {HS1PARTECH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escribiendo en un diario, blogueando o haciendo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

tu propia escritura creativa {HS0PARWRITE}					
--	--	--	--	--	--

HS0PAROOSACTS2

Question Wording:

(Continuación) Estas preguntas son acerca de actividades que quizás haces fuera de la escuela.

¿Con qué frecuencia pasas tiempo...
(Selecciona una opción en cada línea.)

	Nunca {1}	Rara vez {2}	De una a tres veces por mes {3}	Una o dos veces a la semana {4}	Todos los días o casi todos los días {5}
Viendo programas de televisión, películas o contenido de video {HS1PARTVFILM}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escuchando música {HS1PARLISTEN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escuchando podcasts o grabaciones de libros o poemas {HS1PARAUDIO}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>Leyendo (en papel o digital)</i> {HS1PARREAD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1READ

INGHRS

Question Wording:

¿Cuántas horas [adicionales/no fill] dedicas a leer cada semana [por tu cuenta fuera de la escuela – sin relación con tu trabajo escolar]? (No tomes en cuenta ninguna lectura asignada por la escuela.)/ no fill]

{HS1READINGHOURS}

- Ninguna {1}
- 1 hora o menos por semana {2}
- 2 horas {3}
- 3 horas {4}
- 4-5 horas {5}
- 6-7 horas {6}
- 8-9 horas {7}
- 10 horas o más por semana {8}

HS1HOMEWORK

Question Wording:

En general, ¿cuántas horas pasas haciendo trabajo escolar cada semana, tanto dentro como fuera de la escuela?

{HS1HOMEWORK}

- Ninguna {0}
- Menos de 1 hora por semana {1}
- 1-3 horas {2}
- 4-6 horas {3}
- 7-9 horas {4}
- 10-12 horas {5}
- 13-15 horas {6}
- 16-20 horas {7}
- Más de 20 horas cada semana {8}

HS0FREQ

USENET**Question Wording:**

Durante este año escolar, ¿con qué frecuencia usas internet **fuera de la escuela** para hacer tareas o trabajos escolares?

{HS0FREQUSENET}

- Nunca {1}
- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}
- Con mucha frecuencia {5}
- Siempre {6}

HS0FREQ

NETPRB**Question Wording:**

Durante este año escolar, ¿con qué frecuencia tienes problemas con internet **en tu casa** cuando estás tratando de hacer la tarea o trabajos escolares?

{HS0FREQNETPRB}

- No tengo internet en casa {98}
- Nunca {1}
- Rara vez {2}
- Algunas veces {3}
- Con frecuencia {4}

- Con mucha frecuencia {5}
- Siempre {6}

RO

Question Wording:

Las siguientes preguntas son acerca de tus actitudes y creencias.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS1IMPOSTER1¹¹ *

Question Wording:

¿Qué tan ciertas son las siguientes afirmaciones para ti?
(Selecciona una opción en cada línea.)

	Para nada cierto {0}	Mayormente falso {1}	Algo falso {2}	Algo cierto {3}	Mayormente cierto {4}	Completamente cierto {5}
Las personas suelen creer que soy más competente de lo que realmente soy. {HS1COMPETENT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estoy convencido(a) de que mi nivel actual de desempeño se debe a mi verdadera capacidad. {HS1TRUABLTY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A veces tengo miedo de que se vayan a dar cuenta de cómo soy realmente. {HS1FOUNDOUT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Me resulta fácil aceptar elogios acerca de mi inteligencia. {HS1CMPLMNTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Siento que merezco todos los honores, los elogios o el reconocimiento que recibo. {HS1DSRVPRAISE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estoy seguro(a) de que tendré éxito en el futuro.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹¹ HS1IMPOSTER1 and HS1IMPOSTER2 items are from Harvey, J.C. (1981). *The Imposter Phenomenon and Achievement: A Failure to Internalize Success*. Doctoral dissertation, Temple University.

{HS1CONFIDENT}						
----------------	--	--	--	--	--	--

HS1IMPOSTER2 *

Question Wording:

(Continuación) ¿Qué tan ciertas son las siguientes afirmaciones para ti?

(Selecciona una opción en cada línea.)

	Para nada cierto {0}	Mayormente falso {1}	Algo falso {2}	Algo cierto {3}	Mayormente cierto {4}	Completamente cierto {5}
Suelo sentir que soy un farsante. {HS1PHONY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mi personalidad o encanto a menudo causa una gran impresión en la gente {HS1CHARM}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A menudo tengo éxito en un proyecto o examen cuando anticipé que me iría mal {HS1SUCCESS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A menudo siento que estoy ocultando secretos sobre mí a los demás. {HS1SECRETS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Soy la misma persona en público y en privado. {HS1SELF}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1CIVICRESP¹² *

Question Wording:

Para los propósitos de este estudio, las actitudes cívicas se definen como las creencias y sentimientos personales que un individuo tiene sobre su propia participación y en su capacidad percibida para tener un impacto en esa comunidad. Indica qué tan de acuerdo o en desacuerdo estás con cada afirmación.

(Selecciona una opción en cada línea.)

	Muy de acuerdo {1}	De acuerdo {2}	Ni de acuerdo ni en desacuerdo {3}	En desacuerdo {4}	Muy en desacuerdo (5)

¹² Used with permission. Items are from the Civic Engagement Scale by Amy Doolittle and Anna C. Faul (2013).

Me siento responsable por mi comunidad. {HS1CIVCOMMRESP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que debería tener impacto en mi comunidad. {HS1CIVCOMMDIFF}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que tengo la responsabilidad de ayudar a la gente que sufre de pobreza y a la que sufre de hambre. {HS1CIVHLPOTHR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estoy comprometido(a) a servir a mi comunidad. {HS1CIVCOMMSRV}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que todos los ciudadanos tienen una responsabilidad con su comunidad. {HS1CIVALLCITIZ}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que es importante estar informado(a) de los asuntos de la comunidad. {HS1CIVINFORM}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que es importante hacer trabajo voluntario. {HS1CIVVOLNTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creo que es importante apoyar económicamente a organizaciones benéficas. {HS1CIVSPRTORG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS0IINTR

O *

Question Wording:

La siguiente pregunta es sobre tu familia.

Para continuar, por favor haz clic en el botón que dice “Siguiete”.

HS1CAREGIVER *

Question Wording:

Desde que empezaste 9º grado en el otoño del 2020, ¿has cuidado regularmente de un miembro de la familia, como de un niño pequeño o de un adulto mayor o discapacitado?

{HS1CAREGIVER}

- Sí {1}
- No {0}

HS1JINT

RO *

Question Wording:

Ahora nos gustaría preguntarte acerca de cualquier trabajo que hayas hecho desde que empezaste 9º grado en el otoño del 2020. Al responder estas preguntas, por favor dinos acerca de cualquier trabajo en el que hayas ganado dinero o que hayas hecho para un negocio familiar, te hayan pagado o no. Hay dos clases de trabajo en los que queremos que pienses al responder estas preguntas.

Una clase consiste en **trabajar como empleado(a)**, donde mantienes una relación con un empleador en particular, tal como trabajar en un supermercado o un restaurante, estar en las fuerzas armadas, trabajar de aprendiz o trabajar para un negocio de la familia.

La otra clase consiste en **trabajo free-lance o empleo por tu cuenta**, tal como realizar una o varias tareas para varias personas, sin tener un "jefe". Ejemplos de este tipo de trabajo son: cuidar niños, cortar el pasto, vender cosas por internet o tener tu propio negocio.

Esto no incluye quehaceres, ayudar en el hogar o un dinero que te dé tu familia para tus gastos. Así mismo, no incluyas trabajo voluntario sin pago. Más adelante te haremos preguntas acerca de trabajo voluntario.

HS0SEMPLOYED ***Question Wording:**

Desde que iniciaste el 9º grado, ¿has estado empleado(a), has trabajado por cuenta propia o has hecho trabajo *free-lance*? Incluye el trabajo en un negocio familiar, aunque no hayas ganado dinero para ti. Incluye los trabajos de aprendiz y el servicio militar.

{HS0SEMPLOYED}

- Sí {1}
- No {0}

Help Text:

Empleado(a): Trabajando como empleado(a) con una relación de trabajo continuada con un empleador en particular, por ejemplo, trabajando en un supermercado o un restaurante, prestando servicio militar, trabajando de aprendiz o para una empresa familiar.

Trabajo por cuenta propia o trabajo *free-lance*: Hacer una o más tareas para varias personas sin tener un "jefe". Ejemplos de este tipo de trabajo son cuidar niños, cortar el césped, vender cosas por internet o dirigir tu propio negocio.

Los trabajos de aprendiz: Los programas de aprendiz proporcionan entrenamiento formal en ocupaciones específicas; el aprendiz o participante aprende un oficio mediante entrenamiento práctico en el trabajo y con otra instrucción relacionada, frecuentemente bajo la supervisión de un trabajador calificado oficialmente o un profesional del oficio.

HS1SCURREMPLOY ***Question Wording:**

[¿Estás actualmente/En algún momento durante el mes de abril de este año, ¿estuviste] empleado(a), trabajando por cuenta propia o haciendo trabajo como *free-lance*? Incluye el trabajo en un negocio familiar, aunque no hayas ganado dinero para ti. Incluye los trabajos de aprendiz y el servicio militar.

{HS1SCURREMPLY}

- Sí {1}
- No {0}

Help Text:

Empleado(a): Trabajando como empleado(a) con una relación de trabajo continuada con un empleador en particular, por ejemplo, trabajando en un supermercado o un restaurante, prestando servicio militar, trabajando de aprendiz o para una empresa familiar.

Trabajo por cuenta propia o trabajo *free-lance*: Hacer una o más tareas para varias personas sin tener un "jefe". Ejemplos de este tipo de trabajo son cuidar niños, cortar el césped, vender cosas por internet o dirigir tu propio negocio.

Los trabajos de aprendiz: Los programas de aprendiz proporcionan entrenamiento formal en ocupaciones específicas; el aprendiz o participante aprende un oficio mediante entrenamiento práctico en el trabajo y con otra instrucción relacionada, frecuentemente bajo la supervisión de un trabajador calificado oficialmente o un profesional del oficio.

HS1SEMPLOYTYP *

Question Wording:

[¿Estás/¿Estabas]...

(Selecciona todo lo que corresponda.)

- Trabajando para un empleador o en un negocio de la familia? {HS1SEMPLOYTYP1}
- Trabajando por cuenta propia o como *free-lance*? {HS1SEMPLOYTYP2}

Help Text:

Empleado(a): Trabajando como empleado(a) con una relación de trabajo continuada con un empleador en particular, por ejemplo, trabajando en un supermercado o un restaurante, prestando servicio militar, trabajando de aprendiz o para una empresa familiar.

Trabajo por cuenta propia o trabajo *free-lance*: Hacer una o más tareas para varias personas sin tener un "jefe". Ejemplos de este tipo de trabajo son cuidar niños, cortar el césped, vender cosas por internet o dirigir tu propio negocio.

HS1SCHLHLPJOB

Question Wording:

¿Conseguiste este trabajo con la ayuda de un miembro del personal de la escuela o de un programa organizado por la escuela, tal como una pasantía o internado, o un programa cooperativo?

{HS1SCHLHLPJOB}

- Sí {1}
- No {0}

HS1SGIG

WORK *

Question Wording:

A continuación, estamos interesados en obtener información sobre cualquier trabajo por cuenta propia o *free-lance*, por pago, que hayas tenido desde el otoño de 2020. ¿Te han pagado por hacer alguna de las siguientes actividades?

(Selecciona una opción en cada línea.)

	Sí {1}	No {0}
Servicios de cuidado de niños o adultos mayores, (por ejemplo, cuidado de niños o niñero) {HS1SGIGCARE}	<input type="radio"/>	<input type="radio"/>
Pasear perros, alimentar mascotas o cuidar casas {HS1SGIGPETS}	<input type="radio"/>	<input type="radio"/>
Limpieza de casas, trabajo de jardín u otro trabajo de mantenimiento a la propiedad. {HS1SGIGHOUSYRD}	<input type="radio"/>	<input type="radio"/>
Servicio de transporte, viajes a pedidos por app o servicio de entregas (por ejemplo, <i>DoorDash</i> , <i>Lyft</i> , <i>Instacart</i>) {HS1SGIGDRIVE}	<input type="radio"/>	<input type="radio"/>
Tareas por pago en Internet (e.g., <i>MTurk</i> , <i>Clickworker</i>) {HS1SGIGONLINE}	<input type="radio"/>	<input type="radio"/>
Tareas <i>free-lance</i> por pago (por ejemplo, actuaciones musicales, redacción de textos o tareas por Internet tales como <i>Fiverr</i> y <i>Upwork</i>) {HS1SGIGFREE}	<input type="radio"/>	<input type="radio"/>
Dar en alquiler algo de tu propiedad, como tu auto o tu casa {HS1SGIGRENT}	<input type="radio"/>	<input type="radio"/>
Venta de productos (por ejemplo, en mercados de pulgas o tiendas de segunda mano, en línea como <i>eBay</i> o <i>Etsy</i> , o en eventos planeados como fiestas de <i>Avon</i> , etc.) {HS1SGIGSALES}	<input type="radio"/>	<input type="radio"/>
Otras tareas personales, tales como hacer mandados o ayudar a las personas a mudarse. {HS1SGIGERRND}	<input type="radio"/>	<input type="radio"/>
Algún otro trabajo por cuenta propia o <i>free-lance</i> que no se haya mencionado anteriormente. {HS1SGIGOTHER}	<input type="radio"/>	<input type="radio"/>
Por favor describe: {HS1SGIGOTHER_other}		

HS0SHOURWORK

Question Wording:

¿Cuántas horas por semana [trabajas/trabajaste] normalmente durante este año escolar?

{HS0SHOURWORK}

- De 1 a 5 horas a la semana {2}
 - De 6 a 10 horas a la semana {3}
 - De 11 a 15 horas a la semana {4}
 - De 16 a 20 horas a la semana {5}
 - De 21 a 25 horas a la semana {6}
 - De 26 a 30 horas a la semana {7}
 - De 31 a 35 horas a la semana {8}
 - De 36 a 40 horas a la semana {9}
 - Más de 40 horas a la semana {10}
-

HS1SHOURWKND

Question Wording:

¿Cuántas de estas horas semanales [son/fueron] en fines de semana, es decir, de viernes por la noche a domingo?

{HS1SHOURWKND}

- 0 horas en fines de semana {1}
 - 1 a 5 horas en fines de semana {2}
 - 6 a 10 horas en fines de semana {3}
 - 11 a 15 horas en fines de semana {4}
 - 16 a 20 horas en fines de semana {5}
 - Más de 20 horas en fines de semana {6}
-

HS1VOLUNWRK

Question Wording:

Desde que empezaste 9º grado en el otoño del 2020, ¿has hecho algún trabajo voluntario o trabajo de servicio comunitario sin pago (a través de organizaciones tales como grupos de jóvenes, clubes de servicio, grupos de iglesia, grupos escolares o grupos de acción social)?

{HS1VOLUNWRK}

- Sí {1}
- No {0}

Help Text:

Trabajo de servicio comunitario: No incluyas trabajo de servicio comunitario por orden por una corte.

HS1SHELPFINFAM

Question Wording:

Algunos adolescentes le dan a su familia dinero que ganan o trabajan para un negocio familiar. ¿Aportas a tu familia de alguna de estas maneras?

{HS1HELPFINFAM}

- Sí {1}
- No {0}

HS1KINTRO

Question Wording:

A continuación, te haremos algunas preguntas sobre las personas que te han ayudado a prepararte para la vida después de *high school*.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS0GUIDCOURSE

Question Wording:

¿Con cuál de las siguientes personas has hablado acerca de **qué cursos académicos vas a tomar este año?** (Selecciona todo lo que corresponda.)

- Tu(s) madre(s) o tutora(s) o guardiana(s) {HS0GUIDCOMOM}
- Tu(s) padre(s) o tutor(es) o guardián(es){HS0GUIDCODAD}
- Hermanos o hermanas {HS1GUIDCOSIB}
- Otro pariente adulto {HS0GUIDCOREL}
- Tus amigos {HS0GUIDCOFRND}
- Tu maestro o maestra favorito(a) {HS0GUIDCOTCHR}
- Un(a) consejero(a) escolar {HS0GUIDCOCOUN}
- Un(a) entrenador(a) deportivo(a) {HS0GUIDCOCOA}
- Un empleador {HS1GUIDCOEMPLYR}
- Un reclutador militar {HS1GUIDCOMIL}
- Un representante de un *college* o universidad {HS1GUIDCOCLGREP}
- Un consejero contratado por tu familia para ayudarte a prepararte para la admisión al *college* o universidad {HS1GUIDCOADMCOU}
- Otro(a) adulto(a) que no está en la lista {HS0GUIDCOOTHR}
- Ninguna de estas personas {HS0GUIDCONONE}

HS0GUID

HIGHED

Question Wording:

¿Con cuáles de las siguientes personas has hablado acerca de ir a *college* o universidad? (Selecciona todo lo que corresponda.)

- Tu(s) madre(s) o tutora(s) o guardiana(s) {HS0GUIDCLMOM}
- Tu(s) padre(s) o tutor(es) o guardián(es) {HS0GUIDCLDAD}

- Hermanos o hermanas {HS1GUIDCLSIB}
- Otro pariente adulto {HS0GUIDCLREL}
- Tus amigos {HS0GUIDCLFRND}
- Tu maestro o maestra favorito(a) {HS0GUIDCLTCHR}
- Un(a) consejero(a) escolar {HS0GUIDCLCOU}
- Un(a) entrenador(a) deportivo(a) {HS0GUIDCLCOA}
- Un empleador {HS1GUIDCLEMPLYR}
- Un reclutador militar{HS1GUIDCLMIL}
- Un representante de un *college* o universidad {HS1GUIDCLCLGREP}
- Un consejero contratado por su familia para ayudarte a prepararte para i para la admisión al *college* o universidad {HS1GUIDCLADMCOU}
- Otro(a) adulto(a) que no está en la lista {HS0GUIDCLOTHR}
- Ninguna de estas personas {HS0GUIDCLNONE}

HS1FRQPARCONV

Question Wording:

Durante este año escolar, ¿con qué frecuencia has hablado sobre las siguientes cosas con tus padres, madres, o tutores o guardianes legales?

(Selecciona una opción en cada línea.)

	Nunca {1}	Una o dos veces {2}	Tres o más veces {3}
Los trabajos que te gustaría tener cuando hayas completado la escuela {HS1FRQPARJOB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ir al <i>college</i> /a la universidad {HS1FRQPARCLG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ayuda económica para la universidad {HS1FRQPARFINAID}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1METCOUN

Question Wording:

En el año escolar **2023-2024**, ¿tu consejero(a) de *high school* o algún otro miembro del personal de tu *high school* te dio recursos o ayuda para alguna de las siguientes cosas:

(Selecciona una opción en cada línea.)

	Sí {1}	No {0}
Ser admitido(a) a un <i>college</i> o universidad? {HS1METCOUADMIT}	<input type="radio"/>	<input type="radio"/>
Solicitar ayuda económica? {HS1METCOUFINAID}	<input type="radio"/>	<input type="radio"/>

Encontrar trabajo? {HS1METCOUJOB}	<input type="radio"/>	<input type="radio"/>
Conseguir entrar de aprendiz? {HS1METCOUAPPRN}	<input type="radio"/>	<input type="radio"/>
Conseguir una pasantía o internado? {HS1METCOUINT}	<input type="radio"/>	<input type="radio"/>
Encontrar un programa de aprendizaje combinado con servicio comunitario (<i>service-learning</i>)? {HS1METCOUSRVLN}	<input type="radio"/>	<input type="radio"/>
Encontrar una oportunidad como voluntario o de servicio comunitario? {HS1METCOUVLNTR}	<input type="radio"/>	<input type="radio"/>

Help Text:

Entrar de aprendiz: Los programas de aprendiz proporcionan entrenamiento formal en ocupaciones específicas; el aprendiz o participante aprende un oficio mediante entrenamiento práctico en el trabajo y con otra instrucción relacionada, frecuentemente bajo la supervisión de un trabajador calificado oficialmente o un profesional del oficio.

Pasantía o internado: Una pasantía o internado es una experiencia de aprendizaje relacionada al trabajo para personas que desean desarrollar una experiencia práctica de trabajo en cierto campo ocupacional.

Programa de aprendizaje combinado con servicio comunitario: Un programa de aprendizaje mediante el servicio es una experiencia educativa ofrecida a través de tu escuela, la cual combina aprendizaje académico con experiencia en el mundo real, sirviendo a la comunidad.

HS1COUNHLP

Question Wording:

¿Qué tan útil fue la información que recibiste de tu consejero(a) de *high school* u otro personal de tu escuela para...

(Selecciona una opción en cada línea.)

	Nada de ayuda {1}	Algo de ayuda {2}	De mucha ayuda {3}
Ser admitido(a) a un <i>college</i> o universidad? {HS1COUNHLPADMIT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Solicitar ayuda económica? {HS1COUNHLPPFINAID}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encontrar trabajo? {HS1COUNHLPJOB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conseguir entrar de aprendiz? {HS1COUNHLPAPPRN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conseguir una pasantía o internado? {HS1COUNHLPINT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encontrar un programa de aprendizaje combinado con servicio comunitario (<i>service-learning</i>)? {HS1COUNHLPSRVLN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encontrar una oportunidad como voluntario(a) o de servicio comunitario? {HS1COUNHLPVLNTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PCLGCAR**Question Wording:**

¿Alguna vez has hecho alguna de las siguientes actividades para prepararte para la vida después de *high school*?

(Selecciona una opción en cada línea.)

	Sí {1}	No {0}
Asistir a un programa o visitar un campus universitario. {HS1SPREPCLGTOUR}	<input type="radio"/>	<input type="radio"/>
Asistir a una clase universitaria o tomar un curso universitario {HS1SPREPCLGCLS}	<input type="radio"/>	<input type="radio"/>
Participar en una pasantía/internado o programa de aprendiz relacionado con tus metas profesionales {HS1SPREPINTAPP}	<input type="radio"/>	<input type="radio"/>
Trabajar o hacer trabajo voluntario(a) en algo relacionado con tus metas profesionales {HS1SPREPJOB}	<input type="radio"/>	<input type="radio"/>
Buscar en internet opciones de <i>college</i> o universidad, o leer guías universitarias {HS1SPREPCLGSRCH}	<input type="radio"/>	<input type="radio"/>
Hablar con un reclutador militar sobre la posibilidad de ingresar a las fuerzas armadas. {HS1SPREPMILIT}	<input type="radio"/>	<input type="radio"/>
Tomar un curso para prepararte para un examen de admisión a un <i>college</i> o universidad como el SAT o ACT {HS1SPREPEXAMCRSE}	<input type="radio"/>	<input type="radio"/>
Días de observación del trabajo (pasar un día o medio día observando a alguien que está haciendo su trabajo) {HS1SPREPSHDOW}	<input type="radio"/>	<input type="radio"/>
Asistir a un programa de verano relacionado con tus intereses profesionales {HS1SPREPSUMPRGM}	<input type="radio"/>	<input type="radio"/>
Participar en clubes o actividades relacionadas con tus intereses profesionales. {HS1SPREPCLUBS}	<input type="radio"/>	<input type="radio"/>

Help Text:

Pasantía o internado: Una pasantía o internado es una experiencia de aprendizaje relacionada al trabajo para personas que desean desarrollar una experiencia práctica de trabajo en cierto campo ocupacional.

Programa de aprendizaje combinado con servicio comunitario: Un programa de aprendizaje mediante el servicio es una experiencia educativa ofrecida a través de tu escuela, la cual combina aprendizaje académico con experiencia en el mundo real, sirviendo a la comunidad.

PCLGCAR**Question Wording:**

¿Tu(s) padre(s)/madre(s) o tutor(es) (hizo/hicieron) alguna de las siguientes actividades para ayudar a

prepararte para la vida después de *high school*.
(Selecciona una opción en cada línea.)

	Sí {1}	No {0}
Hablar con un consejero de <i>high school</i> sobre qué opciones tenías para la vida después de <i>high school</i> . {HS1PPREPHSCOUN}	<input type="radio"/>	<input type="radio"/>
Hablar sobre tus opciones con un consejero contratado por tu familia para ayudar a prepararte para la admisión a un <i>college</i> o universidad {HS1PPREPPRIVCOUN}	<input type="radio"/>	<input type="radio"/>
Hacer arreglos para que asistieras a un programa o hicieras una visita al campus de un <i>college</i> o universidad {HS1PPREPCLGTOUR}	<input type="radio"/>	<input type="radio"/>
Hacer arreglos para que asistieras a una clase o tomaras un curso en un <i>college</i> o universidad {HS1PPREPCLGCLS}	<input type="radio"/>	<input type="radio"/>
Hacer arreglos para que hicieras un internado o pasantía, o entraras de aprendiz en algo relacionado con tus metas profesionales {HS1PPREPINTAPP}	<input type="radio"/>	<input type="radio"/>
Hacer arreglos para que trabajaras o hicieras trabajo voluntario en algo relacionado con tus metas profesionales {HS1PPREPJOB}	<input type="radio"/>	<input type="radio"/>
Buscar en Internet opciones de <i>college</i> o universidad, o leer guías universitarias contigo {HS1PPREPCLGSRCH}	<input type="radio"/>	<input type="radio"/>
Hacer arreglos para que tomaras un curso para prepararte para un examen de admisión a un <i>college</i> o universidad, como el SAT o ACT {HS1PPREPEXAMCRSE}	<input type="radio"/>	<input type="radio"/>
Hacer arreglos para que hicieras días de observación del trabajo (pasar un día o medio día observando a alguien haciendo su trabajo) {HS1PPREPSHDOW}	<input type="radio"/>	<input type="radio"/>
Hacer arreglos para que asistieras a un programa de verano relacionado con tus intereses profesionales {HS1PPREPSUMPRGM}	<input type="radio"/>	<input type="radio"/>
Hacer arreglos para que participaras en clubes o actividades relacionadas con tus intereses profesionales {HS1PPREPCLUBS}	<input type="radio"/>	<input type="radio"/>

HS1TRIOPARTIC

Question Wording:

¿Alguna vez has participado en alguno de los siguientes programas?
(Selecciona una opción en cada línea.)

	Sí {1}	No {0}	No sé qué es esto{99}
Talent Search {HS1TLNTRCH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upward Bound {HS1UPWRDBND}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

GEAR UP {HS1GEARUP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AVID (Avance Vía Determinación Individual) {HS1AVID}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MESA (Matemáticas, Ingeniería, Ciencia, Logros) {HS1MESA}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1MSTINFLEDUC

Question Wording:

¿Quién ha tenido la mayor influencia en lo que piensas acerca de la **educación después de high school**?

{HS1MSTINFLEDUC}

- Tu madre (o tutora/guardiana) {1}
- Tu padre (o tutor/guardián) {2}
- Un hermano o una hermana {3}
- Un pariente cercano {4}
- Un amigo(a) {5}
- Tu consejero(a) escolar {6}
- Tu maestro(a) favorito(a) {7}
- Tu entrenador o líder de actividades favorito {8}
- Otro adulto mentor {9}
- Ninguna de estas personas {10}

Por favor, especifica:

{HS1MSTINFLEDUC_other}

HS1MSTI

NFLCAR

Question Wording:

¿Quién ha tenido la mayor influencia en lo que piensas acerca de una **carrera**?

{HS1MSTINFLCAR}

- Tu madre (o tutora) {1}
- Tu padre (o tutor) {2}
- Un hermano o una hermana {3}
- Un pariente cercano {4}
- Un amigo(a) {5}
- Tu consejero(a) escolar {6}
- Tu maestro(a) favorito(a) {7}
- Tu entrenador o líder de actividades favorito {8}
- Otro adulto mentor {9}
- Ninguna de estas personas {10}

Por favor, especifica:

{HS1MSTINFLCAR_other}

HS0LINTRO *

Question Wording:

En esta sección te preguntaremos acerca de tus planes para el futuro.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS1CONTEduc *

Question Wording:

¿Planeas seguir tus estudios inmediatamente después de *high school*?

{HS1CONTEduc}

- Sí {1}
 - No {0}
 - No sabes {99}
-

HS1WHNCONTEduc *

Question Wording:

Acabas de indicar que planeas seguir tus estudios inmediatamente después de *high school*.

¿Cuándo planeas comenzar tus estudios después de *high school*?

{HS1WHNCONTEduc}

- Verano del 2024 {1}
 - Otoño del 2024 {2}
 - Después del otoño del 2024 {3}
-

HS1CONFALL *

Question Wording:

Acabas de indicar que planeas comenzar la escuela en el verano del 2024. ¿Continuarás tu educación en el otoño del 2024?

{HS1CONFALL}

- Sí {1}
 - No {0}
-

HS1ADMITINFO

Question Wording:

¿Dónde has buscado información sobre los requisitos de ingreso de varios *colleges* o universidades? (Selecciona todo lo que corresponda.)

- La oficina de admisión de un *college* o universidad {HS1ADMCLGOFF}
- La publicación o sitio web de un *college* o universidad {HS1ADMCLGWEB}
- Guías, publicaciones o sitios web de búsqueda de universidades {HS1ADMCLGSRCHGD}
- La biblioteca de la escuela {HS1ADMSCHLIB}
- La biblioteca pública {HS1ADMPUBLIB}
- La biblioteca de un *college* o universidad {HS1ADMCLGLIB}
- Otro lugar {HS1ADMINFOTHR}

Por favor, especifica:

{HS1ADMINFOTHR_other}

- Ninguna de las anteriores {HS1ADMINFNONE}

HS1EDUPRGMTYP ***Question Wording:**

¿En qué tipo de programa te matricularás?

{HS1EDUPRGMTYP}

- Un programa de licenciatura/*bachelor* (generalmente un título de 4 años) {1}
- Un programa de grado asociado (generalmente un título de 2 años) {2}
- Un programa de certificación o diploma de una escuela que proporciona entrenamiento ocupacional (generalmente toma 2 años o menos para completarse, con frecuencia al final se obtiene una licencia, tal como cosmetología o reparación de aire acondicionado y calefacción) {3}
- Ningún programa específico, pero voy a tomar cursos {4}
- Otro {5}
- No sé {6}

HS1ENRLFTPT**Question Wording:**

¿Planeas matricularte a tiempo completo o a tiempo parcial en el otoño de 2024?

{HS1ENRLFTPT}

- Tiempo completo {1}
- Tiempo parcial {2}
- No sabes {99}

HS1RESIDCLG

Question Wording:

¿Dónde vas a estar viviendo en el otoño del 2024?

{HS1RESIDCLG}

- En el campus o en una vivienda que sea propiedad de la universidad (por ejemplo, un dormitorio o una residencia estudiantil) {1}
 - Con uno o ambos de tus padres, con parientes o con tutores/guardianes {2}
 - Fuera del campus en una vivienda que no sea propiedad de la universidad {3}
 - No sabes {99}
-

HS1NOCLGRSN ***Question Wording:**

¿Cuáles de las siguientes son razones por las que has decidido NO continuar con tu educación inmediatamente después de *high school*?

(Selecciona todo lo que corresponda.)

- No te gusta estudiar. {HS1NOCLDNTLKSCH}
 - Tus calificaciones o notas no son lo suficientemente altas. {HS1NOCLLWGRD}
 - Tu puntaje para la admisión a un *college* o universidad no fue suficientemente alto. {HS1NOCLADMIT}
 - No necesitas más estudios para la carrera que quieres. {HS1NOCLCARCHCE}
 - No puedes pagar para seguir estudiando. {HS1NOCLCNTAFFRD}
 - No te ofrecieron suficiente ayuda económica. {HS1NOCLFINAID}
 - No tomaste los cursos necesarios. {HS1NOCLRGHTCRSE}
 - Nadie de tu familia ha seguido estudios después de *high school*. {HS1NOCLFIRSTGEN}
 - Tienes planeado entrar a las fuerzas armadas. {HS1NOCLJOINMLT}
 - Prefieres trabajar y ganar dinero en lugar de seguir estudiando. {HS1NOCLPRFRWRK}
 - No crees que seguir estudiando sea importante. {HS1NOCLIMPRTNT}
 - Tu consejero o tus maestros te recomendaron trabajar en vez de continuar tus estudios. {HS1NOCLCOUTCHREC}
 - Necesitas ayudar a mantener a tu familia. {HS1NOCLSPRTFAM}
 - Por otra razón. {HS1NOCLOTHER}
- Por favor, especifica: {HS1NOCLOTHER_other}
-

HS1EVRCONTEDEU**Question Wording:**

¿Planeas continuar tu educación en algún momento en el futuro?

{HS1EVRCONTEDEU}

- No, no planeas continuar tu educación después de *high school* {1}
- Sí, después de estar hasta un año fuera de la escuela {2}
- Sí, después de estar más de un año fuera de la escuela {3}
- No sabes {99}

HS1WRKPOSTHS *

Question Wording:

¿Planeas trabajar [en el otoño del 2024/inmediatamente después de *high school*]? Incluye el trabajo en un negocio familiar, aunque no hayas ganado dinero para ti. Incluye los trabajos de aprendiz y el servicio militar, el trabajo por cuenta propia y el trabajo *free-lance*.

{HS1WRKPOSTHS}

- Si, a tiempo completo {1}
- Sí, a tiempo parcial {2}
- No, no planeas trabajar [en el otoño del 2024 inmediatamente después de *high school*]{0}

Help Text:

Hay dos clases de trabajo en las que queremos que pienses al responder esta pregunta.

Una clase consiste en **trabajar como empleado(a)**, donde mantienes una relación con un empleador en particular, tal como trabajar en un supermercado o un restaurante, estar en las fuerzas armadas, trabajar de aprendiz o trabajar para un negocio de la familia.

La otra clase consiste en **trabajo *free-lance* o empleo por tu cuenta**, tal como realizar una o varias tareas para varias personas, sin tener un “jefe”. Ejemplos de este tipo de trabajo son: cuidar niños, cortar el pasto, vender cosas por internet o tener tu propio negocio.

Esto no incluye quehaceres, ayudar en el hogar o un dinero que te dé tu familia para tus gastos. Así mismo, no incluyas trabajo voluntario sin pago. Más adelante te haremos preguntas acerca de trabajo voluntario.

Tiempo completo: 35 horas o más por semana

Tiempo parcial: Menos de 35 horas por semana, incluso un mínimo de una hora.

HS1GUIDJOB

Question Wording:

Por favor indica cuál de las siguientes personas te ayudó a seleccionar los trabajos que buscarás después de graduarte de *high school*.

(Selecciona todo lo que corresponda.)

- Tu(s) madre(s) o tutor(a) o guardiana(s) {HS1GUIDJOBMOM}
- Tu(s) padre(s) o tutor(es) o guardián(es){HS1GUIDJOB DAD}
- Hermanos o hermanas {HS1GUIDJOBSIB}
- Otro pariente adulto {HS1GUIDJOBREL}
- Tus amigos{HS1GUIDJOBFRND}
- Tu maestro o maestra favorito(a) {HS1GUIDJOB TCHR}
- Un(a) consejero(a) escolar {HS1GUIDJOB COU}
- Un(a) entrenador(a) deportivo(a) {HS1GUIDJOB COA}

- Un empleador {HS1GUIDJOBEMPLYR}
 - Un reclutador militar {HS1GUIDJOBMIL}
 - Otro adulto no mencionado arriba OTHR}
 - Ninguna de estas personas {HS1GUIDJOBNONE}
-

HS1JOBPLNTITL

Question Wording:

¿Qué trabajo esperas o planeas tener [en el otoño de 2024/inmediatamente después de *high school*]? Si tienes planes de tener más de un trabajo, por favor pon el trabajo en el que trabajarás el mayor número de horas.

(Comienza a ponerlo abajo y selecciona la más parecida de las opciones sugeridas. Si no encuentras una opción parecida a tu puesto de trabajo, avanza hasta el final de la lista y haz clic en “El título de trabajo no está en la lista.”)

- No sé. {HS1JOBPLNDK}

[Comienza a escribir el puesto de trabajo...] {HS1JOBPLNLTXT}

Por favor, especifica el trabajo que espera o planea tener [en el otoño de 2024/ inmediatamente después de high school]. {HS1JOBPLNOTH}

HS1JOBPLNAPPRN

Question Wording:

¿Es este un trabajo formal de aprendiz en el que recibirás instrucción y entrenamiento en el trabajo y se te pagará un salario de entrenamiento?

{HS1JOBPLNAPPRN}

- Sí {1}
 - No {0}
 - No sabes {99}
-

HS1PLNMILITARY

Question Wording:

¿Tienes planes de servir en las Fuerzas Armadas [en el otoño de 2024/inmediatamente después de *high school*]? Incluye la Guardia Costera, la Guardia Nacional, la Reserva o ROTC.

{HS1PLNMILITARY}

- Sí {1}
- No {0}

HS1MILITBRANCH

Question Wording:

¿En qué rama de las Fuerzas Armadas servirás?

{HS1MILITBRANCH}

- Ejército {1}
- Fuerza Naval {2}
- Fuerza Aérea {3}
- Marines {4}
- Guardia Costera {5}
- Fuerza Espacial {6}

HS1MILITTYPE

Question Wording:

¿Cómo estarás prestando servicios en las Fuerzas Armadas?

{HS1MILITTYPE}

- En servicio activo {1}
- En la Guardia Nacional o Reservas {2}
- En ROTC {3}

HS1GAPYRACT

Question Wording:

Anteriormente dijiste que planeas continuar tu educación después de estar fuera de la escuela [hasta por un año/más de un año].

¿Qué planeas hacer antes de regresar a tus estudios?
(Selecciona todo lo que corresponda.)

- Trabajar por pago {HS1GAPYRWORK}
- De voluntario(a) o trabajo como misionero {HS1GAPYRVLNTR}
- Viajar {HS1GAPYRTRAVL}
- Participar en una pasantía o internado {HS1GAPYRINTRN}
- Comenzar una familia o cuidar a tus hijos {HS1GAPYRFAM}
- Tomar tiempo libre {HS1GAPYRTIMOFF}
- Participar en un programa de aprendiz {HS1GAPYRAPPRN}
- Empezar un negocio {HS1GAPYROWNBI}
- Trabajar en un pasatiempo {HS1GAPYRHOBBY}

- Pensar qué hacer a continuación {HS1GAPYRMKPLAN}
- Otra cosa {HS1GAPYROTHR}
- No sabes {HS1GAPYRDK}

Por favor, especifica:
{HS1GAPYROTHR_other}

HS1MINTRO *

Question Wording:

Anteriormente, dijiste que planeas asistir a la escuela en el otoño del 2024. Las siguientes preguntas son acerca de las escuelas o universidades a las que has solicitado admisión o planeas solicitarla. Entendemos que los estudiantes pueden estar en diferentes etapas del proceso de solicitud o matrícula. Por favor contesta las siguientes preguntas lo mejor que puedas.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS1NUMSCHAPPLD *

Question Wording:

¿A cuántas escuelas, *colleges* o universidades has presentado una solicitud de ingreso?

Por favor incluye cualquier *college* o universidad de 4 años, universidad de 2 años, *junior colleges*, universidades comunitarias, escuelas de oficios, institutos técnicos y escuelas vocacionales. No cuentes la matriculación en la universidad o escuela de oficios mientras estabas en *high school* ni programas para completar *high school* para adultos. Incluye las universidades y escuelas de oficios que aceptan solamente a algunos estudiantes que solicitan ingreso así como las universidades y escuelas de oficios que admiten a cualquiera que se registre.

(Please enter ‘0’ if none.)

_____ escuelas {HS1NUMSCHAPPLD}

Help Text:

Esta pregunta trata acerca de las solicitudes y matriculaciones para inscribirse en una universidad o escuela de oficios. Esto incluye *colleges* y universidades de 4 años, *colleges* de 2 años, universidades-*junior colleges*, universidades comunitarias, escuelas de oficios, institutos técnicos y escuelas vocacionales que generalmente ofrecen programas de sólo 2 años) por ejemplo: institutos culinarios y escuelas de cosmetología). No cuentes la matriculación en la universidad o escuela de oficios mientras estabas en *high school* ni programas para completar *high school* para adultos. Incluye las universidades y escuelas de oficios que aceptan solamente a algunos estudiantes que solicitan ingreso así como las universidades y escuelas de oficios que admiten a cualquiera que se registre.

HS1PLNAPPLY *

Question Wording:

[Dijiste que has presentado solicitudes de ingreso a [NUMBER SCHOOLS APPLIED] escuelas/no fill]
¿Planeas presentar solicitudes de ingreso a alguna [otra/no fill] universidad antes del otoño de 2024?

Por favor incluye cualquier *college* o universidad de 4 años, universidad de 2 años, *junior colleges*, universidades comunitarias, escuelas de oficios, institutos técnicos y escuelas vocacionales. No cuentes la matriculación en la universidad o escuela de oficios mientras estabas en *high school* ni programas para completar *high school* para adultos. Incluye las universidades y escuelas de oficios que aceptan solamente a algunos estudiantes que solicitan ingreso así como las universidades y escuelas de oficios que admiten a cualquiera que se registre.

{HS1PLNAPPLY}

- Sí {1}
- No {0}
- No sabes {99}

Help Text:

Esta pregunta trata acerca de las solicitudes y matriculaciones para inscribirse en una universidad o escuela de oficios. Esto incluye *colleges* y universidades de 4 años, *colleges* de 2 años, universidades-*junior colleges*, universidades comunitarias, escuelas de oficios, institutos técnicos y escuelas vocacionales que generalmente ofrecen programas de sólo 2 años) por ejemplo: institutos culinarios y escuelas de cosmetología). No cuentes la matriculación en la universidad o escuela de oficios mientras estabas en *high school* ni programas para completar *high school* para adultos. Incluye las universidades y escuelas de oficios que aceptan solamente a algunos estudiantes que solicitan ingreso así como las universidades y escuelas de oficios que admiten a cualquiera que se registre.

HS1NUMPLNAPPLY *

Question Wording:

¿A cuántas escuelas tienes planeado solicitar admisión antes del otoño del 2024?

Por favor incluye cualquier *college* o universidad de 4 años, universidad de 2 años, *junior colleges*, universidades comunitarias, escuelas de oficios, institutos técnicos y escuelas vocacionales. No cuentes la matriculación en la universidad o escuela de oficios mientras estabas en *high school* ni programas para completar *high school* para adultos. Incluye las universidades y escuelas de oficios que aceptan solamente a algunos estudiantes que solicitan ingreso así como las universidades y escuelas de oficios que admiten a cualquiera que se registre.

(Por favor pon '0' si no vas a hacer ninguna solicitud.)

_____ escuelas {HS1NUMPLNAPPLY}

Help Text:

Esta pregunta trata acerca de las solicitudes y matriculaciones para inscribirse en una universidad o escuela de oficios. Esto incluye *colleges* y universidades de 4 años, *colleges* de 2 años, universidades-*junior colleges*, universidades comunitarias, escuelas de oficios, institutos técnicos y escuelas vocacionales que generalmente ofrecen programas de sólo 2 años) por ejemplo: institutos culinarios y escuelas de cosmetología). No cuentes la matriculación en la universidad o escuela de oficios mientras estabas en *high school* ni programas para completar *high school* para adultos. Incluye las universidades y escuelas de oficios que aceptan solamente a algunos estudiantes que solicitan ingreso así como las universidades y escuelas de oficios que admiten a cualquiera que se registre.

HS1LIKELYSCHL1 *

Question Wording:

[Piensa en las dos escuelas a las que más probablemente asistirás./no fill]

¿Cuál es el nombre de [una de las escuelas/la escuela] a la que presentaste solicitud o a la que tienes planeado presentar solicitud antes del otoño del 2024 y a la que es **más probable que asistirás?** Toma en cuenta todas las escuelas, al margen del estatus de tu solicitud de admisión.

Comienza a escribir a continuación y selecciona la opción más cercana de las opciones que aparecerán. Si no puedes encontrar una opción para tu escuela, desplaza y haz clic en "Escuela no listadas" en la parte inferior. Escribe el nombre completo de la escuela/universidad y no uses abreviaturas.

[Comienza a escribir el nombre de la escuela...]

{HS1LIKELYSCHL1}

Por favor asegúrate de que el nombre de la escuela se haya ingresado correctamente arriba y proporciona la información a continuación:

Selecciona el Estado:

Entre la Ciudad:

¿Es esta escuela una...?

- Un *college* o universidad de cuatro años
- Un *college* de dos años
- Una Escuela vocacional, técnica o comercial
- No sabes

¿Esta escuela es...?

- Público
- Privado, sin fines de lucro
- Privado, con fines de lucro
- No sabes

HS1LIKELYSCHL2 *

Question Wording:

¿Cuál es el nombre de la otra escuela o universidad a la que solicitaste o planeas solicitar antes del otoño del 2024 a la que es más probable que asistas? Considera todas las escuelas independientemente de tu estatus de admisión.

Comienza a escribir a continuación y selecciona la opción más cercana de las opciones que aparecerán. Si no puedes encontrar una opción para tu escuela, desplaza y haz clic en "Escuela no listadas" en la parte inferior. Escribe el nombre completo de la escuela/universidad y no uses abreviaturas.

[Comienza a escribir el nombre de la escuela...]

{HS1LIKELYSCHL2}

Asegúrate de que el nombre de la escuela esté ingresado correctamente arriba y proporciona la información a continuación:

Selecciona el estado:

Pon la ciudad:

¿Es esta escuela...

- Un *college* o Universidad de cuatro años
- Un *college* de dos años
- Una escuela vocacional, técnica o de oficios
- No sabes

¿Es esta escuela o universidad...

- Pública
- Privada, sin fines de lucro
- Privada, con fines de lucro
- No sabes

HS1REACHSCHL *

Question Wording:

Dijiste que es más probable que asistas a [NAME OF LIKELY SCHOOL 1] y [NAME OF LIKELY SCHOOL 2].

Ahora, nos gustaría saber sobre una escuela o universidad a la que presentaste o planeas presentar una solicitud de ingreso antes del otoño 2024, con pocas probabilidades de admisión. Se trata de aquella a la que presentaste o planeas presentar una solicitud de ingreso, aunque no estás seguro si te admitirán.

¿Cómo se llama alguna otra escuela o universidad a la que presentaste o planeas presentar una solicitud de ingreso antes del otoño de 2024 a la que te gustaría asistir, pero no estás seguro(a) si ingresarás? Toma en cuenta todas las escuelas o universidades al margen de tu estatus de admisión.

Comienza a escribir a continuación y selecciona la opción más cercana de las opciones que aparecerán. Si no puedes encontrar una opción para tu escuela, desplaza y haz clic en "Escuela no listadas" en la parte inferior. Escribe el nombre completo de la escuela/universidad y no uses abreviaturas.

[Comienza a poner el nombre de la escuela ...]
{HS1REACHSCHL}

Por favor asegúrate de que el nombre de la escuela/universidad sea correcto y proporciona la información a continuación:

Selecciona el estado:

Pon la ciudad:

¿Esta escuela es...

- Un *college* o una universidad de cuatro años?
- Un *college* de dos años?
- Vocacional, técnica o de oficios?
- No sabes

¿Esta escuela es...

- Pública?
- Privada, sin fines de lucro?
- Privada, con fines de lucro?
- No sabes

No es relevante; no hice solicitud y no tengo planeado hacer solicitud a ninguna escuela en la que difícilmente me acepten [*reach school*]. {*HS1REACHSCHLDNA*}

HS1SCHL1STCHOICE

Question Wording:

¿Cuál de las siguientes escuelas o universidades es la primera en tu lista? Toma en cuenta todas las escuelas o universidades, al margen del estatus de tu solicitud de admisión.

{*HS1SCHL1STCHOICE*}

- [NAME OF LIKELY SCHOOL 1] {1}
- [NAME OF LIKELY SCHOOL 2] {2}
- [NAME OF REACH SCHOOL] {3}
- Otra escuela {4}
- No sabes {99}

HS1CLGCHARACTR1

Question Wording:

¿Qué tan importante es o fue cada una de las siguientes cosas al elegir una escuela a la que te gustaría asistir? (Selecciona una opción en cada línea.)

	No es importante {1}	Algo importante {2}	Muy importante {3}	No corresponde {98}
Gastos bajos (matrícula, libros, vivienda y comida){ <i>HS1LOWCOST</i> }	○	○	○	○
Disponibilidad de ayuda económica, como préstamo estudiantil, beca o <i>grant</i> { <i>HS1SCHLRSHIP</i> }	○	○	○	○
Disponibilidad de cursos o currículo específicos { <i>HS1SPECCRSES</i> }	○	○	○	○

Oportunidad de jugar deportes {HS1ATHLETICS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vida social activa en la escuela. {HS1SOCIAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Posibilidad de asistir a la escuela mientras vive en casa. {HS1CLOSEBY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidad de vivir lejos de casa {HS1FARAWAY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un ambiente de baja criminalidad {HS1LOWCRIME}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un buen registro para la colocar a los graduados en puestos de trabajo {HS1GETJOB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HS1CLGCHARACTR2

Question Wording:

(Continuación) ¿Qué tan importante es o fue cada uno de los siguientes para escoger la escuela a la que te gustaría ir?

(Selecciona una opción en cada línea.)

	Nada Importante {1}	Algo Importante {2}	Muy Importante {3}	No Corresponde {98}
Un buen registro para colocar a los graduados en escuelas de posgrado {HS1GRADSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La reputación sólida de los programas académicos de la escuela {HS1ACADEMICS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estándares de ingreso fáciles {HS1EZADMIT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La disponibilidad de un programa de grado que te permitirá conseguir un trabajo en su área/campo elegido. {HS1MAJORDEG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La composición racial o étnica de la escuela {HS1DIVERSE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El tamaño de la escuela {HS1SCHLSIZE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La ubicación geográfica de la escuela {HS1SCHLLOC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La capacidad de asistir a la misma escuela a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

la que asistieron sus padres {HS1PARNTSCHL}				
Poder aplicar los créditos universitarios que obtuvo cuando estuvo en <i>high school</i> {HS1TRANSCRED}	○	○	○	○

HS1FIELDSTUDY *

Question Wording:

¿Qué campo de estudio o qué programa estás considerando?

(**Comienza a ponerlo abajo** y selecciona la más parecida de las opciones sugeridas. Si no encuentras una opción parecida a tu campo principal de estudio, avanza **hasta el final de la lista** y haz clic en “El campo no está en la lista.”)

{HS1FIELDSTUDY}

Si no lo sabes, marca este cuadrado. {HS1FIELDSTUDYDK}

{HS1HICIPTXT}

{HS1HICIPNAME}

{HS1HICIP6}

{HS1HICIP2}

{HS1HICIPDESC}

{HS1HICIPAST}

Por favor ayúdanos a clasificar tu especialidad (*major*) usando las cajas desplegables que aparecen en la pantalla. Usando la flecha al lado derecho de la primera caja desplegable, puedes ver en pantalla las áreas generales. Por favor haz clic en el área general deseada y después selecciona tu disciplina específica en la segunda caja desplegable.

Área general: [Selecciona una]

Disciplina específica: [Selecciona una]

HS1NINTRO *

Question Wording:

Las siguientes preguntas son acerca del costo de la educación después de *high school*, incluyendo preguntas sobre ayuda económica. Entendemos que los estudiantes pueden estar en distintas etapas en cuanto a pensar en ayuda económica y en cómo pagar su educación después de *high school*. Por favor responde las preguntas lo mejor que puedas

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS0IMPSTDYING

Question Wording:

¿Qué tan de acuerdo o en desacuerdo estás con la siguiente frase?

“Aunque te esfuerces en tus estudios, tu familia no tiene dinero para pagar para que vayas al *college* o universidad.”

{HS0IMPSTDYING}

- Muy de acuerdo {1}
 - De acuerdo {2}
 - En desacuerdo {3}
 - Muy en desacuerdo {4}
-

HS1FINAIDINFO *

Question Wording:

¿Has obtenido información sobre ayuda económica de alguna de las siguientes maneras?

(Selecciona una opción en cada línea.)

	Yes {1}	No {0}
Experiencia con ayuda económica para uno de tus hermanos o para otro miembro de la familia {HS1FINPRIOREXP}	<input type="radio"/>	<input type="radio"/>
Hablaste con tus padres, parientes, o amigos {HS1FINFAMFRND}	<input type="radio"/>	<input type="radio"/>
Hablaste con el personal de la oficina de ayuda económica en una universidad o escuela que ofrece entrenamiento ocupacional {HS1FINCLGSTAFF}	<input type="radio"/>	<input type="radio"/>
Hablaste con el personal de tu <i>high school</i> {HS1FINHSSTAFF}	<input type="radio"/>	<input type="radio"/>
Hablaste con algún reclutador militar sobre la ayuda económica disponible a través del servicio militar. {HS1FINMILITARY}	<input type="radio"/>	<input type="radio"/>
Investigaste opciones de ayuda económica en Internet. {HS1FINWEBSRCH}	<input type="radio"/>	<input type="radio"/>
Fuiste a alguna reunión informativa o a un <i>open house</i> organizado por tu <i>high school</i> {HS1FININFOMTG}	<input type="radio"/>	<input type="radio"/>
Otra cosa {HS1FINOTHER}	<input type="radio"/>	<input type="radio"/>
Por favor, especifica: {HS1FINOTHER_other}		

HS1APPLDFINAID *

Question Wording:

¿Alguna vez has solicitado ayuda económica para tu educación después de *high school*?

{HS1APPLDFINAID}

- Sí {1}
- No {0}
- No sabes {99}

Help Text:

Ayuda económica: Indica si alguna vez has presentado una solicitud para obtener ayuda económica para tu educación después de *high school*, completando solicitudes, tales como el FAFSA (Solicitud Gratuita de Ayuda para Estudiantes) o solicitudes requeridas por una agencia estatal, una organización privada, un prestamista privado o una institución educativa.

HS1NOAIDAPPRSN *

Question Wording:

¿Por qué no solicitaste ayuda económica?
(Selecciona todo lo que corresponda.)

- Mi familia y yo podemos pagar mi educación. {HS1NOAIDCANPAY}
 - Mis padres y yo no deseamos revelar nuestra situación económica. {HS1NOAIDPRIVFIN}
 - Mi familia y yo pensamos que yo podría no ser elegible o no califico. {HS1NOAIDINELIG}
 - Mi familia y yo no queremos endeudarnos. {HS1NOAIDDEBT}
 - Se requiere demasiado papeleo para solicitar ayuda económica. {HS1NOAIDPAPRWRK}
 - No pude conseguir suficiente información sobre cómo y dónde solicitar ayuda financiera. {HS1NOAIDINFO}
 - No hay dinero disponible para ayuda. {HS1NOAIDMONEY}
 - Otros parientes ayudarán a pagar mis gastos de estudios. {HS1NOAIDRELPAY}
 - Se me pasó el plazo para presentar la solicitud. {HS1NOAIDDEADLIN}
 - No sé cómo solicitar ayuda económica. {HS1NOAIDHOWAPP}
 - Otra razón {HS1NOAIDOTHER}
- Por favor, especifica: {HS1NOAIDOTHER_other}
- No sé por qué no solicité ayuda económica. {HS1NOAIDDNTKNOW}

HS1NOQUALAID *

Question Wording:

¿Por qué creíste que no calificarías para ayuda económica? ¿Fue...
(Selecciona una opción en cada línea.)

	Sí {1}	No {0}
--	-----------	-----------

porque otro miembro de la familia no calificó? {HS1QAIDFAMEXP}	<input type="radio"/>	<input type="radio"/>
porque te preocupa el puntaje de crédito? {HS1QAIDCREDSCOR}	<input type="radio"/>	<input type="radio"/>
porque los ingresos de tu familia son demasiado altos? {HS1QAIDHIINCOM}	<input type="radio"/>	<input type="radio"/>
porque tus calificaciones o notas escolares o los puntajes de tus exámenes son demasiado bajos? {HS1QAIDGRADES}	<input type="radio"/>	<input type="radio"/>
porque vas a ir de tiempo parcial a la escuela o al college? {HS1QAIDPTCLG}	<input type="radio"/>	<input type="radio"/>
Por otras razones {HS1QAIDOTHR}	<input type="radio"/>	<input type="radio"/>
Por favor, especifica: {HS1QAIDOTHR_other}		
No sabes {HS1QAIDDNTKNOW}	<input type="radio"/>	<input type="radio"/>

HS1ESTCLGCOST *

Question Wording:

Antes de recibir ayuda económica, ¿aproximadamente cuánto es el costo total, para ti y tu familia, de la matriculación [de tiempo parcial] en [[NAME OF FIRST CHOICE SCHOOL]/la primera institución postsecundaria de tu lista] para el año escolar 2024- 2025? Incluye las cuotas y los pagos obligatorios, alojamiento y comida o gastos de vivienda fuera del campus, y gastos diversos.

\$_____ para el año escolar 2024-2025 {HS1ESTCLGCOST}

No sabes {HS1ESTCLGCOSTDK}

HS1PSECEDUPAY *

Question Wording:

[¿Cómo pagarás /Si en algún momento continúas tu educación después de *high school*, cómo pagarías] la matrícula, el alojamiento y la comida? (Selecciona una opción en cada línea.)

	Sí {1}	No {0}	No sabes {99}
Con tus propios ingresos y ahorros {HS1PAYOWNSVING}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con ingresos y ahorros de padres o familiares, incluyendo una cuenta de matrícula prepagada o un plan 529 {HS1PAYRELSVING}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con becas y <i>grants</i> que no se tienen que devolver {HS1PAYSCHLRGRNT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con préstamos federales o estatales {HS1PAYFEDLOAN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con préstamo privado a tu nombre {HS1PAYMYLOAN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Con préstamo privado a nombre de tus padres o parientes {HS1PAYRELLOAN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Question Wording:

¿Podrías ir a la escuela sin trabajar mientras estés matriculado(a) durante el año escolar 2024-2025?

{HS1WRKWHILSCHL}

- Sí {1}
 - No {0}
-

HS1OINTRO**Question Wording:**

Las siguientes preguntas son acerca de tus planes futuros de carrera.

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS0EDUEXP**Question Wording:**

Según como van las cosas por ahora, ¿hasta dónde crees que llegarás en tus estudios?
(Selecciona el nivel educativo más alto.)

{HS0EDUEXP}

- Que no llegarás a completar *high school* {1}
- Que completarás un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC) {2}
- Que completarás un certificado o diploma de una escuela que proporciona qué ocupacional, tal como una escuela de oficios {3}
- Que completarás un grado asociado {4}
- Que completarás una licenciatura o título de *bachelor* {5}
- Que completarás una maestría {6}
- Que completarás un doctorado, título de médico o abogado, u otro título profesional avanzado {7}
- No sabes {99}

Help Text:

Que no llegarás a completar *high school*: No recibirás un diploma de *high school* o su equivalente.

Que completarás un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC): Recibirás un diploma común de *high school* o completarás *high school* recibiendo algún otro tipo de reconocimiento formal de una escuela o una autoridad del gobierno. Por ejemplo, el GED (Examen de Desarrollo de Educación General), HiSET (Prueba de Equivalencia de *High school*) y TASC (Prueba de Evaluación para la Terminación de Secundaria).

Que completarás un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios: Recibirás un certificado o diploma de una institución educativa que se especializa en entrenamiento para trabajos o habilidades técnicas que se requieren para cumplir las tareas de un trabajo particular y específico. Tales instituciones pueden llamarse escuela de oficios, instituto técnico o escuela vocacional. Ejemplos de trabajos incluyen cosmetología y carpintería.

Que completarás un grado asociado: Un grado asociado (AA, AS, AAS, AGE, etc.) normalmente requiere estudios de *college* a tiempo completo, generalmente por un mínimo de 2 años pero menos de 4.

Que completarás una licenciatura o título de *bachelor*: Un título de *bachelor* (BA, BS, etc.) generalmente requiere al menos 4 años de estudios de *college* a tiempo completo.

Que completarás una maestría: Una maestría (MA, MS, MBA, MFA, etc.) generalmente requiere al menos 2 años de estudios graduados a tiempo completo y puede requerir una tesis o un *prácticum*.

Que completarás un doctorado, título de médico o abogado, u otro título profesional avanzado: Un Ph.D. o doctorado generalmente requiere al menos 4 años de estudios graduados a tiempo completo y generalmente requiere una disertación. Un título profesional generalmente requiere estudios graduados en una de las siguientes áreas: quiropráctica, odontología, derecho, medicina, optometría, medicina osteopática, farmacia, podiatría, religión o divinidad, o veterinaria.

HS1JOBEXP30

Question Wording:

¿Cuál es el trabajo o la ocupación que esperas, o planeas tener, a los 30 años de edad?

(Comienza a ponerlo abajo y selecciona la más parecida de las opciones sugeridas. Si no encuentras una opción parecida a ese trabajo u ocupación, avanza hasta el final de la lista y haz clic en “El trabajo no está en la lista.”)

- No tengo planeado trabajar a los 30 años de edad {HS1JOBEXP30NONE}
- No sabes {HS1JOBEXP30DK}

[Comienza a poner un puesto de trabajo ...] {HS1JOBEXP30}

Por favor, especifica el trabajo que esperas o planeas tener a los 30 años de edad.
{HS1JOBEXP30OTH}

HS1NEEDEDUC

Question Wording:

¿Cuánta educación crees que necesitas para conseguir el trabajo que esperas o planeas tener cuando tengas 30 años de edad?

{HS1NEEDEDUC}

- Que no llegarás a completar *high school* {1}
- Que completarás un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC) {2}
- Que completarás un certificado o diploma de una escuela que proporciona qué ocupacional, tal como una escuela de oficios {3}
- Que completarás un grado asociado {4}
- Que completarás una licenciatura o título de *bachelor* {5}
- Que completarás una maestría {6}

- Que completará un doctorado, título de médico o abogado, u otro título profesional avanzado {7}
- No sabes {99}

Help Text:

Que no llegarás a completar *high school*: No recibirás un diploma de *high school* o su equivalente.

Que completará un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC): Recibirás un diploma común de *high school* o completará *high school* recibiendo algún otro tipo de reconocimiento formal de una escuela o una autoridad del gobierno. Por ejemplo, el GED (Examen de Desarrollo de Educación General), HiSET (Prueba de Equivalencia de *High school*) y TASC (Prueba de Evaluación para la Terminación de Secundaria).

Que completará un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios: Recibirás un certificado o diploma de una institución educativa que se especializa en entrenamiento para trabajos o habilidades técnicas que se requieren para cumplir las tareas de un trabajo particular y específico. Tales instituciones pueden llamarse escuela de oficios, instituto técnico o escuela vocacional. Ejemplos de trabajos incluyen cosmetología y carpintería.

Que completará un grado asociado: Un grado asociado (AA, AS, AAS, AGE, etc.) normalmente requiere estudios de *college* a tiempo completo, generalmente por un mínimo de 2 años pero menos de 4.

Que completará una licenciatura o título de *bachelor*: Un título de *bachelor* (BA, BS, etc.) generalmente requiere al menos 4 años de estudios de *college* a tiempo completo.

Que completará una maestría: Una maestría (MA, MS, MBA, MFA, etc.) generalmente requiere al menos 2 años de estudios graduados a tiempo completo y puede requerir una tesis o un prácticum.

Que completará un doctorado, título de médico o abogado, u otro título profesional avanzado: Un Ph.D. o doctorado generalmente requiere al menos 4 años de estudios graduados a tiempo completo y generalmente requiere una disertación. Un título profesional generalmente requiere estudios graduados en una de las siguientes áreas: quiropráctica, odontología, derecho, medicina, optometría, medicina osteopática, farmacia, podiatría, religión o divinidad, o veterinaria.

HS1CARE

ERINT

Question Wording:

¿Cómo te interesaste por esta ocupación?
(Selecciona todo lo que corresponda.)

- Hiciste por tu cuenta una encuesta de interés profesional en internet. {HS1CISURVEY1}
- Hiciste una encuesta de interés profesional ofrecida por tu escuela. {HS1CISURVEY2}
- Hablaste con tu consejero(a) escolar. {HS1CICOUNS}
- Tomaste un curso de Educación Técnica y Profesional (CTE) o de *Career Academy* relacionado con esta ocupación. {HS1CICTE}
- Uno de tus padres/madres te animó a considerar esta ocupación. {HS1CIPARENT}
- Un miembro de la familia o alguien que conoces bien trabaja en esta ocupación. {HS1CIFAMFRND}
- Hablaste con otra persona que trabaja en esta ocupación. {HS1CIJOBCHAT}
- Fuiste a una presentación dada por alguien que trabaja en esta ocupación. {HS1CIPRESENT}
- Tienes experiencia laboral en esta ocupación, como por una pasantía/internado o de aprendiz. {HS1CIWORKEXP}

Eras miembro de un club escolar relacionado con esta ocupación. {HS1CICLUB}

De otra manera {HS1CIOTHER}

Por favor, especifica: {HS1CIOTHER_other}

Ninguno de esos {HS1CINONE}

HS1CARE

ERCHAR

Question Wording:

¿Qué tan importantes son para ti las siguientes características de un empleo?

(Selecciona una opción en cada línea.)

	Nada importante {1}	Apenas importante {2}	Algo importante {3}	Muy importante {4}	Extremadamente importante {5}
Estabilidad laboral {HS1JOBSECUR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidad de aprender nuevas cosas {HS1LRNNEW}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Altos ingresos {HS1HIEARN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nuevos retos {HS1NEWCHAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suficiente tiempo para actividades recreativas {HS1LEISURTIM}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidad de hacer algo útil para la sociedad {HS1HLPSOC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidad de equilibrar el trabajo y las responsabilidades familiares. {HS1WRKLIFBAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otra característica {HS1CAREEROTHR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Por favor, especifica: {HS1CAREEROTHR_other}					

HS0QINTRO *

Question Wording:

Ahora te preguntaremos sobre algunas experiencias que hayas tenido desde 9º grado, incluyendo tus experiencias durante la pandemia de COVID-19

Para continuar, por favor haz clic en el botón que dice “Siguiente”.

HS1STILLEFFECT *

Question Wording:

Pensando en ti mismo(a) actualmente, ¿dirías que está lidiando con efectos negativos de la pandemia de COVID-19 en alguna de las siguientes cosas?

(Selecciona una opción en cada línea.)

	Sí {1}	No {0}
Aprendizaje {HS1STLNEGLEARN}	<input type="radio"/>	<input type="radio"/>
Habilidades para estudiar {HS1STLNEGSTDY}	<input type="radio"/>	<input type="radio"/>
Interés en la escuela {HS1STLNEGSCHINTRST}	<input type="radio"/>	<input type="radio"/>
Habilidades sociales {HS1STLNEGSOCSKL}	<input type="radio"/>	<input type="radio"/>
Salud mental, tal como ansiedad o depresión {HS1STLNEGMNTLHLTH}	<input type="radio"/>	<input type="radio"/>
Comportamiento {HS1STLNEGBEHAV}	<input type="radio"/>	<input type="radio"/>
Capacidad para prestar atención {HS1STLNEGATTENT}	<input type="radio"/>	<input type="radio"/>
Motivación {HS1STLNEGMOTIV}	<input type="radio"/>	<input type="radio"/>
Ausentismo escolar {HS1STLNEGABSENT}	<input type="radio"/>	<input type="radio"/>
Otro efecto {HS1STLNEGOTHER}	<input type="radio"/>	<input type="radio"/>
Por favor, especifica: {HS1STLNEGOTHER_other}		

HS1COVIDEVNTS ***Question Wording:**

¿Te pasó alguna de las siguientes cosas **desde que empezaste 9º grado en el otoño del 2020?**

(Selecciona una opción en cada línea.)

	Sí {1}	No {0}
Uno de tus padres o tutores/guardianes legales perdió un trabajo. {HS1COVIDJOBLS}	<input type="radio"/>	<input type="radio"/>
La casa de tu familia fue embargada o tu familia fue desalojada. {HS1COVIDHOMLS}	<input type="radio"/>	<input type="radio"/>
Tus padres o tutores/guardianes legales se separaron o se divorciaron. {HS1COVIDSEPDIV}	<input type="radio"/>	<input type="radio"/>
Uno de tus padres o tutores/guardianes legales tuvo problemas graves de salud o fue gravemente herido(a). {HS1COVIDPHLTH}	<input type="radio"/>	<input type="radio"/>
Uno de tus padres o tutores/guardianes legales falleció. {HS1COVIDDEATH}	<input type="radio"/>	<input type="radio"/>
Tuviste problemas de salud graves o fuiste gravemente herido(a). {HS1COVIDCHLTH}	<input type="radio"/>	<input type="radio"/>

Help Text:

Perder un trabajo: Esto incluye estar en *lay-off* o cesanteado de manera permanente, estar en *lay-off* o cesanteado de manera temporal o ser despedido. No incluye cuando se renuncia a un trabajo o cuando hay reducción de horas laborales

Embargo: El banco que te prestó dinero al comprador de la vivienda se queda con la vivienda normalmente debido a que el comprador no ha podido hacer los pagos de la hipoteca.

Desalojo: El propietario de una casa o apartamento obliga a las personas que vivían allí a mudarse por orden judicial.

HS0PREEND *

Question Wording:

Has llegado al final de la encuesta.

No podrás ingresar nuevamente en la encuesta una vez que hagas clic en "Siguiete" en esta pantalla.

Si quieres revisar alguna de tus respuestas, usa el botón que dice "Anterior" para volver a la(s) pantalla(s) que desees. Si estás conforme con todas tus respuestas, haz clic en "Siguiete" para pasar a la pantalla final de la encuesta. Esto indicará que la encuesta está completa.

HS0END *

Question Wording:

Has terminado la última pregunta de esta sección. Haz clic en "Terminar" para pasar a la siguiente sección.

HS0INCE

NTIVE *

Question Wording:

(To see an English translation, click the \"ENGLISH\" button at the top of your screen.)

Gracias. Como agradecimiento por haber completado hoy la encuesta, quisiéramos darte [Incentive].

Por favor proporciona tu información y luego haz clic en "Siguiete". Necesitamos tener una dirección completa para asegurarnos de que te llegue [Incentivo] [y tu certificado de servicio comunitario/no fill].

(Por favor espera 4 semanas para recibir el envío.)

Si no deseas recibirlo, por favor haz clic en el cuadrado de abajo y después haz clic en "Siguiete" para continuar.

{HS0INC_TYPE}

- Cheque{1}
- Tarjeta de regalo de Amazon {2}
- No quiero recibir ningún dinero por completar este estudio. {3}

Nombre:

Primer nombre: *{HS0INCFIRNAME}*

Segundo nombre: *{HS0INCMIDNAME}*

Apellido: *{HS0INCLSTNAME}*

Sufijo *{HS0INCSUFFIX}*

Question Wording:**Dirección:**

Dirección: {HS0INCAD}

{HS0INCAD2}

Ciudad: {HS0INCCY}

Estado:

-Selecciona una {HS0INCST}

Código postal:

Encuentra la ciudad y el estado desde el código postal {HS0INCZP}

 Por favor marca aquí si la dirección es en el extranjero. {HS0INCFOR}

Dirección (extranjera): {HS0INCFAD}

País (extranjero): {HS0INCFC}

Ciudad (extranjera): {HS0INCFCY}

Estado/Provincia (extranjero(a)): {HS0INCFS}

Código postal (extranjero): {HS0INCFZ}

Question Wording:**Email address:**

Correo electrónico

{HS0INCEMAIL}

 No tienes correo electrónico {HS0INCNOEML}

FINAL_FORM ***Question Wording:**

(To see an English translation, click the "ENGLISH", button at the top of your screen.)

Gracias por tu participación en HS&B:22.

[Ahora puedes cerrar el navegador./Asegúrate de CERRAR TODAS las ventanas del navegador para mantener tus respuestas seguras. Por ejemplo, si usaste Chrome o Safari para abrir la encuesta, asegúrate de que no queden ventanas de Chrome o Safari abiertas después de finalizar la encuesta. Si no cierra todos los navegadores, otra persona podría ver sus respuestas.]

Table 3: HS&B:22 First Follow Up Field Test Parent Questionnaire – English

The last two columns in Table 3 indicate which items are included in the parent abbreviated survey and the 5-minute micro survey. The 5-minute micro survey items are notated by daggers (†) in the survey facsimile in this appendix.

Form Name	Form Label	5-minute Micro
HP0IINTRO	Survey introduction	†
HP0CHPERMPAR1	Permission for student’s participation – Screen 1	†
HP0CHPERMPAR2	Permission for student’s participation – Screen 2	†
HP0RPERMPAR1	Parent informed consent – Screen 1	†
HP0RPERMPAR2	Parent informed consent – Screen 2	†
HP0NAVIGATE	Survey navigation instructions	†
HP0LIVWCH	Respondent lives with student	†
HP0KNOWCH	Respondent knows about student’s development, schooling, and home life	†
HP0ELIGPCONT	Collect contact information for eligible parent/guardian	†
HP0RESPREL	Respondent’s relationship to student	†
HP0OPINHOUSE	Number of parents in household in addition to guardian	†
HP0NOINHOUSE	Number of people in household	†
HP0NENGHOM	Language other than English spoken at home	†
HP0LANGHOM	Languages that are spoken regularly in the household	†
HP0ENGHOM	English regularly spoken in addition to another language	†
HP0P1HIGHEДУ	Highest level of education attained by Parent 1	†
HP0P1EVERWORK	Parent 1 has ever held a regular job for pay	†
HP0P1JOB	Parent 1’s current or most recent job title	†
HP0HOUSEINCOM	Estimate of gross household income	†
HP0CHHAS504	Student has a 504 plan	†
HP0CHHASIEP	Student has an IEP or ISP	†
HP1AFTERHS	Respondent’s priorities for student after high school	†
HP0EXPCTLEVED	Parent’s expected level of education for student	†
HP1CONTINUE1	Notify non-micro group respondent that they have completed the first section	†
HP1CONTINUE2	Micro group respondent would like to continue the full survey	†
HP0NAME	Confirm respondent’s name	
HP0RCNTCTINF1	Confirm or collect respondent’s name and address	
HP0RCNTCTINF2	Confirm or collect respondent’s phone number(s) and email address	
HP0STUDNAME	Verify spelling of student’s name	
HP0CHSEX1	Verify student’s sex that was provided before survey.	
HP0CHSEX2	Collect student’s sex if not provided before survey.	
HP0AINTRO	Family Section Introduction	
HP0PRELID	Relationship of the parents in the household to the student	
HP0P1SPPTR	Parent/guardian has a spouse or partner in the household	
HP0SPPTRRELID	Spouse’s or partner’s relationship to student	
HP0OTHADULT	Other adult with parental responsibility in the household	
HP0OTHREL	Relationship of other adult to the student	
HP0MARSTAT	Marital status of parents or guardians	
HP0TIMELIV	Amount of time respondent lives with student	
HP0OTHLIVW	Who student lives with when not living with respondent	
HP0NOSIB	Number of siblings of different types in household	

Form Name	Form Label	5-minute Micro
HP0NOSIBINHS	Number of siblings in high school	
HP0NOSIBGRDHS	Number of siblings who have graduated high school	
HP0NOSIBPSEC	Number of siblings who continued education after high school	
HP0EATWCHLD	How often does respondent eat with student	
HP0RKNOWFRND	How many of student's friends does respondent know	
HP0TLKPNTFRND	How many of student's friends' parents does respondent communicate with regularly?	
HP0BINTRO	School Experiences Section Introduction	
HP0SCHASSIGN	Whether student's public school was assigned or chosen	
HP0REPEATGRD	If student has repeated any grades K-12	
HP0SKIPPDGRD	If student has skipped any grades K-12	
HP0NUMSUSPEXP	How many times student has been suspended or expelled since starting 9 th grade	
HP0TYPUSPEXP	What type of suspension or expulsion student received most recently	
HP0RSNSUSPEXP	Reason for most recent suspension or expulsion	
HP0DAYSUSPEXP	Number of days of the most recent suspension or expulsion	
HP1HSPROGRAMS	Student's participation in high school courses or programs	
HP0EVGIFTTAL	Student's participation in gifted and talented program before 9th grade	
HP0TUTRSUMSCH	Student's participation in tutoring or summer school.	
HP0TUTRSBJCT	Subjects student was tutored in	
HP0SUMSCHSBJCT	Subjects student attended summer school for	
HP1PRIVLESSN	Subjects in which student received private lessons	
HP0ACTYOUTSCH	Student's activities outside of school	
HP0DEVINHOME	Computer/device in the home for schoolwork	
HP0DEVINTACC	Computer/device in the home has access to internet	
HP1DISCRIM	Parent perception that discrimination has limited student's educational opportunities	
HP1DISCRIMTYP	Types of discrimination parent feels have limited student's educational opportunities	
HP1RACECONCERN	Concerns parents have for student based on race or ethnicity	
HP1EDUPREPARE	Beliefs about education preparing student for the future	
HP1DISCIPLINE	Parent perception of school discipline practices	
HP0EVDROPOUT	Has student ever dropped out or stopped attending school since starting kindergarten	
HP1DROPOUTINHS	Has student dropped out or stopped attending school since starting 9 th grade	
HP1PARACTION	Parent responses to student dropping out	
HP0CINTRO	Background Information Section Introduction	
HP0P1HISPANIC	Hispanic ethnicity for Parent 1	
HP0P1HISPETH	Specific Hispanic heritage for Parent 1	
HP0P1RACE	Race for Parent 1	
HP0P1ASIANETH	Specific Asian ethnicity for Parent 1	
HP1P1PACISLETH	Specific Pacific Islander heritage for Parent 1	
HP0P2HISPANIC	Hispanic ethnicity for Parent 2	
HP0P2HISPETH	Specific Hispanic heritage for Parent 2	
HP0P2RACE	Race for Parent 2	
HP0P2ASIANETH	Specific Asian ethnicity for Parent 2	
HP1P2PACISLETH	Specific Pacific Islander heritage for Parent 2	
HP0CBIRTHDATE	Student's birthdate	
HP0CHHISPANIC	Student's Hispanic ethnicity	
HP0CHHISPETH	Student's specific Hispanic heritage	

Form Name	Form Label	5-minute Micro
HP0CHRACE	Student's race	
HP0CHASIANETH	Student's specific Asian ethnicity	
HP1CHPACISLETH	Student's specific Pacific Islander heritage	
HP1CHBIRTHPLACE1	Student born in United States	
HP1CHBIRTHPLACE2	Student's country of birth	
HP1CHYEARUS	Year student came to stay permanently in United States	
HP0RESPLANG	Respondent's primary language spoken to student	
HP0CHDSPELANG	Student's primary language spoken to respondent	
HP0DIFPARLANG	Impact of language on school communication	
HP0CHDEVERELL	Student ever enrolled in a program for English Language Learners (ELLs)	
HP0CHDCURRELL	Student currently enrolled in a program for English Language Learners (ELLs)	
HP0DINTRO	Future Plans Section Introduction	
HP0ADV	Topics parent provided advice or information about	
HP1AFTERHS2	If a second parent is present in the household – Parent 2's priorities for student after high school	
HP1AFTERHS3	If respondent is a non-parent reporting in two parent household – other parent's priorities for student after high school	
HP1CHCONTEДУ	Student plans to continue education right after high school	
HP1CHWHNSCHL	Timeline for postsecondary school entry	
HP1CHCONFALL	Student plans to continue education in the fall if starting school in the summer	
HP1CLGCHARACTR1	Importance of college characteristics in school choice, part 1	
HP1CLGCHARACTR2	Importance of college characteristics in school choice, part 2 (continued)	
HP1LIKELYSCHL	School that student will most likely attend	
HP1PAR1STCHOICE	If most likely school is parent's first choice for student	
HP1EDUEXPENSES	Types of education expenses parents are paying for any children	
HP1EDUTOTALEXP	Dollar amount range spent on all education expenses	
HP1FAFSA	Plans to apply for financial aid	
HP1NOAIDAPPRSN	Reasons to not apply for financial aid	
HP0AMTSVDCHED	Amount parents have saved for postsecondary education	
HP1PSECEDUPAY	Sources of money used to cover postsecondary education expenses	
HP1MAXBORRW	Maximum amount willing to borrow per year for school	
HP0DESRDLEVED	Parent's aspirational level of education for student	
HP0FINTRO	Health and Wellness Section Introduction	
HP1CHMNTLHLTH	Parents concern about student's mental health	
HP1INTHERAPY	Student currently receiving mental health treatment	
HP1NEEDTHERAPY	Student has access to mental health treatment	
HP1MEDS	Student is on medication for depression/anxiety	
HP0GINTRO	Health and Events Section Introduction	
HP1P1PHYSHLTH	Rating of parent's physical health	
HP1P1MNTLHLTH	Rating of parent's mental health	
HP1CHCAREGIVER	Student provides regular care for a family member	
HP1CHHLPFINFAM	Student contributes money to family	
HP1EMRGEXPNSE1	Parent's feelings of financial security – part 1	
HP1EMRGEXPNSE2	Parent's feelings of financial security – part 2	
HP1EMRGEXPNSE3	Parent's feelings of financial security – part 3	
HP1HOUSING	Types of places student has slept since beginning 9th grade	
HP0COVIDEVNTS	Negative life experiences since start of 9th grade	
HP0LIINTRO	Locating Section Introduction	

Form Name	Form Label	5-minute Micro
HP0P1CNTCTINF	Collect Parent 1's name, numbers, and email	
HP0P2CNTCTINF	Collect Parent 2's name, numbers, and email	
HP0INCENTIVE	Accept/gift/decline incentive and confirm address	†
HP0INCENTCASH	Accept/decline cash incentive	†
HP0PREEND	Pre-end screen	†
HP0END	End screen	†

HS&B:22 First Follow Up Field Test Parent Survey

KEY:

† Forms in the Parent 5-minute critical-item survey

HP0IINTRO †

Question Wording:

Welcome to the High School and Beyond Longitudinal Study of 2022 (HS&B:22) study. To start, we have some information about the study and a few questions to confirm you are eligible to take this survey.

Please click the “Next” button to continue.

HP0CHPERMPAR1 †

Question Wording:

[Student's first name/Your 12th-grader] has been selected to participate in the High School and Beyond Longitudinal Study of 2022 (HS&B:22). We recently sent you materials that explain that HS&B:22 is a study that follows teenagers like [Student's first name/your 12th-grader] through high school and beyond. The study also focuses on the impact of the high school experience on teenagers' learning, and their education and career choices.

[Student's first name/Your 12th-grader]’s participation in HS&B:22 is critically important to its success. We are asking that [Student's first name/your 12th-grader] complete a survey about [himself/herself/himself or herself] and [his/her/your 12th-grader's/[Student's first name]'s] experiences and answer some math questions. The student session will take no more than 90 minutes. [If student receives incentive then fill: [Student's first name/Your 12th-grader] will receive a certificate for 2 hours of community service from the U.S. Department of Education, and a small gift as a “thank you” for participating.]

Please click the “Next” button to continue.

HP0CHPERMPAR2 †

Question Wording:

Completing the survey is voluntary and there are no penalties for not participating. [Student's first name/Your 12th-grader] may also skip any question [your 12th-grader/[Student's first name]] does not want to answer. The risk of participation in this study is minimal, given the strict confidentiality and security procedures in place as required by law. The National Center for Education Statistics (NCES) is authorized to conduct HS&B:22 by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. 9543) and to collect students’ education records from education agencies or institutions for the purposes of evaluating federally supported education programs under the Family Educational Rights and Privacy Act (FERPA, 34 CFR 99.31(a)(3)(iii) and 99.35). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. All of the information your 12th-grader provides 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).

Responses gathered for this study will only be reported as a group; no names will be linked to any study participant's answers. Additionally, your and [Student's first name/your 12th-grader]'s responses will not be reported individually to [your 12th-grader's/[Student's first name]'s] school, and [Student's first name/your 12th-grader]'s responses cannot be reported to a parent. If you have questions about the study, you may contact the study's Help Desk toll-free number at 855-500-1439, or you can email HSB22Survey@rti.org. Please include your study ID when calling or emailing so we can assist you more easily. If you have questions about [Student's first name/your 12th-grader]'s rights as a study participant, you may contact RTI's Office of Research Protection at 919-316-3358 in Durham, NC (or toll-free at 866-214-2043) or email OREP@rti.org.

To review a sample of the letter that we mailed, click [here](#).

To review the study brochure, click [here](#).

May [Student's first name/your 12th-grader] participate in this study when [your 12th-grader/[Student's first name]] is available?

{HPOCHPERMPAR2}

- Yes {1}
- No {0}

HP0RPERMPAR1 †

Question Wording:

[If permission for child to participate in the study was not needed or the survey is being done in the field (survey mode is in (LAPTOP_SA, LAPTOP_SELF, LAPTOP_PHONE)) then fill: The following is some information about this study, the High School and Beyond Longitudinal Study of 2022 (HS&B:22), which was also described in the materials we recently sent to you. HS&B:22 is a study that follows teenagers through high school and beyond. The study also focuses on the impact of the high school experience on teenagers' learning, and their education and career choices.

To review a sample of the letter that we mailed, click [here](#).

To review the study brochure, click [here](#). /else: no fill]

[If survey mode is in (LAPTOP_SA, LAPTOP_SELF, LAPTOP_PHONE) then fill: Because [Student's first name/your 12th-grader] has been selected to participate in HS&B:22, we'd like to survey you, too./Else if permission was not granted (HP0CHPERMPAR2 in (0, no response)) then fill: Even though you do not want [Student's first name/your 12th-grader] to take part in HS&B:22, we'd still like to survey you./Else fill: [Because [Student's first name/your 12th-grader] has been selected to participate in HS&B:22, we'd like to survey you, too.]

Your participation is essential to the success of this study. On average, the parent survey takes about [X]. **If you are eligible for the survey, we will [give/send] you or [Student's first name/your 12th-grader]'s school [Parent incentive] after you complete your survey as a token of our appreciation.**

You may decline to answer any question or stop the survey at any time.. [If respondent is in the non-micro group, then fill: if you complete the first section, which takes about 5 minutes, you will still be eligible to receive [parent partial incentive.]

[If permission for child to participate in the study was not needed then fill:

Please click the "Next" button to continue./else if permission for child to participate in the study was needed then fill: When you are ready to begin, please click "Next" to continue.]

HP0RPERMPAR2 †

Question Wording:

The National Center for Education Statistics (NCES) is authorized to conduct HS&B:22 by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. §9543). The data are being collected for NCES by RTI International, a U.S.-based nonprofit 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). The risk of participation in this study is minimal, given the strict confidentiality and security procedures in place as required by law.

If you have questions about the study, you may contact the study's Help Desk toll-free number at 855-500-1439, or you can email HSB22Survey@rti.org. Please include your study ID when calling or emailing so we can assist you more easily. If you have questions about your rights as a study participant, you may contact RTI's Office of Research Protection at 919-316-3358 in Durham, NC (or toll-free at 866-214-2043) or email OREP@rti.org.

When you are ready to begin, please click "Next" to continue.

HP0NAVIGATE †

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints:

- To answer the questions, select the answer on the screen that matches your response.
- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Depending on the device you use to complete this survey, you may need to use your device's scroll feature to view all content on the screen. If you are experiencing trouble viewing all the content on the screen and you are using a mobile device to complete this survey, you may turn your device sideways to view the survey in landscape mode.
- Para ver una traducción al español, haz clic en el botón de "ESPAÑOL", arriba de todo en tu pantalla.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen and close your browser (not just the tab). When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 10 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner or the "Close" button in the lower right corner to close the box.

HP0LIVWCH †

Question Wording:

Does [Student's first name/your 12th-grader] [Student's last name] live with you?

Please select "Yes" if [Student's first name/your 12th-grader] normally lives with you. For example, if [Student's first name/your 12th-grader] lives with you all the time, every other week, or some other regularly scheduled times, or if [Student's first name/your 12th-grader] has been legally placed under your care.

{HP0LIVWCH}

- Yes {1}
 - No {0}
-

HP0KNOWCH †

Question Wording:

Are you a parent, guardian, or person in this household who knows about [Student's first name/your 12th-grader]'s development, schooling, and home life?

{HP0KNOWCH}

- Yes {1}
 - No {0}
-

HP0ELIGPCONT †

Question Wording:

The HS&B:22 team would like to contact a parent, guardian, or person who lives with [Student's first name/your 12th-grader] and knows about [Student's first name/your 12th-grader]'s development, schooling, and home life. Please provide the name and contact information for this person and a team member will be in touch soon.

First name: {HPOELIGPFNAME}

Middle name: {HPOELIGPMNAME}

Last name: {HPOELIGPLNAME}

Suffix (e.g., Jr, Sr, Third, III): {HPOELIGPSUFFIX}

Phone number: {HPOELIGPTELCD}

{HPOELIGPTEL1}

{HPOELIGPTEL2}

{HPOELIGPTYP}

-9 = - Select phone type -

1 = Landline

2 = Work

3 = Other

4 = Cell

Email: {HPOELIGPEMAIL}

HP0RESPREL †

Question Wording:

First we will ask you about [Student's first name/your 12th-grader]'s family and household.

What is your relationship to [Student's first name/your 12th-grader]?

{HPORESPREL}

- Biological or birth mother {1}
- Biological or birth father {2}
- Adoptive mother {3}
- Adoptive father {4}
- Stepmother {5}
- Stepfather {6}
- Aunt {7}
- Uncle {8}
- Grandmother {9}
- Grandfather {10}
- Foster mother or legal female guardian {11}
- Foster father or legal male guardian {12}
- Female partner or girlfriend of [Student's first name/your 12th-grader]'s parent or guardian {13}
- Male partner or boyfriend of [Student's first name/your 12th-grader]'s parent or guardian {14}
- Other female parent or guardian {15}
- Other male parent or guardian {16}

Help Text:

Biological or birth mother: [Student's first name/your 12th-grader]'s female biological parent. This may be [your 12th-grader's/[Student's first name]'s] birth mother, but could also apply to a mother who used a surrogate mother or donor to have a child.

Biological or birth father: [Student's first name/your 12th-grader]'s male biological parent. This may be [your 12th-grader's/[Student's first name]'s] birth father, but could also apply to a father who used a donor to have a child.

Adoptive mother: A female who has legally adopted [Student's first name/your 12th-grader] to raise as her own child.

Adoptive father: A male who has legally adopted [Student's first name/your 12th-grader] to raise as his own child.

Foster mother or legal female guardian: A foster mother is a female with whom [Student's first name/your 12th-grader] has been placed temporarily, usually through a social service agency and/or a court. A legal female guardian is a female legally placed in charge of [Student's first name/your 12th-grader].

Foster father or legal male guardian: A foster father is a male with whom [Student's first name/your 12th-grader] has been placed temporarily, usually through a social service agency and/or a court. A legal male guardian is a male legally placed in charge of [Student's first name/your 12th-grader].

Female partner or girlfriend of [Student's first name/your 12th-grader]'s parent or guardian: A female who has a romantic relationship with and lives with one of [Student's first name/your 12th-grader]'s parents or guardians, but is not married to [your 12th-grader's/[Student's first name]'s] parent or guardian.

Male partner or boyfriend of [Student's first name/your 12th-grader]'s parent or guardian: A male who has a romantic relationship with and lives with one of [Student's first name/your 12th-grader]'s parents or guardians, but is not married to [your 12th-grader's/[Student's first name]'s] parent or guardian.

Other female parent or guardian: A female who acts as a mother to [Student's first name/your 12th-grader], but does not fit into one of the other categories.

Other male parent or guardian: A male who acts as a father to [Student's first name/your 12th-grader], but does not fit into one of the other categories.

HP00PINHOUSE †

Question Wording:

Does [Student's first name/your 12th-grader] have biological, adoptive, step- or foster parents who live in your household?

{HP00PINHOUSE}

- Yes, one parent in household {1}
- Yes, two parents in household {2}
- No parents in household {3}

HP0NOINHOUSE †

Question Wording:

We would like to know how many people live **in your household** including yourself[, your spouse,/, your partner,/, [Student's first name/your 12th-grader]'s parent,/, [Student's first name/your 12th-grader]'s parents,/, [Student's first name/your 12th-grader]'s [aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/other parental figure],] and [Student's first name/your 12th-grader].

Include adults and children who are temporarily away from home if they have no other permanent home. For example, include siblings living in college housing.

How many people living in your household are...

(Please enter '0' if none.)

____ under the age of 18? {HP0NOCINHOUSE}

____ 18 years of age or older? {HP0NOAINHOUSE}

HP0NENGHOM †

Question Wording:

Is any language other than English regularly spoken in your home?

{HP0NENGHOM}

- Yes {1}
 - No {0}
-

HP0LANGHOM †

Question Wording:

What languages other than English are regularly spoken in your home?

(Check all that apply.)

- Spanish {HP0SPANISHHOM}
 - A European language other than Spanish such as French, German or Russian {HP0OTHEURHOM}
 - A Chinese language {HP0CHINESEHOM}
 - A Filipino language {HP0FILIPHOM}
 - A Southeast Asian language such as Vietnamese, Thai, or Khmer {HP0SESTASNHOM}
 - A South Asian language such as Hindi or Tamil {HP0STHASNHOM}
 - Another Asian language such as Japanese or Korean {HP0OTHASNHOM}
 - A Middle Eastern language such as Arabic or Farsi {HP0MIDEASTHOM}
 - Another language {HP0OThLANGHOM}
-

HP0ENGHOM †

Question Wording:

Is English also regularly spoken in your home?

{HP0ENGHOM}

- Yes {1}
- No {0}

HP0P1HIGHEDU †

Question Wording:

What is the highest level of education [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]] [have/has] completed?

{HP0P1HIGHEDU}

- Less than high school completion {1}
- Completed a high school diploma or equivalent (for example, GED, HiSET, TASC) {2}
- Completed a certificate or diploma from a school that provides occupational training, such as a trade school {3}
- Completed an associate's degree {4}
- Completed a bachelor's degree {5}
- Completed a master's degree {6}
- Completed a Ph.D., M.D., law degree, or other high-level professional degree {7}

Help Text:

Less than high school completion: Did not receive a high school diploma or equivalent.

Completed a high school diploma or equivalent (for example, GED, HiSET, TASC): Received a regular high school diploma, or completed high school by receiving another formal recognition of high school completion from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Completed a certificate or diploma from a school that provides occupational training, such as a trade school: Received a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Completed an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Completed a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Completed a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Completed a Ph.D., M.D., law degree, or other high-level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

HP0P1EVERWORK †

Question Wording:

[Have/Has] [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]] ever held a regular job for pay or income?

{HP0P1EVERWORK}

- Yes {1}
- No {0}

HP0P1JOB †

Question Wording:

[What is [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] current / In [your/[Student's first name/your 12th-grader]'s parent's/his/her] most recent job, what was [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s]] **job title** (for example, 4th-grade teacher, apprentice plumber)? If [you/[Student's first name/your 12th-grader]'s parent/he/she] [have/has/had] more than one job, describe the one at which [you/[Student's first name/your 12th-grader]'s parent/he/she] [work/works/worked] the most hours.

(Select the closest match from the options returned. If you are unable to find a close match for [your/[Student's first name/your 12th-grader]'s parent's/his/her] job title, click “Job title not listed.”)

{HP0P1JOBTLTXT
}

{HP0P1JOBTL
}

Please help us categorize [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] job using the dropdown boxes displayed. Using the arrow at the right side of the first dropdown, you can display the general areas. Please click to select the desired general area, then select [your/[Student's first name/your 12th-grader]'s parent's/his/her] specific area from the second dropdown, and detailed occupation classification from the last dropdown.

General Area:
{HP0P1JOB2}

Specific Area: {HP0P1JOB3}

[Your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] job title could be classified into more than one category. Please select the specific category that best describes [your/[Student's first name/your 12th-grader]'s parent's/his/her] job.

Detailed Occupation Classification: {HP0P1JOB6}

HP0HOUSEINCOM * †

Question Wording:

Income is a key family characteristic that factors into many research questions including how family finances affect students' ability to go to college. This information is critically important to the success of this study. Please remember that data will only be reported in summary form and your individual information will not be published in a way that may directly identify you.

What was your total household income from all sources prior to taxes and deductions in calendar year 2023 (in other words, from January to December 2023)? Please include all income such as income from work, investments, and alimony.

\$ ____ (Please enter whole numbers only.) {HP0HOUSEINCOM}

Help Text:

Total household income: Estimate your household's gross income from calendar year 2023 (January 1, 2023-December 31, 2023) from all sources. Gross income is the full amount before taxes, Social Security, and other deductions are taken out. If you are unsure, provide your best estimate.

HP0CHHAS504 †

We would like to learn more about [Student's first name/your 12th-grader]'s experiences at school and their plans for the future.

First, we would like to ask about experiences [Student's first name/your 12th-grader] and your family may have had with special education services.

Does [Student's first name/your 12th-grader] currently have a 504 plan based on section 504 of the Rehabilitation Act that describes accommodations to support their learning?

{HP0CHHAS504}

- Yes {1}
- No {0}
- Don't know {99}

Help Text:

Section 504 plan: A written plan to provide appropriate services to a student with a disability, whether or not the disability is judged to affect the student's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

HP0CHHASIEP †**Question Wording:**

Does [Student's first name/your 12th-grader] currently have an Individualized Education Program (IEP) or Instructional/Individual Services Plan (ISP)?

{HP0CHHASIEP}

- Yes {1}
- No {0}

- Don't know {99}

Help Text:

Individualized Education Program (IEP): A written statement for each student with a disability that sets goals for the student in school, says how progress will be measured, describes the special education and related services the school will provide, how much the student will be in the regular class with students without disabilities, and lists accommodations or modifications needed to measure what the student knows through tests.

Instructional/Individual Services Plan (ISP): A plan paid for by a local school district for students with disabilities who attend private schools. It spells out the special education and related services that will be made available to a student. Services may be offered through a private school or a local education agency (LEA).

HP1AFTE**RHS †****Question Wording:**

What do **you** think is the most important thing for [Student's first name/your 12th-grader] to do right after high school?

{HP1AFTERHS}

- Enroll in an associate's degree program (e.g., at a 2-year college) {1}
- Enroll in a bachelor's degree program (e.g., at a 4-year college) {2}
- Enroll in a vocational-technical or apprenticeship program {3}
- Get a full-time job {4}
- Enter military {5}
- Get married {6}
- Take care of family responsibilities {7}
- [Your 12th-grader/[Student's first name]] should do what [your 12th-grader/[Student's first name]] wants {8}
- You don't know {99}

HP0EXPCTLEVED †**Question Wording:**

As things stand now, how far in school do you think [Student's first name/your 12th-grader] will actually get?

{HP0EXPCTLEVED}

- Less than high school completion {1}
- Complete a high school diploma or equivalent (for example, GED, HiSET, TASC) {2}
- Complete a certificate or diploma from a school that provides occupational training, such as a trade school {3}
- Complete an associate's degree {4}
- Complete a bachelor's degree {5}
- Complete a master's degree {6}
- Complete a Ph.D., M.D., law degree, or other high-level professional degree {7}

- Don't know {99}

Help Text:

Less than high school completion: Not receive a high school diploma or equivalent.

Complete a high school diploma or equivalent (for example, GED, HiSET, TASC): Receive a regular high school diploma, or complete high school by receiving another formal recognition of high school completion from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Complete a certificate or diploma from a school that provides occupational training, such as a trade school: Receive a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Complete an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Complete a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Complete a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Complete a Ph.D., M.D., law degree, or other high-level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

HP1CONTINUE1 †**Question Wording:**

Thank you for completing the first section of the survey. Click Next to continue to the next section.

INUE2 †**Question Wording:**

Thank you for completing the first section of the survey. We have some additional questions that will help us learn more about students' academic and social growth during high school and ways we can support them. These additional questions will take about [fill] minutes, and we will send you an additional \$[incentive], for a total of \$[total incentive], if you complete the rest of the survey.

To continue, please select "Yes" below. After you select "Yes," you may take a break and come back to the survey later if you need to. If you do not want to continue, you will still receive \$[incentive] as a token of our appreciation for the section you already completed.

Would you like to continue?

{HP1CONTINUE}

- Yes {1}
 - No {0}
-

HP0LIINTRO1

Question Wording:

Now we will ask you for contact information for yourself.

This information will only be used to help us contact you and [Student's first name/your 12th-grader] in the future for this study. It will be kept in protected files separate from the responses you provided in your survey.

Please click the “Next” button to continue.

HP0NAME

Question Wording:

Are you [Parent's first name] [Parent's middle name] [Parent's last name] [Parent's suffix]?

{HP0NAME}

- Yes {1}
 - No {0}
-

HP0RCNTCTINF1

Question Wording:

[Please confirm or provide your full name and home address./Please confirm the spelling of your full name and confirm or provide your home address./Please correct your full name and confirm or provide your home address.] [This information was given to us by [Student's first name/your 12th-grader]'s school.] If your contact information is not right or is incomplete, please fix it. Then click “Next” to continue.

Name:

First name: {HP0RFIRNAME}

Middle name: {HP0RMIDNAME}

Last name: {HP0RLSTNAME}

Suffix (e.g., Jr, Sr, Third, III):
{HP0RSUFFIX}

Question Wording:

Address:

Street address: {HP0RAD}

{HP0RAD2}

City: {HP0RCY}

State: -Select one- {HP0RST}

ZIP Code: AutoFill City and State from ZIP Code {HP0RZP}

Please check here if the address is an international address. {HPORFOR}
Foreign Address: {HPORFAD}
Foreign City: {HPORFCY}
Foreign State/Province: {HPORFS}
Foreign Country: {HPORFC}
Foreign ZIP/Postal Code: {HPORFZ}

HP0RCNTCTINF2

Question Wording:

Please confirm or provide your cell and other phone numbers including area code, and main email address. [This information was given to us by [Student's first name/your 12th-grader]'s school.] If your contact information is not right or is incomplete, please fix it. Then click "Next" to continue.

Cell phone number: {HPORCELLTEL1}

{HPORCELLTEL2}

{HPORCELLTEL3}

You do not have a cell phone number. {HPORNCELLTEL}

Other telephone number:

{HPOROTHTEL1}

{HPOROTHTEL2}

{HPOROTHTEL3}

You do not have another telephone number. {HPORNOTHTEL}

{HPOROTHHTYP}

99 = - Select phone type -

1 = Landline

2 = Work

3 = Other

Email address: {HPOREMAIL}

You do not have an email address. {HPORNOEMAIL}

HP0STUDNAME

Question Wording:

[What is your 12th-grader's full name?/Please confirm the spelling of [Student's first name/your 12th-grader]'s full name. If [Student's first name/your 12th-grader]'s name is not spelled right, please fix it. If everything is spelled right, click "Next" to continue.]

First name: {CFNAME}

Middle name: {CMNAME}

Last name: {CLNAME}

Suffix (e.g., Jr, Sr, Third, III):

{CSUFFIX}

HP0CHSEX1

Question Wording:

Just to confirm, our records indicate that [Student's first name/your 12th-grader] is [male/female]. Is this correct?

{HP0CHSEX1}

- Yes {1}
 - No {0}
-

HP0CHSEX2

Question Wording:

What is [Student's first name/your 12th-grader]'s sex?

{HP0CHSEX2}

- Male {1}
 - Female {2}
-

HP0AINTRO †

Question Wording:

Next we will ask you some more questions about [Student's first name/your 12th-grader]'s family and friends.

Please click the “Next” button to continue.

HP0OPRELID

Question Wording:

Earlier, you said that [Student’s name] has [one/two] biological, adoptive, step- or foster [parent/parents] who [live/lives] in your household.

What [is this parent’s relationship/are these parents’ relationships] to [Student's first name/your 12th-grader]?

{HP0OPRELID1}

- Biological or birth mother {1}
- Biological or birth father {2}
- Adoptive mother {3}
- Adoptive father {4}

- Stepmother {5}
- Stepfather {6}
- Foster mother or legal female guardian {11}
- Foster father or legal male guardian {12}

{HP0OPRELID2}

- Biological or birth mother {1}
- Biological or birth father {2}
- Adoptive mother {3}
- Adoptive father {4}
- Stepmother {5}
- Stepfather {6}
- Foster mother or legal female guardian {11}
- Foster father or legal male guardian {12}

Help Text:

Biological or birth mother: [Student's first name/your 12th-grader]'s female biological parent. This may be [your 12th-grader's/[Student's first name]'s] birth mother, but could also apply to a mother who used a surrogate mother or donor to have a child.

Biological or birth father: [Student's first name/your 12th-grader]'s male biological parent. This may be [your 12th-grader's/[Student's first name]'s] birth father, but could also apply to a father who used a donor to have a child.

Adoptive mother: A female who has legally adopted [Student's first name/your 12th-grader] to raise as her own child.

Adoptive father: A male who has legally adopted [Student's first name/your 12th-grader] to raise as his own child.

Foster mother or legal female guardian: A foster mother is a female with whom [Student's first name/your 12th-grader] has been placed temporarily, usually through a social service agency and/or a court. A legal female guardian is a female legally placed in charge of [Student's first name/your 12th-grader].

Foster father or legal male guardian: A foster father is a male with whom [Student's first name/your 12th-grader] has been placed temporarily, usually through a social service agency and/or a court. A legal male guardian is a male legally placed in charge of [Student's first name/your 12th-grader].

HP0P1SPPTR

Question Wording:

Do you have a spouse or partner who lives in the same household as you and [Student's first name/your 12th-grader]?

{HP0P1SPPTR}

- Yes, a spouse {1}

- Yes, a partner {2}
- No {3}

Help Text:

Partner: A partner refers to a person who has a romantic relationship with and lives with you, but is not married to you.

HP0SPPTRRELID

Question Wording:

What is your [spouse/partner]'s relationship to [Student's first name/your 12th-grader]?

{HP0SPPTRRELID}

- Biological or birth mother {1}
- Biological or birth father {2}
- Adoptive mother {3}
- Adoptive father {4}
- Stepmother {5}
- Stepfather {6}
- Aunt {7}
- Uncle {8}
- Grandmother {9}
- Grandfather {10}
- Foster mother or legal female guardian {11}
- Foster father or legal male guardian {12}
- Female partner or girlfriend of [Student's first name/your 12th-grader]'s parent or guardian {13}
- Male partner or boyfriend of [Student's first name/your 12th-grader]'s parent or guardian {14}
- Other female parent or guardian {15}
- Other male parent or guardian {16}

Help Text:

Biological or birth mother: [Student's first name/your 12th-grader]'s female biological parent. This may be [your 12th-grader's/[Student's first name]'s] birth mother, but could also apply to a mother who used a surrogate mother or donor to have a child.

Biological or birth father: [Student's first name/your 12th-grader]'s male biological parent. This may be [your 12th-grader's/[Student's first name]'s] birth father, but could also apply to a father who used a donor to have a child.

Adoptive mother: A female who has legally adopted [Student's first name/your 12th-grader] to raise as her own child.

Adoptive father: A male who has legally adopted [Student's first name/your 12th-grader] to raise as his own child.

Foster mother or legal female guardian: A foster mother is a female with whom [Student's first name/your 12th-grader] has been placed temporarily, usually through a social service agency and/or a court. A legal female guardian is a female legally placed in charge of [Student's first name/your 12th-grader].

Foster father or legal male guardian: A foster father is a male with whom [Student's first name/your 12th-grader] has been placed temporarily, usually through a social service agency and/or a court. A legal male guardian is a male legally placed in charge of [Student's first name/your 12th-grader].

Female partner or girlfriend of [Student's first name/your 12th-grader]'s parent or guardian: A female who has a romantic relationship with and lives with one of [Student's first name/your 12th-grader]'s parents or guardians, but is not married to [your 12th-grader's/[Student's first name]'s] parent or guardian.

Male partner or boyfriend of [Student's first name/your 12th-grader]'s parent or guardian: A male who has a romantic relationship with and lives with one of [Student's first name/your 12th-grader]'s parents or guardians, but is not married to [your 12th-grader's/[Student's first name]'s] parent or guardian.

Other female parent or guardian: A female who acts as a mother to [Student's first name/your 12th-grader], but does not fit into one of the other categories.

Other male parent or guardian: A male who acts as a father to [Student's first name/your 12th-grader], but does not fit into one of the other categories.

HP00THADULT

Question Wording:

Besides yourself is there another adult in the household who has parental responsibility for [Student's first name/your 12th-grader] such as a grandparent or another relative?

{HP00THADULT}

- Yes {1}
- No {0}

HP00THREL

Question Wording:

What is that adult's relationship to [Student's first name/your 12th-grader]? If there is more than one, please answer for the one who is most involved in raising [[Student's first name]/your 12th-grader].

{HP00THREL}

- Aunt {7}
- Uncle {8}
- Grandmother {9}
- Grandfather {10}
- Other female parent or guardian {15}
- Other male parent or guardian {16}

Help Text:

Other female parent or guardian: A female who acts as a mother to [Student's first name/your 12th-grader], but does not fit into one of the other categories.

Other male parent or guardian: A male who acts as a father to [Student's first name/your 12th-grader], but does not fit into one of the other categories.

HP0MARSTAT

Question Wording:

[What is [your/this parent's] current marital status?/What is the marital relationship of these parents?]

{HP0MARSTAT}

- Married {1}
 - Divorced {2}
 - Separated {3}
 - Never married {4}
 - Widowed {5}
-

HP0TIMELIV

Question Wording:

How much of the time does [Student's first name/your 12th-grader] live with you?

{HP0TIMELIV}

- All of the time {1}
 - More than half of the time {2}
 - Half of the time {3}
 - Less than half of the time {4}
-

HP0OATHLIVW

Question Wording:

With whom does [Student's first name/your 12th-grader] live most of the time when not living with you?

{HP0OATHLIVW}

- With another parent {1}
 - With another adult relative {2}
 - With a friend {3}
 - At boarding school {4}
 - With (a) nonrelated adult guardian(s) {5}
 - By [himself/herself/himself or herself] {6}
 - Other {7}
-

HP0NOSIB

Question Wording:

How many of the following types of siblings currently **live in your household** with [Student's first name/your 12th-grader]?

Do not include [Student's first name/your 12th-grader]. Include siblings who are temporarily away from home if they have no other permanent home. For example, include siblings living in college housing.

(Please enter '0' if none.)

[Student's first name/Your 12th-grader] has no full, adopted, half-, step-, or foster brothers or sisters **in your household**. {HP0NOSIBNA}

[Student's first name/Your 12th-grader]'s full brother(s) and/or sister(s) ____ {HP0NOFULLSIB}

[Student's first name/Your 12th-grader]'s adopted brother(s) and/or sister(s)
____{HP0NOADOPSIB}

[Student's first name/Your 12th-grader]'s half-brother(s) and/or sister(s) ____ {HP0NOHALFSIB}

[Student's first name/Your 12th-grader]'s step-brother(s) and/or sister(s) ____ {HP0NOSTEPSIB}

[Student's first name/Your 12th-grader]'s foster brother(s) and/or sister(s) ____ {HP0NOFOSTSIB}

HP0NOSIBINHS

Question Wording:

How many of [Student's first name/your 12th-grader]'s siblings **in your household**, including adopted, half-, step-, and foster brothers and sisters, **are now in high school**?

Include siblings who are temporarily away from home if they have no other permanent home. For example, include siblings living in student housing.

(Please enter '0' if none.)

____ sibling(s) in high school
{HP0NOSIBINHS}

HP0NOSIBGRDHS

Question Wording:

How many of [Student's first name/your 12th-grader]'s siblings, including adopted, half-, step-, and foster brothers and sisters, **have graduated from high school**?

Include all siblings no matter where they live.

(Please enter '0' if no siblings have graduated from high school.)

[Student's first name/Your 12th-grader] has no siblings in **any** household. {HP0NOSIBATALL}
____ sibling(s) who graduated from high school
{HP0NOSIBGRDHS}

HP0NOSIBPSEC

Question Wording:

How many of [Student's first name/your 12th-grader]'s siblings, including adopted, half-, step-, and foster brothers and sisters, **have continued their education after high school?**

Include all siblings no matter where they live.

(Please enter '0' if no siblings have continued their education after high school.)

____ sibling(s) who continued education after high school

{HP0NOSIBPSEC}

HP0EATWCHLD

Question Wording:

In a typical week how many days do you eat at least one meal with [Student's first name/your 12th-grader]?

{HP0EATWCHLD}

- 0 days a week {0}
 - 1 day a week {1}
 - 2 days a week {2}
 - 3 days a week {3}
 - 4 days a week {4}
 - 5 days a week {5}
 - 6 days a week {6}
 - 7 days a week {7}
-

HP0RKNOWFRND

Question Wording:

How many of [Student's first name/your 12th-grader]'s friends do you know?

{HP0RKNOWFRND}

- None {1}
 - Some {2}
 - About half {3}
 - Most {4}
 - All or almost all {5}
-

HP0TLKPNTFRND

Question Wording:

Please think about all of [Student's first name/your 12th-grader]'s friends. About how many parents of [Student's first name/your 12th-grader]'s friends do you talk or text with regularly, either in person, online, or on the phone?

{HP0TLKPNTFRND}

- None {1}
 - Some {2}
 - About half {3}
 - Most {4}
 - All or almost all {5}
-
-

HP0BINTRO * †

Question Wording:

Now we would like to learn more about [Student's first name/your 12th-grader]'s experiences at school.

Please click the “Next” button to continue.

HP0SCHASSIGN

Question Wording:

Is [School name] a regularly assigned school or a school that you chose?

{HP0SCHASSIGN}

- Assigned {1}
 - Chosen {2}
 - [Student's first name/Your 12th-grader] was assigned to this school, but you would have chosen it if you had a choice. {3}
-

HP0REPEATGRD

Question Wording:

What grade(s), if any, has [Student's first name/your 12th-grader] **repeated** since starting school? (Check all that apply.)

- Has not repeated any grades {HP0REPEATNONE}
- Kindergarten {HP0REPEATK}
- Grade 1 {HP0REPEAT1}
- Grade 2 {HP0REPEAT2}
- Grade 3 {HP0REPEAT3}
- Grade 4 {HP0REPEAT4}

- Grade 5 {HP0REPEAT5}
 - Grade 6 {HP0REPEAT6}
 - Grade 7 {HP0REPEAT7}
 - Grade 8 {HP0REPEAT8}
 - Grade 9 {HP0REPEAT9}
 - Grade 10 {HP1REPEAT10}
 - Grade 11 {HP1REPEAT11}
 - Grade 12 {HP1REPEAT12}
 - Don't know {HP1REPEATDK}
-

HP0SKIPPDGRAD

Question Wording:

What grade(s), if any, has [Student's first name/your 12th-grader] **skipped** since starting school?
(Check all that apply.)

- Has not skipped any grades {HPOSKIPPDNONE}
 - Kindergarten {HP0SKIPPDK}
 - Grade 1 {HP0SKIPPD1}
 - Grade 2 {HP0SKIPPD2}
 - Grade 3 {HP0SKIPPD3}
 - Grade 4 {HP0SKIPPD4}
 - Grade 5 {HP0SKIPPD5}
 - Grade 6 {HP0SKIPPD6}
 - Grade 7 {HP0SKIPPD7}
 - Grade 8 {HP0SKIPPD8}
 - Grade 9 {HP1SKIPPD9}
 - Grade 10 {HP1SKIPPD10}
 - Grade 11 {HP1SKIPPD11}
 - Don't know {HP1SKIPDDK}
-

HP0NUMSUSPEXP

Question Wording:

Since [Student's first name/your 12th-grader] started 9th grade in the fall of 2020, how many times has [your 12th-grader/[Student's first name]] been suspended or expelled from school? Do not count detentions.
(Please select '0' if none.)

{HP0NUMSUSPEXP}

- 0 times {0}
- 1 time {1}
- 2 times {2}
- 3 times {3}

- 4 times {4}
- 5 times {5}
- 6 times {6}
- 7 times {7}
- 8 times {8}
- 9 times {9}
- 10 or more times {10}
- You don't know if [Student's first name/your 12th-grader] has been suspended or expelled. {98}
- [Student's first name/Your 12th-grader] has been suspended or expelled, but you don't remember how many times. {99}

Help Text:

Suspended: A temporary removal of a student from classes for disciplinary reasons. This includes in-school and out-of-school suspensions. Students on in-school suspension are supervised by school staff while not in class. Students on out-of-school suspension are not allowed on school grounds while under suspension.

Expelled: The permanent removal of a student from a school due to a violation of school rules. Before a student can be expelled, a school board will hold a hearing to decide whether a student should be expelled for their violation.

Detention: A student is supervised by a school staff outside of class hours such as after school, before school, or during lunch.

HP0TYPUSPEXP

Question Wording:

Was the [most recent] suspension or expulsion an...

{HP0TYPUSPEXP}

- In-school suspension? {1}
- Out-of-school suspension? {2}
- Expulsion? {3}

HP0RSNSUSPEXP

Question Wording:

What was the reason for the [most recent] suspension or expulsion?

(Check all that apply.)

- Repeated violation of the school rules {HP0VIOLRULES}
- Use of profanity (swearing) {HP0PROFANITY}
- Threatening students or teachers {HP0THRTNING}
- Defacing or destroying school property {HP0DSTRYPROP}
- Bringing a weapon to school {HP0WEAPON}
- Fighting with another student {HP0FIGHTING}

- Ganging up (with one or more other students) on another student {HPOGANGINGUP}
- Threatening to use or making a false report of the use of an explosive device at school {HPOEXPLOSIVE}
- Assaulting a teacher, principal, or other school personnel {HPOASSAULT}
- Other {HPOSUSPEXPOTH}
- Don't know {HPOSUSPEXPDK}

HP0DAYSUSPEXP

Question Wording:

How many days was the [most recent] suspension or expulsion?

____ day(s) for [most recent] suspension or expulsion
 {HP0DAYSUSPEXP}

- Don't know {HP0DAYSUSPDK}
- Check this box if [Student's first name/your 12th-grader] was expelled permanently. {HPOPERMEXPEL}

HP1HSPROGRAMS

Question Wording:

Since starting 9th grade in the fall of 2020, has [Student's first name/your 12th-grader] been in any of the following kinds of courses or programs in high school?

(Select one for each row.)

	Yes {1}	No {0}	Don't know {99}
Remedial English (sometimes called basic or essential) {HP1REMENGLSH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Remedial mathematics (sometimes called basic or essential) {HP1REMMATH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bilingual or bicultural program/course {HP1BILINGUAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English as a Second Language program {HP1ESL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advanced placement program {HP1ADVPLCMNT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special program for people with educational disabilities {HP1LEARNDIFF}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Special program for people with physical disabilities {HP1PHYSDIFF}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stay-in-school/dropout prevention program {HP1STAYINSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career and Technical Education (CTE) course(s) {HP1CTE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A program for the gifted and talented {HP1HSGIFTTAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A specialized magnet program (in a separate school or within a larger comprehensive high school) {HP1MAGNET}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Career and technical education (CTE) courses: These courses teach students skills needed for careers in specific occupational fields.

Some students take courses in different fields to explore career options. Other students take courses in one field to prepare themselves for a specific career. Some schools call these Career Clusters, Career Pathways or Programs of Study (POS). In some cases, students may earn an industry-recognized certification upon completion of the coursework.

Courses may be in fields such as Agriculture, Food and Natural Resources; Architecture and Construction; Arts, Audio/Visual Technology, and Communications; Business Management and Administration; Education and Training; Finance; Government and Public Administration; Health Sciences; Hospitality and Tourism; Human Services; Information Technology; Law, Public Safety, Corrections and Security; Manufacturing; Marketing; Science, Technology, Engineering and Math; or Transportation, Distribution, and Logistics.

HP0EVGIFTAL**Question Wording:**

Since starting kindergarten, has [Student's first name/your 12th-grader] ever participated in a Gifted and Talented program?

{HP0EVGIFTAL}

- Yes {1}
- No {0}
- Don't know {99}

HP0TUTRSUMSCH**Question Wording:**

During the last 12 months, has [Student's first name/your 12th-grader]...
(Select one for each row.)

	Yes {1}	No {0}
Had a tutor or mentor to help with basic reading, writing, and/or math skills? {HP0REMTUTOR}	<input type="radio"/>	<input type="radio"/>
Had a tutor or mentor to help with skills so that [your 12th-grader/[Student's first name]] could take an advanced or enrichment course? {HP0ADVTUTOR}	<input type="radio"/>	<input type="radio"/>
Attended summer school for a class [your 12th-grader/[Student's first name]] did not do well in during the school year? {HP0REMSUMSCH}	<input type="radio"/>	<input type="radio"/>
Attended summer school so that [your 12th-grader/[Student's first name]] could take an advanced or enrichment course? {HP0ADVSUMSCH}	<input type="radio"/>	<input type="radio"/>

HP0TUTRSBJCT

Question Wording:

What is or was [Student's first name/your 12th-grader] tutored in?
(Check all that apply.)

- Reading {HP0TUTRREAD}
 - Math {HP0TUTRMATH}
 - Science {HP0TUTRSCI}
 - Foreign language {HP0TUTRFRGNL}
 - Other {HP0TUTROTHR}
-

HP0SMSCHSBJCT

Question Wording:

What did [Student's first name/your 12th-grader] attend summer school for?
(Check all that apply.)

- Reading {HP0SMSCHREAD}
 - Math {HP0SMSCHMATH}
 - Science {HP0SMSCHSCI}
 - Foreign language {HP0SMSCHFRGNL}
 - Other {HP0SMSCHOTHR}
-

HP1PRIVLESSN

Question Wording:

During the last 12 months, has [Student's first name/your 12th-grader] received private lessons in...
(Check all that apply.)

- Art? {HP1PRIVART}
 - Music? {HP1PRIVMUSIC}
 - Dance? {HP1PRIVDANCE}
 - Theater? {HP1PRIVTHEATR}
 - Creative writing? {HP1PRIVWRITE}
 - Other? {HP1PRIVOTHER}
 - None of the above {HP1PRIVNONE}
-

HP0ACTYOUTSCH

Question Wording:

During the last 12 months, has [Student's first name/your 12th-grader] participated in any of the following

activities outside of school?
(Check all that apply.)

- Art, music, dance, theater, or media arts {HP0ARTSACTY}
- Creative writing {HP1CREATACTY}
- Organized sports supervised by an adult {HP0SPORTSACTY}
- A math or science camp {HP0MTHSCICAMP}
- None of these {HP0ACTYNONE}

HP0DEVINHOME

Question Wording:

Now we have some questions about technology in the home.

Do you have the following in your home that [Student's first name/your 12th-grader] may use for schoolwork?

(Select one for each row.)

	Yes, shared with another family member {1}	Yes, has own {2}	No {0}
Smartphone {HPOSMPARTPHONE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tablet {HP0TABLET}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laptop or desktop computer {HP0LAPDESKTOP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP0DEVINTACC

Question Wording:

[Does this device/Do any of these devices] have access to the internet?

{HP0DEVINTACC}

- Yes {1}
- No {0}

HP1DISCRIM

Question Wording:

These next questions are about experiences [Student's first name/your 12th-grader] may have had based on personal characteristics.

Discrimination may happen when people are treated unfairly because they are seen as being different from others based on a personal characteristic such as race, ethnicity, gender, religion, citizenship status, disability, or some other personal characteristic. Do you feel discrimination or unfair treatment based on

[Student's first name/your 12th-grader]'s personal characteristic(s) has limited their educational opportunities?

{HP1DISCRIM}

- Yes {1}
- No {0}

HP1DISCRIMTYP

Question Wording:

Why do you think [Student's first name/your 12th-grader]'s educational opportunities have been limited? Is it because of their...

(Check all that apply.)

- Race or ethnicity {HP1LIMITRACE}
- Sex {HP1LIMITSEX}
- Sexual orientation {HP1LIMITLGBTQ}
- Gender identity and expression {HP1LIMITGENDR}
- National origin {HP1LIMITNATORIG}
- Citizenship status {HP1LIMITCITZN}
- Social class {HP1LIMITSOCLSS}
- Religion {HP1LIMITRELIG}
- Disability {HP1LIMITABILTY}
- Prefer not to say {HP1LIMITNOSAY}
- Other {HP1LIMITOTHER}

Please specify: {HP1LIMITOTHER_other}

Help Text:

Gender identity and expression: Gender includes gender identity and gender expression. Gender identity means one's inner sense of one's own gender, which may or may not match the sex assigned at birth. Different people choose to express their gender identity differently. For some, gender may be expressed through, for example, dress, grooming, mannerisms, speech patterns, and social interactions. Gender expression usually ranges between masculine and feminine, and some transgender people express their gender consistent with how they identify internally, rather than in accordance with the sex they were assigned at birth.

Social class: A group of people who share similar social factors such as wealth, income, education, occupation, and social connections.

HP1RACECONCERN¹³

¹³ Used with permission. Original items by Anissa I. Vines, found at the following sources: 1) Vines, A.I., McNeilly, M.D., Stevens, J., Hertz-Picciotto, I., Baird, M. & Baird, D.D. (2001). "Development and reliability of a Telephone-Administered Perceived Racism Scale (TPRS): A tool for epidemiological use. *Ethnicity and Disease*, 11(2), 251-262. 2) Vines, A.I. & Baird, D.D. (2009). "Stress of caring for children: The role of perceived racism." *Journal of the National Medical Association*, 101(2), 156-160.

Question Wording:

How often are you concerned about [Student's first name/your 12th-grader] because of their **race or ethnicity** in the following ways?

(Select one for each row.)

	Never {1}	Rarely {2}	Sometimes {3}	Often {4}	Always {5}
Getting poor care and education {HP1CNCRNEDUC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being mistreated by adults {HP1CNCRNMISTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting stopped in a white neighborhood {HP1CNCRNSTOP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being punished more harshly than others {HP1CNCRNPNUNSH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being discouraged from trying new things {HP1CNCRNDISCRG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being considered less attractive {HP1CNCRNATTRCT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having fewer choices in life {HP1CNCRNCHOICE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being excluded from events or groups {HP1CNCRNEXCLD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being treated unfairly by other children {HP1CNCRNPEERS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP1EDUPREPARE¹⁴**Question Wording:**

How confident are you that [Student's first name/your 12th-grader]'s high school education has...

(Select one for each row.)

	Not at all confident {1}	Somewhat confident {2}	Very confident {3}
Prepared [Student's first name/your 12th-grader] to be a good citizen? {HP1PREPCITIZN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared [Student's first name/your 12th-grader] for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹⁴ Items adapted from the 2015 Parent Attitudes Survey by the Education Post.

college? {HP1PREPCLG}			
Prepared [Student's first name/your 12th-grader] with the skills needed to thrive as an adult? {HP1PREPSKLLS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepared [Student's first name/your 12th-grader] for the workforce? {HP1PREPWRKFRCE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP1DISCIPLINE¹⁵

Question Wording:

Thinking about [Student's first name/your 12th-grader]'s school, would you agree or disagree with the statements below? Pick the answer that is closest to how you feel.

(Select one for each row.)

	Strongly disagree {1}	Disagree {2}	Agree {3}	Strongly agree {4}	Don't know {99}
The school rules are fair. {HP1FAIRRULES}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The punishment for breaking school rules is the same for all students. {HP1EQLPUNISH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school are only punished when they deserve it. {HP1DSRVPUNISH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are suspended without a good reason. {HP1SUSPNDRSN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When students are accused of doing something wrong, they get a chance to explain. {HP1STUDHEARD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are treated fairly regardless of their race or ethnicity. {HP1FAIRRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The adults at this school are too strict. {HP1STRCTADLTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP0EVDROPOUT

Question Wording:

These next questions are about [Student's Name] attendance at school.

Since starting kindergarten, has [Student's first name/your 12th-grader] ever stopped going to school for a period of a month or more for something other than illness, injury, or vacation?

¹⁵ Used with permission. Cornell, D., Huang, F., Konold, T., Malone, M., Datta, P., Stohlman, S., Burnette, A., & Meyer, J. P. (2016). *Development of a Standard Model for School Climate and Safety Assessment: Final Report*. Charlottesville, VA: Curry School of Education, University of Virginia.

{HP0EVDROPOUT}

- Yes {1}
 - No {0}
 - Don't know {99}
-

HP1DROPOUTINHS

Question Wording:

Since [Student's first name/your 12th-grader] started 9th grade in the fall of 2020, has [your 12th-grader/[Student's first name]] ever stopped going to school for a period of a month or more for something other than illness, injury, or vacation?

{HP1DROPOUTINHS}

- Yes {1}
 - No {0}
 - Don't know {99}
-

HP1PARACTION

Question Wording:

Did you [If non parent is respondent and parent lives in household then fill:or Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure]] [If non parent is respondent both parents live in household then fill:and/or [Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] [If household includes two parents then fill:and/or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] do any of the following the last time [Student's first name/your 12th-grader] stopped going to school?

(Check all that apply.)

- Offered to send [Student's first name/your 12th-grader] to another school {HP1PACTDIFFSCHL}
- Offered to put [Student's first name/your 12th-grader] in a special program {HP1PACTPROGRM}
- Offered to arrange for special tutoring {HP1PACTTUTOR}

- Offered to help [Student's first name/your 12th-grader] make up missed work {HP1PACTMAKUPWRK}
 - Offered to help [Student's first name/your 12th-grader] with personal problems {HP1PACTPERSONAL}
 - Tried to talk [Student's first name/your 12th-grader] into staying in school {HP1PACTTLKSTAY}
 - Told [Student's first name/your 12th-grader] it was "OK" to leave {HP1PACTGAVEOK}
 - Told [Student's first name/your 12th-grader] you were upset {HP1PACTUPSET}
 - Punished [Student's first name/your 12th-grader] for leaving school {HP1PACTPUNISH}
 - Told [Student's first name/your 12th-grader] it was their decision to make {HP1PACTOWNDECIS}
 - Called [your 12th-grader's/[Student's first name]'s] principal or teacher {HP1PACTCALLSCHL}
 - Called a school counselor {HP1PACTSCHLCOUN}
 - Offered to arrange for outside counseling for [Student's first name/your 12th-grader] (with a psychologist or social worker) {HP1PACTOUTCOUN}
 - None of these {HP1PACTNONE}
-

HP0CINTRO

Question Wording:

Now we will ask you about the backgrounds of [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]][If household includes two parents then fill: , [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]],] and [Student's first name/your 12th-grader].

Please click the "Next" button to continue.

HP0P1HISPANIC

Question Wording:

[Are/Is] [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]] Hispanic or [Latino/Latina/Latino/Latina]?

{HP0P1HISPANIC}

- Yes {1}
- No {0}

Help Text:

Hispanic or [Latino/Latina/Latino/Latina]: Hispanic or [Latino/Latina/Latino/Latina] refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American or South American origin or descendants of another Spanish culture.

HP0P1HISPETH

Question Wording:

Which of the following best describes [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] Hispanic or [Latino/Latina/Latino/Latina] heritage?
(Check all that apply.)

- Mexican, Mexican-American, or [Chicano/Chicana] {HPOP1MEXICAN}
 - Cuban {HPOP1CUBAN}
 - Dominican {HPOP1DOMINICN}
 - Puerto Rican {HPOP1PUERTORI}
 - Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran {HPOP1CENTRALA}
 - South American such as Colombian, Argentine, or Peruvian {HPOP1SOUTHAM}
 - Other Hispanic or [Latino/Latina/Latino/Latina] {HPOP1OTHRHISP}
-

HPOP1RACE**Question Wording:**

[In addition to learning about [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] Hispanic or [Latino/Latina/Latino/Latina] background, we would also like to know about [your/[Student's first name/your 12th-grader]'s parent's/his/her] racial background./no fill]

Which of the following choices describe [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] race?
(Check all that apply.)

- American Indian or Alaska Native {HPOP1AMERINDI}
- Asian {HPOP1ASIAN}
- Black or African American {HPOP1BLACK}
- Native Hawaiian or other Pacific Islander {HPOP1HAWAIIAN}
- White {HPOP1WHITE}

Help Text:

In compliance with federal standards for collecting information on race and ethnicity, racial background is asked for people of Hispanic or Latino/Latina ethnicity.

American Indian or Alaska Native: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

Asian: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Black or African American: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Native Hawaiian or other Pacific Islander: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

White: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

HP0P1ASIANETH

Question Wording:

Which of the following best describes [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] Asian heritage?

(Check all that apply.)

- Asian Indian {HP0P1ASIANIND}
 - Chinese {HP0P1CHINESE}
 - Filipino {HP0P1FILIPINO}
 - Japanese {HP0P1JAPANESE}
 - Korean {HP0P1KOREAN}
 - Vietnamese {HP0P1VIETNAME}
 - Other Asian {HP0P1OTHRASIA}
-

HP1P1PACISLETH

Question Wording:

Which of the following best describes [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] Pacific Islander heritage?

(Check all that apply.)

- Native Hawaiian {HP1P1HAWAIIAN}
 - Guamanian or Chamorro {HP1P1GUAMANIAN}
 - Samoan {HP1P1SAMOAN}
 - Other Pacific Islander {HP1P1PACISLOTH}
-

HP0P2HISPANIC

Question Wording:

[If HP0OTHADULT = 1 then fill: In the next few questions, we will ask you about the other adult in the household you indicated has parental responsibility for [Student's first name/your 12th-grader].]

Is [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]] Hispanic or [Latino/Latina/Latino/Latina]?

{HP0P2HISPANIC}

- Yes {1}
- No {0}

Help Text:

Hispanic or [Latino/Latina/Latino/Latina]: Hispanic or [Latino/Latina/Latino/Latina] refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American or South American origin or descendants of another Spanish culture.

HP0P2HISPETH

Question Wording:

Which of the following best describes [your [spouse/partner]'s/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure]'s] Hispanic or [Latino/Latina/Latino/Latina] heritage?

(Check all that apply.)

- Mexican, Mexican-American, or [Chicano/Chicana] {HP0P2MEXICAN}
 - Cuban {HP0P2CUBAN}
 - Dominican {HP0P2DOMINICN}
 - Puerto Rican {HP0P2PUERTORI}
 - Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran {HP0P2CENTRALA}
 - South American such as Colombian, Argentine, or Peruvian {HP0P2SOUTHAM}
 - Other Hispanic or [Latino/Latina/Latino/Latina] {HP0P2OTHRHISP}
-

HP0P2RACE

Question Wording:

[In addition to learning about [your [spouse/partner]'s/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female

guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure]'s) Hispanic or [Latino/Latina/Latino/Latina] background, we would also like to know about [his/her/your [spouse/partner]'s/[Student's first name/your 12th-grader]'s [other parent/other parental figure]'s] racial background./no fill]

Which of the following choices describe [your [spouse/partner]'s/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure]'s] race? (Check all that apply.)

- American Indian or Alaska Native {HP0P2AMERINDI}
- Asian {HP0P2ASIAN}
- Black or African American {HP0P2BLACK}
- Native Hawaiian or other Pacific Islander {HP0P2HAWAIIAN}
- White {HP0P2WHITE}

Help Text:

In compliance with federal standards for collecting information on race and ethnicity, racial background is asked for people of Hispanic or Latino/Latina ethnicity.

American Indian or Alaska Native: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

Asian: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Black or African American: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Native Hawaiian or other Pacific Islander: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

White: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

HP0P2ASIANETH

Question Wording:

Which of the following best describes [your [spouse/partner]'s/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure]'s] Asian heritage?
(Check all that apply.)

- Asian Indian {HP0P2ASIANIND}
 - Chinese {HP0P2CHINESE}
 - Filipino {HP0P2FILIPINO}
 - Japanese {HP0P2JAPANESE}
 - Korean {HP0P2KOREAN}
 - Vietnamese {HP0P2VIETNAME}
 - Other Asian {HP0P2OTHRASIA}
-

HP1P2PACISLETH**Question Wording:**

Which of the following best describes [your [spouse/partner]'s/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure]'s] Pacific Islander heritage?
(Check all that apply.)

- Native Hawaiian {HP1P2NATHAWAII}
 - Guamanian or Chamorro {HP1P2GUAMANIAN}
 - Samoan {HP1P2SAMOAN}
 - Other Pacific Islander {HP1P2PACISLOTH}
-

HP0CBIRTHDATE**Question Wording:**

Now we have some questions about [Student's first name/your 12th-grader].

What is [Student's first name/your 12th-grader]'s date of birth?

Month:

- Select month - {HP0CBIRTHMO}

Day:

- Select Day - {HP0CBIRTHDAY}

Year:

- Select Year - {HPOCBIRTHYR}

HP0CHHISPANIC

Question Wording:

Is [Student's first name/your 12th-grader] Hispanic or [Latino/Latina/Latino/Latina]?

{HPOCHHISPANIC}

- Yes {1}
- No {0}

Help Text:

Hispanic or [Latino/Latina/Latino/Latina]: Hispanic or [Latino/Latina/Latino/Latina] refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American or South American origin or descendants of another Spanish culture.

HP0CHHISPETH

Question Wording:

Which of the following best describes [Student's first name/your 12th-grader]'s Hispanic or [Latino/Latina/Latino/Latina] heritage?

(Check all that apply.)

- Mexican, Mexican-American, or [Chicano/Chicana] {HPOCHMEXICAN}
 - Cuban {HPOCHCUBAN}
 - Dominican {HPOCHDOMINICN}
 - Puerto Rican {HPOCHPUERTORI}
 - Central American such as Guatemalan, Salvadoran, Nicaraguan, Costa Rican, Panamanian, or Honduran {HPOCHCENTRALA}
 - South American such as Colombian, Argentine, or Peruvian {HPOCHSOUTHAM}
 - Other Hispanic or [Latino/Latina/Latino/Latina] {HPOCHOTHRHISP}
-

HP0CHRACE

Question Wording:

[In addition to learning about [Student's first name/your 12th-grader]'s Hispanic or [Latino/Latina/Latino/Latina] background, we would also like to know about their racial background./no fill]

Which of the following choices describes [Student's first name/your 12th-grader]'s race?

(Check all that apply.)

- American Indian or Alaska Native {HPOCHAMERINDI}
- Asian {HPOCHASIAN}
- Black or African American {HPOCHBLACK}

- Native Hawaiian or other Pacific Islander {HPOCHHAWAIIAN}
- White {HPOCHWHITE}

Help Text:

In compliance with federal standards for collecting information on race and ethnicity, racial background is asked for people of Hispanic or Latino/Latina ethnicity.

American Indian or Alaska Native: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

Asian: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Black or African American: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Native Hawaiian or other Pacific Islander: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

White: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

HPOCHASIANETH

Question Wording:

Which of the following best describes [Student's first name/your 12th-grader]'s Asian heritage? (Check all that apply.)

- Asian Indian {HPOCHASIANIND}
- Chinese {HPOCHCHINESE}
- Filipino {HPOCHFILIPINO}
- Japanese {HPOCHJAPANESE}
- Korean {HPOCHKOREAN}
- Vietnamese {HPOCHVIETNAME}
- Other Asian {HPOCHOTHRASIA}

HP1CHPACISLETH

Question Wording:

Which of the following best describes [Student's first name/your 12th-grader]'s Pacific Islander heritage? (Check all that apply.)

- Native Hawaiian {HP1CHNATHAWAII}
 - Guamanian or Chamorro {HP1CHGUAMANIAN}
 - Samoan {HP1CHSAMOAN}
 - Other Pacific Islander {HP1CHPACISLOTH}
-

HP1CHBIRTHPLACE1

Question Wording:

Was [Student's first name/your 12th-grader] born in the United States, in Puerto Rico or another U.S. territory, or in another county?

{HP1CHBIRTHPLACE1}

- United States {1}
 - Puerto Rico or another U.S. territory {2}
 - Another country {3}
-

HP1CHBIRTHPLACE2

Question Wording:

In what country was [Student's first name/your 12th-grader] born?

(If you can't find [Student's first name/your 12th-grader]'s country, click "Country not listed" and then click "Next".)

{HP1CHBIRTHPLACE2
}

{HP1CCNTRY}

{HP1CCNTRYTXT}

{HP1CCNTRYCOD}

HP1CHYEARUS

Question Wording:

In what year did [Student's first name/your 12th-grader] come to the Unites States to stay permanently?

(Please enter your answer in this format: 20XX)

20 ____
{HP1CHYEARUS}

HP0RESPLANG

Question Wording:

Earlier, you told us that [English and /no fill][languages selected on HP0LANGHOM] were regularly spoken in your household.

What language do **you** usually speak to [**Student's first name/your 12th-grader**] in your home?

{HP0RESPLANG}

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

HP0CHDSPELANG

Question Wording:

What language does [**Student's first name/your 12th-grader**] usually speak to **you** in your home?

{HP0CHDSPELANG}

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

HP0DIFPARLANG

Question Wording:

How difficult is it for your family to communicate with school staff about [Student's first name/your 12th-grader] because your family speaks a language other than English? Would you say...

{HP0DIFPARLANG}

- Very difficult? {1}
- Somewhat difficult? {2}
- Not at all difficult? {3}

HP0CHDEVERELL

Question Wording:

Has [Student's first name/your 12th-grader] **ever been** in a program for English Language Learners (ELLs) such as English as a Second Language (ESL), English immersion, or bilingual education?

{HP0CHDEVERELL}

- Yes {1}
- No {0}
- Don't know {99}

HP0CHDCURRELL

Question Wording:

Is [Student's first name/your 12th-grader] **currently** in a program for English Language Learners (ELLs) such as English as a Second Language (ESL), English immersion, or bilingual education?

{HP0CHDCURRELL}

- Yes {1}
- No {0}
- Don't know {99}

HP0DINTRO

Question Wording:

In this section we will ask you some more questions about plans for [Student's first name/your 12th-grader]'s future.

Please click the "Next" button to continue.

HP0ADV

Question Wording:

Have you [If non parent is respondent and parent lives in household then fill:or Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure]] [If non parent is respondent both parents live in household then fill:and/or [Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other

aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] [If household includes two parents then fill:, and/or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] ever provided advice or information about the following to [Student's first name/your 12th-grader]?

(Select one for each row.)

	Yes {1}	No {0}
Selecting courses or programs at school {HP0ADV COURSE}	<input type="radio"/>	<input type="radio"/>
Plans and preparation for college entrance exams such as ACT, SAT, or ASVAB {HP0ADV COLEXAM}	<input type="radio"/>	<input type="radio"/>
Applying to college or other schools after high school {HP0ADV APPLY COL}	<input type="radio"/>	<input type="radio"/>
Specific jobs [Student's first name/your 12th-grader] might apply for after high school {HP0ADV JOBS}	<input type="radio"/>	<input type="radio"/>

Help Text:

ASVAB: The ASVAB, or Armed Services Vocational Aptitude Battery, measures developed abilities and helps predict future academic and occupational success in the military.

HP1AFTERHS2

Question Wording:

[Earlier, you told us that you think [answer from HP1AFTERHS] is the most important thing for [Student's first name/your 12th grader] to do right after high school.] Now, we would like to know what [your [spouse/partner]'s/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure] thinks.

What does [your [spouse/partner]'s/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or

guardian/other male parent or guardian/parent/other parent/other parental figure] think is the most important thing for [Student's first name/your 12th-grader] to do right after high school?

{HP1AFTERHS2}

- Enroll in an associate's degree program (e.g., at a 2-year college) {1}
 - Enroll in a bachelor's degree program (e.g., at a 4-year college) {2}
 - Enroll in a vocational-technical or apprenticeship program {3}
 - Get a full-time job {4}
 - Enter military {5}
 - Get married {6}
 - Take care of family responsibilities {7}
 - [Your 12th-grader/[Student's first name]] should do what [your 12th-grader/[Student's first name]] wants {8}
 - You don't know {99}
-

HP1AFTERHS3

Question Wording:

What does [Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other male parent or guardian/parent/other parent/other parental figure] think is the most important thing for [Student's first name/your 12th-grader] to do right after high school?

{HP1AFTERHS2}

- Enroll in an associate's degree program (e.g., at a 2-year college) {1}
 - Enroll in a bachelor's degree program (e.g., at a 4-year college) {2}
 - Enroll in a vocational-technical or apprenticeship program {3}
 - Get a full-time job {4}
 - Enter military {5}
 - Get married {6}
 - Take care of family responsibilities {7}
 - [Your 12th-grader/[Student's first name]] should do what [your 12th-grader/[Student's first name]] wants {8}
 - You don't know {99}
-

HP1CHCONTEU

Question Wording:

Does [Student's first name/your 12th-grader] plan to go on to school right after high school?

{HP1CHCONTEU}

- Yes {1}
- No {0}
- Don't know {99}

HP1CHWHNSCHL**Question Wording:**

When does [Student's first name/your 12th-grader] plan to go on to school?

{HP1CHWHNSCHL}

- Summer of 2024 {1}
 - Fall of 2024 {2}
 - After fall of 2024 {3}
-

HP1CHCONFALL**Question Wording:**

You just indicated that [Student's first name/your 12th-grader] plans to start school in the summer of 2024. Will [your 12th-grader/[Student's first name]] be continuing their education in the fall of 2024?

{HP1CHCONFALL}

- Yes {1}
 - No {0}
-

HP1CLGCHARACTR1**Question Wording:**

How important is or was each of the following to you in [Student's first name/your 12th-grader]'s choice of a school to attend after high school?

(Select one for each row.)

	Not important {1}	Somewhat important {2}	Very important {3}	Not applicable {98}	Don't know {99}
Low expenses (tuition, books, room and board) {HP1LOWCOST}	○	○	○	○	○
Availability of financial aid, such as a school loan, scholarship, or grant {HP1SCHLRSHIP}	○	○	○	○	○
Availability of specific curriculum or courses {HP1SPECCRSES}	○	○	○	○	○
Opportunity to play sports {HP1ATHLETICS}	○	○	○	○	○
Active social life at the school	○	○	○	○	○

{HP1SOCIAL}					
Ability to attend school while living at home {HP1CLOSEBY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance to live away from home {HP1FARAWAY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A low-crime environment {HP1LOWCRIME}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A good record for placing graduates in jobs {HP1GETJOB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP1CLGCHARACTR2

Question Wording:

(continued) How important is or was each of the following to you in [Student's first name/your 12th-grader]'s choice of a school to attend after high school?

(Select one for each row.)

	Not important {1}	Somewhat important {2}	Very important {3}	Not applicable {98}	Don't know {99}
A good record for placing graduates in graduate school {HP1GRADSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strong reputation of the school's academic programs {HP1ACADEMICS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Easy admissions standards {HP1EZADMIT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of a degree program that will allow [Student's first name/your 12th-grader] to get a job in their chosen field {HP1MAJORDEG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic composition of the school {HP1DIVERSE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size of the school {HP1SCHLSIZE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Geographic location of the school {HP1SCHLLOC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to attend the same school my spouse/partner or I attended {HP1PARNTSCH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Ability to apply college credits earned while in high school {HP1TRANSCRED}	○	○	○	○	○
--	---	---	---	---	---

HP1LIKELYSCHL

Question Wording:

What school or college is [Student's first name/your 12th-grader] most likely to attend?

Start typing below and select the closest match from the options returned. If you are unable to find a close match for [Student's first name/your 12th-grader]'s school, **scroll through** and click "School not listed" **at the bottom**. Please type the **full name** of the school and do not use abbreviations.

I don't know what school or college [Student's first name/your 12th-grader] is most likely to attend.
{HP1LIKELYDK}

{HP1LIKELYSCHL1}

{HP1LIKELYDDNA1}

{HP1LIKELYNAME1}

{HP1LIKELYIPEDS1}

{HP1LIKELYCITY1}

{HP1LIKELYSTATE1}

{HP1LIKELYCNTRL1}

}

{HP1LIKELYLEVEL1}

HP1PAR1STCHOICE

Question Wording:

Is [Likely school name] your first choice for [Student's first name/your 12th-grader]?

{HP1PAR1STCHOICE}

○ Yes {1}

○ No {0}

HP1EDUEXPENSES

Question Wording:

Now we have a few questions about educational expenses and financial aid.

[Do/Does] [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]][If household includes two parents then fill: and/or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive

father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] currently have any of the following educational expenses for any children? (Select one for each row.)

	Yes {1}	No {0}	Don't know {99}
Private elementary, middle school, or high school tuition and associated expenses {HP1EDPAYK12}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring {HP1EDPAYTUTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College tuition and associated expenses including loan payments {HP1EDPAYCLG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other {HP1EDPAYOTHR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please specify: {HP1EDPAYOTHR_other}			

Help Text:

Examples of education expenses are tuition, fees, school books, school uniforms, room and board, and student loan payments. For loan payments, include any federal or private loans that [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]][If household includes two parents then fill: and/or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] are responsible for paying off or are currently paying off on behalf of any child(ren).

HP1EDUTOTALEXP

Question Wording:

What is the total amount [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]][If household includes two parents then fill: and/or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] [have/has] spent or will spend during the 2023-2024 school year for all of the following education expenses?

[List all items respondent selected “Yes” to on HP1EDUEXPENSES in bullet format]

{HP1EDUTOTALEXP}

- None {1}
- Less than \$1,000 {2}
- \$1,000 - \$2,000 {3}
- \$2,001 - \$10,000 {4}
- \$10,001 - \$20,000 {5}
- \$20,001 - \$30,000 {6}
- \$30,001 - \$60,000 {7}
- More than \$60,000 {8}
- Don't know {99}

Help Text:

Examples of education expenses are tuition, fees, school books, school uniforms, room and board, and student loan payments. For loan payments, include any federal or private loans that [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]][If household includes two parents then fill: and/or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] are responsible for paying off or are currently paying off on behalf of any child(ren).

HP1FAFSA

Question Wording:

If [Student's first name/your 12th-grader] continues their education after high school, will you or [Student's first name/your 12th-grader] complete a FAFSA to apply for financial aid for their education?

{HP1FAFSA}

- Yes, you or [Student's first name/your 12th-grader] have already applied {1}
 - Yes, you or [Student's first name/your 12th-grader] plan to apply {2}
 - No {3}
 - You or [Student's first name/your 12th-grader] don't know what a FAFSA is {4}
 - You or [Student's first name/your 12th-grader] haven't thought about this yet {5}
 - You or [Student's first name/your 12th-grader] don't know if you will apply {6}
-

HP1NOAIDAPPRSN

Question Wording:

What are the reasons you or [Student's first name/your 12th-grader] will not apply for financial aid? (Check all that apply.)

- because you or [Student's first name/your 12th-grader] does not want to take on debt?
{HP1NOAIDDEBT}
 - because you or [Student's first name/your 12th-grader] can afford school or college without financial aid?
{HP1NOAIDCANPAY}
 - because you or [Student's first name/your 12th-grader] thought [your 12th-grader/[Student's first name]] may be ineligible or may not qualify? {HP1NOAIDINELIG}
 - because you or [Student's first name/your 12th-grader] did not have enough information about how to complete a FAFSA? {HP1NOAIDINFO}
 - because you or [Student's first name/your 12th-grader] thought the FAFSA forms were too much work or too time-consuming? {HP1NOAIDTIME}
 - because you or [Student's first name/your 12th-grader] did not know you could complete a FAFSA?
{HP1NOAIDAWARE}
 - [Student's first name/your 12th-grader] does not plan to continue their education after high school.
{HP1NOAIDDNA}
 - Other reason {HP1NOAIDOTH}
- Please specify: {HP1NOAIDOTH_other}
-

HP0AMTSVDCHED

Question Wording:

About how much money do you or anyone in your family expect to have set aside for [Student's first name/your 12th-grader]'s future education by the time [your 12th-grader/[Student's first name]] finishes high school?

{HP0AMTSVDCHED}

- None {1}
 - \$2,000 or less {2}
 - \$2,001-\$5,000 {3}
 - \$5,001-\$10,000 {4}
 - \$10,001-\$15,000 {5}
 - \$15,001-\$25,000 {6}
 - \$25,001-\$35,000 {7}
 - \$35,001-\$60,000 {8}
 - More than \$60,000 {9}
 - Don't know {99}
-

HP1PSECEDUPAY

Question Wording:

Which of the following sources of money will be used to cover [Student's first name/your 12th-grader]'s **future** education expenses?

(Select one for each row.)

- You do not know how [Student's first name/your 12th-grader]'s education will be paid for
{HP1PSECPAYDK}

	Yes {1}	No {0}
[your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] [If household includes two parents then fill: or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]'s] current earnings {HP1PEARNGS}	<input type="radio"/>	<input type="radio"/>
[your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] [If household includes two parents then fill: or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]'s] savings, including a pre-paid tuition account or 529 plan, or sale of assets {HP1PSAVNGS}	<input type="radio"/>	<input type="radio"/>
second mortgage {HP12MRTGGE}	<input type="radio"/>	<input type="radio"/>
private loan in [your/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]'s] [If household includes two parents then fill: or [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]'s] name {HP1PARNTLOAN}	<input type="radio"/>	<input type="radio"/>
private loan in [Student's first name/your 12th-grader]'s name {HP1CHLOAN}	<input type="radio"/>	<input type="radio"/>
[Student's first name/your 12th-grader] was offered a work-study job {HP1CHWRKSTDY}	<input type="radio"/>	<input type="radio"/>
alimony or child support {HP1CHLDSUPRT}	<input type="radio"/>	<input type="radio"/>
[Student's first name/your 12 th -grader]'s earnings or savings {HP1CHEARNSAV}	<input type="radio"/>	<input type="radio"/>
a trust fund {HP1TRSTFND}	<input type="radio"/>	<input type="radio"/>
contributions from relatives {HP1RELTTIVES}	<input type="radio"/>	<input type="radio"/>
Pell grant or any other grant or scholarship {HP1GRNTSCHL}	<input type="radio"/>	<input type="radio"/>

state or federal loans {HP1STFEDLOAN}	<input type="radio"/>	<input type="radio"/>
social security or Veteran’s Administration benefits {HP1BENEFITS}	<input type="radio"/>	<input type="radio"/>
other {HP1PSECPAYOTH}	<input type="radio"/>	<input type="radio"/>

HP1MAXBORRW

Question Wording:

What is the maximum amount [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]][If household includes two parents then fill: and/or [your [spouse/partner]/[Student’s first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] [are/would be] willing to borrow per year to pay for [Student's first name/your 12th-grader] school or college?

If [you/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]][If household includes two parents then fill: and/or [your [spouse/partner]/[Student’s first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]] do not plan to contribute to educational expenses, please select “None.”

{HP1MAXBORRW}

- None {1}
- \$1 - \$500 {2}
- \$501-\$1000 {3}
- \$1,001-\$2,000 {4}
- \$2,001-\$5,000 {5}
- \$5,001-\$10,000 {6}
- \$10,001-\$20,000 {7}
- \$20,001-\$30,000 {8}
- \$30,001-\$45,000 {9}
- More than \$45,000 {10}
- Don't know {99}

HP0DESRDLEVED

Question Wording:

If there were no barriers, how far in school would you want [Student's first name/your 12th-grader] to go?

{HP0DESRDLEVED}

- Less than high school completion {1}
- Complete a high school diploma or equivalent (for example, GED, HiSET, TASC) {2}
- Complete a certificate or diploma from a school that provides occupational training, such as a trade school {3}
- Complete an associate's degree {4}
- Complete a bachelor's degree {5}
- Complete a master's degree {6}
- Complete a Ph.D., M.D., law degree, or other high-level professional degree {7}
- Don't know {99}

Help Text:

Less than high school completion: Not receive a high school diploma or equivalent.

Complete a high school diploma or equivalent (for example, GED, HiSET, TASC): Receive a regular high school diploma, or complete high school by receiving another formal recognition of high school completion from a school or governmental authority. Examples include the GED (General Education Development), HiSET (High School Equivalency Test), and TASC (Test Assessing Secondary Completion).

Complete a certificate or diploma from a school that provides occupational training, such as a trade school: Receive a certificate or diploma from an educational institution focused on occupational training, or technical skills required to perform the tasks of a particular and specific job. Such institutions may be called a trade school, technical institute, or vocational school. Example jobs include cosmetology and carpentry.

Complete an associate's degree: An associate's degree (AA, AS, AAS, AGE, etc.) usually requires at least 2, but less than 4 years, of full-time college-level work.

Complete a bachelor's degree: A bachelor's degree (BA, BS, etc.) usually requires at least 4 years of full-time college-level work.

Complete a master's degree: A master's degree (MA, MS, MBA, MFA, etc.) usually requires at least 2 years of full-time graduate-level work, and may require a thesis or a practicum.

Complete a Ph.D., M.D., law degree, or other high-level professional degree: A Ph.D. usually requires at least 4 years of full-time graduate-level work, and usually requires a dissertation. A professional degree usually requires graduate-level work in one of the following areas: chiropractic, dentistry, law, medicine, optometry, osteopathic medicine, pharmacy, podiatry, ministry or divinity, or veterinary medicine.

HP0FINTRO

Question Wording:

Next we will ask you about [Student's first name/your 12th-grader]'s health and wellness.

Please click the "Next" button to continue.

HP1CHMNTLHLTH

Question Wording:

Does [Student's first name/your 12th-grader]'s behavior cause you concern about their mental health?

For example, does [your 12th-grader/[Student's first name]] have issues with:

- Sleeping (too much or too little)
- Serious overeating or undereating
- Issues with grooming
- Self-harm
- Alcohol or drug use
- Risky behavior

{HP1CHMNTLHLTH}

- Yes {1}
 - No {0}
-

HP1INTHERAPY

Question Wording:

Is [Student's first name/your 12th-grader] currently receiving counseling or therapy from a mental health professional such as a psychiatrist, psychologist, psychiatric nurse, or clinical social worker? Include counseling or therapy online or by phone.

{HP1INTHERAPY}

- Yes {1}
 - No {0}
-

HP1NEEDTHERAPY

Question Wording:

Do you believe [Student's first name/your 12th-grader] currently needs counseling or therapy from a mental health professional?

{HP1NEEDTHERAPY}

- Yes {1}
- No {0}

HP1MEDS

Question Wording:

Is [Student's first name/your 12th-grader] currently taking prescription medication to help with:
(Select one for each row.)

	Yes {1}	No {0}	Don't know {99}
Depression {HP1MEDSDEP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Anxiety {HP1MEDSANX}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP0GINTRO

Question Wording:

This section asks about your health and events affecting your household. Please answer these questions as best as you can.

HP1P1PHYSHLTH

Question Wording:

In general, how is your physical health?

{HP1P1PHYSHLTH}

- Excellent {1}
- Very good {2}
- Good {3}
- Fair {4}
- Poor {5}

Help Text:

Please describe your general level of physical health. Physical health concerns can include illness and injury to the body.

HP1P1MNTLHLTH

Question Wording:

In general, how is your mental health?

{HP1P1MNTLHLTH}

- Excellent {1}
- Very good {2}
- Good {3}
- Fair {4}
- Poor {5}

HP1CHCAREGIVER

Question Wording:

Since [Student's first name/your 12th-grader] started 9th grade in the fall of 2020, has [your 12th-grader/[Student's first name]] regularly provided care for a family member or relative such as a young child or an aging or disabled adult?

{HP1CHCAREGIVER}

- Yes {1}
- No {0}
- Don't know {99}

HP1CHHLPFINFAM

Question Wording:

Some teenagers give money they earn to their family or work for a family business. Does [Student's first name/your 12th-grader] contribute to your family in either of these ways?

{HP1CHHLPFINFAM}

- Yes {1}
- No {0}

HP1EMRGEXPNSE1

Question Wording:

How confident are you that you could come up with [\$2,000], from any available source, if an unexpected need arose within the next month?

{HP1EMRGEXPNSE}

- You are certain you could come up with the [\$2,000] {1}
- You could probably come up with the [\$2,000] {2}
- You could probably not come up with the [\$2,000] {3}
- You are certain you could not come up with the [\$2,000] {4}

HP1EMRGEXPNSE2

Question Wording:

How confident are you that you could come up with [\$1,000], from any available source, if an unexpected need arose within the next month?

{HP1EMRGEXPNSE}

- You are certain you could come up with the [\$1,000] {1}

- You could probably come up with the [\$1,000] {2}
 - You could probably not come up with the [\$1,000] {3}
 - You are certain you could not come up with the [\$1,000] {4}
-

HP1EMRGEXPNSE3

Question Wording:

How confident are you that you could come up with [\$500], from any available source, if an unexpected need arose within the next month?

{HP1EMRGEXPNSE}

- You are certain you could come up with the [\$500] {1}
 - You could probably come up with the [\$500] {2}
 - You could probably not come up with the [\$500] {3}
 - You are certain you could not come up with the [\$500] {4}
-

HP1HOUSING

Question Wording:

Since starting 9th grade in the fall of 2020, has [Student's first name/your 12th-grader] slept in any of the following places because [Student's first name/your 12th-grader] had nowhere else to go?

(Do not consider sleeping arrangements while on vacation or business travel.)

(Check all that apply.)

Does not apply; [Student's first name/your 12th-grader] has never slept in any of the following places because [Student's first name/your 12th-grader] had nowhere else to go since starting 9th grade.

{HP1HOUSINGDNA}

- A shelter {HP1SHELTER}
 - In a camper {HP1CAMPER}
 - With a relative, friend, or couch surfing without a permanent home to return to {HP1TEMPSTAY}
 - At a hotel or motel without a permanent home to return to (not on vacation or business travel) {HP1HOTEL}
 - In transitional housing or independent living program {HP1HOUSPRGRM}
 - Outdoor location such as a street, sidewalk, or alley, bus, or train stop, campground or woods, park, beach, or riverbed, under bridge or overpass {HP1OUTDOOR}
 - In a closed area/space with a roof not meant for human habitation such as abandoned building, car or truck, van, RV or camper, encampment or tent, or unconverted garage, attic, or basement {HP1OTHERROOF}
 - Don't know {HP1HOUSINGDK}
-

HP0COVIDEVNTS

Question Wording:

Since [Student's first name/your 12th-grader] started 9th grade in the fall of 2020, did any of the following events occur?

(Select one for each row.)

	Yes {1}	No {0}	Don't know {99}
One of [Student's first name/your 12th-grader]'s parents or guardians lost a job. {HP0COVIDJOBLOSS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Student's first name/Your 12th-grader]'s family's home was foreclosed or the family was evicted. {HP0COVIDHOMLOSS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Student's first name/Your 12th-grader]'s parents or guardians separated or divorced. {HP0COVIDSEPDIV}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of [Student's first name/your 12th-grader]'s parents or guardians had serious health problems or was seriously injured. {HP0COVIDPHLTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
One of [Student's first name/your 12th-grader]'s parents or guardians died. {HP0COVIDDEATH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Student's first name/Your 12th-grader] had serious health problems or was seriously injured. {HP0COVIDCHLTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Lost a job: This includes being laid off permanently, being laid off temporarily, or being fired. It does not include quitting a job or a reduction in hours.

Foreclosed: The bank that lent money to the home buyer takes back the home typically because the home buyer has not been able to make mortgage payments.

Evicted: The landlord of a rental home or apartment forced the people living there to move out by court order.

HP0LIINTRO2

Question Wording:

In this last section of the survey we will ask you for contact information for any other parent(s) or parental figure(s) who live with [Student's first name/your 12th-grader.]

This information will only be used to help us contact you and [Student's first name/your 12th-grader] in the future for this study. It will be kept in protected files separate from the responses you provided in your survey.

Please click the "Next" button to continue.

HP0P1CNTCTINF**Question Wording:**

What are the name, cell and other phone numbers, and email address of [Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/adoptive father/stepmother/stepfather/foster mother or legal female guardian/foster father or legal male guardian/parent]]?

Name:

First name: {HP0P1FIRNAME}

Middle name: {HP0P1MIDNAME}

Last name: {HP0P1LSTNAME}

Suffix (e.g., Jr, Sr, Third, III):
{HP0P1SUFFIX}

Question Wording:**Cell phone number:**

{HP0P1CELLCODE}

{HP0P1CELLTEL1}

{HP0P1CELLTEL2}

{HP0P1NCELLTEL}

- [He/She/He or she] does not have a cell phone number. {98}
- You don t know. {99}

Question Wording:**Other telephone number:** {HP0P1OTHCODE}

{HP0P1OTHTEL1}

{HP0P1OTHTEL2}

{HP0P1NOTHTEL}

- [He/She/He or she] does not have another telephone number. {98}
- You don t know. {99}

- Select phone type - {HP0P1OTHTTYP}

1 = Landline

2 = Work

3 = Other

Question Wording:**Email address:**

{HP0P1EMAIL}

{HP0P1NOEMAIL}

- [He/She/He or she] does not have an email address. {98}
- You don t know. {99}

HP0P2CNTCTINF

Question Wording:

What are the name, cell and other phone numbers, and email address of [your [spouse/partner]/[Student's first name/your 12th-grader]'s [biological or birth mother/biological or birth father/adoptive mother/other adoptive mother/adoptive father/other adoptive father/stepmother/stepfather/foster mother or legal female guardian/other foster mother or legal female guardian/foster father or legal male guardian/other foster father or legal male guardian/aunt/other aunt/uncle/other uncle/grandmother/other grandmother/grandfather/other grandfather/female parent or guardian/other female parent or guardian/male parent or guardian/other parent or male guardian/parent/other parent/other parental figure]]?

Name:

First name: {HP0P2FIRNAME}

Middle name: {HP0P2MIDNAME}

Last name: {HP0P2LSTNAME}

Suffix (e.g., Jr, Sr, Third, III):
{HP0P2SUFFIX}

Question Wording:**Cell phone number:**

{HP0P2CELLCODE}

{HP0P2CELLTEL1}

{HP0P2CELLTEL2}

{HP0P2NCELLTEL}

- [He/She/Your [spouse/partner]/[Student's first name/your 12th-grader]'s [other parent/other parental figure]] does not have a cell phone number. {98}
- You don t know. {99}

Question Wording:**Other telephone number:** {HP0P2OTHCODE}

{HP0P2OTHTEL1}

{HP0P2OTHTEL2}

{HP0P2NOTHTEL}

- [He/She/Your [spouse/partner]/[Student's first name/your 12th-grader]'s [other parent/other parental figure]] does not have another telephone number. {98}
- You don t know. {99}

- Select phone type - {HP0P2OTHTYP}

1 = Landline

2 = Work

3 = Other

Question Wording:**Email address:**

{HP0P2EMAIL}

{HP0P2NOEMAIL}

- [He/She/Your [spouse/partner]/[Student's first name/your 12th-grader]'s [other parent/other parental figure]] does not have an email address. {98}

- You don't know. {99}
-

HP0INCENTIVE †

Question Wording:

Thank you. To show our appreciation for completing the survey today, we would like to send you [Parent incentive].

If you would like [Student's first name/your 12th-grader]'s school to receive this [Parent incentive], please click the "I want to gift my [Parent incentive] to [Student's first name/your 12th-grader]'s school" box below. If **you** would like to receive this [Parent incentive], please confirm your information.

If the information below is right, click "Next." If the information below is not right or is incomplete, please fix it below, and then click "Next."

(Please allow 4 weeks for delivery.)

If you do not want to receive this [Parent incentive], please click the box below, and then click "Next" to continue.

- I want to gift my [Parent incentive] to [Student's first name/your 12th-grader]'s school. {HP0INC_School}
- I do not want to receive anything for completing this survey. {HP0INC_NoInc}

Name:

First name: {HP0INCFIRNAME}

Middle name: {HP0INCMIDNAME}

Last name: {HP0INCLSTNAME}

Suffix (e.g., Jr, Sr, Third, III):
{HP0INCSUFFIX}

Question Wording:

Address:

Street address: {HP0INCAD}

{HP0INCAD2}

City: {HP0INCCY}

State: -Select one- {HP0INCST}

ZIP Code: AutoFill City and State from ZIP Code {HP0INCZP}

- Please check here if the address is an international address. {HP0INCFOR}

Foreign Address: {HP0INCFAD}

Foreign City: {HP0INFCY}

Foreign State/Province: {HP0INCFS}

Foreign Country: {HP0INCFC}

Foreign ZIP/Postal Code: {HP0INCFZ}

HP0INCENTCASH †

Question Wording:

Thank you. To show our appreciation for completing the survey today, we would like to give you [Parent incentive].

{HP0INCENTCASH}

- RESPONDENT HAS BEEN GIVEN THE [Parent incentive] INCENTIVE. {1}
- [If survey mode is = LAPTOP_SELF then fill: I do not want to receive anything for completing this survey./else fill: RESPONDENT DECLINED INCENTIVE.] {2}
- I accept the [Parent incentive]. {3}

HP0PREEND †

Question Wording:

You have reached the end of the survey.

You will **not** be able to log back into the survey after clicking "Next" on this screen.

If you would like to recheck any of your responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final screen. This will set the survey as complete.

HP0END †

Question Wording:

These are all the questions we have for you for now. We appreciate you taking the time to complete the survey.

Thank you very much for participating in HS&B:22!

[If Web is being used then fill: **Be sure to CLOSE ALL browser windows to keep your responses secure.** For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses. Click "Finish" to complete and close the survey./

else if survey mode is = CATI then fill: (CLICK "Finish" TO RETURN TO THE CATI FRONTEND.)/

else if survey mode is = LAPTOP_SELF then fill: Please return the laptop to the interviewer now.]

[If survey mode is = LAPTOP_SELF & HP0INCENTCASH = 2 then fill: INTERVIEWER: RESPONDENT DECLINED THE INCENTIVE./else: no fill]

[If survey mode is = LAPTOP_SELF & HP0INCENTCASH <> 2 then fill: INTERVIEWER: PAY THE RESPONDENT [Parent incentive] FOR COMPLETING THE SURVEY./else: no fill]

Appendix B.5b Parent Questionnaire – English (Paper Version)

Form Name	Form Label
HP0RESPREL	Respondent's relationship to student
HP0OPINHOUSE	Number of parents in household in addition to guardian
HP0NOINHOUSE	Number of people in household
HP0LANGHOM	Languages that are spoken regularly in the household
HP0P1HIGHEDU	Highest level of education attained by Parent 1
HP0P1EVERWORK	Parent 1 has ever held a regular job for pay
HP0P1JOB	Parent 1's current or most recent job title
HP0HOUSEINCOM	Estimate of gross household income
HP0CHHAS504	Student has a 504 plan
HP0CHHASIEP	Student has an IEP or ISP
HP1AFTERHS	Respondent's priorities for student after high school
HP0EXPCTLEVED	Parent's expected level of education for student

HP0RESPREL †

Question Wording:

What is your relationship to your 12th-grader?

{HP0RESPREL}

- Biological or birth mother {1}
- Biological or birth father {2}
- Adoptive mother {3}
- Adoptive father {4}
- Stepmother {5}
- Stepfather {6}
- Aunt {7}
- Uncle {8}

- Grandmother {9}
- Grandfather {10}
- Foster mother or legal female guardian {11}
- Foster father or legal male guardian {12}
- Female partner or girlfriend of your 12th-grader's parent or guardian {13}
- Male partner or boyfriend of your 12th-grader's parent or guardian {14}
- Other female parent or guardian {15}
- Other male parent or guardian {16}

HP0OPINHOUSE †

Question Wording:

Does your 12th-grader have biological, adoptive, step-, or foster parents who live in your household?

{HP0OPINHOUSE}

- Yes, one parent in household {1}
- Yes, two parents in household {2}
- No parents in household {3}

HP0NOINHOUSE †

Question Wording:

We would like to know how many people live in your household, including yourself, your 12-grader, and any other adults or children. Include adults and children who are temporarily away from home if they have no other permanent home. For example, include siblings living in college housing.

How many people living in your household are...

(Enter '0' if none.)

____ under the age of 18? {HP0NOCINHOUSE}

____ 18 years of age or older? {HP0NOAINHOUSE}

HP0LANGHOM †

Question Wording:

What languages are regularly spoken in your home?

(Check all that apply.)

- English {HP0ENGHOM}
- Spanish {HP0SPANISHHOM}
- A European language other than Spanish such as French, German or Russian {HP0OTHEURHOM}
- A Chinese language {HP0CHINESEHOM}

- A Filipino language {HPOFILIPHOM}
 - A Southeast Asian language such as Vietnamese, Thai, or Khmer {HPOSESTASNHOM}
 - A South Asian language such as Hindi or Tamil {HPOSTHASNHOM}
 - Another Asian language such as Japanese or Korean {HPOOTHASNHOM}
 - A Middle Eastern language such as Arabic or Farsi {HPOMIDEASTHOM}
 - Another language {HPOOHLANGHOM}
-

HP0P1HIGHEDU †

Question Wording:

What is the highest level of education you have completed?

{HP0P1HIGHEDU}

- Less than high school completion {1}
 - Completed a high school diploma or equivalent (for example, GED, HiSET, TASC) {2}
 - Completed a certificate or diploma from a school that provides occupational training, such as a trade school {3}
 - Completed an associate's degree {4}
 - Completed a bachelor's degree {5}
 - Completed a master's degree {6}
 - Completed a Ph.D., M.D., law degree, or other high-level professional degree {7}
-

HP0P1EVERWORK †

Question Wording:

Have you ever held a regular job for pay or income?

{HP0P1EVERWORK}

- Yes {1}
 - No {0}
-

HP0P1JOB †

Question Wording:

What is your current or most recent job title (for example, 4th-grade teacher, apprentice plumber)? If you have more than one job, describe the one at which you work the most hours.

{HP0P1JOBTLTXT}

HP0HOUSEINCOM †

Question Wording:

What was your total household income from all sources, prior to taxes and deductions, in calendar year 2023 (from January to December 2023)? Please include all income such as income from work, investments, and alimony. If you are unsure, provide your best estimate.

Income is a key family characteristic that factors into many research questions including how family finances affect students' ability to go to college. This information is critically important to the success of this study. Please remember that data will only be reported in summary form and your individual information will not be published in a way that may directly identify you.

\$ ____ {HP0HOUSEINCOM}

HP0CHHAS504 †

Does your 12th-grader currently have a 504 plan based on section 504 of the Rehabilitation Act that describes accommodations to support their learning?

A 504 plan is a written plan to provide appropriate services to a student with a disability, whether or not the disability is judged to affect the student's educational performance. Speech therapy services may often be specified as part of a Section 504 plan.

{HP0CHHAS504}

- Yes {1}
 - No {0}
 - Don't know {99}
-

HP0CHHASIEP †

Question Wording:

Does your 12th-grader currently have an Individualized Education Program (IEP) or Instructional/Individual Services Plan (ISP)?

An Individualized Education Program (IEP) is a written statement for each student with a disability that sets goals for the student in school, says how progress will be measured, describes the special education and related services the school will provide, how much the student will be in the regular class with students without disabilities, and lists accommodations or modifications needed to measure what the student knows through tests.

An Instructional/Individual Services Plan (ISP) is a plan paid for by a local school district for students with disabilities who attend private schools. It spells out the special education and related services that will be made available to a student. Services may be offered through a private school or a local education agency (LEA).

{HP0CHHASIEP}

- Yes {1}
- No {0}
- Don't know {99}

HP1AFTERHS †**Question Wording:**

What do **you** think is the most important thing for your 12th-grader to do right after high school?

{HP1AFTERHS}

- Enroll in an associate's degree program (e.g., at a 2-year college) *{1}*
 - Enroll in a bachelor's degree program (e.g., at a 4-year college) *{2}*
 - Enroll in a vocational-technical or apprenticeship program *{3}*
 - Get a full-time job *{4}*
 - Enter military *{5}*
 - Get married *{6}*
 - Take care of family responsibilities *{7}*
 - Your 12th-grader should do what they want *{8}*
 - You don't know *{99}*
-

HP0EXPCTLEVED †**Question Wording:**

As things stand now, how far in school do you think your 12th-grader will actually get?

{HP0EXPCTLEVED}

- Less than high school completion *{1}*
 - Complete a high school diploma or equivalent (for example, GED, HiSET, TASC) *{2}*
 - Complete a certificate or diploma from a school that provides occupational training, such as a trade school *{3}*
 - Complete an associate's degree *{4}*
 - Complete a bachelor's degree *{5}*
 - Complete a master's degree *{6}*
 - Complete a Ph.D., M.D., law degree, or other high-level professional degree *{7}*
 - Don't know *{99}*
-

Table 4: HS&B:22 First Follow Up Field Test Parent Questionnaire – Spanish

The last two columns in Table 4 indicate which items are included in the parent abbreviated survey and the 5-minute micro survey. The 5-minute micro survey items are notated by daggers (†) in the survey facsimile in this appendix.

Form Name	Form Label	5-minute Micro
HP0IINTRO	Survey introduction	†
HP0CHPERMPAR1	Permission for student’s participation – Screen 1	†
HP0CHPERMPAR2	Permission for student’s participation – Screen 2	†
HP0RPERMPAR1	Parent informed consent – Screen 1	†
HP0RPERMPAR2	Parent informed consent – Screen 2	†
HP0NAVIGATE	Survey navigation instructions	†
HP0LIVWCH	Respondent lives with student	†
HP0KNOWCH	Respondent knows about student’s development, schooling, and home life	†
HP0ELIGPCONT	Collect contact information for eligible parent/guardian	†
HP0RESPREL	Respondent’s relationship to student	†
HP0OPINHOUSE	Number of parents in household in addition to guardian	†
HP0NOINHOUSE	Number of people in household	†
HP0NENGHOM	Language other than English spoken at home	†
HP0LANGHOM	Languages that are spoken regularly in the household	†
HP0ENGHOM	English regularly spoken in addition to another language	†
HP0P1HIGHEDU	Highest level of education attained by Parent 1	†
HP0P1EVERWORK	Parent 1 has ever held a regular job for pay	†
HP0P1JOB	Parent 1’s current or most recent job title	†
HP0HOUSEINCOM	Estimate of gross household income	†
HP0CHHAS504	Student has a 504 plan	†
HP0CHHASIEP	Student has an IEP or ISP	†
HP1AFTERHS	Respondent’s priorities for student after high school	†
HP0EXPCTLEVED	Parent’s expected level of education for student	†
HP1CONTINUE1	Notify non-micro group respondent that they have completed the first section	†
HP1CONTINUE2	Micro group respondent would like to continue the full survey	†
HP0LIINTRO1	Locating Section Introduction part 1	
HP0NAME	Confirm respondent’s name	
HP0RCNTCTINF1	Confirm or collect respondent’s name and address	
HP0RCNTCTINF2	Confirm or collect respondent’s phone number(s) and email address	
HP0STUDNAME	Verify spelling of student’s name	
HP0CHSEX1	Verify student’s sex that was provided before survey.	
HP0CHSEX2	Collect student’s sex if not provided before survey.	
HP0AINTRO	Family Section Introduction	
HP0PRELID	Relationship of the parents in the household to the student	
HP0P1SPPTR	Parent/guardian has a spouse or partner in the household	
HP0SPPTRRELID	Spouse’s or partner’s relationship to student	
HP0OTHADULT	Other adult with parental responsibility in the household	
HP0OTHREL	Relationship of other adult to the student	
HP0MARSTAT	Marital status of parents or guardians	

Form Name	Form Label	5-minute Micro
HP0TIMELIV	Amount of time respondent lives with student	
HP0OHLIVW	Who student lives with when not living with respondent	
HP0NOSIB	Number of siblings of different types in household	
HP0NOSIBINHS	Number of siblings in high school	
HP0NOSIBGRDHS	Number of siblings who have graduated high school	
HP0NOSIBPSEC	Number of siblings who continued education after high school	
HP0EATWCHLD	How often does respondent eat with student	
HP0RKNOWFRND	How many of student's friends does respondent know	
HP0TLKPNTFRND	How many of student's friends' parents does respondent communicate with regularly?	
HP0BINTRO	School Experiences Section Introduction	
HP0SCHASSIGN	Whether student's public school was assigned or chosen	
HP0REPEATGRD	If student has repeated any grades K-12	
HP0SKIPPDGRD	If student has skipped any grades K-12	
HP0NUMSUSPEXP	How many times student has been suspended or expelled since starting 9 th grade	
HP0TYPUSPEXP	What type of suspension or expulsion student received most recently	
HP0RSNSUSPEXP	Reason for most recent suspension or expulsion	
HP0DAYSUSPEXP	Number of days of the most recent suspension or expulsion	
HP1HSPROGRAMS	Student's participation in high school courses or programs	
HP0EVGIFTTAL	Student's participation in gifted and talented program before 9th grade	
HP0TUTRSUMSCH	Student's participation in tutoring or summer school.	
HP0TUTRSBJCT	Subjects student was tutored in	
HP0SUMSCHSBJCT	Subjects student attended summer school for	
HP1PRIVLESSN	Subjects in which student received private lessons	
HP0ACTYOUTSCH	Student's activities outside of school	
HP0DEVINHOME	Computer/device in the home for schoolwork	
HP0DEVINTACC	Computer/device in the home has access to internet	
HP1DISCRIM	Parent perception that discrimination has limited student's educational opportunities	
HP1DISCRIMTYP	Types of discrimination parent feels have limited student's educational opportunities	
HP1RACECONCERN	Concerns parents have for student based on race or ethnicity	
HP1EDUPREPARE	Beliefs about education preparing student for the future	
HP1DISCIPLINE	Parent perception of school discipline practices	
HP0EVDROPOUT	Has student ever dropped out or stopped attending school since starting kindergarten	
HP1DROPOUTINHS	Has student dropped out or stopped attending school since starting 9 th grade	
HP1PARACTION	Parent responses to student dropping out	
HP0CINTRO	Background Information Section Introduction	
HP0P1HISPANIC	Hispanic ethnicity for Parent 1	
HP0P1HISPETH	Specific Hispanic heritage for Parent 1	
HP0P1RACE	Race for Parent 1	
HP0P1ASIANETH	Specific Asian ethnicity for Parent 1	
HP1P1PACISLETH	Specific Pacific Islander heritage for Parent 1	
HP0P2HISPANIC	Hispanic ethnicity for Parent 2	
HP0P2HISPETH	Specific Hispanic heritage for Parent 2	
HP0P2RACE	Race for Parent 2	
HP0P2ASIANETH	Specific Asian ethnicity for Parent 2	

Form Name	Form Label	5-minute Micro
HP1P2PACISLETH	Specific Pacific Islander heritage for Parent 2	
HP0CBIRTHDATE	Student's birthdate	
HP0CHHISPANIC	Student's Hispanic ethnicity	
HP0CHHISPETH	Student's specific Hispanic heritage	
HP0CHRACE	Student's race	
HP0CHASIANETH	Student's specific Asian ethnicity	
HP1CHPACISLETH	Student's specific Pacific Islander heritage	
HP1CHBIRTHPLACE1	Student born in United States	
HP1CHBIRTHPLACE2	Student's country of birth	
HP1CHYEARUS	Year student came to stay permanently in United States	
HP0RESPLANG	Respondent's primary language spoken to student	
HP0CHDSPELANG	Student's primary language spoken to respondent	
HP0DIFPARLANG	Impact of language on school communication	
HP0CHDEVERELL	Student ever enrolled in a program for English Language Learners (ELLs)	
HP0CHDCURRELL	Student currently enrolled in a program for English Language Learners (ELLs)	
HP0DINTRO	Future Plans Section Introduction	
HP0ADV	Topics parent provided advice or information about	
HP1AFTERHS2	If a second parent is present in the household – Parent 2's priorities for student after high school	
HP1AFTERHS3	If respondent is a non-parent reporting in two parent household – other parent's priorities for student after high school	
HP1CHCONTEДУ	Student plans to continue education right after high school	
HP1CHWHNSCHL	Timeline for postsecondary school entry	
HP1CHCONFALL	Student plans to continue education in the fall if starting school in the summer	
HP1CLGCHARACTR1	Importance of college characteristics in school choice, part 1	
HP1CLGCHARACTR2	Importance of college characteristics in school choice, part 2 (continued)	
HP1LIKELYSCHL	School that student will most likely attend	
HP1PAR1STCHOICE	If most likely school is parent's first choice for student	
HP1EDUEXPENSES	Types of education expenses parents are paying for any children	
HP1EDUTOTALEXP	Dollar amount range spent on all education expenses	
HP1FAFSA	Plans to apply for financial aid	
HP1NOAIDAPPRSН	Reasons to not apply for financial aid	
HP0AMTSVDCHED	Amount parents have saved for postsecondary education	
HP1PSECEDUPAY	Sources of money used to cover postsecondary education expenses	
HP1MAXBORRW	Maximum amount willing to borrow per year for school	
HP0DESRDLEVED	Parent's aspirational level of education for student	
HP0FINTR0	Health and Wellness Section Introduction	
HP1CHMNTLHLTH	Parents concern about student's mental health	
HP1INTHERAPY	Student currently receiving mental health treatment	
HP1NEEDTHERAPY	Student has access to mental health treatment	
HP1MEDS	Student is on medication for depression/anxiety	
HP0GINTR0	Health and Events Section Introduction	
HP1P1PHYSHLTH	Rating of parent's physical health	
HP1P1MNTLHLTH	Rating of parent's mental health	
HP1CHCAREGIVER	Student provides regular care for a family member	
HP1CHHLPFINFAM	Student contributes money to family	
HP1EMRGEXPNSE	Parent's feelings of financial security	

Form Name	Form Label	5-minute Micro
HP1HOUSING	Types of places student has slept since beginning 9th grade	
HP0COVIDVNTS	Negative life experiences since start of 9th grade	
HP0LIINTRO2	Locating Section Introduction part 2	
HP0P1CNTCTINF	Collect Parent 1's name, numbers, and email	
HP0P2CNTCTINF	Collect Parent 2's name, numbers, and email	
HP0INCENTIVE	Accept/gift/decline incentive and confirm address	†
HP0INCENTCASH	Accept/decline cash incentive	†
HP0PREEND	Pre-end screen	†
HP0END	End screen	†

HS&B:22 First Follow Up Field Test Parent Survey

KEY:

† Forms in the Parent 5-minute critical-item survey

HP0IINTR**O †****Question Wording:**

Bienvenido(a) al Estudio Longitudinal Durante y Después de *High school* de 2022 (HS&B:22). Para comenzar, tenemos algo de información sobre el estudio y algunas preguntas para confirmar que usted es elegible para contestar esta encuesta.

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP0CHPE**RMPAR1 †****Question Wording:**

[Student's first name/Su estudiante de 12° grado] ha sido seleccionado(a) para participar en Estudio Longitudinal Durante y Después de *High school* de 2022 (HS&B:22). Recientemente le enviamos materiales que explican que HS&B:22 es un estudio que sigue a los adolescentes como [Student's first name/su estudiante de 12° grado] a través de *high school* y luego de salir de la escuela secundaria. El estudio también se enfoca en el impacto de la experiencia escolar en el aprendizaje de los adolescentes y en sus decisiones sobre su educación y sobre carreras.

La participación de [Student's first name/su estudiante de 12° grado] en HS&B:22 es de fundamental importancia para el éxito del estudio. Estamos pidiendo que [Student's first name/su estudiante de 12° grado] complete una encuesta sobre sí mismo(a) y sobre sus experiencias y que también conteste algunas preguntas de matemáticas. La sesión para los estudiantes no tomará más de 90 minutos. [If student receives incentive then fill: Su estudiante de 12° grado recibirá un certificado del Departamento de Educación de los Estados Unidos equivalente a 2 horas de servicio comunitario y un pequeño regalo como agradecimiento por participar.]

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP0CHPE**RMPAR2 †****Question Wording:**

Completar la encuesta es voluntario y no hay penalidades por no participar. [Student's first name/Su estudiante de 12° grado] también puede dejar sin contestar cualquier pregunta que prefiera no responder. El riesgo de participar en este estudio es mínimo, debido a los procedimientos estrictos para proteger la confidencialidad y la seguridad de la información, como las leyes lo exigen. El Centro Nacional para Estadísticas de Educación (NCES) está autorizado a hacer el estudio HS&B:22 por el Acta de la Reforma de Educación de 2002 (ESRA 2002, 20 U.S.C. §9543) y a obtener expedientes escolares de los estudiantes, de agencias o instituciones educativas con el propósito de evaluar programas educativos que cuentan con apoyo a nivel federal bajo la Ley de Derechos Educativos y Privacidad Familiar (FERPA, 34 CFR §§ 99.31(a)(3) (iii) y 99.35). La recolección de datos la está llevando a cabo en nombre de NCES, la firma RTI International, una organización sin fines de lucro que realiza estudios y está basada en los Estados Unidos.

Todos los datos que su estudiante de 12° grado proporcione podrán usarse solamente para propósitos estadísticos y no podrán divulgarse ni usarse de manera que permita identificar a los participantes para ningún otro propósito a menos que lo exija alguna ley (20 U.S.C. §9573 y 6 U.S.C. §151).

La información que se obtenga se combinará con la de otros participantes para producir reportes estadísticos; ningún nombre se asociará a las respuestas de ningún participante. Además, sus respuestas y las de [Student's first name/su estudiante de 12° grado] no se reportarán de manera individual a su escuela ni tampoco pueden reportarse a los padres. Si usted tiene preguntas sobre el estudio, puede ponerse en contacto con la Línea de Ayuda del estudio llamando al teléfono gratuito 855-500-1439 o puede enviar un correo electrónico a HSB22Survey@rti.org. Por favor incluya su número de identificación del estudio cuando nos llame o nos escriba para que le podamos asistir más fácilmente. Si usted tiene preguntas sobre los derechos de [Student's first name/su estudiante de 12° grado] como participante en un estudio, puede ponerse en contacto con la Oficina de Protección de Participantes en Estudios de RTI llamando al 919-316-3358 en Durham, NC (o al teléfono gratuito 866-214-2043) o enviar un correo electrónico a ORPE@rti.org.

Para revisar una copia de la carta que le enviamos, haga clic [aquí](#).

Para revisar el folleto del estudio, haga clic [aquí](#).

¿Puede [Student's first name/su estudiante de 12° grado] participar en el estudio cuando esté disponible?

{HPOCHPERMPAR2}

- Sí {1}
- No {0}

HPORPER

MPAR1 †

Question Wording:

If permission for child was not needed or the survey is being done in the field (survey mode is in (LAPTOP_SA, LAPTOP_SELF, LAPTOP_PHONE) then fill: Lo que sigue es algo de información sobre este estudio, el Estudio Longitudinal Durante y Después de *High school* de 2022 (HS&B:22), el cual también se describe en los materiales que le enviamos recientemente. HS&B:22 es un estudio que sigue a los adolescentes a través de la escuela secundaria o superior y más allá. El estudio también se enfoca en el impacto de la experiencia escolar en el aprendizaje de los adolescentes y en sus decisiones sobre su educación y sobre carreras.

Para revisar una copia de la carta que le enviamos, haga clic [aquí](#).

Para revisar el folleto del estudio, haga clic [aquí/else: no fill](#)]

If survey mode is in (LAPTOP_SA, LAPTOP_SELF, LAPTOP_PHONE) then fill: Dado que [Student's first name/su estudiante de 12° grado] ha sido seleccionado(a) para participar en HS&B:22, quisiéramos que usted participe en la encuesta también.] *Else if permission was not granted (HPOCHPERMPAR2 in (0, no response)) then fill:* [Aunque usted no desea que [Student's first name/su estudiante de 12° grado] participe en HS&B:22, igualmente quisiéramos que usted participe en la encuesta./ *Else fill:* [Dado que [Student's first name/su estudiante de 12° grado] ha sido seleccionado(a) para participar en HS&B:22, quisiéramos que usted participe en la encuesta también.]

Su participación es esencial para el éxito del estudio. En promedio, la encuesta de padres toma unos [minutes] minutos. **Si usted es elegible para la encuesta, le enviaremos [el incentivo para padres] de la**

escuela de [Student's first name/su estudiante de 12° grado] después que complete su encuesta como muestra de nuestro agradecimiento. Usted puede negarse a contestar cualquier pregunta o parar la encuesta en cualquier momento. [If respondent is in the non-micro group, then fill: Si usted completa la primera sección que toma unos 5 minutos, igualmente podrá recibir [partial parent incentive]./else: no fill]

[If permission for child to participate in the study was not needed then fill:

Por favor haga clic en el botón que dice "Siguiente" para continuar./else if permission for child to participate in the study was needed then fill: Cuando esté listo(a) para empezar, por favor haga clic en "Siguiente" para continuar.]

HPORPE

RMPAR2 †

Question Wording:

El Centro Nacional para Estadísticas de Educación (NCES) está autorizado a hacer el estudio HS&B:22 por el Acta de la Reforma de Educación de 2002 (ESRA 2002, 20 U.S.C. §9543). La recolección de datos la está llevando a cabo en nombre de NCES la firma RTI International, una organización sin fines de lucro que realiza estudios y está basada en los Estados Unidos. Todos los datos que usted proporcione podrán usarse solamente para propósitos estadísticos y no podrán divulgarse ni usarse de manera que permita identificar a los participantes para ningún otro propósito a menos que lo exija alguna ley (20 U.S.C. §9573 y 6 U.S.C. §151). El riesgo de participar es mínimo, debido a los estrictos procedimientos de confidencialidad y seguridad establecidos.

Si usted tiene preguntas sobre el estudio, puede ponerse en contacto con la Línea de Ayuda del estudio llamando al teléfono gratuito 855-500-1439 o puede enviar un correo electrónico a hsb20survey@rti.org. Por favor incluya su número de identificación del estudio cuando nos llame o nos escriba para que le podamos asistir más fácilmente. Si usted tiene preguntas sobre sus derechos como participante en un estudio, puede ponerse en contacto con la Oficina de Protección de Participantes en Estudios de RTI llamando al 919-316-3358 en Durham, NC (o al teléfono gratuito 866-214-2043) o enviar un correo electrónico a ORPE@rti.org.

Cuando esté listo(a) para comenzar, por favor haga clic en el botón "Siguiente" para continuar.

HP0NAVI

GATE †

Question Wording:

¡Muchas gracias por participar! Antes de empezar, aquí tenemos algunas sugerencias útiles.

- Para contestar las preguntas, seleccione en la pantalla la opción que represente su respuesta. Conteste cada pregunta lo más preciso posible; si es necesario, puede dar una respuesta aproximada.
- Haga clic en el botón que dice "Siguiente" para guardar sus respuestas y continuar.
- Haga clic en el botón que dice "Anterior" para volver a la pantalla anterior.
- Según qué dispositivo use para completar esta encuesta, tal vez tenga que desplazarse hacia abajo para ver todo el contenido de la pantalla. Si está teniendo problemas para ver todo el contenido en la pantalla y está usando un dispositivo móvil para completar esta encuesta, puede ponerlo de costado para ver la encuesta en modo horizontal.
- To see an English translation, click the "ENGLISH" button at the top of your screen.
- Algunas preguntas tienen una explicación que ayuda a comprender la pregunta o las posibles respuestas. Haga clic en el símbolo de "AYUDA" en la parte de arriba de la pantalla o en el símbolo de ayuda en la encuesta para ver el texto de la explicación de ayuda. El símbolo de "AYUDA" arriba de la pantalla es donde también encontrará el número gratuito telefónico para pedir ayuda.

- Si necesita interrumpir y salir de la encuesta en cualquier momento, haga clic en el botón de "SALIR" que está en la esquina de arriba a la izquierda de su pantalla y cierre su navegador (no solamente la pestaña). Cuando vuelva a entrar en la encuesta, aparecerá directamente en la pantalla en que usted se salió.
- Para proteger su información, la sesión terminará si la encuesta está inactiva por más de 10 minutos.

Para continuar, por favor haga clic en el botón que dice "Siguiente".

Help Text:

Para pantallas con texto de ayuda específico, esto le dará información sobre una frase o frases en particular o sobre una o más opciones de respuesta. Para pantallas sin texto de ayuda específico, esto le dará información sobre cómo comunicarse con la Línea de Ayuda. Haga clic en la X que está en la esquina de arriba a la derecha o en el botón de "Cerrar" que está en la esquina de abajo a la derecha para cerrar el recuadro.

HP0LIVWCH †

Question Wording:

¿Vive [Student's first name/su estudiante de 12º grado] [Student's last name] con usted?

Si [Student's first name/su estudiante de 12º grado] vive normalmente con usted, por favor seleccione "Sí". Por ejemplo, si [Student's first name/su estudiante de 12º grado] vive con usted todo el tiempo, una de cada dos semanas, o de alguna otra forma programada de manera regular, o si usted está a cargo de su cuidado por decisión legal.

{HP0LIVWCH}

- Sí {1}
- No {0}

HP0KNOWCH †

Question Wording:

¿Es usted uno de los padres, un tutor o guardián legal, o la persona en este hogar que sabe sobre el desarrollo, la educación escolar y la vida del hogar de [Student's first name/su estudiante de 12º grado]?

{HP0KNOWCH}

- Sí {1}
- No {0}

HP0ELIG

PCONT †

Question Wording:

Al equipo de HS&B:22 le gustaría comunicarse con uno de los padres, un tutor o guardián legal, o la persona que viva con [Student's first name/su estudiante de 12º grado] y que sepa sobre su desarrollo, educación escolar y vida del hogar. Por favor ponga el nombre y la información de contacto de esta persona y un miembro del equipo se comunicará próximamente.

Primer nombre: {HP0ELIGPFNAME}

Segundo nombre: {HPOELIGPMNAME}
Apellido: {HPOELIGPLNAME}
Sufijo (por ej., Jr, Sr, III):
{HPOELIGPSUFFIX}
Número de teléfono: {HPOELIGPTELCD}
{HPOELIGPTEL1}
{HPOELIGPTEL2}
{HPOELIGPTYP}
-9 = - Seleccione el tipo de teléfono -
1 = Línea terrestre
2 = Trabajo
3 = Otro
4 = Celular
Correo electrónico: {HPOELIGPEMAIL}

HP0RESPREL +

Question Wording:

Primero le preguntaremos acerca de la familia y el hogar de [Student's first name/su estudiante de 12° grado].

¿Qué relación o parentesco tiene usted con [Student's first name/su estudiante de 12° grado]?

{HPORESPREL}

- Madre biológica o de nacimiento {1}
- Padre biológico o de nacimiento {2}
- Madre adoptiva {3}
- Padre adoptivo {4}
- Madrastra {5}
- Padrastro {6}
- Tía {7}
- Tío {8}
- Abuela {9}
- Abuelo {10}
- Madre *foster* o tutora o guardiana legal {11}
- Padre *foster* o tutor o guardián legal {12}
- Mujer que es pareja o novia de uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12° grado] {13}
- Hombre que es pareja o novio de uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12° grado] {14}
- Otra pariente mujer {15}
- Otro pariente hombre {16}

Help Text:

Madre biológica o de nacimiento: la madre biológica de [Student's first name/su estudiante de 12° grado]. 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 a una donante para tener un hijo.

Padre biológico o de nacimiento: El padre biológico de [Student's first name/su estudiante de 12° grado], pero también es aplicable a un padre que usó un donante para tener un hijo.

Madre adoptiva: La mujer que ha adoptado legalmente a [Student's first name/su estudiante de 12º grado] para criarlo(a) como si fuera propio.

Padre adoptivo: El hombre que ha adoptado legalmente a [Student's first name/su estudiante de 12º grado] para criarlo(a) como si fuera propio.

Madre *foster* o tutora o guardiana legal: Una madre *foster* es una mujer bajo cuidado han puesto a [Student's first name/su estudiante de 12º grado] de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte. Una guardiana o tutora legal es una mujer que ha sido asignada legalmente para estar a cargo de [Student's first name/su estudiante de 12º grado].

Padre *foster* o tutor o guardián legal: Un padre *foster* es un hombre bajo cuidado han puesto a [Student's first name/su estudiante de 12º grado] de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte. Un guardián o tutor legal es un hombre que ha sido asignado legalmente para estar a cargo de [Student's first name/su estudiante de 12º grado].

Mujer que es pareja o novia de uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado]: Una mujer que tiene una relación romántica con uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado] y vive con esa persona sin estar casados.

Hombre que es pareja o novio de uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado]: Un hombre que tiene una relación romántica con uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado] y vive con esa persona sin estar casados.

Otra pariente mujer: Una mujer que es pariente de [Student's first name/su estudiante de 12º grado] y se comporta como una madre con [él/ella/[Student's first name]/su estudiante de 12º grado], pero no cabe en una de las otras categorías.

Otro pariente hombre: Un hombre que es pariente de [Student's first name/su estudiante de 12º grado] y se comporta como un padre con [él/ella/[Student's first name]/su estudiante de 12º grado], pero no cabe en una de las otras categorías.

HP00PIN

HOUSE †

Question Wording:

¿Tiene [Student's first name/su estudiante de 12º grado] padres biológicos, padres adoptivos, padrastro o madrastra, o padres *foster* que vivan en su hogar?

{HP00PINHOUSE}

- Sí, uno de los padres vive en el hogar {1}
- Sí, ambos padres viven en el hogar {2}
- Ninguno de los padres vive en el hogar {3}

HP0NOINHOUSE †

Question Wording:

Quisiéramos saber cuántas personas viven en su hogar incluyendo a usted[, su esposo(a)/, su pareja/, el padre o la madre de [Student's first name/su estudiante de 12º grado]/, los padres de [Student's first name/su estudiante de 12º grado]/, [la tía/el tío/la abuela/el abuelo/la pariente mujer/el pariente hombre/la madre o la

tutora o guardiana legal/el padre o el tutor o guardián legal/la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado]] y [Student's first name/su estudiante de 12º grado].

Incluya a adultos y niños que estén temporalmente fuera del hogar (por ejemplo, viviendo en una residencia universitaria) siempre que no tengan otro hogar permanente.

¿Cuántas personas que viven en su hogar son ...

(Por favor ponga '0' si la respuesta es ninguno(a).)

____ menores de 18 años de edad? {HP0NOCINHOUSE}

____ de 18 años de edad o más? {HP0NOAINHOUSE}

HP0NENGHOM †

Question Wording:

¿Se habla en su hogar algún otro idioma que no sea inglés de manera regular?

{HP0NENGHOM}

- Sí {1}
- No {0}

HP0LANGHOM †

Question Wording:

¿Qué idiomas aparte de inglés se hablan en su hogar de manera regular?
(Seleccione todo lo que corresponda.)

- Español {HPOSPANISHHOM}
- Un idioma europeo aparte de español, como por ejemplo francés, alemán o ruso {HPOOTHEURHOM}
- Un idioma chino {HPOCHINESEHOM}
- Un idioma filipino {HPOFILIPHOM}
- Un idioma del sudeste asiático, como por ejemplo vietnamita, tailandés o camboyano {HPOSESTASNHOM}
- Un idioma del sur de Asia, como por ejemplo hindi o tamil A {HPOSTHASNHOM}
- Otro idioma asiático, como por ejemplo japonés o coreano {HPOOTHASNHOM}
- Un idioma del Medio Oriente, como por ejemplo árabe o farsi {HP0MIDEASTHOM}
- Otro idioma {HPOOTHANGHOM}

HP0ENGHOM †

Question Wording:

En su hogar, ¿se habla también inglés de manera regular?

{HPOENGHOM}

- Sí {1}
- No {0}

HP0P1HIGHEDU †

Question Wording:

¿Cuál es el nivel de estudios más alto que [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la *madre foster* o tutora o guardiana legal/el *padre foster* o tutor o guardián legal/el padre o la madre] de [Student's first name/su estudiante de 12° grado]] ha completado?

{HP0P1HIGHEDU}

- No llegó a completar *high school* {1}
- Completó un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC) {2}
- Completó un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios {3}
- Completó un grado asociado {4}
- Completó una licenciatura o título de *bachelor* {5}
- Completó una maestría {6}
- Completó un doctorado, título de médico o abogado, u otro título profesional avanzado {7}

Help Text:

No llegó a completar *high school*: No recibió un diploma de *high school* o su equivalente.

Completó un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC): Recibió un diploma común de *high school* o completó *high school* recibiendo algún otro tipo de reconocimiento formal de una escuela o una autoridad del gobierno. Por ejemplo, el GED (Examen de Desarrollo de Educación General), HiSET (Prueba de Equivalencia de *High school*) y TASC (Prueba de Evaluación Para La Terminación de Secundaria).

Completó un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios: Recibió un certificado o diploma de una institución educativa que se especializa en entrenamiento para trabajos o habilidades técnicas que se requieren para cumplir las tareas de un trabajo particular y específico. Tales instituciones pueden llamarse escuela de oficios, instituto técnico o escuela vocacional. Ejemplos de trabajos incluyen cosmetología y carpintería.

Completó un grado asociado: Un grado asociado (AA, AS, AAS, AGE, etc.) normalmente requiere estudios de *college* a tiempo completo, generalmente por un mínimo de 2 años, pero menos de 4.

Completó una licenciatura o título de *bachelor*: Un título de *bachelor* (BA, BS, etc.) generalmente requiere al menos 4 años de estudios de *college* a tiempo completo.

Completó una maestría: Una maestría (MA, MS, MBA, MFA, etc.) generalmente requiere al menos 2 años de estudios graduados a tiempo completo y puede requerir una tesis o un *practicum*.

Completó un doctorado, título de médico o abogado, u otro título profesional avanzado: Un Ph.D. o doctorado generalmente requiere al menos 4 años de estudios graduados a tiempo completo y generalmente requiere una disertación. Un título profesional generalmente requiere estudios graduados en una de las siguientes áreas: quiropráctica, odontología, derecho, medicina, optometría, medicina osteopática, farmacia, podiatría, religión o divinidad, o veterinaria.

HP0P1EVERWORK †

Question Wording:

¿Alguna vez [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la *madre foster* o tutora o guardiana legal/el *padre foster* o tutor o guardián legal/el padre o la madre] de [Student's first name/su estudiante de 12° grado]] ha tenido un trabajo regular por pago o ganancias?

{HP0P1EVERWORK}

- Sí {1}
 - No {0}
-

HP0P1JOB †

Question Wording:

[[¿Cuál es actualmente/En su trabajo más reciente, ¿cuál era] el título del puesto [de usted/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/del padre adoptivo/de la madrastra/del padrastro/de la madre *foster* o tutora o guardiana legal/del padre *foster* o tutor o guardián legal/del padre o de la madre] de [Student's first name/su estudiante de 12° grado]] (Por ejemplo: maestro(a) de 4° grado, aprendiz de plomero)? Si [usted/el padre o la madre de [Student's first name/su estudiante de 12° grado]/él/ella] [tiene/tenía] más de un trabajo, describa el trabajo en el cual [usted/la madre o el padre de [Student's first name/su estudiante de 12° grado]/él/ella] [trabaja/trabajaba] más cantidad de horas.

(De las opciones que aparecen, seleccione la que más se acerca. Si no encuentra una opción que se acerque al título del puesto de [usted/el padre o la madre de [Student's first name/su estudiante de 12° grado]/él/ella], haga clic en “el trabajo no aparece en la lista”.)

{HP0P1JOBTLTXT
}

{HP0P1JOBTL
}

Por favor ayúdenos a clasificar el trabajo [de *usted*/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/la madre adoptiva/del padre adoptivo/de la madrastra/del padrastro/de la madre *foster* o tutora o guardiana legal/del padre *foster* o tutor o guardián legal/de la madre o el padre]] usando las listas desplegables. Usando la flecha en el lado derecho del primer cuadro, podrá ver las áreas generales. Por favor haga clic para seleccionar el área general que desee y después seleccione el área específica de [usted/la madre o el padre de [Student's first name/su estudiante de 12° grado]/él/ella] en la segunda lista desplegable y la clasificación detallada de la ocupación en la última lista desplegable.

Área general: {HP0P1JOB2}

Área específica: {HP0P1JOB3}

El título del puesto [de usted/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/del padre adoptivo/la madrastra/del padrastro/de la madre *foster* o tutora o guardiana legal/del padre *foster* o tutor o guardián legal/de la madre o el padre] de [Student's first name/su estudiante de 12° grado] puede clasificarse en más de una categoría. Por favor seleccione la categoría que mejor describe el trabajo de [usted/la madre o el padre de [Student's first name/su estudiante de 12° grado]/él/ella].

Clasificación detallada de la ocupación: {HP0P1JOB6}

HP0HOUSEINCOM †

Question Wording:

El ingreso de una familia es una característica clave que pesa en muchas preguntas de investigación, incluyendo el efecto de las finanzas familiares en las posibilidades de los estudiantes de ir al *college* o universidad. Esta información es de crítica importancia para el éxito de este estudio. Por favor, recuerde que los datos se reportarán solamente en forma de resumen y que su información personal no será publicada de ninguna manera que permita identificarle directamente.

¿Cuánto fue el ingreso total de su hogar de todas las fuentes antes de impuestos y deducciones en el año 2023 (en otras palabras, desde enero hasta diciembre de 2023)? Por favor incluya todos los ingresos, como por ejemplo ingresos por trabajos, inversiones y pagos de pensión alimenticia de un ex-esposo o una ex-esposa.

\$ ____ (Por favor ponga solamente números enteros.)

{HP0HOUSEINCOM}

Help Text:

Ingreso total de su hogar: Calcule el ingreso bruto de su hogar en el año 2023 (desde el 1 de enero de 2023 hasta el 31 de diciembre de 2023) de todas las fuentes. El ingreso bruto es la suma total antes de los impuestos, *Social Security* y otras deducciones. Si no está seguro(a), puede darnos un cálculo aproximado.

HP0CHHAS504 †

Question Wording:

Quisiéramos conocer más sobre las experiencias de [Student's first name/su estudiante de 12° grado] en la escuela y sus planes para el futuro.

Primeramente, nos gustaría preguntarle sobre las experiencias que [Student's first name/su estudiante de 12° grado] y su familia puedan haber tenido con servicios de educación especial.

¿Tiene actualmente [Student's first name/su estudiante de 12° grado] un plan 504 basado en la sección 504 del Acta de Rehabilitación que describe las adaptaciones para facilitarle el aprendizaje a [Student's first name/su estudiante de 12° grado]?

{HP0CHHAS504}

- Sí {1}
- No {0}
- Usted no sabe {99}

Help Text:

Plan 504: Un plan por escrito para proporcionar servicios apropiados a un estudiante con una discapacidad, independientemente de si esta discapacidad afecta o no el desempeño escolar del estudiante. A menudo se puede especificar los servicios de terapia del habla como parte de un plan de la Sección 504.

HPOCHH

ASIEP †

Question Wording:

¿Tiene [Student's first name/su estudiante de 12º grado] actualmente un Programa Educativo Individualizado (IEP, por sus siglas en inglés) o un Plan de Servicios de Instrucción o Plan de Servicios Individuales (ISP, por sus siglas en inglés)?

{HPOCHHASIEP}

- Sí {1}
- No {0}
- Usted no sabe {99}

Help Text:

Programa Educativo Individualizado (IEP, por sus siglas en inglés): Una declaración escrita para cada estudiante con discapacidad que fija las metas escolares para el estudiante, indica cómo se medirá su progreso, describe los servicios de educación especial y servicios relacionados que la escuela proporcionará, qué tanto tiempo estará el estudiante en clases regulares con estudiantes no discapacitados, y que enumera las adaptaciones o modificaciones necesarias para medir mediante pruebas lo que el estudiante sabe.

Plan de Servicios de Instrucción o Plan de Servicios Individuales (ISP, por sus siglas en inglés): Un plan pagado por un distrito escolar local para que estudiantes con discapacidad asistan a escuelas privadas. El plan detalla los servicios de educación especial y servicios relacionados que se le ofrecerán al estudiante. Los servicios los puede ofrecer una escuela privada o una agencia local de educación (LEA, por sus siglas en inglés).

HP1AFTERHS †

Question Wording:

¿Qué cree **usted** que sea lo más importante que [Student's first name/su estudiante de 12º grado] debería hacer inmediatamente después de *high school*?

{HP1AFTERHS}

- Matricularse en un programa de grado asociado (por ejemplo, en un *college* de 2 años) {1}
- Matricularse en un programa de grado de licenciatura o *bachelor* (por ejemplo, en un *college* de 4 años) {2}
- Matricularse en un programa vocacional-técnico o un programa de aprendiz {3}
- Conseguir un trabajo de tiempo completo {4}
- Entrar a las fuerzas armadas {5}
- Casarse {6}

- Ocuparse de responsabilidades familiares {7}
- Debería hacer lo que quiera {8}
- No sabe {99}

HP0EXPCTLEVED †

Question Wording:

Según como van las cosas por ahora, ¿hasta dónde cree usted que [Student's first name/su estudiante de 12º grado] realmente llegará en sus estudios?

{HP0EXPCTLEVED}

- Que no llegará a completar *high school* {1}
- Que completará un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC) {2}
- Que completará un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios {3}
- Que completará una licenciatura o título de *bachelor* {4}
- Que completará un grado asociado {5}
- Que completará una maestría {6}
- Que completará un doctorado, título de médico o abogado, u otro título profesional avanzado {7}
- Usted no sabe {99}

Help Text:

Que no llegará a completar *high school*: No recibirá un diploma de *high school* o su equivalente.

Que completará un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC): Recibirá un diploma común de *high school* o completará *high school* recibiendo algún otro tipo de reconocimiento formal de una escuela o una autoridad del gobierno. Por ejemplo, el GED (Examen de Desarrollo de Educación General), HiSET (Prueba de Equivalencia de *High school*) y TASC (Prueba de Evaluación Para La Terminación de Secundaria).

Que completará un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios: Recibirá un certificado o diploma de una institución educativa que se especializa en entrenamiento para trabajos o habilidades técnicas que se requieren para cumplir las tareas de un trabajo particular y específico. Tales instituciones pueden llamarse escuela de oficios, instituto técnico o escuela vocacional. Ejemplos de trabajos incluyen cosmetología y carpintería.

Que completará un grado asociado: Un grado asociado (AA, AS, AAS, AGE, etc.) normalmente requiere estudios de *college* a tiempo completo, generalmente por un mínimo de 2 años, pero menos de 4.

Que completará una licenciatura o título de *bachelor*: Un título de *bachelor* (BA, BS, etc.) generalmente requiere al menos 4 años de estudios de *college* a tiempo completo.

Que completará una maestría: Una maestría (MA, MS, MBA, MFA, etc.) generalmente requiere al menos 2 años de estudios graduados a tiempo completo y puede requerir una tesis o un prácticum.

Que completará un doctorado, título de médico o abogado, u otro título profesional avanzado: Un Ph.D. o doctorado generalmente requiere al menos 4 años de estudios graduados a tiempo completo y generalmente requiere una disertación. Un título profesional generalmente requiere estudios graduados en una de las

siguientes áreas: quiropráctica, odontología, derecho, medicina, optometría, medicina osteopática, farmacia, podiatría, religión o divinidad, o veterinaria.

HP1CONTINUE1 †

Question Wording:

Gracias por completar la primera sección de la encuesta. Haga clic en Siguiente para pasar a la siguiente sección.

HP1CONTINUE2 †

Question Wording:

Gracias por completar la primera sección de la encuesta. Tenemos algunas preguntas adicionales que nos ayudarán a conocer más acerca del crecimiento académico y social de los estudiantes durante *high school* y de las maneras en que podemos apoyarlos. Estas preguntas adicionales tomaran unos [fill] minutos, y le enviaremos \$[incentive] más (es decir, un total de \$[total]) si completa el resto de la encuesta.

Para continuar, por favor seleccione “Sí” abajo. Después de seleccionar “Sí,” puede tomarse un descanso y volver a la encuesta más tarde, si lo necesita. Si no desea continuar, igualmente recibirá \$[incentive] como muestra de nuestro agradecimiento por la sección que ya completó.

¿Desea continuar?

{HP1CONTINUE}

- Sí {1}
 - No {0}
-

HP0LIINTRO1

Question Wording:

Ahora vamos le pediremos la información de cómo contactarle a usted.

Esta información solo se usará para ayudarnos a contactarlos a usted y a 'Student's first name/su estudiante de 12° grado] en el futuro para este estudio. Se mantendrá en archivos protegidos y separados de las respuestas que usted dé en su encuesta.

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP0NAME

Question Wording:

¿Es usted [Parent's first name] [Parent's middle name] [Parent's last name] [Parent's suffix]?

{HP0NAME}

- Sí {1}

- No {0}

HP0RCNTCTINF1

Question Wording:

Por favor confirme o proporcione su nombre completo y dirección de su hogar./Por favor confirme que esté bien escrito su nombre completo y confirme o proporcione la dirección de su hogar./Por favor corrija su nombre completo y confirme o proporcione la dirección de su hogar.] [Esta información nos la dio la escuela de 'Student's first name/su estudiante de 12° grado].] [If interviewer-administered then fill: (]Si su información de contacto no es correcta o está incompleta, por favor corríjala.

Luego haga clic en "Siguiete" para continuar

Nombre:

Primer nombre: {HP0RFIRNAME}

Segundo nombre: {HP0RMIDNAME}

Apellido: {HP0RLSTNAME}

Sufijo (e.g., Jr, Sr, Third, III):
{HP0RSUFFIX}

Question Wording:

Dirección:

Dirección: {HP0RAD}

{HP0RAD2}

Ciudad: {HP0RCY}

Estado: -Seleccione uno- {HP0RST}

Código postal: AutoFill City and State from ZIP Code {HP0RZP}

Por favor marque aquí si la dirección es en el extranjero. {HP0RFOR}

Dirección (extranjera): {HP0RFAD}

Ciudad (extranjera): {HP0RFCY}

Estado/Provincia (extranjera/o): {HP0RFS}

País (extranjero): {HP0RFC}

Código postal (extranjero): {HP0RFZ}

HP0RCNTCTINF2

Question Wording:

Por favor confirme o proporcione sus números de teléfono celular y otros números de teléfono, incluyendo el código de área y su correo electrónico principal. [Esta información nos la dio la escuela de 'Student's first name/su estudiante de 12° grado].] Si su información de contacto no es correcta o está incompleta, por favor corríjala.

Luego haga clic en "Siguiete" para continuar

Teléfono celular: {HP0RCELLTEL1}

{HP0RCELLTEL2}

{HPORCELLTEL3}

Usted no tiene teléfono celular. {HPORNCELLTEL}

Otro teléfono: {HPOROTHTEL1}

{HPOROTHTEL2}

{HPOROTHTEL3}

Usted no tiene otro número de teléfono. {HPORNOTHTEL}

{HPOROTHHTYP}

99 = - Seleccione uno -

1 = Teléfono de tierra

2 = Del trabajo

3 = Otro

Correo electrónico: {HPOREMAIL}

Usted no tiene correo electrónico. {HPORNOEMAIL}

HPOSTUDNAME

Question Wording:

[¿Cuál es el nombre completo de su estudiante de 12º grado?/Por favor confirme que el nombre completo de **[Student's first name/su estudiante de 12º grado]** esté escrito correctamente. Si [Student's first name/su estudiante de 12º grado] no está escrito correctamente, por favor corríjalo. Si todo está bien escrito, haga clic en "Siguiente" para continuar.]

Primer nombre: {CFNAME}

Segundo nombre: {CMNAME}

Apellido: {CLNAME}

Sufijo (e.g., Jr, Sr, Third, III): {CSUFFIX}

HPOCHSE

X1

Question Wording:

Sólo para confirmar, nuestros archivos indican que [Student's first name/su estudiante de 12º grado] es [hombre/mujer]. ¿Correcto?

{HPOCHSEX1}

Sí {1}

No {0}

HPOCHSE

X2

Question Wording:

¿De qué sexo es [Student's first name/su estudiante de 12º grado]?

{HPOCHSEX2}

- Masculino {1}
 - Femenino {2}
-

RO

Question Wording:

Ahora le haremos algunas preguntas más acerca de la familia y los amigos de [Student's first name/su estudiante de 12° grado].

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP0PRELID

Question Wording:

Usted dijo antes que [Student's name/su estudiante de 12° grado] tiene [un/dos] padre(s) biológico(s), adoptivo(s), madrastra o padrastro, o padre(s) *foster* que [viven/vive] en su hogar.

¿Qué relación o parentesco [tiene este padre o esta madre/tienen estos padres] con [Student's first name/su estudiante de 12° grado]?

{HP0OPRELID1}

- Madre biológica o de nacimiento {1}
- Padre biológico o de nacimiento {2}
- Madre adoptiva {3}
- Padre adoptivo {4}
- Madrastra {5}
- Padrastro {6}
- Madre foster o tutora o guardiana legal {11}
- Padre foster o tutor o guardián legal {12}

{HP0OPRELID2}

- Madre biológica o de nacimiento {1}
- Padre biológico o de nacimiento {2}
- Madre adoptiva {3}
- Padre adoptivo {4}
- Madrastra {5}
- Padrastro {6}
- Madre foster o tutora o guardiana legal {11}
- Padre foster o tutor o guardián legal {12}

Help Text:

Madre biológica o de nacimiento: la madre biológica de [Student's first name/su estudiante de 12° grado]. 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 a una donante para tener un hijo.

Padre biológico o de nacimiento: El padre biológico de [Student's first name/su estudiante de 12° grado], pero también es aplicable a un padre que usó un donante para tener un hijo.

Madre adoptiva: La mujer que ha adoptado legalmente a [Student's first name/su estudiante de 12° grado] para criarlo(a) como si fuera propio.

Padre adoptivo: El hombre que ha adoptado legalmente a [Student's first name/su estudiante de 12° grado] para criarlo(a) como si fuera propio.

Madre *foster* o tutora o guardiana legal: Una madre *foster* es una mujer bajo cuidado han puesto a [Student's first name/su estudiante de 12° grado] de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte. Una guardiana o tutora legal es una mujer que ha sido asignada legalmente para estar a cargo de [Student's first name/su estudiante de 12° grado].

Padre *foster* o tutor o guardián legal: Un padre *foster* es un hombre bajo cuidado han puesto a [Student's first name/su estudiante de 12° grado] de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte. Un guardián o tutor legal es un hombre que ha sido asignado legalmente para estar a cargo de [Student's first name/su estudiante de 12° grado].

HP0P1SPP

TR

Question Wording:

¿Tiene usted un(a) esposo(a) o pareja que vive en su hogar con usted y [Student's first name/su estudiante de 12° grado]?

{HP0P1SPPTR}

- Sí, esposo(a) {1}
- Sí, pareja {2}
- No {3}

Help Text:

Pareja: Pareja se refiere a una persona que tiene con usted una relación romántica y vive con usted, pero no están casados entre ustedes.

HP0SPPTRRELID

Question Wording:

¿Qué relación o parentesco tiene su [espos(a)/pareja] con [Student's first name/su estudiante de 12° grado]?

{HP0SPPTRRELID}

- Madre biológica o de nacimiento {1}
- Padre biológico o de nacimiento {2}
- Madre adoptiva {3}
- Padre adoptivo {4}
- Madrastra {5}
- Padrastro {6}
- Tía {7}
- Tío {8}
- Abuela {9}
- Abuelo {10}
- Madre *foster* o tutora o guardiana legal {11}
- Padre *foster* o tutor o guardián legal {12}
- Mujer que es pareja o novia de uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12° grado] {13}

- Hombre que es pareja o novio de uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado] {14}
- Otra pariente mujer {15}
- Otro pariente hombre {16}

Help Text:

Madre biológica o de nacimiento: la madre biológica de [Student's first name/su estudiante de 12º grado]. 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 a una donante para tener un hijo.

Padre biológico o de nacimiento: El padre biológico de [Student's first name/su estudiante de 12º grado], pero también es aplicable a un padre que usó un donante para tener un hijo.

Madre adoptiva: La mujer que ha adoptado legalmente a [Student's first name/su estudiante de 12º grado] para criarlo(a) como si fuera propio.

Padre adoptivo: El hombre que ha adoptado legalmente a [Student's first name/su estudiante de 12º grado] para criarlo(a) como si fuera propio.

Madre *foster* o tutora o guardiana legal: Una madre *foster* es una mujer bajo cuidado han puesto a [Student's first name/su estudiante de 12º grado] de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte. Una guardiana o tutora legal es una mujer que ha sido asignada legalmente para estar a cargo de [Student's first name/su estudiante de 12º grado].

Padre *foster* o tutor o guardián legal: Un padre *foster* es un hombre bajo cuidado han puesto a [Student's first name/su estudiante de 12º grado] de manera temporal, generalmente por medio de una agencia de servicios sociales y/o una corte. Un guardián o tutor legal es un hombre que ha sido asignado legalmente para estar a cargo de [Student's first name/su estudiante de 12º grado].

Mujer que es pareja o novia de uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado]: Una mujer que tiene una relación romántica con uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado] y vive con esa persona sin estar casados.

Hombre que es pareja o novio de uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado]: Un hombre que tiene una relación romántica con uno de los padres, tutores o guardianes de [Student's first name/su estudiante de 12º grado] y vive con esa persona sin estar casados.

Otra pariente mujer: Una mujer que es pariente de [Student's first name/su estudiante de 12º grado] y se comporta como una madre con [él/ella/[Student's first name]/su estudiante de 12º grado], pero no cabe en una de las otras categorías.

Otro pariente hombre: Un hombre que es pariente de [Student's first name/su estudiante de 12º grado] y se comporta como un padre con [él/ella/[Student's first name]/su estudiante de 12º grado], pero no cabe en una de las otras categorías.

HP00TH

ADULT

Question Wording:

Además de usted, ¿hay algún otro adulto en el hogar, como un abuelo o abuela u otro pariente, que tiene responsabilidad por [Student's first name/su estudiante de 12º grado] como si fuera el padre o la madre?

{HP00THADULT}

- Sí {1}
- No {0}

HP00TH

REL

Question Wording:

¿Qué relación o parentesco tiene ese adulto con [Student's first name/su estudiante de 12º grado]? Si hay más de un adulto, por favor conteste acerca del que más participa en la crianza de [Student's first name/su estudiante de 12º grado].

{HP00THREL}

- Tía {7}
- Tío {8}
- Abuela{9}
- Abuelo{10}
- Otra pariente mujer o tutora legal {15}
- Otro pariente hombre o tutor legal {16}

Help Text:

Otra pariente mujer o tutora legal: Una mujer que es pariente de [Student's first name/su estudiante de 12º grado] y se comporta como una madre con [él/ella/[Student's first name]/su estudiante de 12º grado], pero no cabe en una de las otras categorías. Por ejemplo: una hermana o prima.

Otro pariente hombre o tutor legal: Un hombre que es pariente de [Student's first name/su estudiante de 12º grado] y se comporta como un padre con [él/ella/[Student's first name]/su estudiante de 12º grado], pero no cabe en una de las otras categorías.

HP0MAR

STAT

Question Wording:

¿Cuál es el estado civil actual de [usted/este padre o esta madre]?

{HP0MARSTAT}

- Casado(a) {1}
- Divorciado(a) {2}
- Separado(a) {3}
- Nunca se casó {4}
- Viudo(a) {5}

HP0TIME

LIV

Question Wording:

¿Qué parte del tiempo vive con usted [Student's first name/su estudiante de 12º grado]?

{HPOTIMELIV}

- Todo el tiempo {1}
 - Más de la mitad del tiempo {2}
 - La mitad del tiempo {3}
 - Menos de la mitad del tiempo {4}
-

HP00THLIVW

Question Wording:

¿Con quién vive [Student's first name/su estudiante de 12° grado] la mayor parte del tiempo cuando no vive con usted?

{HP00THLIVW}

- Con otro padre u otra madre {1}
 - Con otro pariente adulto {2}
 - Con un amigo o amiga {3}
 - En un internado {4}
 - Con uno o más tutores o guardianes legales que no son parientes {5}
 - Vive solo(a) {6}
 - Otro {7}
-

HP0NOSIB

Question Wording:

¿Cuántos de los siguientes tipos de hermanos o hermanas viven actualmente en su casa con usted y [Student's first name/su estudiante de 12° grado]?

No incluya a [Student's first name/su estudiante de 12° grado]. Incluya a hermanos y hermanas que estén temporalmente fuera del hogar (por ejemplo, viviendo en una residencia universitaria) siempre que no tengan otro hogar permanente.

(Por favor ponga '0' si la respuesta es ninguno(a).)

[Student's first name/Su estudiante de 12° grado] no tiene hermanos(as) hermanas por ambos padres, hermanos(as) adoptivos, medio hermanos(as), hermanastros(as), o hermanos(as) *Foster* en su hogar.
{HP0NOSIBNA}

[hermano(s) y/o hermana(s) de [Student's first name/Su estudiante de 12° grado] por ambos padres
____ {HP0NOFULLSIB}

[hermano(s) adoptivo(s) y/o hermana(s) adoptiva(s) de [Student's first name/Su estudiante de 12° grado]
____ {HP0NOADOPSIB}

[medio hermano(s) y/o media hermana(s) de [Student's first name/Su estudiante de 12° grado]
____ {HP0NOHALFSIB}

[hermanastro(s) y/o hermanastra(s) de [Student's first name/Su estudiante de 12° grado] ____
{HP0NOSTEPSIB}

[hermano(s) y/o hermana(s) *foster* de [Student's first name/Su estudiante de 12° grado]
____ {HP0NOFOSTSIB}

BINHS

Question Wording:

¿Cuántos de los hermanos o hermanas de [Student's first name/su estudiante de 12° grado] (incluyendo hermanos adoptivos, medio hermanos, hermanastros y hermanos *foster*) **están ahora en high school?**

Incluya a hermanos y hermanas que estén temporalmente fuera del hogar (por ejemplo, viviendo en una residencia universitaria) siempre que no tengan otro hogar permanente.

(Por favor ponga '0' si la respuesta es ninguno(a).)

_____ hermanos(as) en *high school* {HP0NOSIBINHS}

BGRDHS

Question Wording:

¿Cuántos de los hermanos o hermanas de [Student's first name/su estudiante de 12° grado] (incluyendo hermanos adoptivos, medio hermanos, hermanastros y hermanos *foster*) **se han graduado de high school?**

Incluya a todos los hermanos y hermanas donde sea que vivan sin importar donde viven.

(Por favor ponga '0' si ningún hermano o hermana se ha graduado de *high school*.)

[Student's first name/Su estudiante de 12° grado] no tiene hermanos ni hermanas en **ningún** hogar.
{HP0NOSIBATALL}

_____ hermanos(as) que se han graduado de *high school*
{HP0NOSIBGRDHS}

BPSEC

Question Wording:

¿Cuántos de los hermanos o hermanas de [Student's first name/su estudiante de 12° grado] (incluyendo hermanos adoptivos, medio hermanos, hermanastros y hermanos *foster*) **han continuado sus estudios después de high school?**

Incluya a todos los hermanos y hermanas sin importar donde viven.

(Por favor ponga '0' si ningún hermano o hermana ha continuado sus estudios después de *high school*.)

_____ hermanos(as) que continuaron estudios después de *high school*
{HP0NOSIBPSEC}

WCHLD

Question Wording:

En una semana normal, ¿cuántos días come usted al menos una comida con [Student's first name/su estudiante de 12º grado]?

{HP0EATWCHLD}

- 0 días por semana {0}
 - 1 día por semana {1}
 - 2 días por semana {2}
 - 3 días por semana {3}
 - 4 días por semana {4}
 - 5 días por semana {5}
 - 6 días por semana {6}
 - 7 días por semana {7}
-

HP0RKNOWFRND

Question Wording:

¿A cuántos de los amigos de [Student's first name/su estudiante de 12º grado] conoce usted? How many of [Student's first name/su estudiante de 12º grado] friends do you know?

{HP0RKNOWFRND}

- Ninguno {1}
 - Algunos {2}
 - Como a la mitad {3}
 - La mayoría {4}
 - Todos o casi todos {5}
-

HP0TLKPNTFRND

Question Wording:

Por favor piense en todos los amigos o amigas de [Student's first name/su estudiante de 12º grado]. Más o menos, ¿con cuántos padres de amigos de [Student's first name/su estudiante de 12º grado] habla o se comunica usted con regularidad a través de textos, en persona, por Internet, o por teléfono?

{HP0TLKPNTFRND}

- Ninguno {1}
 - Algunos {2}
 - Como a la mitad {3}
 - La mayoría {4}
 - Todos o casi todos {5}
-

HP0BINTRO

Question Wording:

Ahora quisiéramos saber más acerca de las experiencias de [Student's first name/su estudiante de 12º grado] en la escuela.

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP0SCHASSIGN

Question Wording:

¿Es [School name] una escuela asignada de manera regular o una escuela que usted eligió?

{HP0SCHASSIGN}

- Asignada {1}
 - Elegida {2}
 - Esta escuela le fue asignada a [Student’s first name/su estudiante de 12º grado], pero usted la habría elegido si le daban opción. {3}
-

HP0REPEATGRD

Question Wording:

¿Qué grados o años escolares ha **repetido** [Student’s first name/su estudiante de 12º grado] desde que entró a la escuela, si es que repitió alguno?

(Seleccione todo lo que corresponda.)

- No ha repetido ningún grado o año escolar {HP0REPEATNONE}
 - Kindergarten {HP0REPEATK}
 - 1º grado {HP0REPEAT1}
 - 2º grado {HP0REPEAT2}
 - 3º grado {HP0REPEAT3}
 - 4º grado {HP0REPEAT4}
 - 5º grado {HP0REPEAT5}
 - 6º grado {HP0REPEAT6}
 - 7º grado {HP0REPEAT7}
 - 8º grado {HP0REPEAT8}
 - 9º grado {HP0REPEAT9}
 - 10º grado {HP1REPEAT10}
 - 11º grado {HP1REPEAT11}
 - 12º grado {HP1REPEAT12}
 - Usted no sabe {HP1REPEATDK}
-

HP0SKIPPDGRAD

Question Wording:

¿Qué grados o años escolares se ha **saltado** [Student’s first name/su estudiante de 12º grado] desde que entró a la escuela, si es que se ha saltado alguno?

(Seleccione todo lo que corresponda.)

- No se ha saltado ningún grado o año escolar {HP0SKIPPDNONE}

- Kindergarten {HP0SKIPPDK}
- 1º grado {HP0SKIPPD1}
- 2º grado {HP0SKIPPD2}
- 3º grado {HP0SKIPPD3}
- 4º grado {HP0SKIPPD4}
- 5º grado {HP0SKIPPD5}
- 6º grado {HP0SKIPPD6}
- 7º grado {HP0SKIPPD7}
- 8º grado {HP0SKIPPD8}
- 9º grado {HP1SKIPPD9}
- 10º grado {HP1SKIPPD10}
- 11º grado {HP1SKIPPD11}
- Usted no sabe {HP1SKIPDDK}

HP0NUMSUSPEXP

Question Wording:

Desde que [Student's first name/su estudiante de 12º grado] comenzó el 9º grado en el otoño de 2020, ¿cuántas veces ha sido suspendido(a) o expulsado(a) de la escuela? No cuente las detenciones escolares.

(Por favor seleccione 0 si no sucedió)

{HP0NUMSUSPEXP}

- 0 veces {0}
- 1 vez {1}
- 2 veces {2}
- 3 veces {3}
- 4 veces {4}
- 5 veces {5}
- 6 veces {6}
- 7 veces {7}
- 8 veces {8}
- 9 veces {9}
- 10 veces o más {10}
- No sabe si [Student's first name/ su estudiante de 12º grado] ha sido suspendido(a) o expulsado(a). {98}
- [Student's first name/ su estudiante de 12º grado] ha sido suspendido(a) o expulsado(a), pero usted no se acuerda cuántas veces. {99}

Help Text:

Suspensión: Cuando sacan a un estudiante de clases por razones disciplinarias. Esto incluye suspensiones dentro y fuera de la escuela. El personal de la escuela supervisa a los estudiantes que están suspendidos dentro de la escuela cuando no están en clases. A los estudiantes que están suspendidos fuera de la escuela no se les permite estar en el predio escolar mientras están suspendidos.

Expulsión: Cuando sacan a un estudiante de una escuela de manera permanente debido a una violación de las reglas escolares. Antes de que un estudiante pueda ser expulsado, una junta escolar convoca una audiencia para decidir si un estudiante debe ser expulsado por su infracción.

Detención: El estudiante es supervisado por el personal de la escuela fuera del horario escolar por ejemplo antes o después de la escuela, o a la hora de almuerzo.

HP0TYPUSPEXP

Question Wording:

¿La suspensión o expulsión más reciente fue ...

{HP0TYPUSPEXP}

- Una suspensión dentro de la escuela? {1}
 - Una suspensión fuera de la escuela? {2}
 - Una expulsión? {3}
-

HP0RSNSUSPEXP

Question Wording:

¿Cuál fue el motivo de la suspensión o expulsión [más reciente]?

(Seleccione todo lo que corresponda.)

- Violar repetidamente las reglas de la escuela {HP0VIOLRULES}
 - Usar palabrotas (decir groserías) {HP0PROFANITY}
 - Amenazar a estudiantes o maestros {HP0THRTNING}
 - Estropear o destruir algo perteneciente a la escuela {HP0DSTRYPROP}
 - Llevar un arma a la escuela {HP0WEAPON}
 - Pelear con otro estudiante {HP0FIGHTING}
 - Aliarse (con uno o más estudiantes) en contra de otro estudiante {HP0GANGINGUP}
 - Amenazar con usar explosivos en la escuela o reportarlo falsamente {HP0EXPLOSIVE}
 - Atacar a un maestro(a) o director(a) de la escuela u a otro personal escolar {HP0ASSAULT}
 - Otro motivo {HP0SUSPEXPOTH}
 - Usted no sabe {HP0SUSPEXPDK}
-

HP0DAYSUSPEXP

Question Wording:

¿Cuántos días duró la suspensión o expulsión [más reciente]?

____ día(s) de la suspensión o expulsión [más reciente] {HP0DAYSUSPEXP}

- Usted no sabe {HP0DAYSUSPDK}
- Seleccione este cuadrado si [Student's first name/su estudiante de 12º grado] fue expulsado(a) de manera permanente. {HP0PERMEXPEL}

HP1HSPROGRAMS

Question Wording:

Desde que empezó el 9º grado en el otoño de 2020, ¿ha estado [Student's first name/su estudiante de 12º grado] en algunos de los siguientes tipos de cursos o programas en *high school*?

(Seleccione una opción en cada línea.)

	Sí {1}	No {0}	Usted no sabe {99}
Curso de Inglés para ponerse a nivel o curso remedial (a veces llamado básico o esencial) {HP1REMENGLSH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curso de Matemáticas para ponerse a nivel o curso remedial (a veces llamado básico o esencial) ({HP1REMMATH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programa/curso bilingüe o bicultural {HP1BILINGUAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programa de inglés como segundo idioma {HP1ESL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programa de colocación avanzada o AP {HP1ADVPLCMNT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programa especial para personas con discapacidades educativas {HP1LEARNDIFF}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programa especial para personas con discapacidades físicas {HP1PHYSDIFF}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programa para prevenir el abandono o deserción escolar {HP1STAYINSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curso(s) de educación profesional y técnica (CTE) {HP1CTE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un programa para estudiantes naturalmente dotados {HP1HSGIFTTAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un programa <i>magnet</i> especializado (en una escuela separada o dentro de un <i>high school</i> regular más grande) {HP1MAGNET}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Cursos de educación profesional y técnica (CTE): Estos cursos enseñan a los estudiantes las habilidades necesarias para ejercer carreras en áreas ocupacionales específicas.

Algunos estudiantes toman cursos en diferentes áreas para explorar las opciones de carrera. Otros estudiantes toman cursos en un área para prepararse ellos mismos para una carrera específica. Algunas escuelas las llaman *Career Clusters*, *Career Pathways* o Programas de Estudio (POS). En algunos casos, los estudiantes pueden obtener una certificación reconocida por la industria, al completar el trabajo del curso.

Los cursos pueden ser en áreas tales como Agricultura, Alimentos y recursos naturales; Arquitectura y construcción; Artes, tecnología audiovisual, y comunicaciones; Administración de empresas; Educación y entrenamiento; Finanzas; Gobierno y administración pública; Ciencias de la salud; Hotelería y turismo; Servicios humanos; Tecnologías de la información; Derecho; Seguridad pública; Instituciones penales y seguridad; Manufactura; Márketing; Ciencias, tecnología, ingeniería y matemáticas; o Transporte, distribución y logísticas.

HP0EVGIFTTAL

Question Wording:

Desde que empezó el kindergarten, ¿alguna vez ha participado [Student's first name/su estudiante de 12° grado] en un programa para estudiantes naturalmente dotados y talentosos?

{HPOEVGIFTTAL}

- Sí {1}
- No {0}
- Usted no sabe {99}

HP0TUTRSUMSCH**Question Wording:**

En el último año, ¿[Student's first name/su estudiante de 12° grado]...
(Seleccione una opción en cada línea.)

	Si {1}	No {0}
Tuvo un tutor o mentor para ayudar a [Student's first name/su estudiante de 12° grado] con habilidades básicas de lectura, escritura y/o matemáticas? {HPOREMTUTOR}	<input type="radio"/>	<input type="radio"/>
Tuvo un tutor o mentor para ayudar a [Student's first name/su estudiante de 12° grado] con habilidades avanzadas para poder tomar un curso avanzado o de enriquecimiento? {HP0ADVTUTOR}	<input type="radio"/>	<input type="radio"/>
Asistió a escuela de verano para tomar una clase en la que no le fue bien durante el año escolar? {HPOREMSUMSCH}	<input type="radio"/>	<input type="radio"/>
Asistió a escuela de verano para tomar un curso avanzado o de enriquecimiento? {HP0ADVSUMSCH}	<input type="radio"/>	<input type="radio"/>

HP0TUTRSBJCT**Question Wording:**

¿En qué materia le dan/dieron tutoría a [Student's first name/su estudiante de 12° grado]?
(Seleccione todo lo que corresponda.)

- Lectura {HP0TUTRREAD}
- Matemáticas {HP0TUTRMATH}
- Ciencias {HP0TUTRSCI}
- Idioma extranjero {HP0TUTRFRGNL}
- Otra {HP0TUTROTTHR}

HP0SMSCHSBJCT**Question Wording:**

¿Para qué materia asistió [Student's first name/su estudiante de 12° grado] a escuela de verano?
(Seleccione todo lo que corresponda.)

- Lectura {HP0SMSCHREAD}
 - Matemáticas {HP0SMSCHMATH}
 - Ciencias {HP0SMSCHSCI}
 - Idioma extranjero {HP0SMSCHFRGNL}
 - Otra {HP0SMSCHOTHR}
-

HP1PRIVLESSN

Question Wording:

Durante los últimos 12 meses, ¿ha recibido [Student's first name/su estudiante de 12º grado] lecciones privadas de...

(Seleccione todo lo que corresponda.)

- Arte? {HP1PRIVART}
 - Música? {HP1PRIVMUSIC}
 - Danza? {HP1PRIVDANCE}
 - Teatro? {HP1PRIVTHEATR}
 - Escritura Creativa? {HP1PRIVWRITE}
 - Otra cosa? {HP1PRIVOTHER}
 - Ninguna de estas {HP1PRIVNONE}
-

HP0ACTYOUTSCH

Question Wording:

Durante los últimos 12 meses, ¿ha participado [Student's first name/su estudiante de 12º grado] en alguna de las siguientes actividades fuera de la escuela?

(Seleccione todo lo que corresponda.)

- Arte, música, danza, teatro o artes en medios tecnológicos {HP0ARTSACTY}
 - Escritura Creativa {HP1CREATACTY}
 - Deportes organizados supervisados por un adulto {HP0SPORTSACTY}
 - Un campamento de matemáticas o ciencias {HP0MTHSCICAMP}
 - Ninguna de estas {HP0ACTYNONE}
-

HP0DEVI

NHOME

Question Wording:

Ahora tenemos algunas preguntas acerca de la tecnología en el hogar.

¿Tiene en su hogar las siguientes cosas que [Student's first name/su estudiante de 12º grado] puede usar para tareas escolares?

(Seleccione una opción en cada línea.)

	Sí, lo/la comparte con otro miembro de la familia {1}	Sí, es de él/ella {2}	No {0}
Teléfono inteligente o Smartphone {HP0SMARTPHONE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tableta {HP0TABLET}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computadora portátil (<i>laptop</i>) o de escritorio {HP0LAPDESKTOP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP0DEVINTACC

Question Wording:

¿Tiene [este dispositivo/alguno de estos dispositivos] acceso a Internet?

{HP0DEVINTACC}

- Sí {1}
- No {0}

HP1DISCRIM

Question Wording:

Las próximas preguntas son acerca de las experiencias por las que [Student's first name/ su estudiante de 12º grado] pudo haber pasado por sus características personales.

Discriminación puede ocurrir cuando las personas son tratadas injustamente porque se les considera diferentes de los demás debido a una característica personal como la raza, el grupo étnico, el género, la religión, el estatus de ciudadanía, una discapacidad o alguna otra característica personal. ¿Siente que a [Student's first name/su estudiante de 12º grado] se le han limitado las oportunidades educativas debido a discriminación o trato injusto basado en sus características personales?

{HP1DISCRIM}

- Sí {1}
- No {0}

HP1DISCRIMTYP

Question Wording:

¿Por qué cree que se le limitaron las oportunidades educativas de [Student's first name/ su estudiante de 12º grado]? ¿Es por su...

(Seleccione todo lo que corresponda.)

- Raza o grupo étnico {HP1LIMITRACE}
- Sexo {HP1LIMITSEX}
- Orientación sexual {HP1LIMITLGBTQ}
- Identidad y expresión de género {HP1LIMITGENDR}

- Origen Nacional {HP1LIMITNATORIG}
- Estatus de ciudadanía {HP1LIMITCITZN}
- Clase social {HP1LIMITSOCLSS}
- Religión {HP1LIMITRELIG}
- Discapacidad {HP1LIMITABILTY}
- Prefiero no decir {HP1LIMITNOSAY}
- Otra razón {HP1LIMITOTHER}

Por favor especifique:
{HP1LIMITOTHER_other}

Help Text:

Identidad y expresión de género: Género incluye identidad de género y expresión de género. La identidad de género significa lo que uno siente internamente acerca de su propio género, lo que puede coincidir o no con el sexo asignado al nacer. Diferentes personas eligen expresar su identidad de género de manera diferente. Para algunos, el género puede expresarse a través, por ejemplo, de la vestimenta, arreglo personal, manierismos, maneras de hablar e interacciones sociales. La expresión de género suele ubicarse entre masculino y femenino, y algunas personas transgénero expresan su género de acuerdo con la forma en que se identifican internamente, en vez de hacerlo de acuerdo con el sexo que se les asignó al nacer.

Clase social: Un grupo de personas que comparten características sociales similares tales como sus bienes, ingresos, educación, ocupación y conexiones sociales.

HP1RACECONCERN¹⁶

Question Wording:

¿Con qué frecuencia se preocupa de que le pasen a [Student's first name/su estudiante de 12º grado] algunas de las siguientes cosas debido a su **raza o grupo étnico**?
(Seleccione una opción en cada línea.)

	Nunca {1}	Rara vez {2}	Algunas veces {3}	Con frecuencia {4}	Siempre {5}
Que reciba mal cuidado y educación {HP1CNCRNEDUC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Que sea maltratado(a) por adultos {HP1CNCRNMISTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Que sea detenido(a) en un barrio de blancos {HP1CNCRNSTOP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Que le castiguen con más dureza que a otros {HP1CNCRNPUNSH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Que le desanimen a probar cosas nuevas {HP1CNCRNDISCRG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Que le consideren menos atractivo(a)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹⁶ Used with permission. Original items by Anissa I. Vines, found at the following sources: 1) Vines, A.I., McNeilly, M.D., Stevens, J., Hertz-Picciotto, I., Baird, M. & Baird, D.D. (2001). "Development and reliability of a Telephone-Administered Perceived Racism Scale (TPRS): A tool for epidemiological use. *Ethnicity and Disease*, 11(2), 251-262. 2) Vines, A.I. & Baird, D.D. (2009). "Stress of caring for children: The role of perceived racism." *Journal of the National Medical Association*, 101(2), 156-160.

{HP1CNCRNATTRCT}					
Que tenga menos opciones en la vida {HP1CNCRNCHOICE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Que se le excluya de eventos o grupos {HP1CNCRNEXCLD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Que otros jóvenes le traten injustamente {HP1CNCRNPEERS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP1EDUPREPARE¹⁷

Question Wording:

¿Qué tan seguro(a) está de que la educación de *high school* de [Student's first name/su estudiante de 12º grado] ...

(Seleccione una opción en cada línea.)

	Nada seguro(a) {1}	Algo Seguro(a) {2}	Muy Seguro(a) {3}
Le ha preparado para ser buen(a) miembro de la sociedad? {HP1PREPCITIZN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le ha preparado para la universidad? {HP1PREPCLG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le ha preparado dándole las habilidades necesarias para prosperar como adulto? {HP1PREPSKLLS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le ha preparado para la fuerza laboral? {HP1PREPWRKFRCE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP1DISCIPLINE¹⁸

Question Wording:

Pensando en la escuela de [Student's first name/su estudiante de 12º grado], ¿estaría de acuerdo o en desacuerdo con las siguientes afirmaciones? Seleccione la respuesta que más se acerca a lo que usted cree.

(Seleccione una opción en cada línea.)

	Muy en desacuerdo {1}	En desacuerdo {2}	De acuerdo {3}	Muy de acuerdo {4}	No sabe {99}
Las reglas escolares son justas. {HP1FAIRRULES}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El castigo por romper las reglas es el mismo para todos los estudiantes. {HP1EQLPUNISH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A los estudiantes de esta escuela sólo se les castiga cuando lo merecen. {HP1DSRVPUNISH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

¹⁷ Items adapted from the 2015 Parent Attitudes Survey by the Education Post.

¹⁸ Used with permission. Cornell, D., Huang, F., Konold, T., Malone, M., Datta, P., Stohlman, S., Burnette, A., & Meyer, J. P. (2016). *Development of a Standard Model for School Climate and Safety Assessment: Final Report*. Charlottesville, VA: Curry School of Education, University of Virginia.

A los estudiantes se les suspende sin una buena razón. {HP1SUSPNDRSN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cuando se les acusa de hacer algo mal a los estudiantes, se les permite explicarse. {HP1STUDHEARD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los estudiantes son tratados de manera justa, sin importar su raza o grupo étnico. {HP1FAIRRACETH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los adultos son muy estrictos en esta escuela. {HP1STRCTADLTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP0EVDROPOUT

Question Wording:

Las siguientes preguntas son acerca de la asistencia de [Student's Name] a la escuela

Desde que [Student's first name/su estudiante de 12º grado] empezó a ir a *kindergarten*, ¿alguna vez dejó de ir a la escuela por un periodo de un mes o más por algo que no fuera una enfermedad, una lesión o por vacaciones?

{HP0EVDROPOUT}

- Sí {1}
- No {0}
- Usted no sabe {99}

HP1DROPOUTINHS

Question Wording:

Desde que [Student's first name/su estudiante de 12º grado] comenzó 9º grado en el otoño de 2020, ¿alguna vez dejó de ir a la escuela por un periodo de un mes o más por algo que no fuera una enfermedad, una lesión o por vacaciones?

{HP1DROPOUTINHS}

- Sí {1}
- No {0}
- Usted no sabe {99}

HP1PARACTION

Question Wording:

¿Usted [If non parent is respondent and parent lives in household then fill: o [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana

legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o tutor o guardián legal/el padre o la madre/el otro padre o la otra madre/la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado]] [If non parent is respondent both parents live in household then fill: y/o [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o tutor o guardián legal/el padre o la madre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12º grado]] [If household includes two parents then fill:y/o [su [espos(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/el padre o la madre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12º grado]] hizo alguna de las siguientes cosas la última vez que [Student's first name/su estudiante de 12º grado] dejó de ir a la escuela?

(Seleccione todo lo que corresponda.)

- Ofreció mandarlo(a) a otra escuela {HP1PACTDIFFSCHL}
- Ofreció ponerlo(a) en un programa especial {HP1PACTPROGRM}
- Ofreció conseguir tutorías especiales {HP1PACTTUTOR}
- Ofreció ayudarlo(a) a reponer tareas que no hizo {HP1PACTMAKUPWRK}
- Ofreció ayudarlo(a) con problemas personales {HP1PACTPERSONAL}
- Trato de convencerlo(a) de no abandonar la escuela {HP1PACTTLKSTAY}
- Le dijo que estaba bien abandonar la escuela {HP1PACTGAVEOK}
- Le dijo que usted estaba molesto(a) {HP1PACTUPSET}
- Lo/la castigó por abandonar la escuela {HP1PACTPUNISH}
- Le dijo que la decisión era de [su estudiante de 12º grado/[Student's first name]] {HP1PACTOWNDECIS}
- Llamó al director o maestro de [su estudiante de 12º grado/[Student's first name]] {HP1PACTCALLSCHL}
- Llamó a un consejero de la escuela {HP1PACTSCHLCOUN}
- Ofreció conseguirle consejería o terapia fuera de la escuela (con un psicólogo o trabajador social) {HP1PACTOUTCOUN}
- Ninguna de estas {HP1PACTNONE}

HP0CINTRO

Question Wording:

Ahora vamos a preguntarle sobre el origen de [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el padre o la madre] de [Student's first name/su estudiante de 12º grado]] [If household includes two parents then fill:, [su [espos(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* u otra tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* u otro tutor o guardián legal/la tía/la otra tía/el tío/otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la

pariente mujer/la otra pariente mujer/el pariente hombre/el otro pariente hombre/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el tutor o guardián legal/el otro tutor o guardián legal/el otro padre o la otra madre/la otra figura paterna o materna] de [Student's first name/su estudiante de 12° grado]] y [Student's first name/su estudiante de 12° grado].

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP0P1HISPANIC

Question Wording:

¿Es [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el padre o la madre] de [Student's first name/su estudiante de 12° grado]] hispano(a) o latino(a)?

{HP0P1HISPANIC}

- Sí {1}
- No {0}

Help Text:

Hispano(a) o latino(a): Hispano(a) o latino(a) se refiere a las personas de origen mexicano, cubano, dominicano, puertorriqueño, centroamericano o sudamericano o que son descendientes de otra cultura española.

HP0P1HISPETH

Question Wording:

¿Cuál de los siguientes describe mejor la ascendencia hispana o latina [de usted/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/del padre adoptivo/de la madrastra/del padrastro/de la madre *foster* o tutora o guardiana legal/del padre *foster* o tutor o guardián legal/del padre o de la madre] de [Student's first name/su estudiante de 12° grado]]? (Seleccione todo lo que corresponda.)

- Mexicana, mexicana americana o chicana {HP0P1MEXICAN}
 - Cubana {HP0P1CUBAN}
 - Dominicana {HP0P1DOMINICN}
 - Puertorriqueña {HP0P1PUERTORI}
 - Centroamericana, como por ejemplo guatemalteca, salvadoreña, nicaragüense, costarricense, panameña u hondureña {HP0P1CENTRALA}
 - Sudamericana, como por ejemplo colombiana, argentina o peruana {HP0P1SOUTHAM}
 - Otra hispana o latina {HP0P1OTHRHISP}
-

HP0P1RACE

Question Wording:

[Además de informarnos sobre la ascendencia hispana o [Latino/Latina/Latino/Latina] [de usted/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/del padre adoptivo/de la madrastra/del padrastro/de la madre *foster* o tutora o guardiana legal/del padre *foster* o tutor o guardián legal/del padre o de la madre] de [Student's first name/su estudiante de 12° grado]], también quisiéramos saber acerca de su origen racial.]

¿Cuál de las siguientes opciones describe la raza [de usted/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/del padre adoptivo/de la madrastra/del padrastro/de la *madre foster* o tutora o guardiana legal/del *padre foster* o tutor o guardián legal/del padre o de la madre] de [Student's first name/su estudiante de 12° grado]]?
(Seleccione todo lo que corresponda.)

- Indígena de las Américas o nativa de Alaska {HPOP1AMERINDI}
- Asiática {HPOP1ASIAN}
- Negra o afroamericana {HPOP1BLACK}
- Nativa de Hawái o de otras islas del Pacífico {HPOP1HAWAIIAN}
- Blanca {HPOP1WHITE}

Help Text:

Para cumplir con los estándares federales para recopilar información sobre raza y grupo étnico, a las personas de etnicidad hispana o latina se les pregunta su origen racial.

Indígena de las Américas o nativa de Alaska: Personas con orígenes en cualquiera de los pueblos originales de América del Norte, América del Sur o América Central, y que mantienen afiliación tribal o apego a su comunidad. Ejemplos de tribus incluyen *Navajo Nation*, *Blackfeet Tribe*, *Mayas*, *Aztecas*, *Native Village of Barrow Inupiat Traditional Government* y *Nome Eskimo Community*.

Asiática: Personas con orígenes en cualquiera de los pueblos originales de oriente, del sudeste asiático y del subcontinente indio. Esto incluye, por ejemplo, a las personas de China, Vietnam, las Filipinas, Corea, India, Japón, Pakistán, Camboya y Laos.

Negra o afroamericana: Personas de origen o extracción cultural de cualquiera de los grupos raciales negros de África. Esto incluye, por ejemplo, personas afroamericanas y personas de Jamaica, Haití, Nigeria, Etiopía y Somalia.

Nativa de Hawái o de otras islas del Pacífico: Personas con orígenes en cualquiera de los pueblos originales de las islas del Pacífico. Esto incluye, por ejemplo, personas de Hawái, Samoa, las Marianas, Tonga, Fiji y las Islas Marshall.

Blanca: Personas con origen o extracción cultural de Europa, el Medio Oriente o del norte de África. Esto incluye, por ejemplo, personas de Alemania, Irlanda, Inglaterra, Italia, Líbano y Egipto.

HP0P1ASIANETH**Question Wording:**

¿Cuál de los siguientes describe mejor la ascendencia asiática [de usted/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/del padre adoptivo/de la madrastra/del padrastro/de la madre *foster* o tutora o guardiana legal/del padre *foster* o tutor o guardián legal/del padre o de

la madre] de [Student's first name/su estudiante de 12° grado]]?
(Seleccione todo lo que corresponda.)

- India asiática {HP0P1ASIANIND}
 - China {HP0P1CHINESE}
 - Filipina {HP0P1FILIPINO}
 - Japonesa {HP0P1JAPANESE}
 - Coreana {HP0P1KOREAN}
 - Vietnamita {HP0P1VIETNAME}
 - Otra asiática {HP0P1OTHRASIA}
-

HP1P1PACISLETH

Question Wording:

¿Cuál de las siguientes opciones describe más específicamente el origen de las islas del Pacífico [suyo/de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/del padre adoptivo/de la madrastra/del padrastro/de la madre *foster* o la tutora o guardiana legal/del padre *foster* o el tutor o guardián legal/del padre o la madre] de [[Student's first name/su estudiante de 12° grado]]?
(Seleccione todo lo que corresponda.)

- Nativo de Hawái {HP1P1HAWAIIAN}
 - Guameño o Chamorro {HP1P1GUAMANIAN}
 - Samoano {HP1P1SAMOAN}
 - De otra isla del Pacífico {HP1P1PACISLOTH}
-

HP0P2HISPANIC

Question Wording:

[If HP0OTHADULT = 1 then fill: En las siguientes preguntas, vamos a preguntarle sobre el otro adulto en el hogar que usted indicó tiene responsabilidad por [Student's first name/su estudiante de 12° grado] como si fuera el padre o la madre.]

¿Es [su [esposo(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la *madre foster* o tutora o guardiana legal/la otra *madre foster* o tutora o guardiana legal/el *padre foster* o tutor o guardián legal/el otro *padre foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la pariente mujer/la otra pariente mujer/el pariente hombre/el otro pariente hombre/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o tutor o guardián legal/el otro padre o la otra madre/la otra figura paterna o materna] de [Student's first name/su estudiante de 12° grado]] hispano(a) o latino(a)?

{HP0P2HISPANIC}

- Sí {1}
- No {0}

Help Text:

Hispano(a) o latino(a): Hispano(a) o latino(a) se refiere a las personas de origen mexicano, cubano, dominicano, puertorriqueño, centroamericano o sudamericano o que son descendientes de otra cultura española.

HP0P2HISPETH**Question Wording:**

¿Cuál de los siguientes describe mejor la ascendencia hispana o latina [de su [esposo(a)/pareja]/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/de la otra madre adoptiva/del padre adoptivo/del otro padre adoptivo/de la madrastra/del padrastro/de la *madre foster* o tutora o guardiana legal/de la otra *madre foster* o tutora o guardiana legal/del *padre foster* o tutor o guardián legal/del otro *padre foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/de la abuela/de la otra abuela/del abuelo/del otro abuelo/de la pariente mujer/de la otra pariente mujer/del pariente hombre/del otro pariente hombre/de la madre o tutora o guardiana legal/de la otra madre o tutora o guardiana legal/del padre o tutor o guardián legal/del otro padre o tutor o guardián legal/del otro padre o de la otra madre/de la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado]]?

(Seleccione todo lo que corresponda.)

- Mexicana, mexicana americana o chicana {HP0P2MEXICAN}
 - Cubana {HP0P2CUBAN}
 - Dominicana {HP0P2DOMINICN}
 - Puertorriqueña {HP0P2PUERTORI}
 - Centroamericana, como por ejemplo guatemalteca, salvadoreña, nicaragüense, costarricense, panameña u hondureña {HP0P2CENTRALA}
 - Sudamericana, como por ejemplo colombiana, argentina o peruana {HP0P2SOUTHAM}
 - Otra hispana o latina {HP0P2OTHRHISP}
-

HP0P2RACE**Question Wording:**

[Además de informarnos sobre la ascendencia hispana [de su [esposo(a)/pareja]/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/de la otra madre adoptiva/del padre adoptivo/del otro padre adoptivo/de la madrastra/del padrastro/de la *madre foster* o tutora o guardiana legal/de la otra *madre foster* o tutora o guardiana legal/del *padre foster* o tutor o guardián legal/del otro *padre foster* o tutor o guardián legal/de la tía/de la otra tía/del tío/del otro tío/de la abuela/de la otra abuela/del abuelo/del otro abuelo/de la pariente mujer/de la otra pariente mujer/del pariente hombre/del otro pariente hombre/de la madre o tutora o guardiana legal/de la otra madre o tutora o guardiana legal/del padre o tutor o guardián legal/del otro padre o tutor o guardián legal/del otro padre o de la otra madre/de la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado]], también quisiéramos saber acerca de su origen racial.]

¿Cuál de las siguientes opciones describe la raza [de su [esposo(a)/pareja]/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/de la otra madre adoptiva/del padre adoptivo/del otro padre adoptivo/de la madrastra/del padrastro/de la *madre foster* o tutora o guardiana legal/de la otra *madre foster* o tutora o guardiana legal/del *padre foster* o tutor o guardián legal/del otro

padre foster o tutor o guardián legal/de la tía/de la otra tía/del tío/del otro tío/de la abuela/de la otra abuela/del abuelo/del otro abuelo/de la pariente mujer/de la otra pariente mujer/del pariente hombre/del otro pariente hombre/de la madre o tutora o guardiana legal/de la otra madre o tutora o guardiana legal/del padre o tutor o guardián legal/del otro padre o tutor o guardián legal/del otro padre o de la otra madre/de la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado]]?
(Seleccione todo lo que corresponda.)

- Indígena de las Américas o nativa de Alaska {HP0P2AMERINDI}
- Asiática {HP0P2ASIAN}
- Negra o afroamericana {HP0P2BLACK}
- Nativa de Hawái o de otras islas del Pacífico {HP0P2HAWAIIAN}
- Blanca {HP0P2WHITE}

Help Text:

Para cumplir con los estándares federales para recopilar información sobre raza y grupo étnico, a las personas de etnicidad hispana o latina se les pregunta su origen racial.

Indígena de las Américas o nativa de Alaska: Personas con orígenes en cualquiera de los pueblos originales de América del Norte, América del Sur o América Central, y que mantienen afiliación tribal o apego a su comunidad. Ejemplos de tribus incluyen *Navajo Nation*, *Blackfeet Tribe*, *Mayas*, *Aztecas*, *Native Village of Barrow Inupiat Traditional Government* y *Nome Eskimo Community*.

Asiática: Personas con orígenes en cualquiera de los pueblos originales de oriente, del sudeste asiático y del subcontinente indio. Esto incluye, por ejemplo, a las personas de China, Vietnam, las Filipinas, Corea, India, Japón, Pakistán, Camboya y Laos.

Negra o afroamericana: Personas de origen o extracción cultural de cualquiera de los grupos raciales negros de África. Esto incluye, por ejemplo, personas afroamericanas y personas de Jamaica, Haití, Nigeria, Etiopía y Somalia.

Nativa de Hawái o de otras islas del Pacífico: Personas con orígenes en cualquiera de los pueblos originales de las islas del Pacífico. Esto incluye, por ejemplo, personas de Hawái, Samoa, las Marianas, Tonga, Fiji y las Islas Marshall.

Blanca: Personas con origen o extracción cultural de Europa, el Medio Oriente o del norte de África. Esto incluye, por ejemplo, personas de Alemania, Irlanda, Inglaterra, Italia, Líbano y Egipto.

HP0P2ASIANETH

Question Wording:

¿Cuál de los siguientes describe mejor la ascendencia asiática [de su [espos(a)/pareja]/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/de la otra madre adoptiva/del padre adoptivo/del otro padre adoptivo/de la madrastra/del padrastro/de la *madre foster* o tutora o guardiana legal/de la otra *madre foster* o tutora o guardiana legal/del *padre foster* o tutor o guardián legal/del otro *padre foster* o tutor o guardián legal/de la tía/de la otra tía/del tío/del otro tío/de la abuela/de la otra abuela/del abuelo/del otro abuelo/de la pariente mujer/de la otra pariente mujer/del pariente hombre/del otro pariente hombre/de la madre o tutora o guardiana legal/de la otra madre o tutora o guardiana legal/del padre o tutor o guardián legal/del otro padre o tutor o guardián legal/del otro padre o de la otra madre/de la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado]]?

(Seleccione todo lo que corresponda.)

- India asiática {HP0P2ASIANIND}
 - China {HP0P2CHINESE}
 - Filipina {HP0P2FILIPINO}
 - Japonesa {HP0P2JAPANESE}
 - Coreana {HP0P2KOREAN}
 - Vietnamita {HP0P2VIETNAME}
 - Otra asiática {HP0P2OTHRASIA}
-

HP1P2PACISLETH

Question Wording:

¿Cuál de las siguientes opciones describe más específicamente el origen de las islas del Pacífico de [su [espos(a)/pareja]/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/de la otra madre adoptiva/del padre adoptivo/del otro padre adoptivo/de la madrastra/del padrastro/de la madre *foster* o tutora o guardiana legal/de la otra madre *foster* o tutora o guardiana legal/del padre *foster* o tutor o guardián legal/del otro padre *foster* o tutor o guardián legal/de la tía/de la otra tía/del tío/del otro tío/de la abuela/de la otra abuela/del abuelo/del otro abuelo/de la madre o tutora o guardiana legal/de la otra madre o tutora o guardiana legal/del padre o tutor o guardián legal/del otro padre o tutor o guardián legal/del padre o la madre/del otro padre o la otra madre/dela otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado]?

(Seleccione todo lo que corresponda.)

- Nativo de Hawái {HP1P2NATHAWAII}
 - Guameño o Chamorro {HP1P2GUAMANIAN}
 - Samoano {HP1P2SAMOAN}
 - De otra isla del Pacífico {HP1P2PACISLOTH}
-

HP0CBIRTHDATE

Question Wording:

Ahora tenemos algunas preguntas sobre [Student's first name/su estudiante de 12º grado].

¿En qué fecha nació [Student's first name/su estudiante de 12º grado]?

Mes:

- Selecciona el mes - {HP0CBIRTHMO}

Día:

- Selecciona el día - {HP0CBIRTHDAY}

Año:

- Selecciona el año - {HP0CBIRTHYR}

HP0CHHISPANIC

Question Wording:

¿Es [Student's first name/su estudiante de 12° grado] hispano(a) o latino(a)?

{HPOCHHISPANIC}

- Sí {1}
- No {0}

Help Text:

Hispano(a) o latino(a): Hispano(a) o latino(a) se refiere a las personas de origen mexicano, cubano, dominicano, puertorriqueño, centroamericano o sudamericano o que son descendientes de otra cultura española.

HPOCHHISPETH**Question Wording:**

¿Cuál de los siguientes describe mejor la ascendencia hispana o latina de [Student's first name/su estudiante de 12° grado]?

(Seleccione todo lo que corresponda.)

- Mexicana, mexicana americana o chicana {HPOCHMEXICAN}
 - Cubana {HPOCHCUBAN}
 - Dominicana {HPOCHDOMINICN}
 - Puertorriqueña {HPOCHPUERTORI}
 - Centroamericana, como por ejemplo guatemalteca, salvadoreña, nicaragüense, costarricense, panameña u hondureña {HPOCHCENTRALA}
 - Sudamericana, como por ejemplo colombiana, argentina o peruana {HPOCHSOUTHAM}
 - Otra hispana o latina {HPOCHOTHRHISP}
-

HPOCHRACE**Question Wording:**

[Además de informarnos sobre la ascendencia hispana o latina de [Student's first name/su estudiante de 12° grado], también quisiéramos saber acerca de su origen racial.]

¿Cuál de las siguientes opciones describe la raza de [Student's first name/su estudiante de 12° grado]?

(Seleccione todo lo que corresponda.)

- Indígena de las Américas o nativa de Alaska {HPOCHAMERINDI}
- Asiática {HPOCHASIAN}
- Negra o afroamericana {HPOCHBLACK}
- Nativa de Hawái o de otras islas del Pacífico {HPOCHHAWAIIAN}
- Blanca {HPOCHWHITE}

Help Text:

Para cumplir con los estándares federales para recopilar información sobre raza y grupo étnico, a las personas de etnicidad hispana o latina se les pregunta su origen racial.

Indígena de las Américas o nativa de Alaska: Personas con orígenes en cualquiera de los pueblos originales de América del Norte, América del Sur o América Central, y que mantienen afiliación tribal o apego a su comunidad. Ejemplos de tribus incluyen *Navajo Nation*, *Blackfeet Tribe*, *Mayas*, *Aztecas*, *Native Village of Barrow Inupiat Traditional Government* y *Nome Eskimo Community*.

Asiática: Personas con orígenes en cualquiera de los pueblos originales de oriente, del sudeste asiático y del subcontinente indio. Esto incluye, por ejemplo, a las personas de China, Vietnam, las Filipinas, Corea, India, Japón, Pakistán, Camboya y Laos.

Negra o afroamericana: Personas de origen o extracción cultural de cualquiera de los grupos raciales negros de África. Esto incluye, por ejemplo, personas afroamericanas y personas de Jamaica, Haití, Nigeria, Etiopía y Somalia.

Nativa de Hawái o de otras islas del Pacífico: Personas con orígenes en cualquiera de los pueblos originales de las islas del Pacífico. Esto incluye, por ejemplo, personas de Hawái, Samoa, las Marianas, Tonga, Fiji y las Islas Marshall.

Blanca: Personas con origen o extracción cultural de Europa, el Medio Oriente o del norte de África. Esto incluye, por ejemplo, personas de Alemania, Irlanda, Inglaterra, Italia, Líbano y Egipto.

HP0CHASIANETH

Question Wording:

¿Cuál de los siguientes describe mejor la ascendencia asiática de [Student's first name/su estudiante de 12º grado]?

(Seleccione todo lo que corresponda.)

- India asiática {HP0CHASIANIND}
- China {HP0CHCHINESE}
- Filipina {HP0CHFILIPINO}
- Japonesa {HP0CHJAPANESE}
- Coreana {HP0CHKOREAN}
- Vietnamita {HP0CHVIETNAME}
- Otra asiática {HP0CHOTHRASIA}

HP1CHPACISLETH

Question Wording:

¿Cuál de las siguientes opciones describe más específicamente el origen de las islas del Pacífico de [Student's first name/su estudiante de 12º grado]?

(Seleccione todo lo que corresponda.)

- Nativo de Hawái {HP1CHNATHAWAII}
- Guameño o Chamorro {HP1CHGUAMANIAN}

- Samoano {HP1CHSAMOAN}
 - De otra isla del Pacífico {HP1CHPACISLOTH}
-

HP1CHBIRTHPLACE1

Question Wording:

Nació [Student's first name/su estudiante de 12º grado] en los Estados Unidos, en Puerto Rico o en otro territorio de los Estados Unidos, o en otro país?

{HP1CHBIRTHPLACE1}

- Estados Unidos {1}
 - Puerto Rico u otro territorio de los Estados Unidos {2}
 - Otro país {3}
-

HP1CHBIRTHPLACE2

Question Wording:

En qué país nació [Student's first name/su estudiante de 12º grado]?
(Si no puede encontrar el país de [Student's first name/su estudiante de 12º grado], haga clic en “País no está en la lista” y haga clic en “siguiente”.)

{HP1CHBIRTHPLACE2
}

{HP1CCNTRY}

{HP1CCNTRYTXT}

{HP1CCNTRYCOD}

HP1CHYEARUS

Question Wording:

¿En qué año vino [Student's first name/su estudiante de 12º grado] a vivir a los Estados Unidos de manera permanente?

(Por favor ponga su respuesta en el siguiente formato: 20XX)

20 ____
{HP1CHYEARUS}

HP0RESPLANG

Question Wording:

Usted nos dijo antes que en su hogar se hablaba regularmente [inglés y /no fill][fill languages selected on HP0LANGHOM].

¿En qué idioma le habla usted a [Student's first name/su estudiante de 12º grado] generalmente en su

hogar?

{HP0RESPLANG}

- Inglés {0}
 - Español {1}
 - Un idioma europeo aparte de español, como por ejemplo francés, alemán o ruso {2}
 - Un idioma chino {3}
 - Un idioma filipino {4}
 - Un idioma del sudeste asiático, como por ejemplo vietnamita, tailandés o camboyano {5}
 - Un idioma del sur de Asia, como por ejemplo hindi o tamil {6}
 - Otro idioma asiático, como por ejemplo japonés o coreano {7}
 - Un idioma del Medio Oriente, como por ejemplo árabe o farsi {8}
 - Otro idioma {9}
-

HP0CHDSPELANG

Question Wording:

¿En qué idioma le habla [Student's first name/su estudiante de 12º grado] a usted generalmente en su hogar?

{HP0CHDSPELANG}

- Inglés {0}
 - Español {1}
 - Un idioma europeo aparte de español, como por ejemplo francés, alemán o ruso {2}
 - Un idioma chino {3}
 - Un idioma filipino {4}
 - Un idioma del sudeste asiático, como por ejemplo vietnamita, tailandés o camboyano {5}
 - Un idioma del sur de Asia, como por ejemplo hindi o tamil {6}
 - Otro idioma asiático, como por ejemplo japonés o coreano {7}
 - Un idioma del Medio Oriente, como por ejemplo árabe o farsi {8}
 - Otro idioma {9}
-

HP0DIFPARLANG

Question Wording:

¿Qué tan difícil es para usted comunicarse con el personal de la escuela de [Student's first name/su estudiante de 12º grado] debido a que su familia habla un idioma distinto del inglés? ¿Diría que...

{HP0DIFPARLANG}

- Muy difícil ? {1}
- Algo difícil? {2}
- Nada difícil ? {3}

HP0CHDEVERELL

Question Wording:

¿**Alguna vez** [Student's first name/su estudiante de 12º grado] ha estado inscrito(a) en un programa para estudiantes que están aprendiendo inglés (ELLs, por sus siglas en inglés), tal como Inglés como Segundo Idioma (ESL, por sus siglas en inglés), inmersión en inglés o educación bilingüe?

{HP0CHDEVERELL}

- Sí {1}
- No {0}
- Usted no sabe {99}

HP0CHDCURRELL

Question Wording:

¿Está [Student's first name/su estudiante de 12º grado] inscrito(a) **actualmente** en un programa para estudiantes que están aprendiendo inglés (ELLs, por sus siglas en inglés), tal como Inglés como Segundo Idioma (ESL, por sus siglas en inglés), inmersión en inglés o educación bilingüe?

{HP0CHDCURRELL}

- Sí {1}
- No {0}
- Usted no sabe {99}

HP0DINTRO

Question Wording:

En esta sección le haremos algunas preguntas más sobre los planes para el futuro de [Student's first name/su estudiante de 12º grado].

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP0ADV

Question Wording:

¿Alguna vez usted [If non parent is respondent and parent lives in household then fill: o [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o

materna] de [Student's first name/su estudiante de 12º grado]] [If non parent is respondent both parents live in household then fill:y/o [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o el tutor/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12º grado]] [If household includes two parents then fill:y/o [su [esposo(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12º grado]] le dieron consejos o información sobre las siguientes cosas a [Student's first name/su estudiante de 12º grado]?
(Seleccione una opción en cada línea.)

	Sí {1}	No {0}
Seleccionar cursos o programas en la escuela {HP0ADV COURSE}	<input type="radio"/>	<input type="radio"/>
Planes y preparación para exámenes de admisión al <i>college</i> , por ejemplo ACT, SAT o ASVAB {HP0ADV COLEXAM}	<input type="radio"/>	<input type="radio"/>
Solicitar admisión a un <i>college</i> o universidad o a otras escuelas después de <i>high school</i> {HP0ADV PLYCOL}	<input type="radio"/>	<input type="radio"/>
Empleos específicos a los que [Student's first name/su estudiante de 12º grado] podría solicitar trabajar después de <i>high school</i> {HP0ADV JOBS}	<input type="radio"/>	<input type="radio"/>

Help Text:

ASVAB: El ASVAB, o Batería de Aptitudes Vocacionales para las Fuerzas Armadas, mide las habilidades desarrolladas y ayuda a predecir un desempeño exitoso futuro académico y educativo en las fuerzas armadas.

HP1AFTERHS2

Question Wording:

[Anteriormente, nos dijo que usted cree que [answer from HP1AFTERHS] es lo más importante que [Student's first name/ su estudiante de 12º grado] debería hacer inmediatamente después de *high school*.] Ahora, quisiéramos saber qué cree [su [esposo(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado].

¿Qué cree [su [espos(a)/pareja/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado] sea la cosa más importante que [Student's first name/su estudiante de 12º grado] debería hacer inmediatamente después de *high school*?

{HP1AFTERHS2}

- Matricularse en un programa de grado asociado (por ejemplo, en un *college* de 2 años) {1}
- Matricularse en un programa de grado de licenciatura o *bachelor* (por ejemplo, en un *college* de 4 años) {2}
- Matricularse en un programa vocacional-técnico o un programa de aprendiz {3}
- Conseguir un trabajo de tiempo completo {4}
- Entrar a las fuerzas armadas {5}
- Casarse {6}
- Ocuparse de responsabilidades familiares {7}
- Debería hacer lo que quiera {8}
- No sabe {99}

HP1AFTERHS3

Question Wording:

¿Qué cree [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado] que sea la cosa más importante que [Student's first name/su estudiante de 12º grado] debería hacer inmediatamente después de *high school*?

{HP1AFTERHS2}

- Matricularse en un programa de grado asociado (por ejemplo, en un *college* de 2 años) {1}
- Matricularse en un programa de grado de licenciatura o *bachelor* (por ejemplo, en un *college* de 4 años) {2}
- Matricularse en un programa vocacional-técnico o un programa de aprendiz {3}
- Conseguir un trabajo de tiempo completo {4}
- Entrar a las fuerzas armadas {5}
- Casarse {6}
- Ocuparse de responsabilidades familiares {7}
- Debería hacer lo que quiera {8}
- No sabe {99}

HP1CHCONTEU

Question Wording:

¿Tiene planeado [Student's first name/ su estudiante de 12º grado] seguir estudiando luego de terminar *high school*?

{HP1CHCONTEДУ}

- Sí {1}
- No {0}
- Usted no sabe {99}

HP1CHWHNSCHL**Question Wording:**

¿Cuándo planea [Student's first name/ su estudiante de 12º grado] continuar con sus estudios?)

{HP1CHWHNSCHL}

- Verano de 2024 {1}
- Otoño de 2024 {2}
- Después del otoño de 2024 {3}

HP1CHCONFALL**Question Wording:**

Usted indicó que [Student's first name/su estudiante de 12º grado] planea empezar sus estudios en el verano de 2024. ¿Continuará [su estudiante de 12º grado/[Student's first name]] con su educación en el otoño de 2024?

{HP1CHCONFALL}

- Sí {1}
- No {0}

HP1CLGCHARACTR1**Question Wording:**

¿Qué tan importante es o fue para usted cada uno de los siguientes factores en la decisión de [Student's first name/su estudiante de 12º grado] sobre a dónde seguir sus estudios después de *high school*? (Seleccione una opción en cada línea.)

	Nada importante {1}	Algo importante {2}	Muy importante {3}	No corresponde {98}	Usted no sabe {99}
Gastos bajos (matrícula, libros, alojamiento y comida) {HP1LOWCOST}	○	○	○	○	○
Disponibilidad de ayuda	○	○	○	○	○

económica, tal como un préstamo escolar, una beca o un subvención {HP1SCHLRSHIP}					
Disponibilidad de un plan de estudios o cursos específicos {HP1SPECRCSES}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Oportunidad de jugar un deporte en un equipo {HP1ATHLETICS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vida social activa en la escuela o universidad {HP1SOCIAL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Poder seguir sus estudios mientras vive en casa {HP1CLOSEBY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La oportunidad de vivir fuera de casa {HP1FARAWAY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un lugar con poca actividad criminal {HP1LOWCRIME}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Un lugar que generalmente consigue puestos de trabajo a los graduados. {HP1GETJOB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP1CLGCHARACTR2

Question Wording:

(continúa) ¿Qué tan importante es o fue para usted cada una de las siguientes cosas en la elección de un *college* o universidad a la que [Student's first name/su estudiante de 12º grado] vaya a ir después de *high school*?

(Seleccione una opción en cada línea.)

	No importante {1}	Algo importante {2}	Muy importante {3}	No corresponde {98}	Usted no sabe {99}
Un lugar cuyos graduados generalmente consiguen entrar a programas de posgrado {HP1GRADSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programas académicos del <i>college</i> o universidad con muy buena reputación {HP1ACADEMICS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estándares fáciles de admisión {HP1EZADMIT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Disponibilidad de un programa para obtener un grado o título que le permita conseguir un trabajo en el área que escoja {HP1MAJORDEG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La composición racial/étnica del college o universidad {HP1DIVERSE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El número de estudiantes del college o universidad {HP1SCHLSIZE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La ubicación geográfica del college o universidad {HP1SCHLLOC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La posibilidad de ir al mismo college o universidad donde mi esposo(a)/pareja o yo asistimos {HP1PARNTSCH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La posibilidad de hacer valer créditos universitarios obtenidos en high school {HP1TRANSCRED}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HP1LIKELYSCHL

Question Wording:

¿A qué college o universidad es más probable que [Student's first name/su estudiante de 12º grado] vaya?

Comienza a escribir a continuación y selecciona la opción más cercana de las opciones que aparecerán. Si no puedes encontrar una opción para tu escuela, desplaza y haz clic en "Escuela no listadas" en la parte inferior. Escribe el nombre completo de la escuela/universidad y no uses abreviaturas.

No sé cuál es el college o universidad donde más probablemente vaya [Student's first name/su estudiante de 12º grado]. {HP1LIKELYDK}

{HP1LIKELYSCHL1}

{HP1LIKELYDDNA1}

{HP1LIKELYNAME1}

{HP1LIKELYIPEDS1}

{HP1LIKELYCITY1}

{HP1LIKELYSTATE1}

{HP1LIKELYCNTRL1}

}

{HP1LIKELYLEVEL1}

HP1PAR1STCHOICE

Question Wording:

¿Es [Likely school name] la opción favorita de [Student's first name/ su estudiante de 12° grado]?

{HP1PAR1STCHOICE}

- Sí {1}
- No {0}

HP1EDUEXPENSES

Question Wording:

Ahora tenemos algunas preguntas acerca de los gastos de educación y ayuda económica.

¿Actualmente tiene(n) [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/la madre o el padre]][If household includes two parents then fill: y/o [su [espos(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12° grado]/[Student's first name/su estudiante de 12° grado]] alguno de los siguientes gastos educativos para algún estudiante?

(Seleccione una opción en cada línea.)

	Sí {1}	No {0}	Usted no sabe {99}
La matrícula y gastos asociados de una escuela primaria, escuela intermedia o <i>high school</i> {HP1EDPAYK12}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutorías {HP1EDPAYTUTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Matrícula y gastos asociados incluyendo pagos de préstamos {HP1EDPAYCLG}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Otra cosa {HP1EDPAYOTHR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Por favor especifique: {HP1EDPAYOTHR_other}			

Help Text:

Ejemplos de gastos de educación son la matrícula, cuotas, libros escolares, uniformes escolares, vivienda y comida y pagos de préstamos estudiantiles. Para pagos de préstamos, incluya cualquier préstamo federal o privado que [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/la madre o el padre]][If household includes two parents then fill: y/o [su [espos(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre

adoptiva/la otra madre adoptiva/el padre adoptivo/el otro *padre* adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]]de [Student's first name/su estudiante de 12° grado]] sea(n) responsable(s) de pagar o actualmente está(n) pagando a nombre de algún estudiante.

HP1EDUTOTALEXP

Question Wording:

¿Cuál es la cantidad total que [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/la madre o el padre] de [Student's first name/su estudiante de 12° grado]] [If household includes two parents then fill: y/o [su [esposo/pareja]/ [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna] de [Student's first name/su estudiante de 12° grado] [usted/[Student's first name/su estudiante de 12° grado]] ha gastado o gastará durante el año escolar 2023-2024 para todos los siguientes gastos educativos?

[List all items respondent selected "Yes" to on HP1EDUEXPENSES in bullet format]

{HP1EDUTOTALEXP}

- Nada {1}
- Menos de \$1,000 {2}
- \$1,000 - \$2,000 {3}
- \$2,001 - \$10,000 {4}
- \$10,001 - \$20,000 {5}
- \$20,001 - \$30,000 {6}
- \$30,001 - \$60,000 {7}
- Más de \$60,000 {8}
- No sabe {99}

Help Text:

Ejemplos de gastos de educación son la matrícula, las cuotas, los libros escolares, los uniformes escolares, el alojamiento y la comida y los pagos de préstamos estudiantiles. Para los pagos de préstamos, incluya cualquier préstamo del gobierno federal o privado que [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/la madre o el padre] de [Student's first name/su estudiante de 12° grado]] [If household includes two parents then fill: y/o [su [esposo(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro

abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12º grado]] es/son responsable(s) de pagar o está(n) pagando actualmente en nombre de algún niño o muchacho.

HP1FAFSA

Question Wording:

Si [Student's first name/su estudiante de 12º grado] continúa sus estudios después de *high school*, ¿completará usted o [Student's first name/su estudiante de 12º grado] un formulario FAFSA para solicitar ayuda económica para pagar sus estudios?

{HP1FAFSA}

- Sí, usted o [Student's first name/su estudiante de 12º grado] ya han presentado la solicitud {1}
 - Sí, usted o [Student's first name/su estudiante de 12º grado] planean presentar la solicitud {2}
 - No {3}
 - Usted o [Student's first name/su estudiante de 12º grado] no saben qué es el FAFSA {4}
 - Usted [Student's first name/su estudiante de 12º grado] todavía no han pensado en esto {5}
 - Usted o [Student's first name/su estudiante de 12º grado] no sabe si van a presentar la solicitud {6}
-

HP1NOAIDAPPRSN

Question Wording:

¿Por cuáles razones usted o [Student's first name/su estudiante de 12º grado] no va(n) a solicitar ayuda económica?

(Seleccione todo lo que corresponda.)

- porque usted o [Student's first name/su estudiante de 12º grado] no quiere endeudarse {HP1NOAIDDEBT}
 - porque usted o [Student's first name/su estudiante de 12º grado] puede pagar por el *college* o universidad sin ayuda económica? {HP1NOAIDCANPAY}
 - porque usted o [Student's first name/su estudiante de 12º grado] pensó que [su estudiante de 12º grado/[Student's first name]] podría no ser elegible o no calificar? {HP1NOAIDINELIG}
 - porque usted o [Student's first name/su estudiante de 12º grado] no tenía suficiente información sobre como completar un FAFSA? {HP1NOAIDINFO}
 - porque usted o [Student's first name/su estudiante de 12º grado] pensó que los formularios FAFSA daban mucho trabajo o tomaban demasiado tiempo? {HP1NOAIDTIME}
 - porque usted o [Student's first name/su estudiante de 12º grado] no sabía que podían llenar un formulario FAFSA? {HP1NOAIDAWARE}
 - [Student's first name/su estudiante de 12º grado] no planea seguir estudiando después de *high school*. {HP1NOAIDDNA}
 - Por otra razón {HP1NOAIDOTH}
- Por favor especifique: {HP1NOAIDOTH_other}
-

HP0AMTSVDCHED

Question Wording:

¿Aproximadamente cuánto dinero espera usted u otra persona en su familia tener apartado para los estudios futuros de [Student's first name/su estudiante de 12º grado] al momento en que termine *high school*?

{HP0AMTSVDCHED}

- Nada {1}
- \$2,000 o menos {2}
- \$2,001-\$5,000 {3}
- \$5,001-\$10,000 {4}
- \$10,001-\$15,000 {5}
- \$15,001-\$25,000 {6}
- \$25,001-\$35,000 {7}
- \$35,001-\$60,000 {8}
- Más de \$60,000 {9}
- Usted no sabe {99}

HP1PSECEDUPAY

Question Wording:

De las siguientes opciones, ¿de dónde vendrá el dinero para cubrir los gastos de estudios futuros de [Student's first name/su estudiante de 12º grado]? (Seleccione una opción en cada línea.)

Usted no sabe cómo se va a pagar la educación de [Student's first name/su estudiante de 12º grado] {HP1PSECPAYDK}

	Sí {1}	No {0}
Ingresos actuales [suyos/de [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre <i>foster</i> o tutora o guardiana legal/el padre <i>foster</i> o tutor o guardián legal/la madre o el padre] de [Student's first name/su estudiante de 12º grado] [If household includes two parents then fill: o [su [espos(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre <i>foster</i> o tutora o guardiana legal/la otra madre <i>foster</i> o tutora o guardiana legal/el padre <i>foster</i> o tutor o guardián legal/el otro padre <i>foster</i> o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12º grado]] {HP1PEARNGS}	○	○
Ahorros, incluyendo una cuenta de matrícula prepagada o plan 529, o venta de bienes [suyos/de [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre <i>foster</i> o tutora o guardiana legal/el padre <i>foster</i> o tutor o guardián legal/la madre o el padre] de [Student's first name/su estudiante de 12º grado] [If household includes two parents then fill: o [su [espos(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el	○	○

padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre <i>foster</i> o tutora o guardiana legal/la otra madre <i>foster</i> o tutora o guardiana legal/el padre <i>foster</i> o tutor o guardián legal/el otro padre <i>foster</i> o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12º grado]] {HP1PSAVNGS}		
Segunda hipoteca {HP12MRTGGE}	<input type="radio"/>	<input type="radio"/>
Préstamo privado a nombre [suyo/de [la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre <i>foster</i> o tutora o guardiana legal/el padre <i>foster</i> o tutor o guardián legal/la madre o el padre] de [Student's first name/su estudiante de 12º grado] [If household includes two parents then fill: o [su [esposo(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre <i>foster</i> o tutora o guardiana legal/la otra madre <i>foster</i> o tutora o guardiana legal/el padre <i>foster</i> o tutor o guardián legal/el otro padre <i>foster</i> o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12º grado]] {HP1PARNTLOAN}	<input type="radio"/>	<input type="radio"/>
Préstamo privado a nombre de [Student's first name/su estudiante de 12º grado] {HP1CHLOAN}	<input type="radio"/>	<input type="radio"/>
Le ofrecieron a [Student's first name/su estudiante de 12º grado] estudio y trabajo (<i>work study</i>) {HP1CHWRKSTDY}	<input type="radio"/>	<input type="radio"/>
Pensión alimenticia o manutención del niño {HP1CHLDSUPRT}	<input type="radio"/>	<input type="radio"/>
Ingresos o ahorros de [Student's first name/su estudiante de 12º grado]{HP1CHEARNSAV}	<input type="radio"/>	<input type="radio"/>
Un fondo fiduciario o <i>trust fund</i> {HP1TRSTFND}	<input type="radio"/>	<input type="radio"/>
Contribuciones de familiares {HP1RELTTIVES}	<input type="radio"/>	<input type="radio"/>
<i>Pell grant</i> u otra beca escolar {HP1GRNTSCHL}	<input type="radio"/>	<input type="radio"/>
Préstamos estatales o federales {HP1STFEDLOAN}	<input type="radio"/>	<input type="radio"/>
Beneficios del Seguro Social o de la Administración de Veteranos{HP1BENEFITS}	<input type="radio"/>	<input type="radio"/>
Otro {HP1PSECPAYOTH}	<input type="radio"/>	<input type="radio"/>

HP1MAXBORRW

Question Wording:

¿Cuál es la cantidad máxima que [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/la madre o el padre] de [Student's first name/su estudiante de 12º grado]] [If household includes two parents then fill: y/o [su [esposo(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la

otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna]] de [Student's first name/su estudiante de 12° grado] [está/estaría] dispuesto(a) a pedir prestado al año para pagar por el *college* o universidad de [Student's first name/su estudiante de 12° grado]?

Si [usted/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/el padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/la madre o el padre] de [Student's first name/su estudiante de 12° grado]] [If household includes two parents then fill: y/o [su [espos(a)/pareja]/[la madre biológica o de nacimiento/el padre biológico o de nacimiento/la madre adoptiva/la otra madre adoptiva/el padre adoptivo/el otro padre adoptivo/la madrastra/el padrastro/la madre *foster* o tutora o guardiana legal/la otra madre *foster* o tutora o guardiana legal/el padre *foster* o tutor o guardián legal/el otro padre *foster* o tutor o guardián legal/la tía/la otra tía/el tío/el otro tío/la abuela/la otra abuela/el abuelo/el otro abuelo/la madre o tutora o guardiana legal/la otra madre o tutora o guardiana legal/el padre o tutor o guardián legal/el otro padre o la otra madre o tutor o guardián legal/la madre o el padre/el otro padre o la otra madre/la otra figura paterna o materna] de [Student's first name/su estudiante de 12° grado]]] no tiene planes de contribuir a los gastos de educación, por favor seleccione "Nada."

{HP1MAXBORRW}

- Nada {1}
- \$1 - \$500 {2}
- \$501-\$1000 {3}
- \$1,001-\$2,000 {4}
- \$2,001-\$5,000 {5}
- \$5,001-\$10,000 {6}
- \$10,001-\$20,000 {7}
- \$20,001-\$30,000 {8}
- \$30,001-\$45,000 {9}
- Más de \$45,000 {10}
- Usted no sabe {99}

HP0DESRDLEVED

Question Wording:

Si no hubiera ningún obstáculo, ¿hasta dónde querría usted que llegue [Student's first name/su estudiante de 12° grado] en sus estudios?

{HP0DESRDLEVED}

- Que no llegue a completar *high school* {1}
- Que complete un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC) {2}
- Que complete un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios {3}
- Que complete un grado asociado {4}
- Que complete una licenciatura o título de *bachelor* {5}
- Que complete una maestría {6}
- Que complete un doctorado, título de médico o abogado, u otro título profesional avanzado {7}

- Usted no sabe {99}

Help Text:

Que no llegue a completar *high school*: Que no reciba un diploma de *high school* o su equivalente.

Que complete un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC): Que reciba un diploma común de *high school* o que complete *high school* recibiendo algún otro tipo de reconocimiento formal de una escuela o una autoridad del gobierno. Por ejemplo, el GED (Examen de Desarrollo de Educación General), HiSET (Prueba de Equivalencia de *High school*) y TASC (Prueba de Evaluación Para La Terminación de Secundaria).

Que complete un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios: Que reciba un certificado o diploma de una institución educativa que se especializa en entrenamiento para trabajos o habilidades técnicas que se requieren para cumplir las tareas de un trabajo particular y específico. Tales instituciones pueden llamarse escuela de oficios, instituto técnico o escuela vocacional. Ejemplos de trabajos incluyen cosmetología y carpintería.

Que complete un grado asociado: Un grado asociado (AA, AS, AAS, AGE, etc.) normalmente requiere estudios de *college* a tiempo completo, generalmente por un mínimo de 2 años pero menos de 4.

Que complete una licenciatura o título de *bachelor*: Un título de *bachelor* (BA, BS, etc.) generalmente requiere al menos 4 años de estudios de *college* a tiempo completo.

Que complete una maestría: Una maestría (MA, MS, MBA, MFA, etc.) generalmente requiere al menos 2 años de estudios graduados a tiempo completo y puede requerir una tesis o un prácticum.

Que complete un doctorado, título de médico o abogado, u otro título profesional avanzado: Un Ph.D. o doctorado generalmente requiere al menos 4 años de estudios graduados a tiempo completo y generalmente requiere una disertación. Un título profesional generalmente requiere estudios graduados en una de las siguientes áreas: quiropráctica, odontología, derecho, medicina, optometría, medicina osteopática, farmacia, podiatría, religión o divinidad, o veterinaria.

HP0FINTRO**Question Wording:**

Ahora vamos a preguntarle sobre la vida en el hogar, la salud y el bienestar de [Student's first name/su estudiante de 12° grado].

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP1CHMNTLHLTH**Question Wording:**

¿Hace el comportamiento de [Student's first name/su estudiante de 12° grado] que usted se preocupe por la salud mental de [su estudiante de 12° grado/[Student's first name]]?

Por ejemplo, [su estudiante de 12° grado/[Student's first name]] tiene:

- problemas con el sueño (duerme demasiado o muy poco)

- problema por comer excesivamente o comer demasiado poco
- problemas con su cuidado personal
- autolesiones
- consumo de alcohol o drogas
- conductas de riesgo

{HP1CHMNTLHLTH}

- Sí {1}
- No {0}

HP1INTHERAPY

Question Wording:

¿Está [Student's first name/su estudiante de 12° grado] recibiendo actualmente consejería o terapia por parte de un profesional de salud mental como un psiquiatra, psicólogo, enfermero psiquiátrico o trabajador social clínico? Incluya consejería o terapia por internet o por teléfono.

{HP1INTHERAPY}

- Sí {1}
- No {0}

HP1NEEDTHERAPY

Question Wording:

¿Cree que [Student's first name/su estudiante de 12° grado] actualmente necesita consejería o terapia por parte de un profesional de salud mental?

{HP1NEEDTHERAPY}

- Sí {1}
- No {0}

HP1MEDS

Question Wording:

¿Está [Student's first name/su estudiante de 12° grado] tomando actualmente algún medicamento recetado para ayudarle con:

(Seleccione una opción en cada línea)

	Sí {1}	No {0}	Usted no sabe {99}
Depresión {HP1MEDSDEP}	○	○	○
Ansiedad {HP1MEDSANX}	○	○	○

HP0GINTRO

Question Wording:

Esta sección tiene preguntas sobre su salud y eventos que afectan a su hogar. Por favor responda a estas preguntas lo mejor que pueda.

HP1P1PHYSHLTH

Question Wording:

En general, ¿cómo está su salud física?

{HP1P1PHYSHLTH}

- Excelente {1}
- Muy buena {2}
- Buena {3}
- Regular {4}
- Mala {5}

Help Text:

Por favor describa el nivel general de su salud física. Los problemas de salud física pueden incluir enfermedades y lesiones en el cuerpo.

HP1P1MNTLHLTH

Question Wording:

En general, ¿cómo está su salud mental?

{HP1P1MNTLHLTH}

- Excelente {1}
 - Muy buena {2}
 - Buena {3}
 - Regular {4}
 - Mala {5}
-

HP1CHCAREGIVER

Question Wording:

Desde que [Student's first name/su estudiante de 12º grado] empezó el 9º grado en el otoño del 2020, ¿cuidó regularmente de un miembro de la familia o de un niño pequeño o de un adulto mayor o discapacitado?

{HP1CHCAREGIVER}

- Sí {1}
- No {0}

- Usted no sabe {99}
-

HP1CHHLPFINFAM

Question Wording:

Algunos adolescentes le dan a su familia dinero que ganan o trabajan para un negocio familiar. ¿Aporta [Student's first name/su estudiante de 12º grado] a su familia de alguna de estas maneras?

{HP1CHHLPFINFAM}

- Sí {1}
 - No {0}
-

HP1EMRGEXPNSE1

Question Wording:

¿Qué tan seguro(a) está de que podría conseguir \$2000 de cualquier fuente disponible, si surgiera una necesidad inesperada dentro del próximo mes?

{HP1EMRGEXPNSE1}

- Está seguro(a) de que podría conseguir los \$2000 {1}
 - Probablemente podría conseguir los \$2000 {2}
 - Probablemente no podría conseguir los \$2000 {3}
 - Está seguro(a) de que no podría conseguir los \$2000 {4}
-

HP1EMRGEXPNSE2

Question Wording:

¿Qué tan seguro(a) está de que podría conseguir \$1000 de cualquier fuente disponible, si surgiera una necesidad inesperada dentro del próximo mes?

{HP1EMRGEXPNSE2}

- Está seguro(a) de que podría conseguir los \$1000 {1}
 - Probablemente podría conseguir los \$1000 {2}
 - Probablemente no podría conseguir los \$1000 {3}
 - Está seguro(a) de que no podría conseguir los \$1000 {4}
-

HP1EMRGEXPNSE3

Question Wording:

¿Qué tan seguro(a) está de que podría conseguir \$500 de cualquier fuente disponible, si surgiera una necesidad inesperada dentro del próximo mes?

{HP1EMRGEXPNSE3}

- Está seguro(a) de que podría conseguir los \$500{1}
- Probablemente podría conseguir los \$500 {2}
- Probablemente no podría conseguir los \$500 {3}
- Está seguro(a) de que no podría conseguir los \$500 {4}

HP1HOUSING

Question Wording:

Desde que empezó el 9º grado en el otoño de 2020, ¿ha tenido que dormir [Student's first name/su estudiante de 12º grado] en alguno de los siguientes lugares porque no tenía adónde ir?

(No cuente lugares donde dormir mientras está de vacaciones o en un viaje de negocios).

(Marque todo lo que corresponda.)

- No corresponde; [Student's first name/su estudiante de 12º grado] nunca ha dormido en ninguno de los siguientes lugares por no tener otro lugar donde ir desde que comenzó el 9º grado {HP1HOUSINGDNA}
- En un refugio {HP1SHELTER}
- En un *camper* o vehículo recreacional {HP1CAMPER}
- Con familiares o amigos sin un hogar permanente al que regresar {HP1TEMPSTAY}
- En un hotel o motel sin un hogar permanente al que regresar (ni de vacaciones ni de viaje de negocios) {HP1HOTEL}
- En vivienda de transición o programa de vida independiente {HP1HOUSPRGRM}
- En un lugar al aire libre, como una calle, una acera o un callejón, una parada de autobús o de tren, un área de acampar o un bosque, un parque, una playa o a la orilla de un río, debajo de un puente {HP1OUTDOOR}
- En un área/espacio cerrado con techo pero que no está destinado para que la gente viva, como un edificio abandonado, automóvil o camión, camioneta, RV o casa rodante, área de acampar o tienda de campaña, o garaje, ático o sótano sin convertir {HP1OTHERROOF}
- No sabe {HP1HOUSINGDK}

HP0COVIDVNTS

Question Wording:

Desde que [Student's first name/su estudiante de 12º grado] empezó el 9º grado en el otoño de 2020, ¿ocurrió alguno de las siguientes cosas?

(Seleccione una opción en cada línea.)

	Sí {1}	No {0}	Usted no sabe {99}
Uno de los padres o tutores/guardianes legales de [Student's first name/su estudiante de 12º grado] perdió un trabajo. {HP0COVIDJOBLS}	○	○	○

La casa de la familia de [Student's first name/Su estudiante de 12° grado] fue embargada o la familia fue desalojada. {HP0COVIDHOMLSS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los padres o tutores/guardianes legales de [Student's first name/Su estudiante de 12° grado] se separaron o divorciaron. {HP0COVIDSEPDIV}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uno de los padres o tutores/guardianes legales de [Student's first name/su estudiante de 12° grado] tuvo problemas graves de salud o fue gravemente herido. {HP0COVIDPHLTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uno de los padres o tutores/guardianes legales de [Student's first name/su estudiante de 12° grado] falleció. {HP0COVIDDEATH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Student's first name/Su 12th-grader] tuvo problemas de salud graves o fue gravemente herido(a). {HP0COVIDCHLTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Perder un trabajo: Esto incluye estar en *lay-off* o cesanteado de manera permanente, estar en *lay-off* o cesanteado de manera temporal o ser despedido. No incluye cuando se renuncia a un trabajo o cuando hay reducción de horas laborales

Embargo: El banco que le prestó dinero al comprador de la vivienda se queda con la vivienda normalmente debido a que el comprador no ha podido hacer los pagos de la hipoteca.

Desalojo: El propietario de una casa o apartamento obliga a las personas que vivían allí a mudarse por orden judicial.

HP0LIINTRO2

Question Wording:

En esta sección de la encuesta le pediremos la información de contacto para cualquier otro padre o madre, o figura paterna o materna, que viva con [Student's first name/su estudiante de 12° grado].

Esta información solo se usará para ayudarnos a contactarlos a usted y a 'Student's first name/su estudiante de 12° grado] en el futuro para este estudio. Se mantendrá en archivos protegidos y separados de las respuestas que usted dé en su encuesta.

Para continuar, por favor haga clic en el botón que dice “Siguiente”.

HP0P1CNTCTINF

Question Wording:

¿Cuál es el nombre, el número de teléfono celular y otros números de teléfono, y el correo electrónico **[[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/del padre adoptivo/de la madrastra/del padrastro/de la madre foster o tutora o guardiana legal/del padre foster o tutor o guardián legal/del padre o de la madre] de 'Student's first name/su estudiante de 12° grado]]?**

Nombre:

Primer nombre: {HPOP1FIRNAME}

Segundo nombre: {HPOP1MIDNAME}

Apellido: {HP0P1LSTNAME}

Sufijo (e.g., Jr, Sr, Third, III):
{HP0P1SUFFIX}

Question Wording:

Teléfono celular:

{HP0P1CELLCODE}

{HP0P1CELLTEL1}

{HP0P1CELLTEL2}

{HP0P1NCELLTEL}

- [El/ella] no tiene teléfono celular. {98}
- Usted no sabe. {99}

Question Wording:

Otro teléfono: {HP0P1OTHCODE}

{HP0P1OTHTEL1}

{HP0P1OTHTEL2}

{HP0P1NOTHTEL}

- [El/ella] no tiene teléfono celular. {98}
- Usted no sabe. {99}

- Seleccione uno - {HP0P1OTHTYP}

1 = Teléfono de tierra

2 = Del trabajo

3 = Otro

Question Wording:

Correo electrónico:

{HP0P1EMAIL}

{HP0P1NOEMAIL}

- [El/Ella] No tiene correo electrónico. {98}
- Usted no sabe. {99}

HP0P2CNTCTINF

Question Wording:

¿Cuál es el nombre, el número de teléfono celular y otros números de teléfono, y el correo electrónico [de su esposo(a)/pareja]/[de la madre biológica o de nacimiento/del padre biológico o de nacimiento/de la madre adoptiva/de la otra madre adoptiva/del padre adoptivo/del otro padre adoptivo/de la madrastra/del padrastro/de la madre *foster* o tutora o guardiana legal/de la otra madre *foster* o tutora o guardiana legal/del padre *foster* o tutor o guardián legal/del otro padre *foster* o tutor o guardián legal/de la tía/de la otra tía/del tío/del otro tío/de la abuela/de la otra abuela/del abuelo/del otro abuelo/de la pariente mujer/de la otra pariente mujer/del pariente hombre/del otro pariente hombre/de la madre o tutora o guardiana legal/de la otra madre o tutora o guardiana legal/del padre o tutor o guardián legal/del otro padre o tutor o guardián legal/del otro padre o de la otra madre/de la otra figura paterna o materna] de [Student's first name/su estudiante de 12° grado]]?

Nombre:

Primer nombre: {HP0P2FIRNAME}

Segundo nombre: {HP0P2MIDNAME}

Apellido: {HP0P2LSTNAME}

Sufijo (e.g., Jr, Sr, Third, III): {HP0P2SUFFIX}

Question Wording:**Teléfono celular:**

{HP0P2CELLCODE}

{HP0P2CELLTEL1}

{HP0P2CELLTEL2}

{HP0P2NCELLTEL}

- [Él/Ella/Su [espos(a)/pareja]/[El otro padre o la otra madre/La otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado] No tiene teléfono celular. {98}
- Usted no sabe. {99}

Question Wording:**Otro teléfono:** {HP0P2OTHCODE}

{HP0P2OTHTEL1}

{HP0P2OTHTEL2}

{HP0P2NOTHTEL}

- [Él/Ella/Su [espos(a)/pareja]/[El otro padre o la otra madre/La otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado]] no tiene otro número de teléfono. {98}
- Usted no sabe. {99}

- Seleccione uno - {HP0P2OTHTYP}

1 = Línea de tierra

2 = Del trabajo

3 = Otro

Question Wording:**Correo electrónico:**

{HP0P2EMAIL}

{HP0P2NOEMAIL}

- [Él/Ella/Su [espos(a)/pareja]/[El otro padre o la otra madre/La otra figura paterna o materna] de [Student's first name/su estudiante de 12º grado] No tiene correo electrónico {98}
- Usted no sabe. {99}

HP0INCENTIVE †**Question Wording:**

Gracias. Como agradecimiento por haber completado hoy la encuesta, quisiéramos enviarle [Parent incentive].

Si le gustaría que la escuela de [Student's first name/su estudiante de 12º grado] reciba este [Parent incentive], por favor haga clic en el cuadro de abajo donde dice "Quiero regalarle mi [Parent incentive] a la

escuela de [Student's first name/su estudiante de 12º grado]. Si **usted** desea recibir este [Parent incentive], por favor confirme su información.

Si la información de abajo es correcta, haga clic en "Siguiente." Si la información de abajo no está correcta o está incompleta, por favor corríjala abajo, y luego haga clic en "Siguiente".

(Recibirá el envío en unas 4 semanas.)

Si no desea recibir este [Parent incentive], haga clic en el cuadro a continuación y luego haga clic en "Siguiente" para continuar.

- Quiero regalarle mi [Parent incentive] a la escuela de [Student's first name/su estudiante de 12º grado] *{HP0INC_School}*
- No quiero recibir nada por completar esta encuesta. *{HP0INC_NoInc}*

Nombre:

Primer nombre: *{HP0INCFIRNAME}*

Segundo nombre: *{HP0INCMIDNAME}*

Apellido: *{HP0INCLSTNAME}*

Sufijo (por ejemplo, Jr, Sr, Third, III):
{HP0INCSUFFIX}

Question Wording:

Dirección:

Calle: *{HP0INCAD}*

{HP0INCAD2}

Ciudad: *{HP0INCCY}*

Estado: -Seleccione uno- *{HP0INCST}*

Por favor marque aquí si la dirección es en el extranjero. *{HP0RFOR}*

Dirección (extranjera): *{HP0RFAD}*

Ciudad (extranjera): *{HP0RFCY}*

Estado/Provincia (extranjera/o): *{HP0RFS}*

País (extranjero): *{HP0RFC}*

Código postal (extranjero): *{HP0RFZ}*

HP0INCENTCASH +

Question Wording:

Gracias. Como agradecimiento por haber completado hoy la encuesta, quisiéramos darle [Parent incentive]

{HP0INCENTCASH}

- RESPONDENT HAS BEEN GIVEN THE [Parent incentive] INCENTIVE. *{1}*
- [If survey mode is = LAPTOP_SELF then fill: No quiero recibir nada por completar esta encuesta./else fill: RESPONDENT DECLINED INCENTIVE.] *{2}*
- Gracias. Acepto su ofrecimiento de [Parent incentive].*{3}*

HP0PREEND †

Question Wording:

Ha llegado al final de la encuesta.

Usted **no** podrá ingresar nuevamente en la encuesta una vez que haga clic en "Siguiete" en esta pantalla. Si quiere revisar alguna de sus respuestas, use el botón que dice "Anterior" para volver a la(s) pantalla(s) que desee. Si está conforme con todas sus respuestas, haga clic en "Siguiete" para pasar a la pantalla final. Esto indicará que la encuesta está completa.

HP0END †

Question Wording:

Estas son todas las preguntas que tenemos para usted por el momento. Le agradecemos el tiempo que nos dedicó a completar la encuesta.

¡Muchas gracias por participar en HS&B:22!

[If Web is being used then fill: Asegúrese **de cerrar todas las ventanas de navegador para que sus respuestas se mantengan seguras**. Por ejemplo, si usó Chrome o Safari para abrir la encuesta, asegúrese de que no haya ventanas de Chrome o Safari abiertas después de finalizar la encuesta. Si no cierra todos los navegadores, otra persona podría ver sus respuestas. Haga clic en "Terminar" para completar y cerrar la encuesta./ else if survey mode is = CATI then fill: (CLICK "Finish" TO RETURN TO THE CATI FRONTEND.)/

else if survey mode is = LAPTOP_SELF then fill: Por favor devuelva ahora la computadora al entrevistador.]

[If survey mode is = LAPTOP_SELF & HP0INCENTCASH = 2 then fill: INTERVIEWER: RESPONDENT DECLINED THE INCENTIVE./else: no fill]

[If survey mode is = LAPTOP_SELF & HP0INCENTCASH <> 2 then fill: INTERVIEWER: PAY THE RESPONDENT [Parent incentive] FOR COMPLETING THE SURVEY./else: no fill]

Appendix B.6b Parent Questionnaire – Spanish (Paper version)

Form Name	Form Label
HP0RESPREL	Respondent's relationship to student
HP0OPINHOUSE	Number of parents in household in addition to guardian
HP0NOINHOUSE	Number of people in household
HP0LANGHOM	Languages that are spoken regularly in the household
HP0P1HIGHEDU	Highest level of education attained by Parent 1
HP0P1EVERWORK	Parent 1 has ever held a regular job for pay
HP0P1JOB	Parent 1's current or most recent job title
HP0HOUSEINCOM	Estimate of gross household income
HP0CHHAS504	Student has a 504 plan
HP0CHHASIEP	Student has an IEP or ISP
HP1AFTERHS	Respondent's priorities for student after high school
HP0EXPCTLEVED	Parent's expected level of education for student

HP0RESPREL †

Question Wording:

¿Qué relación o parentesco tiene usted con su estudiante de 12° grado?

{HP0RESPREL}

Madre biológica o de nacimiento {1}

Padre biológico o de nacimiento {2}

Madre adoptiva {3}

Padre adoptivo {4}

Madrastra {5}

Padrastro {6}

Tía {7}

Tío {8}

Abuela {9}

Abuelo {10}

Madre foster o tutora o guardiana legal {11}

Padre foster o tutor o guardián legal {12}

Mujer que es pareja o novia de uno de los padres, tutores o guardianes de su estudiante de 12° grado {13}

Hombre que es pareja o novio de uno de los padres, tutores o guardianes de su estudiante de 12° grado {14}

Otra pariente mujer {15}

Otro pariente hombre {16}

HP0OPINHOUSE †

Question Wording:

¿Tiene su estudiante de 12° grado padres biológicos, padres adoptivos, padrastro o madrastra, o padres foster que vivan en su hogar?

{HP0OPINHOUSE}

Sí, uno de los padres vive en el hogar {1}

Sí, ambos padres viven en el hogar {2}

Ninguno de los padres vive en el hogar {3}

HP0NOINHOUSE †

Question Wording:

Quisiéramos saber cuántas personas viven **en su hogar** incluyendo usted, su estudiante de 12º grado, y otros adultos o niños.

Incluya a adultos y niños que estén temporalmente fuera del hogar (por ejemplo, viviendo en una residencia universitaria) siempre que no tengan otro hogar permanente.

¿Cuántas personas que viven en su hogar son ...

(Por favor ponga '0' si la respuesta es ninguno(a).)

_____ menores de 18 años de edad? {HP0NOCINHOUSE}

_____ de 18 años de edad o más? {HP0NOAINHOUSE}

HP0LANGHOM †

Question Wording:

¿Qué idiomas se hablan en su hogar de manera regular?

(Seleccione todo lo que corresponda.)

- Inglés {HP0ENGHOM}
 - Español {HP0SPANISHHOM}
 - Un idioma europeo aparte de español, como por ejemplo francés, alemán o ruso {HP0OTHEURHOM}
 - Un idioma chino {HP0CHINESEHOM}
 - Un idioma filipino {HP0FILIPHOM}
 - Un idioma del sudeste asiático, como por ejemplo vietnamita, tailandés o camboyano {HP0SESTASNHOM}
 - Un idioma del sur de Asia, como por ejemplo hindi o tamil A {HP0STHASNHOM}
 - Otro idioma asiático, como por ejemplo japonés o coreano {HP0OTHASNHOM}
 - Un idioma del Medio Oriente, como por ejemplo árabe o farsi {HP0MIDEASTHOM}
 - Otro idioma {HP0OTHANGHOM}
-

HP0P1HIGHEDU †

Question Wording:

¿Cuál es el nivel de estudios más alto que **usted** ha completado?

{HP0P1HIGHEDU}

- No llegó a completar *high school* {1}
- Completó un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC) {2}
- Completó un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como

una escuela de oficios {3}

- Completó un grado asociado {4}
 - Completó una licenciatura o título de *bachelor* {5}
 - Completó una maestría {6}
 - Completó un doctorado, título de médico o abogado, u otro título profesional avanzado {7}
-

HP0P1EVERWORK †

Question Wording:

¿Alguna vez usted ha tenido un trabajo regular por pago o ganancias?

{HP0P1EVERWORK}

- Sí {1}
 - No {0}
-

HP0P1JOB †

Question Wording:

¿Cuál es el título de su puesto actual o más reciente (por ejemplo, maestro(a) de 4° grado, aprendiz de plomero)? Si tiene más de un trabajo, describa el trabajo en el cual trabaja más cantidad de horas.

{HP0P1JOBTLTXT}

HP0HOUSEINCOM †

Question Wording:

¿Cuánto fue el ingreso total de su hogar de todas las fuentes antes de impuestos y deducciones en el año 2023 (en otras palabras, desde enero hasta diciembre de 2023)? Por favor incluya todos los ingresos, como por ejemplo ingresos por trabajos, inversiones y pagos de pensión alimenticia de un ex-esposo o una ex-esposa. Si no está seguro(a), puede darnos un cálculo aproximado.

El ingreso de una familia es una característica clave que pesa en muchas preguntas de investigación, incluyendo el efecto de las finanzas familiares en las posibilidades de los estudiantes de ir al *college* o universidad. Esta información es de crítica importancia para el éxito de este estudio. Por favor recuerde que los datos se reportarán solamente en forma de resumen y que su información personal no será publicada de ninguna manera que permita identificarle directamente.

\$ ____ (Por favor ponga solamente números enteros.) {HP0HOUSEINCOM}

HP0CHH

AS504 †

Question Wording:

¿Tiene actualmente su estudiante de 12º grado un plan 504 basado en la sección 504 del Acta de Rehabilitación que describe las adaptaciones para facilitarle el aprendizaje a su estudiante de 12º grado?

Un Plan 504 es un plan por escrito para proporcionar servicios apropiados a un estudiante con una discapacidad, independientemente de si esta discapacidad afecta o no el desempeño escolar del estudiante. A menudo se puede especificar los servicios de terapia del habla como parte de un plan de la Sección 504.

{HPOCHHAS504}

- Sí {1}
- No {0}
- Usted no sabe {99}

HP0CHHASIEP †

Question Wording:

¿Tiene su estudiante de 12º grado actualmente un Programa Educativo Individualizado (IEP, por sus siglas en inglés) o un Plan de Servicios de Instrucción o Plan de Servicios Individuales (ISP, por sus siglas en inglés)

Un Programa Educativo Individualizado (IEP, por sus siglas en inglés) es una declaración escrita para cada estudiante con discapacidad que fija las metas escolares para el estudiante, indica cómo se medirá su progreso, describe los servicios de educación especial y servicios relacionados que la escuela proporcionará, qué tanto tiempo estará el estudiante en clases regulares con estudiantes no discapacitados, y que enumera las adaptaciones o modificaciones necesarias para medir mediante pruebas lo que el estudiante sabe.

Un Plan de Servicios de Instrucción o Plan de Servicios Individuales (ISP, por sus siglas en inglés) es un plan pagado por un distrito escolar local para que estudiantes con discapacidad asistan a escuelas privadas. El plan detalla los servicios de educación especial y servicios relacionados que se le ofrecerán al estudiante. Los servicios los puede ofrecer una escuela privada o una agencia local de educación (LEA, por sus siglas en inglés).

{HPOCHHASIEP}

- Sí {1}
- No {0}
- Usted no sabe {99}

HP1AFTE

RHS †

Question Wording:

¿Qué cree **usted** que sea lo más importante que su estudiante de 12º grado debería hacer inmediatamente después de *high school*?

{HP1AFTERHS}

- Matricularse en un programa de grado asociado (por ejemplo, en un *college* de 2 años) {1}
- Matricularse en un programa de grado de licenciatura o *bachelor* (por ejemplo, en un *college* de 4 años) {2}

- Matricularse en un programa vocacional-técnico o un programa de aprendiz {3}
 - Conseguir un trabajo de tiempo completo {4}
 - Entrar a las fuerzas armadas {5}
 - Casarse {6}
 - Ocuparse de responsabilidades familiares {7}
 - Debería hacer lo que quiera {8}
 - No sabe {99}
-

HP0EXPCTLEVED †

Question Wording:

Según como van las cosas por ahora, ¿hasta dónde cree usted que su estudiante de 12º grado realmente llegará en sus estudios?

{HP0EXPCTLEVED}

- Que no llegará a completar *high school* {1}
 - Que completará un diploma de *high school* o su equivalente (por ejemplo, GED, HiSET, TASC) {2}
 - Que completará un certificado o diploma de una escuela que proporciona entrenamiento ocupacional, tal como una escuela de oficios {3}
 - Que completará una licenciatura o título de *bachelor* {4}
 - Que completará un grado asociado {5}
 - Que completará una maestría {6}
 - Que completará un doctorado, título de médico o abogado, u otro título profesional avanzado {7}
 - Usted no sabe {99}
-

Table 5: HS&B:22 First Follow Up Field Test Administrator Questionnaire

Form Name	Form Label
HA0INFCNSENT1	Informed consent screen 1
HA0INFCNSENT2	Informed consent screen 2
HA0NAVIGATE	Survey navigation instructions
HA0INTROA1	School Characteristics Section Introduction
HA0SCHLCONTRL	School control (public or private)
HA0GRADESRV	Grades served
HA0SCHLTYPE	School type (regular, charter, vocational, etc.)
HA0COGTYPE1	School type (regular, charter, vocational, etc.)- Cognitive testing form 1
HA0COGTYPE2	School type (regular, charter, vocational, etc.)- Cognitive testing form 2
HA0SCHFOCUS	Special focus of charter or magnet schools (STEM, early college, etc.)
HA0COGFOCUS	Special focus of charter or magnet schools (STEM, early college, etc.)- Cognitive testing form
HA0NUMSCHDAYS	Number of days in the school year
HA0COGDAYS	Number of days in the school year- Cognitive testing form
HA0STARTTIME	School day start time
HA0COGSTTIME	School day start time- Cognitive testing form
HA0INTROB1	Student Characteristics Section Introduction
HA0FRPLUNCH	Percent of students receiving free- or reduced-priced lunch
HA0FRPLUNCH2	School offers free- or reduced-priced lunch to all students regardless of need
HA0GRADRATE	12th grade graduation rate in previous academic year: Four-year adjusted cohort graduation rate for previous year
HA0COGGRDRAT1	12th grade graduation rate in previous academic year: Four-year adjusted cohort graduation rate for previous year- Cognitive testing form 1
HA0COGGRDRAT2	12th grade graduation rate in previous academic year: Four-year adjusted cohort graduation rate for previous year- Cognitive testing form 2
HA0COGGRDRAT3	12th grade graduation rate in previous academic year: Four-year adjusted cohort graduation rate for previous year- Cognitive testing form 3
HA0INTROC1	School Staff Section Introduction
HA0TEACHRFTPT	Number of full-time and part-time teachers
HA0NUMSTAFF	Number of full-time and part-time non-teaching staff
HA0COGNUMSTF1	Number of full-time and part-time non-teaching staff- Cognitive testing form 1
HA0COGNUMSTF2	Number of full-time and part-time non-teaching staff- Cognitive testing form 2
HA1COGNUMSTF3	Number of full-time and part-time non-teaching staff- Cognitive testing form 3
HA1SROEMPLOY	Agency which employs the School Resource Officers (SROs) at the school
HA0COMPAVAIL	Computer availability for student use during lessons
HA0COGCOMPAV	Computer availability for student use during lessons- Cognitive testing form
HA0SCHINTRNT	School's offerings of internet/broadband connectivity
HA0COGINT1	School's offerings of internet/broadband connectivity- Cognitive testing form 1
HA0COGINT3	School's offerings of internet/broadband connectivity- Cognitive testing form 3
HA0COMPHOME	Students' access to school-issued devices to take home to complete assignments
HA0COGCOMPHM	Students' access to school-issued devices to take home to complete assignments- Cognitive testing form
HA0INTROG1	School Climate Section Introduction
HA0SCHLBUDG	School's annual operating budget
HA0COGBUD1	School's annual operating budget- Cognitive testing form 1
HA0COGBUD2	School's annual operating budget- Cognitive testing form 2

HA0COGBUD3	School's annual operating budget- Cognitive testing form 3
HA0BUDGINSTR	Amount spent on non-personnel expenditures associated with instruction
HA0COGBUDIN1	Amount spent on non-personnel expenditures associated with instruction – Cognitive testing form 1
HA0COGBUDIN2	Amount spent on non-personnel expenditures associated with instruction - Cognitive testing form 2
HA0COGBUDIN4	Amount spent on non-personnel expenditures associated with instruction - Cognitive testing form 4
HA0BUDGEXACT	Amount spent on non-personnel expenditures associated with extracurricular activities
HA0COGBUDEX1	Amount spent on non-personnel expenditures associated with extracurricular activities – Cognitive testing form 1
HA0COGBUDEX2	Amount spent on non-personnel expenditures associated with extracurricular activities – Cognitive testing form 2
HA0BUDGPRIV	Importance of private funding in helping school pay for various offerings (including extracurriculars)
HA0COGBUDPR1	Importance of private funding in helping school pay for various offerings (including extracurriculars)- Cognitive testing form
HA0CULTPROF1	Culturally proficient practices in use at the school, part 1
HA0CULTPROF2	Culturally proficient practices in use at the school, part 2 (continued)
HA0IMPRVPLAN	School has a formal school improvement plan
HA0EFFORTS1	Goals of the school improvement plan, part 1
HA0EFFORTS2	Goals of the school improvement plan, part 2 (continued)
HA0PLANSPECS	Attributes of the school improvement plan
HA0COGDEBRIEF	General cognitive test debriefing
HA0COGANYTHNG	General cognitive test debriefing
HA1INCENOPTION	Choose email or mailed incentive
HA0INCENADDR1	Incentive email address or mailing address
HA0PREEND1	Pre-end survey message
HA0END1	End of survey message

HS&B:22 First Follow Up Field Test Administrator Survey

HA0INFCNSENT1

Question Wording:

Recently, we sent you materials about the first follow-up to the U.S. Department of Education's High School and Beyond Longitudinal Study of 2022 (HS&B:22). HS&B:22 is a longitudinal study that follows a group of 9th-grade students through high school and into postsecondary education and the labor force. In addition to exploring the transition from high school, this study will focus on the relationship between students' high school experiences and their education and career choices. HS&B:22 also collects information from the students' school administrators, school counselors, and teachers.

To review the letter and the study brochure that we mailed, visit the HS&B:22 website.

Before we follow up with this group of students and staff at their schools, we would like to test some survey questions. Our goals are to make sure these questions are applicable to a wide variety of educational circumstances and to make the questions clearer so other staff can easily understand and answer them. On each screen, we will ask you to answer the survey question, and at times, you may be prompted to answer some additional questions to better understand your experiences, thoughts, and interpretations of the survey question. Your candid responses and feedback will help us improve the survey for other staff and, ultimately, help to ensure the results of HS&B:22 are accurate and valid.

HA0INFCNSENT2

Question Wording:

This school is one of approximately 60 schools that will be taking part in this study. Your responses 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). The risk of participation in this study is minimal, given the strict confidentiality and security procedures in place as required by law.

You may decline to answer any questions or stop the survey at any time. On average, the survey takes about 40 minutes to complete. You may begin the survey now and finish at another time, if necessary.

The National Center for Education Statistics (NCES) is authorized to conduct HS&B:22 by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. 9543). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. If you have questions about the study, you may contact the study's Help Desk toll-free number at 855-500-1439, or you can email HSB22StaffSurvey@rti.org. If you have questions about your rights as a study participant, you may contact RTI's Office of Research Protection at 919-316-3358 in Durham, NC (or toll-free at 866-214-2043) or email OREP@rti.org.

When you are ready to begin, please click "Next" to continue.

HA0NAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints:

- Answer each question as accurately as possible; if you need to estimate an answer that is okay.

- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Depending on the size of the device you use to complete this survey, you may need to use your device's scroll feature to view all content on the screen. If you are experiencing trouble viewing all the contents on the screen and you are using a mobile device to complete this survey, you may turn your device sideways to view the survey in landscape mode.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen and close your browser (not just the tab). When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 15 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner or the "Close" button in the lower right corner to close the box.

HA0INTROA1

Question Wording:

First, we have a few questions about [School's name]'s characteristics. If you are unsure about an answer, please provide your best estimate.

HA0SCHLCONTRL

Question Wording:

Our records indicate that [School's name] is a [public/private] school. Is this information correct?

{HA0SCHLCONTRL}

- Yes *{1}*
 - No, [School's name] is a [public/private] school. *{0}*
-

HA0GRADESRV

Question Wording:

[Our records indicate that this school serves the grade(s) checked below. Please correct any errors by unselecting any grades this school does not serve and/or selecting any additional grades that this school does serve./Please tell us which grade(s) this school serves. Check all that apply.]

- Pre-kindergarten *{HA0GRADEPK}*
- Kindergarten *{HA0GRADEK}*
- 1st grade *{HA0GRADE1}*

- 2nd grade {HA0GRADE2}
 - 3rd grade {HA0GRADE3}
 - 4th grade {HA0GRADE4}
 - 5th grade {HA0GRADE5}
 - 6th grade {HA0GRADE6}
 - 7th grade {HA0GRADE7}
 - 8th grade {HA0GRADE8}
 - 9th grade {HA0GRADE9}
 - 10th grade {HA0GRADE10}
 - 11th grade {HA0GRADE11}
 - 12th grade {HA0GRADE12}
 - Any grade level higher than 12 {HA0GRADPST12}
 - Ungraded {HA0GRADEUNGRD}
-

HA0SCHLTYPE

Question Wording:

Which of the following describes this school?

(Check all that apply.)

- A regular school (not including magnet or charter schools) {HA0SCHLCOMP}
- A charter school (a school that in accordance with an enabling state statute, has been granted a charter exempting it from selected state or local rules and regulations) {HA0SCHLCHRTR}
- A special program school or magnet school such as a science or math school, performing arts school, talented or gifted school, or a foreign language immersion school {HA0SCHLMGNT}
- A vocational or technical school {HA0SCHLTCH}
- An alternative school (a school that offers a curriculum designed to provide nontraditional education to students -- for example, to students at risk of school failure or dropout in a traditional setting) {HA0SCHLALT}
- Early college high school {HA0SCHLEACOL}
- Schools-within-a-school {HA0SCHLINSCHL}
- Online school {HA0SCHLONLINE}
- Other {HA0SCHLOTHR}
- None of the above {HA0SCHLNONE}

Help Text:

Regular school: A school providing instruction and education services that does not focus primarily on special education, vocational/technical education, or alternative education, or on any of the particular themes associated with magnet/special program emphasis schools.

Vocational or technical school: A school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

Early college high school: Early college high schools are formal partnerships that allow students to simultaneously complete requirements for a high school diploma, while earning an associate’s degree or up to 2 years of college credit to be applied toward a bachelor’s degree by taking a combination of high school and college classes during grades 9-12. Early college high schools can be located either on the campus of a secondary or a post-secondary educational institution (e.g., community college campus).

Schools-within-a-school: Schools that have been divided into subunits of a larger school. This approach establishes within the school a smaller educational unit with a separate educational program and its own staff, students, and budget.

HA0COGTYPE1

Question Wording:

This survey question was displayed on the previous screen:
Which of the following describes this school?

One of the response options was:
Online school

In your opinion, is an “online school” the same as a “virtual school”?

{HA0COGTYPE1}

- Yes {1}
 - No {0}
-

HA0COGTYPE2

Question Wording:

In your opinion, how is an “online school” different from a “virtual school”? Please be as specific as possible.

{HA0COGTYPE2}

HA0SCHFOCUS

Question Wording:

Do the high school grades at this school have a special focus?
(Check all that apply.)

- STEM (science, technology, engineering and mathematics) {HA0FOCSTEM}
- Performing or fine arts {HA0FOCFINEART}
- Gifted and talented education {HA0FOCGIFTED}
- International baccalaureate or other special diploma program {HA0FOCINTBACC}
- Foreign language immersion {HA0FOCFORLANG}
- Newcomer and/or English language development program {HA0FOCENGDEV}
- Other {HA0FOCOTHER}

The high school grades at this school do not have a special focus. {HA0FOCNONE}

Help Text:

High school grades: Grades 9, 10, 11, and/or 12.

HA0COGFOCUS

Question Wording:

This survey question was displayed on the previous screen:

Do the high school grades at this school have a special focus?

1. When answering the survey question on the previous screen, were you also including ungraded equivalents to grades 9-12 in your answer?

{HA0COGFOCUSQ1}

- Yes {1}
- No {0}

Question Wording:

2. Would your answer to the survey question on the previous screen change if you were explicitly told to also include ungraded equivalents to grades 9-12 in your response?

{HA0COGFOCUSQ2}

- Yes {1}
- No {0}

Help Text:

High school grades: Grades 9, 10, 11, and/or 12.

HA0NUMSCHDAYS

Question Wording:

How many days are in the **2023-2024 school year** for high school students at this school?

_____ days {HA0NUMSCHDAYS}

Question Wording:

Is there the same number of days in the **2023-2024 school year** for all high school students, regardless of their grade?

{HA0COGDAYNUM}

- Yes {1}
- No {0}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college

credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HA0COGDAYS

Question Wording:

[As a reminder, you said there were [HA0NUMSCHDAYS] days in the 2023-2024 school year for high school students at this school.

You also said the number of days in the 2023-2024 school year was not the same for all high school students. This suggests different grades have a different number of days in the school year. How did you come up with [HA0NUMSCHDAYS] days?/You said the number of days in the 2023-2024 school year was not the same for all high school students. This suggests different grades have a different number of days in the school year. How would you come up with an answer to how many days are in the 2023-2024 school year for high school students at this school?]

{HA0COGDAYS}

- [Use/Used] an average across grades {1}
- [Use/Used] one specific grade {2}
- Other {3}

Please specify: {HA0COGDAYS_other}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HA0STARTTIME

Question Wording:

When does the typical school day start for high school students at this school in the **2023-2024 school year**? (Please enter the time classes start for high school students rather than their arrival time.)

_____ : {HA0STARTTHR}

_____ AM {HA0STARTMIN}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HA0COGSTTIME

Question Wording:

This survey question was displayed on the previous screen:

When does the typical school day start for high school students at this school in the **2023-2024 school year**?

(Please enter the time classes start for high school students rather than their arrival time.)

1. How difficult or easy was it to answer this survey question?

{HA0COGSTTIMEQ1}

- Very difficult to answer {1}
- Somewhat difficult to answer {2}
- Somewhat easy to answer {3}
- Very easy to answer {4}

Question Wording:

Please explain why the survey question was difficult to answer. Please be as specific as possible.

{HA0COGSTTIMEQ2}

Question Wording:

2. You indicated this school is an online/virtual school. Does the typical school day for high school students at this school **always** start in the morning?

{HA0COGSTTIMEQ3}

- Yes {1}
- No {0}
- Don't know {98}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HA0INTROB1

Question Wording:

Next we are going to ask you some questions about the students attending [School's name]. Some of the questions may be about students attending this school year (2023-2024) or last school year (2022-2023).

HA0FRPLUNCH

Question Wording:

Please answer this question according to **this school year (2023-2024)**.

What percentage of the current total student body at this school...

(Please round to the nearest whole number. Enter '0' if none.)

Receives free or reduced-priced lunch? _____% {HA0PCTFRPLUN}

Does not apply; this program is not offered at this school. {HA0PCTFRPLUNNA}

HA0FRPLUNCH2

Question Wording:

You answered that 100% of the current total student body receives free or reduced-priced lunch. Does your school offer free lunch to all students regardless of need?

{HA0FRPLUNCH2}

- Yes {1}
 - No {0}
-

HA0GRADRATE

Question Wording:

What was the four-year adjusted cohort graduation rate (ACGR) for the **previous academic year (2022-2023)**?

The ACGR formula for 2022-2023 is calculated like this:

Number of cohort members who earned a regular high school diploma by the end of the 2022-2023 school
year

Number of first-time 9th graders in Fall 2019 (starting cohort) plus students who transferred in, minus
students who transferred out, emigrated, or died during school years 2019-2020, 2020-2021, 2021-2022, and
2022-2023

Multiply your answer by 100 to obtain a percentage.

_____ % {HA0GRADSPREV}

Help Text:

Four-year adjusted cohort graduation rate (ACGR): The ACGR is one way of reporting the percentage of students who attain a regular high school diploma within 4 years of starting 9th grade (or the earliest high school grade). From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. ACGR is calculated when the number of students who graduate in 4 years with a regular high school diploma is divided by the number of students who form the adjusted cohort for the graduating class.

HA0COGGRDRAT1

Question Wording:

This survey question was displayed on the previous screen:

What was the four-year adjusted cohort graduation rate (ACGR) for the **previous academic year (2022-2023)**?

The help text for “Four-year adjusted cohort graduation rate (ACGR)” is:

The ACGR is one way of reporting the percentage of students who attain a regular high school diploma within 4 years of starting 9th grade (or the earliest high school grade). From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. ACGR is calculated when the number of students who graduate in 4 years with a regular high school diploma is divided by the number of students who form the adjusted cohort for the graduating class.

1. How difficult or easy was it to understand the definition of “four-year adjusted cohort graduation rate (ACGR)” as provided in the help text?

{HA0COGGRDRAT1Q1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

How would you change the help text to make it more helpful, if at all? Please be as specific as possible.

{HA0COGGRDRAT1Q2}

HA0COGGRDRAT2

Question Wording:

This survey question was displayed on a previous screen:

What was the four-year adjusted cohort graduation rate (ACGR) for the previous academic year (2022-2023)?

1. Other than for this survey, does your school typically calculate ACGR, such as for reporting purposes?

{HA0COGGRDRAT2Q1}

- Yes {1}
- No {0}
- Don't know {98}

Question Wording:

2. How difficult or easy was it to calculate ACGR for this school?

{HA0COGGRDRAT2Q2}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}

- Very easy {4}
- Did not need to perform calculation; ACGR for my school was readily available {5}

Question Wording:

Please explain why it was difficult to calculate.

(Check all that apply.)

- Number of students who entered 9th grade (or earliest high school grade) not readily accessible {HA0ACGRCHALNO9}
- Number of students who transferred in and out of the cohort not readily accessible {HA0ACGRCHALNOTRANS}
- Number of students who graduate in 4 years with a regular high school diploma not readily accessible {HA0ACGRCHALNOGRADS}
- Difficulty understanding the directions for how to calculate ACGR {HA0ACGRCHALDIREC}
- Other challenges not listed above {HA0ACGRCHALOTH}

Please specify: {HA0ACGRCHALOTH_other}

Help Text:

Four-year adjusted cohort graduation rate (ACGR): The ACGR is one way of reporting the percentage of students who attain a regular high school diploma within 4 years of starting 9th grade (or the earliest high school grade). From the beginning of 9th grade (or the earliest high school grade), students who are entering that grade for the first time form a cohort that is “adjusted” by adding any students who subsequently transfer into the cohort and subtracting any students who subsequently transfer out, emigrate to another country, or die. ACGR is calculated when the number of students who graduate in 4 years with a regular high school diploma is divided by the number of students who form the adjusted cohort for the graduating class.

HA0COGGRDRAT3

Question Wording:

1. Does your school use other method(s) besides ACGR to calculate graduation rate?

{HA0COGGRDRAT3Q1}

- Yes {1}
- No {0}

Question Wording:

2. Please tell us what that method is called (if it has a name) and how it is calculated. Please be as specific as possible.

{HA0COGGRDRAT3Q2}

HA0INTROC1

Question Wording:

Next, we are going to ask you some questions about the high school teaching staff and non-teaching staff at [School's name].

Help Text:

High school teaching staff: The collective body of teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

HA0TEACHRFTPT

Question Wording:

How many high school teachers work full-time and how many work part-time at [School's name] **this year (2023-2024)**?

(Please enter '0' if none.)

_____ full-time teacher(s) {HA0TEACHRFT}

_____ part-time teacher(s) {HA0TEACHRPT}

Help Text:

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

HA0NUMSTAFF

Question Wording:

Now we are going to ask you about staff (other than teachers) at this school. Around October 1, 2023, how many staff held full-time or part-time positions or assignments in this school in each of the following categories?

Employees who hold more than one position in this school should be counted as part-time staff for each position held. For example: If your school’s nurse also serves as a school social worker, you would count this person as 1 part-time nurse and 1 part-time school social worker, even if this person works full-time across the two positions.

Employees shared with other schools or the district office should be counted as part-time employees.

If no **full-time** staff members exist, please mark the “None” box under **full-time**.

If no **part-time** staff members exist, please mark the “None” box under **part-time**.

If no full-time or part-time staff members exist, please mark the “None” boxes under BOTH full-time AND part-time.

	Full-time		Part-time	
a. Principals {HA0NUMPRINFT/PT/NO}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>
b. Vice principals and assistant principals {HA0NUMAPFT/PT/NO}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>
c. Deans {HA0NUMDEANFT/PT/NO}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>
d. School/guidance counselors, excluding psychologists	_____	None	_____	None

and social workers {HA0NUMCOUNSFT/PT/NO}		<input type="checkbox"/>		<input type="checkbox"/>
e. School nurses {HA0NUMNURSEFT/PT/NO}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>
f. School social workers {HA0NUMSOCWRKFT/PT/NO}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>
g. School psychologists {HA0NUMPSYCHFT/PT/NO}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>
h. School Resource Officers (include all career law enforcement officers with arrest authority, who have specialized training and are assigned to work in collaboration with school organizations) {HA0NUMSROFT/PT/NO}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>
i. Sworn law enforcement officers who are not School Resource Officers {HA0NUMLAWOFFFT/PT/NO}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>
j. Other trained mental health professionals not already reported above {HA0NUMOTHFT/PT/NO} Please specify their title: {HA0NUMOTH_other}	_____	None <input type="checkbox"/>	_____	None <input type="checkbox"/>

HA0COGNUMSTF1

Question Wording:

This survey question was displayed on the previous screen:

Around October 1, 2023, how many staff held full-time or part-time positions or assignments in this school in each of the following categories?

This survey question includes these instructions about how to classify non-teaching staff either as full-time or part-time:

Employees who hold more than one position in this school should be counted as part-time staff for each position held. For example: If your school's nurse also serves as a school social worker, you would count this person as 1 part-time nurse and 1 part-time school social worker, even if this person works full-time across the two positions.

Employees shared with other schools or the district office should be counted as part-time employees.

1. How difficult or easy was it to follow these instructions?

{HA0COGNUMSTF1Q1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

How would you change the instructions to make them more helpful, if at all? In your description, please tell us if there are any words or portions of the instructions that are hard to understand. Please be as specific as possible.

{HA0COGNUMSTF1Q2}

HA0COGNUMSTF2

Question Wording:

This survey question was displayed on a previous screen:

Around October 1, 2023, how many staff held full-time or part-time positions or assignments in this school in each of the following categories?

1. Were there any categories of staff for which you had difficulty answering the survey question?
(Check all that apply.)

- Principals {HA0COGNUMPRIN}
- Vice principals and assistant principals {HA0COGNUMAP}
- Deans {HA0COGNUMDEAN}
- School/guidance counselors, excluding psychologists and social workers {HA0COGNUMCOUNS}
- School nurses {HA0COGNUMNURSE}
- School social workers {HA0COGNUMSOCWRK}
- School psychologists {HA0COGNUMPSYCH}
- School Resource Officers {HA0COGNUMSRO}
- Sworn law enforcement officers who are not School Resource Officers {HA0COGNUMLAWOFF}
- Other trained mental health professionals not listed above {HA0COGNUMOTH}

Question Wording:

You said it was difficult to answer the survey question for some categories of staff. Please explain why it was difficult to answer the question.

(Check all that apply.)

- Numbers of staff not readily accessible {HA0NUMCHALNOSTF}
Please specify: {HA0NUMCHALNOSTF_other}
- Difficulty understanding what was meant by terminology {HA0NUMCHALTERMS}
Please specify: {HA0NUMCHALTERMS_other}
- Other challenges not listed above {HA0NUMCHALOTH}
Please specify: {HA0NUMCHALOTH_other}

Question Wording:

2. Were there any parts of the question where you had to consult other sources to answer the question?

{HA0COGNUMSTF2Q3}

- Yes {1}
- No {0}

Question Wording:

What source(s) did you use to answer this question?
(Check all that apply.)

- I asked other school principal(s) or vice principal(s) at this school. {HA0COGNUMSTF2Q4P}
 - I asked teacher(s) at this school. {HA0COGNUMSTF2Q4T}
 - I asked school counselor(s) at this school. {HA0COGNUMSTF2Q4C}
 - I used the school information system or school database. {HA0COGNUMSTF2Q4S}
 - Other {HA0COGNUMSTF2Q4O}
- Please specify: {HA0COGNUMSTF2Q4O_other}
-

HA1COGNUMSTF3

Question Wording:

This survey question was displayed on a previous screen:

Around October 1, 2023, how many staff held full-time or part-time positions or assignments in this school in each of the following categories?

1. When you answered this survey question, did you include non-teaching staff that serves all the grades in your school or just the high school grades 9-12?

{HA1COGNUMSTF3Q1}

- I included some staff that serves all the grades in my school. {1}
- I included only staff that serves the high school grades 9-12. {2}

Question Wording:

2. Which of the following types of staff serve all the grades in your school?
(Check all that apply.)

- Principals {HA1ALLGRDSPRIN}
 - Vice principals and assistant principals {HA1ALLGRDSAP}
 - Deans {HA1ALLGRDSDEAN}
 - School/guidance counselors, excluding psychologists and social workers {HA1ALLGRDSCOUNS}
 - School nurses {HA1ALLGRDSNURSE}
 - School social workers {HA1ALLGRDSSOCWRK}
 - School psychologists {HA1ALLGRDSPSYCH}
 - School Resource Officers {HA1ALLGRDSSRO}
 - Sworn law enforcement officers who are not School Resource Officers {HA1ALLGRDSLAWOFF}
 - Other trained mental health professionals not listed above {HA1ALLGRDSOTH}
-

HA1SROEMPLOY

Question Wording:

We want to find out more about the School Resource Officers or the other sworn law enforcement officers in your school.

Who employs the School Resource Officers or the other sworn law enforcement officers in your school?

{HA1SROEMPLOY}

- Local police or sheriff's department {1}
- School police department {2}
- Other {3}

Please specify: {HA1SROEMPLOY_other}

HA0COMPAVAIL

Question Wording:

Now we are going to ask you about technology students may have access to through this school.

Which of the following describe desktop, laptop, and/or tablet availability for high school student use **during lessons**?

(Select one for each row.)

	Yes {1}	No {0}
Students have a desktop, laptop, and/or tablet assigned to them for use full time. {HA0COMPSTDNT}	<input type="radio"/>	<input type="radio"/>
Classes have desktops, laptops, and/or tablets that students can share. {HA0COMPCLASS}	<input type="radio"/>	<input type="radio"/>
The school has desktops, laptops, and/or tablets that classes can use sometimes. {HA0COMPSCCHOOL}	<input type="radio"/>	<input type="radio"/>

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HA0COGCOMPAV

Question Wording:

This survey question was displayed on the previous screen:

*Which of the following describe desktop, laptop, and/or tablet availability for high school student use **during lessons**?*

Is there anything about being an online/virtual school which made answering this question challenging?

{HA0COGCOMPAV}

- Yes {1}
- No {0}

Please specify: {HA0COGCOMPAV_other}

HA0SCHINTRNT

Question Wording:

Please select "Yes" or "No" for each item as it applies to the **current school year (2023-2024)**.

	Yes {1}	No {0}
Is this school connected to the Internet through a fiber-optic connection? {HA0INTRNTFBR}	<input type="radio"/>	<input type="radio"/>
Does this school have Wi-Fi access in every classroom? {HA0INTRNTWIFI}	<input type="radio"/>	<input type="radio"/>

Help Text:

Internet: Internet refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.

Fiber-optic connection: Fiber-optic connection involves a fiber-optic cable that is a high-speed data transmission medium that is used to connect to the internet.

Wi-Fi: Wi-Fi refers to a wireless local area network technology that uses radio waves to connect computers and other devices to each other and to the internet.

HA0COGINT1

Question Wording:

These survey questions were displayed on the previous screen:

Is this school connected to the Internet through a fiber-optic connection?

Does this school have Wi-Fi access in every classroom?

1. Overall, how difficult or easy was it to answer these survey questions?

{HA0COGINT1Q1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

2. Please explain why it was difficult to answer.

(Check all that apply.)

- The term "Internet" is not clear. {HA0INTCHALHTA}
- The term "fiber-optic connection" is not clear. {HA0INTCHALHTB}
- The term "Wi-Fi" is not clear. {HA0INTCHALHTC}
- Only part of the school is connected to the Internet through a fiber-optic connection.

{HA0INTCHALPRTSCH}

- The school has Wi-Fi access in every classroom, but it is often not reliable to use. {HA0INTCHALRELY}
 - Other challenges not listed above. {HA0INTCHALOTH}
- Please specify: {HA0INTCHALOTH_other}

Help Text:

Internet: Internet refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.

Fiber-optic connection: Fiber-optic connection involves a fiber-optic cable that is a high-speed data transmission medium that is used to connect to the internet.

Wi-Fi: Wi-Fi refers to a wireless local area network technology that uses radio waves to connect computers and other devices to each other and to the internet.

HA0COGINT3

Question Wording:

You stated that the term “Internet” was not clear. The help text for “Internet” on the previous screen was:
Internet: Internet refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.

1. How would you change the definition for “Internet” to make it more helpful, if at all? Please be as specific as possible.

{HA0COGINT3Q1}

Question Wording:

You stated that the term “fiber-optic connection” was not clear. The help text for “fiber-optic connection” on the previous screen was:
Fiber-optic connection: Fiber-optic connection involves a fiber-optic cable that is a high-speed data transmission medium that is used to connect to the internet.

2. How would you change the definition for “Fiber-optic connection” to make it more helpful, if at all? Please be as specific as possible.

{HA0COGINT3Q2}

Question Wording:

You stated that the term “Wi-Fi” was not clear. The help text for “Wi-Fi” on the previous screen was:
Wi-Fi: Wi-Fi refers to a wireless local area network technology that uses radio waves to connect computers and other devices to each other and to the internet.

3. How would you change the definition for “Wi-Fi” to make it more helpful, if at all? Please be as specific as possible.

{HA0COGINT3Q3}

HA0COMPHOME

Question Wording:

Does this school allow high school students **to take home** school-issued devices that can be used for student learning?

{HA0COMPHOME}

- Yes {1}
- No {0}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

School-issued devices: School-issued devices refer to items which are owned by the school but provided to student.

Student learning: Student learning refers to student use for homework or projects/school assignments outside of the classroom.

HA0COGCOMPHM

Question Wording:

This survey question was displayed on the previous screen:

*Does this school allow high school students **to take home** school-issued devices that can be used for student learning?*

1. Overall, how difficult or easy was it to answer this survey question?

{HA0COGCOMPHMQ1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

Please explain why it was difficult to answer.
(Check all that apply.)

- The term “school issued devices” is not clear. {HA0COMPHMSID}
- The term “student learning” is not clear. {HA0COMPHMSL}
- Students may sign out devices to take home as needed, but do not take home devices all the time. {HA0COMPHMSGNOUT}
- Different grades use different policies regarding students taking home devices. {HA0COMPHMGRDPOL}

Other challenges not listed above {HA0COMPHMOTH}

Please specify: {HA0COMPHMOTH_other}

Question Wording:

2. Is there anything about being an online/virtual school which made answering this question challenging?

{HA0COGCOMPHM3}

Yes {1}

No {0}

Please specify: {HA0COGCOMPHM3_other}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

School-issued devices: School-issued devices refer to items which are owned by the school but provided to student and they can be used to access the Internet, such as a desktop, laptop, or notebook computers, tablets, smartphones, or other portable devices.

Student learning: Student learning refers to student use for homework or projects/school assignments outside of the classroom.

HA0INTROG1

Question Wording:

Next we are going to ask you some more questions about [School's name].

HA0SCHLBUDG

Question Wording:

What is your school's annual operating budget for the **current 12-month fiscal school year (2023-2024)**?

Please include budgeted dollars funded with federal, state, and local funds.

Please report your answer rounded to the nearest dollar.

\$ ____ {HA0SCHLBUDG}

HA0COGBUD1

Question Wording:

This survey question was displayed on the previous screen:

*What is your school's annual operating budget for the **current 12-month fiscal school year (2023-2024)**?*

Please include budgeted dollars funded with federal, state, and local funds.

Please report your answer rounded to the nearest dollar.

How difficult or easy was it to obtain the information needed to answer this survey question?

{HA0COGBUD1}

- Very difficult {1}
 - Somewhat difficult {2}
 - Somewhat easy {3}
 - Very easy {4}
-

HA0COGBUD2

Question Wording:

In a previous question, we asked you to provide your school's annual operating budget. We really want to know if principals will be able to provide this information specifically for their school as opposed to all the schools in their district.

Question Wording:

1. You said your school's annual operating budget was \$[School's budget]. Does this dollar amount represent the total budget for all the schools in this district or just [School's name]?

{HA0COGBUD2Q1}

- All schools in this district {1}
- Just [School's name] {2}

Question Wording:

2. Is this dollar amount an exact figure, or did you estimate to provide a response? (As a reminder, it is OK to estimate and there are no right or wrong answers to this question.)

{HA0COGBUD2Q2}

- It was an exact total. {1}
- It was an estimated total. {2}

Question Wording:

3. Whether you estimated or not, how confident are you that the dollar amount you provided was an accurate representation of the exact total budget for [School's name]?

{HA0COGBUD2Q3}

- Not very confident {1}
- Somewhat confident {2}
- Very confident {3}

Question Wording:

4. If asked, how difficult or easy would it be for you to obtain this same budget information for the previous 12-month fiscal school year (2022-2023)?

{HA0COGBUD2Q4}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}

- Very easy {4}
-

HA0COGBUD3

Question Wording:

This survey question was displayed on a previous screen:

*What is your **school's** annual operating budget for the current **12-month fiscal school year (2023-2024)**? Please include budgeted dollars funded with federal, state, and local funds. Please report your answer rounded to the nearest dollar.*

1. The question tells you to “include budgeted dollars funded with federal, state, and local funds.” Are there any other sources of funding your school has access to?

{HA0COGBUD3Q1}

- Yes {1}
- No {0}

Please explain: {HA0COGBUD3Q1_other}

Question Wording:

2. You said your school's annual operating budget was \${School's budget}. Did you include any of these other sources of funding in your answer?

{HA0COGBUD3Q2}

- Yes {1}
 - No {0}
-

HA0BUDGINSTR

Question Wording:

[You said your school has an annual operating budget of \${School's budget}./no fill]

Enter the amount your school has budgeted in the **current 12-month fiscal school year (2023-2024)** for non-personnel expenditures associated with instruction, pupil support, instructional support, and school administration. Please include budgeted dollars funded with federal, state, and local funds. Please report your answer rounded to the nearest dollar.

\$ ____ {HA0BUDGINSTR}

Help Text:

Non-personnel expenditures: Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.

HA0COGBUDIN1

Question Wording:

This survey question was displayed on the previous screen:

*Enter the amount your school has budgeted in the **current 12-month fiscal school year (2023-2024)** for non-personnel expenditures associated with instruction, pupil support, instructional support, and school administration. Please include budgeted dollars funded with federal, state, and local funds. Please report your answer rounded to the nearest dollar.*

1. Overall, how difficult or easy was it to answer this survey question?

{HA0COGBUDIN1Q1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

What was difficult about answering this survey question?

(Check all that apply.)

- Information needed to answer the question was difficult to obtain. {HA0BUDINCHALINFO}
- Examples provided for “non-personnel expenditures” were unclear. {HA0BUDINCHALEX}
- Other challenges not listed above {HA0BUDINCHALOTH}

Please specify: {HA0BUDINCHALOTH_other}

Question Wording:

2. Would it be easier for you to provide this information as a dollar amount (like how it is represented in the current question), or as a percentage of the school’s annual operating budget?

{HA0COGBUDIN1Q3}

- Dollar amount {1}
- Percentage of school's annual operating budget {2}
- They are the same - no method is easier or more difficult than the other. {3}

Question Wording:

3. The help text for “non-personnel expenditures” was:

Non-personnel expenditures: Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.

Besides the examples for “non-personnel expenditures” listed, did you include any other examples in what you were defining as “non-personnel expenditures”?

{HA0COGBUDIN1Q4}

- Yes {1}
- No {0}

Please specify: {HA0COGBUDIN1Q4_other}

Help Text:

Non-personnel expenditures: Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.

HA0COGBUDIN2

Question Wording:

1. You said your school’s budget for non-personnel expenditures associated with instruction, pupil support, instructional support, and school administration was \$[School’s instructional budget].

Is this dollar amount an exact figure, or did you estimate to provide a response? (As a reminder, it is OK to estimate, and there are no right or wrong answers to this question.)

{HA0COGBUDIN2Q1}

- It was an exact total. {1}
- It was an estimated total. {2}

Question Wording:

2. Whether you estimated or not, how confident are you that the dollar amount you provided was an accurate representation of the exact amount?

{HA0COGBUDIN2Q2}

- Not very confident {1}
- Somewhat confident {2}
- Very confident {3}

Question Wording:

3. If asked, how difficult or easy would it be for you to obtain this same budget information for the **previous 12-month fiscal school year (2022-2023)**?

{HA0COGBUDIN2Q3}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

4. Which is **easier** for you: to answer this question about non-personnel expenditures regarding **all grades** at your school or to answer regarding **high school grades only**?

{HA0COGBUDIN2Q4}

- All grades {1}
- High school grades only {2}

- They are the same - neither way is easier or more difficult than the other. {3}
-

HA0COGBUDIN4

Question Wording:

You stated earlier that the examples provided for “non-personnel expenditures” were unclear. Which examples from the definition of “non-personnel expenditures” did you find confusing?

(Check all that apply.)

- Professional development for teachers and other staff {HA0COGPROFDV}
Please explain what you thought was confusing about this example: {HA0COGPROFDV_other}
 - Instructional materials and supplies {HA0COGINMAT}
Please explain what you thought was confusing about this example: {HA0COGINMAT_other}
 - Computers, software, and other technology {HA0COGTECH}
Please explain what you thought was confusing about this example: {HA0COGTECH_other}
 - Contracted services such as distance learning services {HA0COGSERVICE}
Please explain what you thought was confusing about this example: {HA0COGSERVICE_other}
 - Library books and media center learning materials {HA0COGLIBBKS}
Please explain what you thought was confusing about this example: {HA0COGLIBBKS_other}
-

HA0BUDGEXACT

Question Wording:

[You said your school has an annual operating budget of \$[School’s budget]./no fill]

Enter the amount your school has budgeted in the **current 12-month fiscal school year (2023-2024)** for non-personnel expenditures associated with **extracurricular activities** (such as sports, clubs, band). Please include budgeted dollars funded with federal, state, and local funds.

Please report your answer rounded to the nearest dollar.

\$ ____ {HA0BUDGEXACT}

- Does not apply; extracurricular activities are not offered at this school. {HA0BUDGEXACTNA}
-

HA0COGBUDEX1

Question Wording:

This survey question was displayed on the previous screen:

Enter the amount your school has budgeted in the current 12-month fiscal school year (2023-2024) for non-personnel expenditures associated with extracurricular activities (such as sports, clubs, band). Please include budgeted dollars funded with federal, state, and local funds.

Please report your answer rounded to the nearest dollar.

1. Overall, how difficult or easy was it to answer this survey question?

{HA0COGBUDEX1Q1}

- Very difficult {1}

- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

What was difficult about answering this survey question?
(Check all that apply.)

- Information needed to answer the question was difficult to obtain. {HA0BUDEXCHALINFO}
 - Examples provided for “extracurricular activities” were unclear. {HA0BUDEXCHALEX}
 - Other challenges not listed above. {HA0BUDEXCHALOTH}
- Please specify: {HA0BUDEXCHALOTH_other}

Question Wording:

2. Besides the examples for “extracurricular activities” listed in the survey question, did you include any other examples in what you were defining as “extracurricular activities”?

{HA0COGBUDEX1Q3}

- Yes {1}
- No {0}

Please specify: {HA0COGBUDEX1Q3_other}

HA0COGBUDEX2

Question Wording:

1. You said your school’s budget for non-personnel expenditures associated with extracurricular activities was \$[School’s extracurricular budget].

Is this dollar amount an exact figure, or did you estimate to provide a response? (As a reminder, it is OK to estimate, and there are no right or wrong answers to this question.)

{HA0COGBUDEX2Q1}

- It was an exact total. {1}
- It was an estimated total. {2}

Question Wording:

2. Whether you estimated or not, how confident are you that the dollar amount you provided was an accurate representation of the exact amount?

{HA0COGBUDEX2Q2}

- Not very confident {1}
- Somewhat confident {2}
- Very confident {3}

HA0BUDGPRIV

Question Wording:

Please answer this question thinking about the **current 12-month fiscal school year (2023-2024)**.

In addition to federal, state, and/or local funds, some schools receive funding from private funds. For example, schools may receive individual contributions (such as from a private donor), and many schools have PTAs/PTOs/Parent-Teacher-Student Organizations that help provide additional support to their school.

How important are private funding sources (PTA/PTO fundraisers; individual private contributions) in helping your school pay for the following?

Does not apply; your school does not receive any private funds. {HA0PRIVNA}

(Select one for each row.)

	Not at all important {1}	Somewhat important {2}	Important {3}	Very important {4}	Not applicable {98}
School supplies (such as textbooks, technology for classroom and/or student use, paper, pencils) {HA0PRIVSUPPL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extracurricular activities (such as sports, clubs, band) {HA0PRIVEXACT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Field trips {HA0PRIVTRIPS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff appreciation gifts {HA0PRIVAPPREC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enrichment programs (such as STEM programs, arts programs, literacy programs, cooking programs) {HA0PRIVENRICH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other {HA0PRIVOTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please specify: {HA0PRIVOTH_other}					

Help Text:

PTA/PTO/Parent-Teacher-Student Organization: The PTA is the Parent Teacher Association and is usually associated with the state or national PTA. A PTO is a Parent-Teacher Organization that is independent from a state or national organization. A Parent-Teacher-Student Organization involves parents, teachers, and school staff to facilitate family involvement. Please include programs run by the school and those run by outside groups.

HA0COGBUDPR1

Question Wording:

This survey question was displayed on the previous screen:

How important are private funding sources (PTA/PTO fundraisers; individual private contributions) in helping your school pay for the following?

1. Overall, how difficult or easy was it to answer this question?

{HA0COGBUDPR1Q1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

What was difficult about answering this question?
(Check all that apply.)

- It was difficult to obtain the information needed to answer this question. {HA0BUDPRCHALINFO}
- The term “private funding sources” was unclear. {HA0BUDPRCHALTERM}
- The examples provided of private funding sources were unclear. {HA0BUDPRCHALEX}
- Other challenges not listed above {HA0BUDPRCHALOTH}

Please specify: {HA0BUDPRCHALOTH_other}

Question Wording:

2. The examples provided for “private funding sources” in the survey question at the top of this screen include “PTA/PTO fundraisers” and “individual private contributions.” What other examples of private funding sources were you thinking about when you answered this survey question, if any.

{HA0COGBUDPR1Q3}

HA0CULTPROF1

Question Wording:

We have a few more questions about other practices at [School's name].

To what extent do you agree or disagree with the following statements?
(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
Underperforming students at this school receive ongoing, timely, and personalized support. {HA0PROFSPPRT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school have choices about how to access course content in a modality that works best for them. {HA0PROFACCESS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Students in this school have choices about how to demonstrate their learning. {HA0PROFDEMO}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school communicate across grade levels and departments to ensure student success. {HA0PROFCOLLAB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school add to or enhance the existing curriculum with content relevant to their students' cultures, experiences, and perspectives. {HA0PROFCULTREL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HA0CULTPROF2

Question Wording:

(continued) We have a few more questions about other practices at [School's name].

To what extent do you agree or disagree with the following statements?

(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
Teachers at this school regularly use formative assessment data in planning future lessons. {HA0PROFFRMTVE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disaggregated summative assessment data are shared with all concerned groups. {HA0PROFDATASHAR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disaggregated summative assessment data are used at this school to make decisions about how to meet the needs of different groups. {HA0PROFDATADRVN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school take time to learn about the linguistic and cultural diversity of the students at this school. {HA0PROFGET2KNOW}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Formative assessment: The goal of formative assessment is to gauge students learning progress such as strengths, weaknesses, and areas for improvement while the learning is taking place, that is, during the instructional process.

Summative assessment: The goal of a summative assessment is to evaluate student learning at the end of a particular instructional unit. Summative assessments may include exams (including high-stakes, standardized testing), major projects, portfolios, or performance-based tasks.

HA0IMPRVPLAN

Question Wording:

Does this school have a formal school improvement plan?

{HA0IMPRVPLAN}

- Yes {1}
- No {0}

Help Text:

School Improvement Plan: A document detailing goals and initiatives for improving educational practice and student outcomes at the school

HA0EFFORTS1

Question Wording:

Which of the following are goals included on this school's School Improvement Plan?
(Check all that apply.)

- Student disciplinary rates goals {HA0EFFDISC}
- Student behavior goals {HA0EFFBEHAV}
- Student attendance goals {HA0EFFATTEND}
- School environment/school climate goals {HA0EFFCLIM}
- Social-emotional learning goals {HA0EFFSEL}
- Parent engagement goals {HA0EFFPARENT}
- Community engagement goals {HA0EFFCOMM}
- Diversity, equity, inclusion, and belonging goals {HA0EFFEDIB}

Help Text:

School Improvement Plan: A document detailing goals and initiatives for improving educational practice and student outcomes at the school

HA0EFFORTS2

Question Wording:

(Continued) Which of the following are goals included on this school's school improvement plan?
(Check all that apply.)

- Mathematics proficiency or growth goals {HA0EFFMATH}
- Reading or language arts proficiency or growth goals {HA0EFFRELA}
- Science proficiency or growth goals {HA0EFFSCI}
- Social studies proficiency or growth goals {HA0EFFSOCSTU}

Credit accumulation or grade advancement goals {HA0EFFCRED}

Other goals {HA0EFFOTHER}

Please specify: {HA0EFFOTHER_other}

Help Text:

School Improvement Plan: A document detailing goals and initiatives for improving educational practice and student outcomes at the school

HA0PLANSPECS

Question Wording:

Which of the following are formally documented in this school's School Improvement Plan?
(Check all that apply.)

Short-term goals {HA0PLANSTGOAL}

Long-term goals {HA0PLANLTGOAL}

Plans for how goals will be measured {HA0PLANMEASGOAL}

Specific tasks that need to be accomplished to meet goals {HA0PLANTODO}

A timeline for the specific tasks that need to be accomplished to meet goals {HA0PLANTIMELN}

A plan for who will be completing key tasks {HA0PLANASSIGN}

A plan for reviewing the fidelity of implementation {HA0PLANREVIMPFID}

A plan for how to communicate progress with concerned groups {HA0PLANSTKHLDR}

A list of data points that will be analyzed to drive decision-making {HA0PLANDATAPTS}

Other {HA0PLANOTHER}

Please specify: {HA0PLANOTHER_other}

Help Text:

School Improvement Plan: A document detailing goals and initiatives for improving educational practice and student outcomes at the school

HA0COGDEBRIEF

Question Wording:

Now we would like you to think about the entire survey rather than just a specific question.

Question Wording:

1. Were there **any** questions or topics in this survey that you found **difficult to answer accurately** that you have not already told us about?

{HA0COGDEBRIEFQ1}

Yes {1}

No {0}

Please specify: {HA0COGDEBRIEFQ1_other}

Question Wording:

What, if anything, could we do to help you answer those questions or topics more accurately? Please be as specific as possible.

{HA0COGDEBRIEFQ2}

Question Wording:

2. Were there **any** questions or topics in this survey you were **uncomfortable answering**, such as because you had concerns about privacy or how your answers would be used?

{HA0COGDEBRIEFQ3}

- Yes {1}
- No {0}

Please specify: {HA0COGDEBRIEFQ3_other}

Question Wording:

What, if anything, could we do to help you feel more comfortable answering those questions or topics? Please be as specific as possible.

{HA0COGDEBRIEFQ4}

HA0COGANYTHNG

Question Wording:

Is there any other feedback you think we should know about the questions you were asked to answer in this survey? If so, please explain. Please be as descriptive as possible.

{HA0COGANYTHNG}

HA1INCENTOPTION

Question Wording:

Thank you. To show our appreciation for completing the survey today, we would like to send you \$ [incentive amount]. You have the option to receive your monetary incentive now as an e-incentive or later by mail. Please select an option below:

- I would like to receive my incentive as an e-incentive. (After you submit your survey you will receive an email with your incentive information.)
- I would like to receive my incentive via mail. (Please allow 4 weeks for delivery.)
- I do not want to receive any money for completing this survey.

Please click the “Next” button to continue.

HA0INCENTADDR1

Question Wording:

[Thank you, please provide your email address so we can email you the incentive information. Look for an email from [email address]./ else: Thank you, please provide the address to which you would like the \$ [[Incentive] mailed. (Please allow 4 weeks for delivery.)]

For e-incentive, display:

Name: {HX0INCNAME}

Email address: {HX0INCEMAIL}

For check, display:

Name: {HA0INCNAME_1}

Street address:

{HA0INCADDR1_1}

{HA0INCADDR1_2}

ZIP Code:

{HA0INCZIPCODE_1}

City: {HA0INCCITY_1}

State: {HA0INCSTATE_1}

Please click the "Next" button to continue.

HA0PREEND1

Question Wording:

You have reached the end of the survey. You will **not** be able to log back into the survey after clicking "Next." If you would like to recheck any of your responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final screen. This will set this survey as complete.

HA0END1

Question Wording:

These are all the questions we have for you. We appreciate you taking the time to complete the survey. Thank you very much for participating and for providing your feedback on questions for the first follow-up of HS&B:22!

You can download your Certificate of Service from the U.S. Department of Education by clicking the "Download Certification PDF" button below. [If administrator selects an e-incentive: If you do not download

a copy of your Certificate of Service, we will email you a copy to the email you provided earlier./ else: We will also mail you a copy of your certificate.]

Be sure to CLOSE ALL browser windows to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

Download Certification PDF

Click "Finish" to complete and close the survey.

Table 6: HS&B:22 First Follow Up Field Test Counselor Questionnaire

Form Name	Form Label
HC0INFCNSENT1	Informed consent screen 1
HC0INFCNSENT2	Informed consent screen 2
HC0NAVIGATE	Survey navigation instructions
HC0INTROA	School and Counseling Programs Section Introduction
HC0PRIRESPONS	Counselors' primary responsibilities
HC1TRAUMTRN	School offers staff access to Adverse Childhood Experiences (ACEs) or trauma-informed training
HC1COGTRAUMTRN	School offers staff access to Adverse Childhood Experiences (ACEs) or trauma-informed training- Cognitive testing form
HC1TRAUMREQ	Staff are required by school/district to have ACEs or trauma-informed training
HC1COGTRAUMREQ	Staff are required by school/district to have ACEs or trauma-informed training- Cognitive testing form
HC1TRAUMPRAC	Trauma-informed practices enacted at school
HC1COGTRAUMPRAC1	Trauma-informed practices enacted at school- Cognitive testing form 1
HC1COGTRAUMPRAC2	Trauma-informed practices enacted at school- Cognitive testing form 2
HC1COGTRAUMPRAC3	Trauma-informed practices enacted at school- Cognitive testing form 3
HC0INTROB1	Courses and Academic Programs Section Introduction
HA0APCOURSES	Percent of students in AP courses
HC1COGPCTAP	Percent of students in AP courses- Cognitive testing form
HC0IBPROGRAM	School offers IB courses
HC1IBPOLICY	IB course enrollment policies
HC0DUALENROLL	School offers dual enrollment program
HC1DUALENONL	Modality in which dual enrollment programs are offered (online, in-person, hybrid)
HC1COGDEONL	Modality in which dual enrollment programs are offered (online, in-person, hybrid)- Cognitive testing form
HC1DUALENLOC	Dual enrollment program location
HC1COGDELOC	Dual enrollment program location- Cognitive testing form
HC1DEPOLICY	Dual enrollment program enrollment policies
HC0CTEOFFRED	Career and technical education offered
HC1COGCTEOFF	Career and technical education offered- Cognitive testing form
HC1PCTCTE	Percent of students receiving CTE
HC1COGPCTCTE	Percent of students receiving CTE- Cognitive testing form
HC1INDCREDEN	School provides access to industry certification/credential through CTE program
HC1COGINDCRED	School provides access to industry certification/credential through CTE program- Cognitive testing form
HC0PATHWAYS	Career pathways, career clusters, or programs of study (POS) offered
HC1PCTPATH	Percent of students in career pathways, career clusters, or POS
HC0OFFRBLEND	School offers online or blended learning
HC1ONLCOUR	Types of courses offered online
HC1PCTENRONL	Percent of students taking online courses
HC1COGPCTONL	Percent of students taking online courses- Cognitive testing form
HC1ONLREASN	Reasons school offers online courses
HC1COGONLREAS	Reasons school offers online courses - Cognitive testing form
HC0DISTLEARN	School offers distance learning
HC1TRACKING	School-level tracking of students
HC1COGTRACK1	School-level tracking of students- Cognitive testing form 1

HC1COGTRACK2	School-level tracking of students- Cognitive testing form 2
HC0INTROC1	Programs and Services Section Introduction
HC0EXTRASSIST4	Steps for students who need extra assistance, part 4
HC1PCTCRDRVY	Percent of students in credit recovery
HC1COGPCTCRDRV	Percent of students in credit recovery- Cognitive testing form
HC0INTROD1	Graduation Requirements and Transitions Section Introduction
HC1MEETCOUN	Counselors required to have individualized discussions with students about select topics
HC1COGMEETCOU	Counselors required to have individualized discussions with students about select topics – Cognitive testing form
HC0SATACTAST	How school assists with SAT/ACT preparation
HC0WORKAST	How school assists with transition to work
HC1COGWORKAST	How school assists with transition to work- Cognitive testing form
HC0EMPLINKAGE	School has linkage with employers
HC1LINKINCLD	Results associated with the school's employer linkages
HC1COGLINKINCLD	Results associated with the school's employer linkages- Cognitive testing form
HC1INTROE	Belonging Programs and Resources Section Introduction
HC1DEIOFFRNG	Belonging programs/resources for students
HC1COGDEI1	Belonging programs/resources for students- Cognitive testing form 1
HC1COGDEI2	Belonging programs/resources for students- Cognitive testing form 2
HC1COGDEI3	Belonging programs/resources for students- Cognitive testing form 3
HC1COGDEI4	Belonging programs/resources for students- Cognitive testing form 4
HC1COGDEBRIEF	General cognitive test debriefing
HC1COGANYTHNG	General cognitive test debriefing
HC1INCENOPTION	Choose email or mailed incentive
HC0INCENADDR	Incentive email address or mailing address
HC0PREEND	Pre-end survey message
HC0END	End of survey message

HS&B:22 First Follow Up Field Test Counselor Survey

HC0INFCNSENT1

Question Wording:

Recently, we sent you materials about the first follow-up to the U.S. Department of Education’s High School and Beyond Longitudinal Study of 2022 (HS&B:22).

HS&B:22 is a longitudinal study that will follow a group of 9th-grade students through high school and into postsecondary education and the labor force. In addition to exploring the transition from high school, this study will focus on the relationship between students' high school experiences and their education and career choices. HS&B:22 also collects information from the students' school administrators, school counselors, and teachers.

To review the letter and the study brochure that we mailed, visit the HS&B:22 website.

Before we follow up with this group of students and staff at their schools, we would like to test some survey questions. Our goals are to make sure these questions are applicable to a wide variety of educational circumstances and to make the questions clear so other staff can easily understand and answer them. On each screen, we will ask you to answer the survey question, and at times, you may be prompted to answer some additional questions to better understand your experiences, thoughts, and interpretations of the items. Your candid responses and feedback will help us improve the first follow-up survey for other staff, and ultimately help to ensure the results of HS&B:22 are accurate and valid.

[You will receive [\$10/capped incentive] for completing the survey./no fill]

Please click the “Next” button to continue.

HC0INFCNSENT2

Question Wording:

You are one of approximately 60 high school counselors who will be taking part in this study. Your responses 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). The risk of participation in this study is minimal, given the strict confidentiality and security procedures in place as required by law.

You may decline to answer any question or stop the survey at any time. On average, the survey takes about 25 minutes to complete. You may begin the survey now and finish at another time, if necessary.

The National Center for Education Statistics (NCES) is authorized to conduct HS&B:22 by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. 9543). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. If you have questions about the study, you may contact the study’s Help Desk toll-free number at 855-500-1439, or you can email HSB22StaffSurvey@rti.org. If you have questions about your rights as a study participant, you may contact RTI’s Office of Research Protection at 919-316-3358 in Durham, NC (or toll-free at 866-214-2043) or email OREP@rti.org.

When you are ready to begin, please click “Next” to continue.

HC0NAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints:

- Answer each question as accurately as possible; if you need to estimate an answer or consult with your colleague to answer a question as accurately as possible, that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Depending on the size of the device you use to complete this survey, you may need to use your device's scroll feature to view all content on the screen. If you are experiencing trouble viewing all the content on the screen and you are using a mobile device to complete this survey, you may turn your device sideways to view the survey in landscape mode.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of the screen or the help icon in the survey to see the help text. The "HELP" icon at the top of the screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen and close your browser (not just the tab). When you log back in, the survey will start from the screen you were on when you logged out.
- To protect your data, you will be logged off if the survey is idle for more than 15 minutes.

Please click the “Next” button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner or the “Close” button in the lower right corner to close the box.

Help Icon: This will provide information for a particular phrase or response option. Click the X in the upper right corner to close the box.

HC0INTROA

Question Wording:

First, we have some questions about staffing and common practices in the high school counseling department at [School's name]. Unless otherwise noted, please answer all questions based on the **2023-2024 school year**.

Help Text:

High school counseling department: The counseling department that serves students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0PRIRESPONS

Question Wording:

Does this school have one or more counselors whose primary responsibility is assisting high school students with...

(Select one for each row.)

	Yes {1}	No {0}
Selecting high school courses and programs? {HC0PRICOURSES}	<input type="radio"/>	<input type="radio"/>
College selection? {HC0PRICOLSEL}	<input type="radio"/>	<input type="radio"/>
College application? {HC0PRICOLAPP}	<input type="radio"/>	<input type="radio"/>
Financial aid? {HC0PRICOLAID}	<input type="radio"/>	<input type="radio"/>
Preparation for the workforce? {HC0PRIWORKPRP}	<input type="radio"/>	<input type="radio"/>
Placement into the workforce? {HC0PRIWORKPLC}	<input type="radio"/>	<input type="radio"/>

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

High school courses and programs: Courses taught at and programs offered to the secondary school level (i.e., grades 9-12).

HC1TRAUMTRN

Question Wording:

The next series of questions is about trauma-informed practices, that is, specific approaches to help students who have experienced adverse childhood experiences (ACEs) or trauma. Unless otherwise noted, please answer all questions based on the **2023-2024 school year**.

Does this school **offer** training in trauma-informed practices, either through the school district or another source, to...

(Select one for each row.)

	Yes {1}	No {0}	Does not apply; we do not have these staff at this school. {98}	Don't know {99}
high school counselors? {HC1TRTRNCOUN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
high school teachers? {HC1TRTRNTEACH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
high school administrators? {HC1TRTRNADMN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

other school-based mental health professionals (such as school psychologists, social workers) serving high school students? {HC1TRTRNOTHER}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------

Help Text:

Trauma-informed practices: Specific approaches to help students who have experienced adverse childhood experiences (ACEs) or trauma.

High school counselors: The counseling staff that serves students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

High school administrators: Principals, assistant principals, vice principals, or deans of students receiving secondary education services in grades 9-12, as well as students higher than grade 12.

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGTRAUMTRN

Question Wording:

This survey question was displayed on the previous screen:

*Does this school **offer** training in trauma-informed practices, either through the school district or another source, to...*

Question Wording:

1. Using your own words, what is this survey question asking?

{HC1COGTRTRNQ1}

Question Wording:

2. How difficult or easy was it to answer this survey question?

{HC1COGTRTRNQ2}

- Very difficult to answer {1}
- Somewhat difficult to answer {2}
- Somewhat easy to answer {3}
- Very easy to answer {4}

Question Wording:

Please explain why this survey question was difficult to answer, if at all.

{HC1COGTRTRNQ3
}

Question Wording:

3. The help text for "trauma-informed practices" is: *Specific approaches to help students who have experienced adverse childhood experiences (ACEs) or other trauma.* How would you change the help text to make it more helpful, if at all?

{HC1COGTRTRNQ4
}

Help Text:

Trauma-informed practices: Specific approaches to help students who have experienced adverse childhood experiences (ACEs) or trauma.

HC1TRAUMREQ

Question Wording:

Does this school **require** the following categories of staff to receive training in trauma-informed practices, either through the school district or another source?

(Select one for each row.)

	Yes {1}	No {0}	Does not apply; we do not have these staff at this school. {98}	Don't know {99}
high school counselors? {HC1TRREQCOUN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
high school teachers? {HC1TRREQTEACH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
high school administrators? {HC1TRREQADMN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other school-based mental health professionals (such as school psychologists, social workers) serving high school students? {HC1TRREQOTHER}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Trauma-informed practices: Specific approaches to help students who have experienced adverse childhood experiences (ACEs) or trauma.

High school counselors: The counseling staff that serves students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

High school teachers: Teachers of students receiving secondary education services in grades 9-12, as well as teachers of students higher than grade 12.

High school administrators: Principals, assistant principals, vice principals, or deans of students receiving secondary education services in grades 9-12, as well as students higher than grade 12.

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGTRAUMREQ

Question Wording:

This survey question was displayed on the previous screen:

*Does this school **require** the following categories of staff to receive training in trauma-informed practices, either through the school district or another source?*

Question Wording:

What does "require" mean to you as it is used in this survey question?

{HC1COGTRREQ
}

Help Text:

Trauma-informed practices: Specific approaches to help students who have experienced adverse childhood experiences (ACEs) or trauma.

HC1TRAUMPRAC

Question Wording:

Which of the following practices are used in the high school grades at [School's name] in the **current school year (2023-2024)**?

(Check all that apply.)

- Universal screening of students for adverse childhood experiences (ACEs) or evidence of trauma {HC1TRAUSCREEN}
- Providing students with school-based behavioral and mental health services {HC1TRAUCOUN}
- Referring students to community-based behavioral and mental health service providers {HC1TRAUCBP}
- Providing trauma education and awareness materials to students {HC1TRAUEDST}
- Providing trauma education and awareness materials to parents/caregivers {HC1TRAUEDP}
- Students use a predetermined code word or phrase to communicate to school staff that they need extra care {HC1TRAUCODE}
- The school designates "safe spaces" for students to calm themselves after exposure to trauma and triggers {HC1TRAUSAF}
- Students' behavior support plans, behavior intervention plans, or Individualized Education Programs (IEPs)/Individualized Service Plans (ISPs) take into account trauma that a student may have experienced {HC1TRAUPLAN}
- Other practices used by this school to encourage a trauma-informed environment {HC1TRAUOTH}
Please specify: {HC1TRAUOTH_other}

Help Text:

High-school grades: Grades 9, 10, 11, and/or 12.

HC1COGTRAUMPRAC1

Question Wording:

There were several practices listed in the question on the previous screen. Which practice(s) have you heard of before? Please select all that apply, **even if this school does not use them**.

- Universal screening of students for adverse childhood experiences (ACEs) or evidence of trauma {HC1TRAUSCR1}
- Providing students with school-based behavioral and mental health services {HC1TRAUCOU1}
- Referring students to community-based behavioral and mental health service providers {HC1TRAUCBP1}
- Providing trauma education and awareness materials to students {HC1TRAUEDST1}
- Providing trauma education and awareness materials to parents/caregivers {HC1TRAUEDP1}
- Students use a predetermined code word or phrase to communicate to school staff that they need extra care {HC1TRAUCODE1}
- The school designates “safe spaces” for students to calm themselves after exposure to trauma and triggers {HC1TRAUSAF1}
- Students’ behavior support plans, behavior intervention plans, or Individualized Education Programs (IEPs)/Individualized Service Plans (ISPs) take into account trauma that a student may have experienced {HC1TRAUPLAN1}

HC1COGTRAUMPRAC2

Question Wording:

1. You said you are familiar with the following practice(s). For each practice you have heard of before, please select the one(s) which you have heard described using another, **different** term or phrase. Please select all that you have heard described using a different term or phrase, **even if this school does not use them**.

- Universal screening of students for adverse childhood experiences (ACEs) or evidence of trauma {HC1TRAUSCR2}
What other term or phrase have you heard used to describe this practice?: {HC1TRAUSCR2_other}
- Providing students with school-based behavioral and mental health services {HC1TRAUCOU2}
What other term or phrase have you heard used to describe this practice?: {HC1TRAUCOU2_other}
- Referring students to community-based behavioral and mental health service providers {HC1TRAUCBP2}
What other term or phrase have you heard used to describe this practice?: {HC1TRAUCBP2_other}
- Providing trauma education and awareness materials to students {HC1TRAUEDST2}
What other term or phrase have you heard used to describe this practice?: {HC1TRAUEDST2_other}
- Providing trauma education and awareness materials to parents/caregivers {HC1TRAUEDP2}
What other term or phrase have you heard used to describe this practice?: {HC1TRAUEDP2_other}
- Students use a predetermined code word or phrase to communicate to school staff that they need extra care {HC1TRAUCODE2}
What other term or phrase have you heard used to describe this practice?: {HC1TRAUCODE2_other}
- The school designates “safe spaces” for students to calm themselves after exposure to trauma and triggers {HC1TRAUSAF2}

What other term or phrase have you heard used to describe this practice?: {HC1TRAUSAF2_other}

Students' behavior support plans, behavior intervention plans, or Individualized Education Programs (IEPs)/Individualized Service Plans (ISPs) take into account trauma that a student may have experienced {HC1TRAUPLAN2}

What other term or phrase have you heard used to describe this practice?: {HC1TRAUPLAN2_other}

Question Wording:

2. In your own words, what does a "trauma-informed environment" mean to you?

{HC1COGTRAUQ4

}

Question Wording:

3. Do you know what a "behavior support plan" is?

{HC1COGTRAUQ3}

Yes {1}

No {0}

Question Wording:

4. Do you know what a "behavior intervention plan" is?

{HC1COGTRAUQ5}

Yes {1}

No {0}

Question Wording:

5. Which term do you think counselors would be more familiar with?

{HC1COGTRAUQ6}

Behavior support plan {1}

Behavior intervention plan {2}

Counselors would be familiar with both terms equally {3}

Counselors would not be familiar with either term {4}

HC1COGTRAUMPRAC3

Question Wording:

As a reminder, the original survey question was:

*Which of the following practices are used in the high school grades at [School's name] in the **current school year (2023-2024)**?*

Question Wording:

Were there any parts of this survey question where you had to consult other sources to answer the question?

{HC1COGTRAUQ7}

Yes {1}

No {0}

Question Wording:

What source(s) did you use to answer this survey question?
(Check all that apply.)

- I asked other counselor(s) at this school. {HC1COGTRAUQ8C}
 - I asked teacher(s) at this school. {HC1COGTRAUQ8T}
 - I asked the school principal or vice principal. {HC1COGTRAUQ8P}
 - Other {HC1COGTRAUQ8OTH}
- Please specify: {HC1COGTRAUQ8OTH_other}

Help Text:

High school grades: Grades 9, 10, 11, and/or 12.

HC0INTROB1**Question Wording:**

Next we have some questions about the courses and academic programs [School's name] offers to high school students. Unless otherwise noted, please answer all questions based on the **2023-2024 school year**.

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HA0APCOURSES**Question Wording:**

What percentage of the **current total high school student body** at this school...
(Please round to the nearest whole number. Enter '0' if none.)

Are enrolled in Advanced Placement (AP) courses either at this school or off-site?

____% {HA0PCTAPCRS}

- Does not apply; this program is not offered at this school {HA0PCTAPCRSNA}

Help Text:

High school student body: The collection of students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGPCTAP**Question Wording:**

This survey question was displayed on the previous screen:

What percentage of the current total high school student body at this school are enrolled in Advanced Placement (AP) courses either at this school or off-site?

Which staff member(s) at this school could accurately answer this survey question?
(Check all that apply.)

- School Counselors {HC1COGPCTAPCOU}
- Teachers {HC1COGPCTAPTEA}
- Principal(s) {HC1COGPCTAPPRI}
- Vice Principal(s) {HC1COGPCTAPVIC}
- Another staff member {HC1COGPCTAPOTH}

Please specify: {HC1COGPCTAPOTH_other}

Help Text:

High school student body: The collection of students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0IBPROGRAM

Question Wording:

Does this school offer an International Baccalaureate (IB) program to high school students?

{HC0IBPROGRAM}

- Yes {1}
- No {0}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1IBPOLICY

Question Wording:

What enrollment requirements, if any, are there for high school students interested in taking International Baccalaureate (IB) courses at [School's name]?

(Check all that apply.)

- There are no enrollment requirements for high school students to take IB courses at this school. {HC1IBNONE}
- Students must achieve or maintain a pre-determined grade point average (GPA). {HC1IBGPA}
- Students must achieve a minimum score on an assessment or a placement test. {HC1IBPLCETEST}
- Students must complete pre-requisite course(s) prior to enrolling. {HC1IBPRERQ}

Students must be recommended by a member of this school's staff. {HC1IBRECSTAF}

Other {HC1IBPOLOTH}

Please specify: {HC1IBPOLOTH_other}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0DUALENROLL

Question Wording:

Does this school offer a dual enrollment program to high school students?

A dual enrollment program is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. **Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.**

{HC0DUALENROLL}

Yes {1}

No {0}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1DUALNONL

Question Wording:

Thinking about the dual enrollment program(s) this school offers to high school students, are the program(s) typically administered...

{HC1DUALNONL}

Completely in-person? {1}

Completely online? {2}

Partially in-person and partially online (such as hybrid learning)? {3}

Help Text:

Dual enrollment programs: A dual enrollment program is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. **Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.**

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGDEONL

Question Wording:

This survey question was displayed on the previous screen:

Thinking about the dual enrollment program(s) this school offers to high school students, are the program(s) typically administered...

Question Wording:

In this survey question, you were given 3 ways you could have answered the question. Were you able to answer the question accurately with the available options?

{HC1COGDEONLQ1_del}

- Yes {1}
- No {0}

Question Wording:

How could the options be updated to reflect the way dual enrollment programs are administered?

{HC1COGDEONLQ2_del}

Help Text:

Dual enrollment programs: A dual enrollment program is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. **Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.**

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1DUALNLOC

Question Wording:

Thinking about the dual enrollment program(s) this school offers to high school students, where do students take the courses associated with these program(s)?

(Select one for each row.)

	Yes {1}	No {0}
At a postsecondary institution such as a college campus {HC1DECOLL}	<input type="radio"/>	<input type="radio"/>

At this school {HC1DETHSCHL}	<input type="radio"/>	<input type="radio"/>
At a different high school {HC1DEDIFFSCHL}	<input type="radio"/>	<input type="radio"/>
Other location {HC1DEOTH}	<input type="radio"/>	<input type="radio"/>
Please specify: {HC1DEOTH_other}		

Help Text:

Dual enrollment programs: A dual enrollment program is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. **Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.**

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGDELOC

Question Wording:

This survey question was displayed on the previous screen:

Thinking about the dual enrollment programs this school offers to high school students, where do students take the courses associated with these programs?

Question Wording:

How difficult or easy was it to understand this survey question?

{HC1COGDELOCQ1}

- Very difficult to understand {1}
- Somewhat difficult to understand {2}
- Somewhat easy to understand {3}
- Very easy to understand {4}

Question Wording:

Please explain what was difficult to understand if anything.

{HC1COGDELOCQ2}

Help Text:

Dual enrollment programs: A dual enrollment program is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. **Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.**

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1DEPOLICY

Question Wording:

What enrollment requirements, if any, are there for high school students interested in enrolling in the dual enrollment program at [School's name]?

(Check all that apply.)

- There are no requirements for high school students to enroll in the dual enrollment program(s) at this school. {HC1DENONE}
- Students must achieve or maintain a pre-determined grade point average (GPA). {HC1DEGPA}
- Students must achieve a minimum score on an assessment or a placement test. {HC1DEPLCETST}
- Students must complete pre-requisite course(s) prior to enrolling. {HC1DEPREREQ}
- Students must be recommended by a member of this school's staff. {HC1DERECSTAF}
- Other {HC1DEPOLOTH}

Please specify: {HC1DEPOLOTH_other}

Help Text:

Dual enrollment programs: A dual enrollment program is an organized system with special guidelines that allows high school students to take college level courses, which may be taught on the campus of a postsecondary institution, through distance education, or on this school's campus. **Please do not include Advanced Placement (AP) or International Baccalaureate (IB) programs as dual enrollment programs.**

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0CTEOFFRED

Question Wording:

Is career and technical education (CTE) offered in this **district** on-site or off-site, such as at a community college or career and technical education (CTE) center?

{HC0CTEOFFRED}

- On-site only {1}
- Off-site only {2}
- On-site and off-site {3}
- Neither on-site nor off-site {4}

HC1COGCTEOFF

Question Wording:

As a reminder, this survey question was displayed on the previous screen:

*Is career and technical education (CTE) offered in this **district** on-site or off-site, such as at a community college or career and technical education (CTE) center?*

Question Wording:

1. When you answered the survey question, were you including individual or "stand-alone" CTE courses, CTE programs, both, or something else?

{HC1COGCTEOFFQ1}

- Stand-alone CTE courses only {1}
- CTE programs only {2}
- Both, CTE courses and programs {3}
- Something else {4}

Please specify: {HC1COGCTEOFFQ1_other}

Question Wording:

2. When you answered the survey question, were you including CTE administered **online** in your interpretation of any of the answer choices?

{HC1COGCTEOFFQ2}

- Yes, but only in my interpretation of the term "on-site" {1}
- Yes, but only in my interpretation of the term "off-site" {2}
- Yes, in my interpretation of the terms "on-site" and "off-site" {3}
- No, I did not include CTE administered online in my interpretation of any of the answer choices. {4}

Question Wording:

3. If you were to include CTE administered online, how would you answer the original survey question at the top of this screen?

{HC1COGCTEOFFQ3}

- On-site only {1}
- Off-site only {2}
- On-site and off-site {3}
- Neither on-site nor off-site {4}

HC1PCTCTE

Question Wording:

During this school year (2023-2024), approximately what percentage of high school students at this school receive career and technical education (CTE) offered in this district?

(Please round to the nearest whole number. Enter '0' if none.)

____% {HC1PCTCTEPCT}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGPCTCTE**Question Wording:**

This survey question was displayed on the previous screen:

*During **this school year (2023-2024)**, approximately what percentage of high school students at this school receive career and technical education (CTE) offered in this district?*

1. For this survey question, would you prefer to answer the question by providing an exact percentage, selecting a percentage from a list of ranges, or would you say you do not have a preference?

{HC1COGPCTCTEQ1}

- Provide an exact percentage {1}
- Select a percentage from a list of ranges {2}
- Do not have a preference {3}

Question Wording:

2. Did you have to consult other sources to answer this survey question?

{HC1COGPCTCTEQ2}

- Yes {1}
- No {0}

Question Wording:

What source(s) did you use to answer this question?

(Check all that apply.)

- I asked other counselor(s) at this school. {HC1COGPCTCTEQ3C}
- I asked teacher(s) at this school. {HC1COGPCTCTEQ3T}
- I asked the school principal or vice principal. {HC1COGPCTCTEQ3P}
- I used the school information system or school database. {HC1COGPCTCTEQ3D}

Other {HC1COGPCTCTEQ3OTH}

Please specify: {HC1COGPCTCTEQ3OTH_other}

Question Wording:

3. When you answered this survey question, were you including students enrolled in stand-alone CTE courses, CTE programs, or both?

{HC1COGPCTCTEQ4}

- Students in stand-alone CTE courses only {1}
- Students in CTE programs only {2}
- Both, students in CTE courses and those in CTE programs {3}
- Other {4}

Please specify: {HC1COGPCTCTEQ4_other}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1INDCREDEN

Question Wording:

Does this school offer industry certifications (also known as industry-recognized credentials) to high school students?

{HC1INDCREDEN}

- Yes {1}
- No {0}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGINDCRED

Question Wording:

This survey question was displayed on the previous screen:

Does this school offer industry certifications (also known as industry-recognized credentials) to high school students?

Question Wording:

1. How confident are you in your answer to this survey question?

{HC1COGINDCRED4}

- Not at all confident {1}
- Somewhat confident {2}
- Very confident {3}

Question Wording:

2. What are a few examples of industry certifications? If you do not know, please indicate that.

{HC1COGINDCRED1}

Question Wording:

3. Does “industry-recognized credentials” mean the same thing to you as “industry certification” or is it something different?

{HC1COGINDCRED2}

- They are the same. {1}
- They are different. {2}

Question Wording:

How are “industry-recognized credentials” different from an “industry certification”?:

{HC1COGINDCRED2_other}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0PATHWAYS**Question Wording:**

Are Career Clusters, Career Pathways, or Programs of Study (POS) offered to high school students at this school?

{HC0PATHWAYS}

- Yes {1}
- No {0}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Career Pathway or Program of Study (POS): A career pathway or program of study defines the coursework and experiences the student must complete to build the skills needed for a specific career in the Career Cluster. These requirements may include coursework related to the specific career, courses that teach skills that students will need in many careers, and work-related experiences such as job shadowing, internships, service learning, mentoring and apprenticeships. Successful completion of these requirements leads to a certificate or diploma aligned with a high school Career Cluster.

HC1PCTPATH**Question Wording:**

During **this school year (2023-2024)**, approximately what percentage of the high school students at this school participate in a Career Cluster, Pathway, or Program of Study (POS)?
(Please round to the nearest whole number. Enter '0' if none.)

____% {HC1PCTPATH}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0OFFRBLEND

Question Wording:

Now we would like to know about ways that this school offers courses.

Does this school offer the following types of courses to high school students?
(Check all that apply.)

- Online only {HC0OFFRONLINE}
- Blended learning (i.e., some combination of in-person and online instruction) {HC0OFFRBLNLRN}
- None of the above {HC0OFFRNONE}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1ONLCOUR¹⁹

Question Wording:

Are online courses used at this school to offer:
(Select one for each row.)

	Yes {1}	No {0}
Advanced Placement (AP) courses {HC1ONLAP}	<input type="radio"/>	<input type="radio"/>
Career and technical education (CTE) courses {HC1ONLCTE}	<input type="radio"/>	<input type="radio"/>
Core academic courses such as English/Language Arts, Math, Science, Social Studies {HC1ONLCORACD}	<input type="radio"/>	<input type="radio"/>
Elective academic courses {HC1ONLELECT}	<input type="radio"/>	<input type="radio"/>

¹⁹ This item was adapted from Holian, L., Alberg, M., Strahl, J. D., Burgette, J., & Cramer, E. (2014). *Online and distance learning in southwest Tennessee: Implementation and challenges* (REL 2015–045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014045.pdf.

HC1PCTENRONL

Question Wording:

During **this school year (2023-2024)**, approximately what percentage of high school students at this school are typically enrolled in at least one online class?

{HC1PCTENRONL}

- No students are enrolled in online classes {0}
- 1-10% of students {1}
- 11-25% of students {2}
- 26-50% of students {3}
- 51-75% of students {4}
- 76% or more of students {5}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGPCTONL

Question Wording:

This survey question was displayed on the previous screen:

*During **this school year (2023-2024)**, approximately what percentage of high school students at this school are typically enrolled in at least one online class?*

Question Wording:

1. What approach(es) did you use to come up with your answer(s) to this survey question?
(Check all that apply.)

- I knew the answer(s) without consulting another source. {HC1COGPCTONLKNO}
- I estimated or made an educated guess. {HC1COGPCTONLEST}
- I referred to school records or data systems. {HC1COGPCTONLSYS}
- I asked other counselor(s). {HC1COGPCTONLCOU}
- I asked teacher(s). {HC1COGPCTONLTEA}
- I asked the principal or vice principal. {HC1COGPCTONLPRI}
- Other {HC1COGPCTONLOTH}

Please specify: {HC1COGPCTONLOTH_other}

Question Wording:

2. How difficult or easy do you think it would be for other counselors at this school to answer this survey question?

{HC1COGPCTONLDIFF}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}
- Does not apply; there are no other counselors at this school. {98}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1ONLREASN²⁰

Question Wording:

What are the reasons this school offers online classes?
(Check all that apply.)

- To provide courses not otherwise available at the school {HC1RSNAVAI}
 - To provide opportunities for students who are homebound or have special needs to take courses {HC1RSNOPP}
 - To reduce scheduling conflicts for students {HC1RSNCONFLX}
 - To provide opportunities for students to accelerate credit accumulation {HC1RSNACCEL}
 - To provide opportunities for credit recovery {HC1RSNRECV}
 - To address school space limitations {HC1RSNLIMIT}
 - To address lack of staff available to teach in-person courses {HC1RSNSTAFF}
 - To accommodate parent or guardian requests {HC1RSNPAR}
 - Coronavirus pandemic (COVID-19) or other public health concerns {HC1RSNCOVID}
 - Other {HC1RSNOTH}
- Please specify: {HC1RSNOTH_other}
-

HC1COGONLREAS

Question Wording:

This survey question was displayed on the previous screen:
What are the reasons this school offers online classes?

Question Wording:

1. How difficult or easy do you think it would be for other counselors at this school to answer this survey question?

²⁰ This item was adapted from Holian, L., Alberg, M., Strahl, J. D., Burgette, J., & Cramer, E. (2014). *Online and distance learning in southwest Tennessee: Implementation and challenges* (REL 2015–045). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Appalachia. https://ies.ed.gov/ncee/edlabs/regions/appalachia/pdf/REL_2014045.pdf.

{HC1COGONLREAS1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}
- Does not apply; there are no other counselors at this school. {98}

Question Wording:

2. Which staff member(s) at this school could accurately answer this survey question?
(Check all that apply.)

- School Counselors {HC1COGONLREAS2}
 - Teachers {HC1COGONLREAS2TEA}
 - Principal(s) {HC1COGONLREAS2PRI}
 - Vice Principal(s) {HC1COGONLREAS2VIC}
 - Another staff member {HC1COGONLREAS2OTH}
- Please specify: {HC1COGONLREAS2OTH_other}
-

HC0DISTLEARN

Question Wording:

Does this school offer courses for credit to high school students via 'distance learning,' which the school would not be able to offer otherwise (e.g., an AP course or advanced math course that the school does not offer, but another school does)?

{HC0DISTLEARN}

- Yes {1}
- No {0}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1TRACKING

Question Wording:

During **this school year (2023-2024)**, does this school use the following methods to organize math classes or math students?

(Select one for each row.)

	Yes {1}	No {0}
All mathematics classes within the same grade study similar content, but at different levels of difficulty. {HC1TRDIFFLVL}	<input type="radio"/>	<input type="radio"/>
Students within the same grade are grouped by ability within their mathematics classes. {HC1TRGROUP}	<input type="radio"/>	<input type="radio"/>
Different mathematics classes within the same grade study different content or sets of mathematics topics (i.e., students are tracked). {HC1TRTRACK}	<input type="radio"/>	<input type="radio"/>

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGTRACK1

Question Wording:

This question was displayed on the previous screen:

*During **this school year (2023-2024)**, does this school use the following methods to organize math classes or math students?*

Question Wording:

1. The first response option for this survey question was:

All mathematics classes within the same grade study similar content, but at different levels of difficulty.

In this response option, what does “all mathematics classes within the same grade” mean to you?

{HC1COGTRACKQ3}

Question Wording:

2. The second response option for this survey question was:

Students within the same grade are grouped by ability within their mathematics classes.

In this response option, what does “within their mathematics classes” mean to you?

{HC1COGTRACKQ4}

Question Wording:

3. Overall, how difficult, or easy was it to understand the survey question at the top of this screen, including the response choices?

{HC1COGTRACKQ1}

- Very difficult to understand {1}
- Somewhat difficult to understand {2}
- Somewhat easy to understand {3}
- Very easy to understand {4}

Question Wording:

Please explain what was difficult to understand, if anything.

{HC1COGTRACKQ2}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1COGTRACK2**Question Wording:**

Considering the same survey question:

*During **this school year (2023-2024)**, does this school use the following methods to organize math classes or math students?*

Question Wording:

1. The third response option for this survey question was:

Different mathematics classes within the same grade study different content or sets of mathematics topics (i.e., students are tracked).

Does “Different mathematics classes within the same grade study different content or sets of mathematic topics” mean the same thing to you as “students are tracked”?

{HC1COGTRACKQ5}

- Yes {1}
- No {0}

Question Wording:

What does “students are tracked” mean to you?

{HC1COGTRACKQ6}

Question Wording:

2. In the third response option, how unhelpful or helpful was the inclusion of “(i.e., students are tracked)”?

{HC1COGTRACKQ7}

- Very unhelpful {1}
- Somewhat unhelpful {2}
- Somewhat helpful {3}
- Very helpful {4}

Question Wording:

How so? Please explain.

{HC1COGTRACKQ8}

Question Wording:

3. Overall, how comfortable were you answering the survey question at the top of this screen?

{HC1COGTRACKQ9}

- Very uncomfortable {1}
- Somewhat uncomfortable {2}
- Somewhat comfortable {3}
- Very comfortable {4}

Question Wording:

What made you feel uncomfortable, if anything?

{HC1COGTRACKQ10}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0INTROC1

Question Wording:

Next we have some questions about other ways [School's name] supports high school students. Unless otherwise noted, please answer all questions based on the **2023-2024 school year**.

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0EXTRASSIST4

Question Wording:

Which of the following steps does this school take for **high school students who need extra assistance**? (Select one for each row.)

	Yes {1}	No {0}
Catch-up courses or “double-dosing” of classes {HC0EXTRDOUBLE}	○	○
Credit recovery program targeted at standards in which students were deficient. Programs may be offered by computer software, online instruction (such as a virtual school), or teacher-	○	○

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1PCTCRDRVY**Question Wording:**

During the **last school year (2022-2023)**, approximately what percentage of 11th- and 12th-grade students (or ungraded equivalent) participated in these credit recovery programs?

{HC1PCTCRDRVY}

- No students were enrolled in credit recovery programs. {0}
- 5 % or less {1}
- 6-10 % {2}
- 11-24 % {3}
- 25-49 % {4}
- 50 % or more {5}

HC1COGPCTCRDRV**Question Wording:**

This survey question was displayed on the previous screen:

*During the **last school year (2022-2023)**, approximately what percentage of 11th- and 12th-grade students (or ungraded equivalent) participated in these credit recovery programs?*

Question Wording:

1. What approach(es) did you use to come up with your answer(s) to this survey question? (Check all that apply.)

- I knew the answer without consulting another source. {HC1COGPCTCRKNO}
 - I estimated or made an educated guess. {HC1COGPCTCREST}
 - I referred to school records or data systems. {HC1COGPCTCRSYS}
 - I asked other counselor(s). {HC1COGPCTCRCOU}
 - I asked teacher(s). {HC1COGPCTCRTEA}
 - I asked the principal or vice principal. {HC1COGPCTCRPRI}
 - Other {HC1COGPCTCROTH}
- Please specify: {HC1COGPCTCROTH_other}

Question Wording:

2. How difficult or easy was it to answer this survey question about both 11th- and 12th-grade students?

{HC1COGPCTCRDIF}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

3. Would it be easier or more difficult to answer this survey question for just 12th grade instead of 11th and 12th grade together?

{HC1COGPCTCRGR}

- Easier {1}
- More difficult {2}
- Does not matter; answering for 12th grade is the same difficulty level as answering for both grade levels together. {3}

HC0INTROD1

Question Wording:

Finally, we have some questions about the way(s) in which this school assists high school students as they prepare for postsecondary education and/or to enter the workforce. Unless otherwise noted, please answer all questions based on the **2023-2024 school year**.

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1MEETCOUN

Question Wording:

Does this school **require** counselors to have individualized discussions with high school students related to the following topics at least once before high school graduation?

(Select one for each row.)

	Yes {1}	No {0}
High school course and program selection {HC1MEETPRG}	○	○
College selection {HC1MEETCSEL}	○	○
College application {HC1MEETAPP}	○	○
College course and degree selection {HC1MEETDEG}	○	○
Financial aid {HC1MEETFIN}	○	○

Preparation for the workforce {HC1MEETWRKPR}	<input type="radio"/>	<input type="radio"/>
Placement into the workforce {HC1MEETWRKPL}	<input type="radio"/>	<input type="radio"/>

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

High school course and program: Courses taught at, and programs offered to the secondary school level (i.e., grades 9-12).

HC1COGMEETCOU

Question Wording:

This survey question was displayed on the previous screen:

*Does this school **require** counselors to have individualized discussions with high school students related to the following topics at least once before high school graduation?*

Question Wording:

1. How difficult or easy was it to understand this survey question, including response choices?

{HC1COGMEETQ1}

- Very difficult to understand {1}
- Somewhat difficult to understand {2}
- Somewhat easy to understand {3}
- Very easy to understand {4}

Question Wording:

2. What does the phrase “individualized discussions” in the context of this survey question mean to you? (Check all that apply.)

- One-on-one discussion between a counselor and a high school student {HC1COGMEET2ONE}
 - Discussions between a counselor and a small group of high school students {HC1COGMEET2GRP}
 - Discussions that are specifically tailored to the student’s needs, whether one-on-one or in a small group {HC1COGMEET2BTH}
 - Other {HC1COGMEET2OTH}
- Please specify: {HC1COGMEET2OTH_other}

Question Wording:

3. What approach(es) did you use to come up with your answer(s) to this survey question? (Check all that apply.)

- I knew the answer(s) without consulting another source. {HC1COGMEET3KNO}
- I made an educated guess. {HC1COGMEET3EST}
- I asked other counselor(s). {HC1COGMEET3COU}

- I asked teacher(s). {HC1COGMEET3TEA}
 - I asked the principal or vice principal. {HC1COGMEET3PRI}
 - Other {HC1COGMEET3OTH}
- Please specify: {HC1COGMEET3OTH_other}

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0SATACTAST

Question Wording:

In which of the following ways does this school assist high school students with college entrance exams, such as the SAT and ACT?
(Select one for each row.)

	Yes {1}	No {0}
Providing access to information about when and where exams are offered such as websites, flyers, or pamphlets {HCOASTFLYERS}	<input type="radio"/>	<input type="radio"/>
Providing assistance with exam registration such as providing copies of registration forms or assistance completing the exam registration forms or online registration process {HCOASTREGISTR}	<input type="radio"/>	<input type="radio"/>
Providing assistance with exam registration fees such as providing information about fee waivers or paying exam registration fees {HCOASTREGFEES}	<input type="radio"/>	<input type="radio"/>
Providing assistance with exam preparation such as offering test-preparation classes or providing study materials {HCOASTTSTPREP}	<input type="radio"/>	<input type="radio"/>
Providing the opportunity to take practice college entrance exams such as the Preliminary SAT (PSAT) or PreACT {HCOASTPRACT}	<input type="radio"/>	<input type="radio"/>

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC0WORKAST

Question Wording:

In which of the following ways does this school assist high school students with the transition from high

school to work?
(Select one for each row.)

	Yes {1}	No {0}
Providing information about careers such as career awareness activities, job fairs, career nights, or career members {HCOASTJOBFAIR}	<input type="radio"/>	<input type="radio"/>
Providing information about career aptitude such as career interest inventories, vocational aptitude tests, or skills assessments {HCOASTAPTITUD}	<input type="radio"/>	<input type="radio"/>
Providing work experience opportunities such as internships, work study, job site visits, job shadowing, or school-based enterprises {HCOASTINTERN}	<input type="radio"/>	<input type="radio"/>
Providing training in job seeking or interviewing skills {HCOASTTRAIN}	<input type="radio"/>	<input type="radio"/>
Providing services and opportunities through a partnership with a regional career center {HCOASTCRRCNTR}	<input type="radio"/>	<input type="radio"/>

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Regional career center: Regional career centers offer training and development opportunities through a curated course of study to prepare high school students to enter the job market with skills in a specific career area.

HC1COGWORKAST

Question Wording:

This survey question was displayed on the previous screen:

In which of the following ways does this school assist high school students with the transition from high school to work?

Providing services and opportunities through a partnership with a regional career center

Question Wording:

1. When you answered this survey question, what kinds of “services and opportunities” were you thinking about?

{HC1COGWORKASTSRV}

Question Wording:

2. In your own words, what does “regional career center” mean to you as it is used in this survey question?

{HC1COGWORKASTRCC}

Question Wording:

3. "Regional career centers" may be called by different names. What name(s) have you previously heard used to describe these types of centers?

(Check all that apply.)

- Regional career centers {HC1COGWORKAST2REG}
- Career and technology centers {HC1COGWORKAST2CAR}
- Area technical centers {HC1COGWORKAST2ARE}
- Technology centers {HC1COGWORKAST2TEC}
- Career and technical education centers {HC1COGWORKAST2EDU}
- Other {HC1COGWORKAST2OTH}

Please specify: {HC1COGWORKAST2OTH_other}

Question Wording:

4. The help text for "regional career center" is: *Regional career centers offer training and development opportunities through a curated course of study to prepare for high school students to enter the job market with skills in a specific career area.*

How helpful or unhelpful was the help text associated with "regional career center"?

{HC1COGWORKASTQ3}

- Very unhelpful {1}
- Somewhat unhelpful {2}
- Somewhat helpful {3}
- Very helpful {4}

Question Wording:

How would you change the help text to make it more helpful, if at all?

{HC1COGWORKASTTXT2}

HC0EMPLINKAGE**Question Wording:**

Does this school have formal or informal linkages with local employers to aid in students' preparation for the transition from high school to work?

{HC0EMPLINKAGE}

- Yes {1}
 - No {0}
-

HC1LINKINCLD

Question Wording:

As a result of this school's formal or informal linkages with local employers...

	Yes {1}	No {0}	Does not apply {98}
Has this school developed high school courses to meet the needs of these employers? {HC1LINKCOURS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do high school students have the opportunity to participate in work-based learning experiences with these employers? {HC1LINKWBLRN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has this school developed any Career Pathways or Programs of Study (POS) with input from these employers? {HC1LINKPOS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Has this school developed any other activities for students that involve employers? {HC1LINKOTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please specify: {HC1LINKOTH_other}			

Help Text:

Career Pathway or Program of Study (POS): A career pathway or program of study defines the coursework and experiences the student must complete to build the skills needed for a specific career in the Career Cluster. These requirements may include coursework related to the specific career, courses that teach skills that students will need in many careers, and work-related experiences such as job shadowing, internships, service learning, mentoring and apprenticeships. Successful completion of these requirements leads to a certificate or diploma aligned with a high school Career Cluster.

HC1COGLINKINCLD**Question Wording:**

This survey question was displayed on the previous screen:

As a result of this school's formal or informal linkages with local employers...

Has this school developed high school courses to meet the needs of these employers?

Do high school students have the opportunity to participate in work-based learning experiences with these employers?

Has this school developed any programs of study (POS) with input from these employers?

Has this school developed any other activities for students that involve employers?

Question Wording:

1. How difficult or easy was it to understand this survey question, including the response choices?

{HC1COGLINKINCLDQ1}

- Very difficult to understand {1}
- Somewhat difficult to understand {2}
- Somewhat easy to understand {3}
- Very easy to understand {4}

Question Wording:

Please explain what was difficult to understand, if anything.

{HC1COGLINKINCLD2}

Question Wording:

2. What approach(es) did you use to come up with your answers to this survey question?
(Check all that apply.)

- I knew the answers without consulting another source. {HC1COGLINKINCLDKNO}
- I asked other counselor(s). {HC1COGLINKINCLDCOU}
- I asked teacher(s). {HC1COGLINKINCLDTEA}
- I asked the principal or vice principal. {HC1COGLINKINCLDPRI}
- Other {HC1COGLINKINCLDOTH}

Please specify: {HC1COGLINKINCLDOTH_other}

HC1INTROE

Question Wording:

Finally, we have some questions about the way(s) in which [School's name] assists high school students in special groups. Unless otherwise noted, please answer all questions based on the **2023-2024 school year**.

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

HC1DEIOFFRNG

Question Wording:

Does [School's name] offer any of the following supports to high school students?

If this school ever offers the following supports, even if it is to a subset of high school students, then please select 'Yes'.

(Select one for each row.)

	Yes {1}	No {0}
School staff who oversee and develop programming and services for the purpose of fostering an inclusive school environment {HC1DEISTAFF}	<input type="radio"/>	<input type="radio"/>
Public awareness events, trainings, or workshops that students can participate in which feature topics related to diversity, equity, inclusion, and belonging {HC1DEIAWAR}	<input type="radio"/>	<input type="radio"/>
A diversity, equity, inclusion, and belonging committee or advisory group that students can	<input type="radio"/>	<input type="radio"/>

participate in {HC1DEICOM}		
Student affinity groups {HC1DEIAFF}	<input type="radio"/>	<input type="radio"/>
Formal efforts to better understand students' experiences at the school such as school staff conducting empathy interviews, listening sessions, or surveying students {HC1DEIUND}	<input type="radio"/>	<input type="radio"/>
Other {HC1DEIOTH}	<input type="radio"/>	<input type="radio"/>
Please specify: {HC1DEIOTH_other}		

Help Text:

High school students: All students receiving secondary education services in grades 9-12, as well as students higher than grade 12 (e.g., high school students who are enrolled in programs where they can earn college credit in an extended high school environment, or Career and Technical Education (CTE) students in a high school program that continues beyond grade 12).

Student affinity groups: A group of people who share the same specific identity or experiences who convene to share and explore life and experiences within safe and supportive spaces.

Empathy interviews: One-on-one conversations aimed at asking students to share stories about their specific experiences.

Listening sessions: A listening session is a type of facilitated discussion with a group of people, aimed at collecting information about their experience. Participants in a listening session are asked to talk about what they know and think and sometimes answer specific questions about a topic.

HC1COGDEI1

Question Wording:

There were several supports listed in the question on the previous screen. Which support(s) have you heard of before? Please select all that apply, **even if this school does not offer them.**

- School staff who exclusively oversee and develop programming and services for the purpose of fostering an inclusive school environment {HC1COGDEISTAFF1}
- Public awareness events, trainings, or workshops that students can participate in which feature topics related to diversity, equity, inclusion, and belonging {HC1COGDEIAWAR1}
- A diversity, equity, inclusion, and belonging committee or advisory group that students can participate in {HC1COGDEICOM1}
- Student affinity groups {HC1COGDEIAFF1}
- Formal efforts to better understand students' experiences at the school such as school staff conducting empathy interviews, listening sessions, or surveying students {HC1COGDEIUND1}

Help Text:

Student affinity groups: A group of people who share the same specific identity or experiences who convene to share and explore life and experiences within safe and supportive spaces.

Empathy interviews: One-on-one conversations aimed at asking students to share stories about their specific experiences.

Listening sessions: A listening session is a type of facilitated discussion with a group of people, aimed at collecting information about their experience. Participants in a listening session are asked to talk about what they know and think and sometimes answer specific questions about a topic.

HC1COGDEI2

Question Wording:

You said you are familiar with the following support(s). For each support you have heard of before, please select the one(s) which you have heard described using another, **different** term, or phrase. Please select all that you have heard described using a different term or phrase, **even if this school does not offer them**.

School staff who exclusively oversee and develop programming and services for the purpose of fostering an inclusive school environment {HC1COGDEISTAFF2}

What other term or phrase have you heard used to describe this support?: {HC1COGDEISTAFF2_other}

Public awareness events, trainings, or workshops that students can participate in which feature topics related to diversity, equity, inclusion, and belonging {HC1COGDEIAWAR2}

What other term or phrase have you heard used to describe this support?: {HC1COGDEIAWAR2_other}

A diversity, equity, inclusion, and belonging committee or advisory group that students can participate in {HC1COGDEICOM2}

What other term or phrase have you heard used to describe this support?: {HC1COGDEICOM2_other}

Student affinity groups {HC1COGDEIAFF2}

What other term or phrase have you heard used to describe this support?: {HC1COGDEIAFF2_other}

Formal efforts to better understand students' experiences at the school such as school staff conducting empathy interviews, listening sessions, or surveying students {HC1COGDEIUND2}

What other term or phrase have you heard used to describe this support?: {HC1COGDEIUND2_other}

Help Text:

Student affinity groups: A group of people who share the same specific identity or experiences who convene to share and explore life and experiences within safe and supportive spaces.

Empathy interviews: One-on-one conversations aimed at asking students to share stories about their specific experiences.

Listening sessions: A listening session is a type of facilitated discussion with a group of people, aimed at collecting information about their experience. Participants in a listening session are asked to talk about what they know and think and sometimes answer specific questions about a topic.

HC1COGDEI3

Question Wording:

1. The help text for “student affinity groups” is: *A group of people who share the same specific identity or experiences who convene to share and explore life and experiences within safe and supportive spaces.*

	Very	Somewhat	Somewhat	Very
--	------	----------	----------	------

	unhelpful {1}	unhelpful {2}	helpful {3}	helpful {4}
How unhelpful or helpful is the help text associated with “student affinity groups”? {HC1COGDEI3AFF1}	○	○	○	○

Question Wording:

How would you change the help text for “student affinity groups” to make it more helpful, if at all?

{HC1COGDEI3AFF2}

Question Wording:

2. The help text for “empathy interviews” is: *One-on-one conversations aimed at asking students to share stories about their specific experiences.*

	Very unhelpful {1}	Somewhat unhelpful {2}	Somewhat helpful {3}	Very helpful {4}
How unhelpful or helpful is the help text associated with “empathy interviews”? {HC1COGDEI3EMP1}	○	○	○	○

Question Wording:

How would you change the help text for “empathy interviews” to make it more helpful, if at all?

{HC1COGDEI3EMP2}

Question Wording:

3. The help text for “listening sessions” is: *A listening session is a type of facilitated discussion with a group of people, aimed at collecting information about their experience. Participants in a listening session are asked to talk about what they know and think and sometimes answer specific questions about a topic.*

	Very unhelpful {1}	Somewhat unhelpful {2}	Somewhat helpful {3}	Very helpful {4}
How unhelpful or helpful is the help text associated with “listening sessions”? {HC1COGDEI3LIS1}	○	○	○	○

Question Wording:

How would you change the help text for “listening sessions” to make it more helpful, if at all?

{HC1COGDEI3LIS2}

HC1COGDEI4

Question Wording:

How uncomfortable or comfortable were you answering this series of questions about specific supports offered to high school students?

{HC1COGDEI4Q1}

- Very uncomfortable {1}
- Somewhat uncomfortable {2}
- Somewhat comfortable {3}
- Very comfortable {4}

Question Wording:

What, if anything, made you uncomfortable answering this question?/[no fill]

{HC1COGDEI4Q2}

HC1COGDEBRIEF

Question Wording:

Now we would like you to think about the entire survey rather than just a specific question.

Question Wording:

1. Were there **any** questions or topics in this survey that you found **difficult to answer accurately** that you have not already told us about?

{HC1COGDEBRIEFQ1}

- Yes {1}
- No {0}

Please specify: {HC1COGDEBRIEFQ1_other}

Question Wording:

What, if anything, could we do to help you answer those questions or topics more accurately? Please be as specific as possible.

{HC1COGDEBRIEFQ2}

Question Wording:

2. Were there **any** questions or topics in this survey you were **uncomfortable answering**, such as because you had concerns about privacy or how your answers would be used?

{HC1COGDEBRIEFQ3}

- Yes {1}
- No {0}

Please specify: {HC1COGDEBRIEFQ3_other}

Question Wording:

What, if anything, could we do to help you feel more comfortable answering those questions or topics? Please be as specific as possible.

{HC1COGDEBRIEFQ4}

HC1COGANYTHNG**Question Wording:**

Is there any other feedback you think we should know about the questions you were asked to answer in this survey? If so, please explain. Please be as descriptive as possible.

{HC1COGANYTHNG}

HC1INCENOPTION**Question Wording:**

Thank you. To show our appreciation for completing the survey today, we would like to send you \$ [incentive amount]. You have the option to receive your monetary incentive now as an e-incentive or later by mail. Please select an option below:

- I would like to receive my incentive as an e-incentive. (After you submit your survey you will receive an email with your incentive information.)
- I would like to receive my incentive via mail. (Please allow 4 weeks for delivery.)
- I do not want to receive any money for completing this survey.

Please click the “Next” button to continue.

HC0INCENADDR**Question Wording:**

[Thank you, please provide your email address so we can email you the incentive information. Look for an email from [email address]./ else: Thank you, please provide the address to which you would like the \$ [[Incentive] mailed. (Please allow 4 weeks for delivery.)]

For e-incentive, display:

Name: {HX0INCNAME}

Email address: {HX0INCEMAIL}

For check, display:

Name: {HC0INCNAME}

Street address:
{HC0INCADDR1}

{HC0INCADDR2}

ZIP Code:
{HC0INCZIPCODE}

City: {HC0INCCITY}

State: {HC0INCSTATE}

Please click the "Next" button to continue.

HC0PREEND

Question Wording:

You have reached the end of the survey.
You will **not** be able to log back into the survey after clicking "Next" on this screen. If you would like to recheck any of your responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final screen. This will set the survey as complete.

HC0END

Question Wording:

These are all the questions we have for you. We appreciate you taking the time to complete the survey.
You can download your Certificate of Service from the U.S. Department of Education by clicking the "Download Certification PDF" button below. [If counsleor selects an e-incentive: If you do not download a copy of your Certificate of Service, we will email you a copy to the email you provided earlier./ else: We will also mail you a copy of your certificate.]

Thank you very much for participating in HS&B:22! **Be sure to CLOSE ALL browser windows to keep your responses secure.** For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

Download Certification PDF

Click "Finish" to complete and close the survey.



Table 7: HS&B:22 First Follow Up Field Test Teacher Questionnaire

Form Name	Form Label
HM0INFCNSENT1	Informed consent screen 1
HM0INFCNSENT2	Informed consent screen 2
HM0NAVIGATE	Survey navigation instructions
HM0INTROA1	Section A header 1
HM1SUBJTCH1	Confirm subject taught
HM1SUBJTCH2	Provide subject taught
HM0HIGHEDU	Highest degree earned
HM1NUMHIDEG	Number of highest degrees earned
HM0MAJHIGHEDU	Highest degree major
HM1COGNUMDEG	Number of highest degrees earned- Cognitive testing form
HM1COLLCRSE	Teacher preparedness-college coursework (TEA)
HM0TCHCERTTYP	Type of teaching certificate
HM0CERTGRADES	Grades certified to teach
HM0ALTTCHCERT	Entered teaching through alternative teaching program
HM0SUB	Employment status (full-time, part-time, long-term substitute)
HM0YRBORN	Teacher's year of birth
HM0SEX	Teacher's sex
HM0HISPANIC	Teacher's Hispanic ethnicity
HM0RACE	Teacher's race
HM0INTROA2	Section A header 2
HM0STCLCONFRM	Student-class link confirmation
HM0WHICHCLASS	Student's class correction
HM0INTROCLASS	Intro to class loop header
HM0CLSSTYPE	Math class type
HM0CLSSNUMST	Number of students in class
HM0CLSSRIGOR	Class rigor
HM0CLSS1STTM	First time teaching class
HM1CLSSCOV	Mode of Instruction: Whether math class is being taught online, hybrid, or in-person (CL)
HM0CLSSCURDES	Class curriculum design
HM1COGCURDES	Class curriculum design- Cognitive testing form
HM0CLSSTCHOBJ1	Class teaching objectives, Part 1
HM1COGCLSSTCH1	Class teaching objectives, Part 1- Cognitive testing form
HM0CLSSTCHOBJ2	Class teaching objectives, Part 2
HM1COGCLSSTCH2	Class teaching objectives, Part 2- Cognitive testing form
HM0CLSSTCHOBJ3	Class teaching objectives, Part 3
HM1COGCLSSTCH3	Class teaching objectives, Part 3- Cognitive testing form
HM1CLSSTCHOBJ4	Class teaching objectives, Part 4
HM0CLSSPRIMAT	Primary instructional material
HM1COGPRIMAT	Primary instructional material- Cognitive testing form
HM0CLSSSUPMAT	Supplementary instructional materials
HM0CLSSBEHAV	Class behavior
HM0CLSSACHIEV	Class achievement level
HM1COGCLSSRECLL	Difficulty of recalling fall semester class- Cognitive testing form

HM0CLLOOPEND	Class loop end
HM0INTROSTUD	Introduction to student loop
HM0STUALLYR	Taught student since beginning of school year
HM0STUDIFFLEV	Difficulty of class for student
HM0STUIEP	Student's IEP/ISP status
HM0STUMTHSKLL1	Student's math skills, Part 1
HM0STUMTHSKLL2	Student's math skills, Part 2
HM0STUPOSBEHV1	Student's demonstrated behaviors, Part 1
HM0STUPOSBEHV2	Student's demonstrated behaviors, Part 2
HM0STUPREPARED	Student's preparedness
HM1STUKNOWELL	How well the teacher feels they know the student
HM0STUEXPECT	Teacher's expectations of student
HM1COGSTUEXP	Teacher's expectations of student- Cognitive testing form
HM1STUCOLTYP	What type of college teacher thinks student will attend: 2-year or 4-year
HM1STUCOLRSN	Why teacher doesn't think student will go to college
HM1COGSTURSN	Why teacher doesn't think student will go to college- Cognitive testing form
HM1COGSTURECLL	Difficulty of recalling fall semester student- Cognitive testing form
HM0STULOOPEND	Student loop end
HM0INTROC	Teacher Background Information Section Introduction
HM0YRSTCHMATH	Total years teaching math/ELA
HM0YRSTCHTTL	Total years teaching
HM0YRSTCHSCHL	Total years taught at school
HM1CRSELOAD	Teacher's current course load
HM1COGNUMPR1	Teacher's number of preps- Cognitive testing form 1
HM1NUMPREPS	Teacher's number of preps
HM1COGNUMPR2	Teacher's number of preps- Cognitive testing form 2
HM0INTROD	School and Teaching Section Introduction
HM0SCHLCLIM1	School climate
HM0FOCSTULRN	School's focus on student learning
HM1CULTPROF1	Administration encourages and uses culturally proficient practices, Part 1
HM1CULTPROF2	Administration encourages and uses culturally proficient practices, Part 2
HM1AUTONOMY	Teacher autonomy over aspects of their classroom
HM1RESTRICT	Teacher feels there are restrictions on topics that can be discussed in classroom/school
HM0INTROE	Teacher Opinions Section Introduction
HM1TCHMORALE1	Teacher morale, Part 1
HM1TCHMORALE2	Teacher morale, Part 2
HM0GRWTHMNDST	Growth mindset
HM1TCHEFF1	Teacher's self-efficacy, Part 1
HM1TCHEFF4	Teacher's self-efficacy, Part 4
HM1COGDEBRIEF	General cognitive test debriefing
HM1COGANANYTHING	General cognitive test debriefing
HM1INCENOPTION	Incentive option
HM0INCENADDR	Incentive email address or mailing address
HM0PREEND	Pre-end survey message
HM0END	End survey message

HS&B:22 First Follow Up Field Test Teacher Questionnaire

HM0INFCNSENT1

Question Wording:

Recently, we sent you materials about the first follow-up to the U.S. Department of Education’s High School and Beyond Longitudinal Study of 2022 (HS&B:22).

HS&B:22 is a longitudinal study that will follow a group of 9th-grade students through high school and into postsecondary education and the labor force. In addition to exploring the transition from high school, this study will focus on the relationship between students' high school experiences and their education and career choices. HS&B:22 also collects information from the students’ school administrators, school counselors, and teachers.

[If respondent is a math teacher: We will follow up with this group of students and staff in their schools in 2026 when the students are expected to be in twelfth grade. Before we do, we would like to test some survey questions. Our goals are to make sure these questions are applicable to a wide variety of educational circumstances and to make the questions easy to understand and answer. On each screen, we will ask you to answer the survey question, and at times, you may be prompted to answer some additional questions to better understand your experiences, thoughts, and interpretations of the items. Your candid responses and feedback will help us improve the first follow-up survey for other staff and, ultimately, help to ensure the results of HS&B:22 are accurate and valid./else: no fill]

Because your school indicated you are a teacher of at least one student who has been selected to participate in the study, we’d like to survey you, too. The information you provide will help us understand how the home, school, and community environments influence the decisions students make about their education and their future.

To review the letter and study brochure that we mailed, visit the HS&B:22 website.

Your participation in HS&B:22 is critical to its success. [You will receive \$30 for completing the survey./ You will receive [capped incentive] for completing the survey./ no fill]

Please click the “Next” button to continue.

HM0INFCNSENT2

Question Wording:

You are one of approximately 180 teachers who will be taking part in this study. Your responses 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). The risk of participation in this study is minimal, given the strict confidentiality and security procedures in place as required by law.

You may decline to answer any questions or stop the survey at any time. On average, the survey takes about [if respondent is a math teacher: 25/else: 10] minutes to complete. You may begin the survey now and finish at another time, if necessary.

The National Center for Education Statistics (NCES) is authorized to conduct HS&B:22 by the Education Sciences Reform Act of 2002 (ESRA 2002, 20 U.S.C. 9543). The data are being collected for NCES by RTI International, a U.S.-based nonprofit research organization. If you have questions about the study, you may contact the study’s Help Desk toll-free number at 855-500-1439, or you can email

HSB22StaffSurvey@rti.org. If you have questions about your rights as a study participant, you may contact RTI's Office of Research Protection at 919-316-3358 in Durham, NC (or toll-free at 866-214-2043) or email OREP@rti.org.

When you are ready to begin, please click "Next" to continue.

HM0NAVIGATE

Question Wording:

Thank you very much for participating! Before you get started, here are a few helpful hints:

- Answer each question as accurately as possible; if you need to estimate an answer that is okay.
- Click the "Next" button to save your responses and move forward.
- Click the "Previous" button to go back.
- Depending on the size of the device you use to complete the survey, you may need to use your device's scroll feature to view all contents on the screen. If you are experiencing trouble viewing all the contents on the screen and you are using a mobile device to complete the survey, you may turn your device sideways to view the survey in landscape mode.
- Some questions offer text to help you understand the question or the response options. Click on the "HELP" icon at the top of your screen or the help icon in the survey to see the help text. The "HELP" icon at the top of your screen is also where you will find the number for toll-free assistance.
- If you need to take a break and leave the survey at any time, click the "LOG OUT" button in the top left-hand corner of your screen and close your browser (not just the tab). When you log back in, the survey will start from the screen you were on when you logged out. –
- To protect your data, you will be logged off if the survey is idle for more than 15 minutes.

Please click the "Next" button to continue.

Help Text:

For screens with specific help text, this will provide information for a particular phrase(s) or response option(s). For screens without specific help text, this will provide information on how to reach the Help Desk. Click the X in the upper right corner or the "Close" button in the lower right corner to close the box.

HM0INTROA1

Question Wording:

First, we have a few questions about your background.

HM1SUBJTCH1

Question Wording:

Our records indicate that you teach [math/English language arts] to high school students at [School's name]. Is this information correct?

{HM1SUBJTCH1}

- Yes {1}
- No {0}

Help Text:

English Language Arts: You teach literature and/or language and composition courses to high school students.

HM1SUBJTCH2**Question Wording:**

What subject do you teach at [School's name] ?

{HM1SUBJTCH2}

- Math {1}
- English Language Arts {2}
- I teach a different subject at [School's name]. {3}

Help Text:

English Language Arts: You teach literature and/or language and composition courses to high school students.

HM0HIGHEDU**Question Wording:**

What is the highest degree you have earned?

{HM0HIGHEDU}

- Associate's degree {1}
- Bachelor's degree {2}
- Master's degree {3}
- Educational Specialist degree {4}
- Ph.D., M.D., law degree, or other high-level professional degree {5}
- I do not have a degree. {6}

Help Text:

Educational Specialist degree: An advanced degree for teachers to gain specialized proficiency in a particular area of education (e.g., education technology, early childhood). Educational specialist degrees (Ed.S.) are generally awarded for 1 year's work beyond the master's level. Includes Certificate of Advanced Graduate Studies (CAGS).

HM1NUMHIDEG**Question Wording:**

You indicated your highest degree earned was a(n) [Associate's degree/Bachelor's degree/Master's degree/Educational Specialist degree/Ph.D., M.D., law degree, or other high-level professional degree/highest degree]. How many degrees at this level do you have?

_____ degree(s)

{HM1NUMHIDEG}

HM0MAJHIGHEDU

Question Wording:

What was your major field of study for your [Associate's degree/Bachelor's degree/Master's degree/Educational Specialist degree/Ph.D., M.D., law degree, or other high-level professional degree/highest degree]?

(Start typing below and select the closest match from the options returned. If you are unable to find a close match for your major field of study, scroll through and click "Major not listed" at the bottom.)

{HM0HICIPTXT}

{HM0HICIPNAME

}

{HM0HICIP6}

{HM0HICIP2}

{HM0HICIPDESC}

{HM0HICIPAST}

HM1COGNUMDEG

Question Wording:

This survey question was displayed on the previous screen:

What was your major field of study for your [Associate's degree/Bachelor's degree/Master's degree/Educational Specialist degree/Ph.D., M.D., law degree, or other high-level professional degree/highest degree]?

Earlier you told us you had more than one [Associate's degree/Bachelor's degree/Master's degree/Educational Specialist degree/Ph.D., M.D., law degree, or other high-level professional degree/highest degree]. How did you decide which degree to report?

(Check all that apply.)

- I chose the degree I earned most recently. {HM1HIDEGRECNT}
- I chose the degree most closely related to my current job. {HM1HIDEGRELTD}
- I chose the degree I enjoyed most. {HM1HIDEGENJOY}
- I chose the degree I thought of first. {HM1HIDEGFIRST}
- Other {HM1HIDEGOTHER}

Please specify: {HM1HIDEGOTHER_other}

HM1COLLCRSE

Question Wording:

In which of the following branches of math have you taken one or more college-level courses?
(Check all that apply.)

- Algebra such as Abstract Algebra, Linear Algebra, or Groups, Rings, and Fields {HM1ALGEBRA}

- Applied mathematics such as Dynamical systems, Game theory, Information theory, Mathematical modeling, or Mathematical physics {HM1APPLIEDMTH}
 - Calculus, Analysis, or Differential equations {HM1CALCULUS}
 - Discrete mathematics, Combinatorics, or Graph theory {HM1DISCRETE}
 - Foundations, Philosophy, History of mathematics, or Logic {HM1FOUNDATION}
 - Geometry, Trigonometry, or Topology {HM1GEOMETRY}
 - Number theory {HM1NUMBERTH}
 - Probability or Statistics {HM1STATS}
 - I do not remember which college-level math courses I have taken. {HM1MATHDK}
 - None of these {HM1NOMATH}
-

HM0TCHCERTTYP

Question Wording:

Which of the following describes the [math/English Language Arts] teaching certificate you currently hold in [State]?

{HM0TCHCERTTYP}

- Regular or standard state certificate or advanced professional certificate {1}
 - Certificate issued after satisfying all requirements except the completion of a probationary teaching period (in some states this is called a "probationary certificate") {2}
 - Certificate that requires some additional coursework, student teaching, or passage of a test before regular certification can be obtained (in some states this is called a "temporary certificate" or "provisional certificate") {3}
 - Certificate issued to persons who must complete a certification program in order to continue teaching (in some states this is called a "waiver certificate" or "emergency certificate") {4}
 - You do not hold a math teaching certificate but you do hold a teaching certificate in another subject area. {5}
 - You do not hold any of the above certifications in this state. {6}
-

HM0ALTTCHCERT

Question Wording:

Did you enter teaching through an alternative certification program? An alternative certification program is a program that is designed to expedite the transition of non-teachers to a teaching career, for example, a state, district, or university alternative certification program.

{HM0ALTTCHCERT}

- Yes {1}
 - No {0}
-

HM0SUB

Question Wording:

What is your employment status in this school or school system?

{HM0SUB}

- Regular full-time teacher {1}
 - Regular part-time teacher {2}
 - Long-term substitute teacher (i.e., your assignment requires that you fill the role of a regular teacher on a long-term basis, but you are still considered a substitute) {3}
-

HM0YRBORN

Question Wording:

In what year were you born? (Please enter your answer in this format: XXXX)

{HM0YRBORN} _____

HM0SEX

Question Wording:

What is your sex?

{HM0SEX}

- Male {1}
 - Female {2}
-

HM0HISPANIC

Question Wording:

Are you Hispanic or [Latino/Latina/Latino/Latina]?

{HM0HISPANIC}

- Yes {1}
- No {0}

Help Text:

Hispanic or [Latino/Latina/Latino/Latina]: Hispanic or [Latino/Latina/Latino/Latina] refers to people of Mexican, Cuban, Dominican, Puerto Rican, Central American, or South American origin or descendants of another Spanish culture.

HM0RACE

Question Wording:

[In addition to learning about your Hispanic or [Latino/Latina/Latino/Latina] background, we would also like to know about your racial background./no fill] Which of the following choices describe your race?

(Check all that apply.)

- American Indian or Alaska Native {HMOAMERINDI}
- Asian {HMOASIAN}
- Black or African American {HMOBLACK}
- Native Hawaiian or other Pacific Islander {HMOHAWAIIN}
- White {HMOWHITE}

Help Text:

In compliance with federal standards for collecting information on race and ethnicity, racial background is asked for people of Hispanic or Latino/Latina ethnicity.

American Indian or Alaska Native: People who have origins in any of the original peoples of North, South, or Central America, and who maintain tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

Asian: People with origins in any of the original peoples of the Far East, Southeast Asia, and the Indian subcontinent. This includes, for example, people from China, Vietnam, the Philippines, Korea, India, Japan, Pakistan, Cambodia, and Laos.

Black or African American: People with origins or cultural backgrounds from any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

Native Hawaiian or other Pacific Islander: People with origins in any of the original peoples of the Pacific Islands. This includes, for example, people from Hawaii, Samoa, the Marianas, Tonga, Fiji, and the Marshall Islands.

White: People with origins or cultural backgrounds from Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

HM0INTROA2

Question Wording:

On the following screen(s) we will ask you to confirm whether you currently teach or did teach the listed [student/students] in the 2023-2024 school year. If you teach, or did teach, [the listed student/any of the listed students], we will ask you to confirm the [class/classes] in which you teach, or did teach, [that/those] [student/students]. Please click the “Next” button to continue.

HM0STCLCONFIRM

Question Wording:

Please complete the grid below for [the student/all students] listed.

Step 1: Please confirm that you are this student's [math/English Language Arts] teacher.

Step 2: Please confirm that both the class and period/section name for each student is correct. If the class or the period/section is incorrect, you will have the chance to update this information.

	No, I did not teach this student this school year. {0}	Yes, I taught math to this student this school year but I do not currently teach math to this student. {1}	Yes, I currently teach math to this student. {2}	Yes, I taught English Language Arts to this student this school year but I do not currently teach English Language Arts to this student. {3}	Yes, I currently teach English Language Arts to this student. {4}
[Student 1's name] {HM0STUDENT_1}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Student 2's name] {HM0STUDENT_2}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Student 3's name] {HM0STUDENT_3}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Student 4's name] {HM0STUDENT_4}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Student 5's name] {HM0STUDENT_5}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes {1}	No {0}
[Student 1's class] {HM0STUCLASS_1}	<input type="radio"/>	<input type="radio"/>
[Student 2's class] {HM0STUCLASS_2}	<input type="radio"/>	<input type="radio"/>
[Student 3's class] {HM0STUCLASS_3}	<input type="radio"/>	<input type="radio"/>
[Student 4's class] {HM0STUCLASS_4}	<input type="radio"/>	<input type="radio"/>
[Student 5's class] {HM0STUCLASS_5}	<input type="radio"/>	<input type="radio"/>

HM0WHICHCLASS

Question Wording:

You indicated the class title and/or period/section for [Student's name] was incorrect. Please tell us what class and period/section you teach [Student's name]. If you do not see the name of the class and period/section listed below, please select "Other" and type the name of the class and the period/section in the boxes. If the class does not have a traditional "period/section", then please enter an identifier that will help you distinguish this class.

{HM0WHICHCLASS}

- [class 1] {1}
- [class 2] {2}
- [class 3] {3}
- [class 4] {4}
- [class 5] {5}

- [class 6] {6}
- [class 7] {7}
- [class 8] {8}
- [class 9] {9}
- [class 10] {10}
- [class 11] {11}
- [class 12] {12}
- [class 13] {13}
- [M class 14] {14}
- [class 15] {15}
- Other {99}

Please specify the name of the class: {HM0WHICHCLASS_COURSE}

Please specify the period/section of the class: {HM0WHICHCLASS_PERIOD}

HM0INTROCLASS

Question Wording:

Now we would like to know about your [Math class name] class. Please click the “Next” button to continue.

HM0CLSSTYPE

Question Wording:

We would like to standardize the various class titles we receive from schools into defined categories. This class may or may not exactly match one of these categories. Regardless, please indicate which of the following best [categorizes/categorized] this [Math class name] class.

{HM0CLSSTYPE}

- Pre-Algebra {1}
- Review or Remedial Math {2}
- Algebra I, part 1 or part 2 {3}
- Algebra I {4}
- Algebra II {5}
- Geometry {6}
- Trigonometry {7}
- Analytic Geometry {8}
- Statistics or Probability {9}
- Pre-Calculus {10}
- Calculus {11}
- Integrated Math I {12}
- Integrated Math II {13}
- Integrated Math III {14}
- Integrated Math IV {15}

- Other math {16}
-

HM0CLSSNUMST

Question Wording:

Class: [Math class name]

How many students are enrolled in this [Math class name] class? Please only include students enrolled in this specific period/section of this [Math class name] class.

_____ students {HM0CLSSNUMST}

HM0CLSSRIGOR

Question Wording:

Class: [Math class name]

How would you best describe the academic rigor of this [Math class name] class?

{HM0CLSSRIGOR}

- Basic or remedial {1}
- General or regular {2}
- Advanced or Honors {3}
- Advanced Placement (AP) or International Baccalaureate (IB) {4}
- Other {5}

Help Text:

Academic rigor: A course's level of difficulty.

Basic or remedial: A course focusing primarily on skills development, including literacy in language, mathematics, and the physical and social sciences. These courses are typically less rigorous than standard courses and may be intended to prepare a student for a general course.

General or regular: A course providing instruction in a given subject area that focuses primarily on general concepts appropriate for the grade level. General courses typically meet the state's or district's expectations of scope and difficulty for mastery of the content.

Advanced: An advanced course is one that augments the content and/or rigor of a general course, but does not carry an honors designation.

Honors: An honors course is an advanced-level course designed for students who have earned honors status according to educational requirements. These courses typically include additional content not found in general courses, and are formally designated as honors courses.

HM0CLSS1STTM

Question Wording:

Class: [Math class name]

[Was/Is] this the first time you [have/had] taught this course?

{HM0CLSS1STTM}

- Yes {1}
 - No {0}
-

HM1CLSSCOV

Question Wording:

Class: [Math class name]

What type of instruction have you used or did you use for [Math class name] for most of this school year (2023-2024)?

{HM1CLSSCOV}

- Distance learning such as online, remote, or virtual learning {1}
 - In person {2}
 - Mix of distance learning and in person such as hybrid learning {3}
 - Don't know {4}
-

HM0CLSSCURDES

Question Wording:

Class: [Math class name]

The curriculum used for [Math class name] this year is...
(Check all that apply.)

- Designed by the math department or math teachers in this school {HM1SCHLCUR}
 - Designed by a company or organization that provides curriculum, either for free or for purchase {HM1COMPCUR}
 - Locally or district-designed {HM0LOCALCUR}
 - State-designed {HM0STATECUR}
 - Nationally-designed {HM0NATIONCUR}
 - Other {HM0OTHERCUR}
-

HM1COGCURDES

Question Wording:

This survey question was displayed on the previous screen:
The curriculum used for [Math class name] this year is or was...

(Check all that apply.)

How did you decide which option or options to select for this survey question?

- I selected the source of the mathematics standards to which my curriculum is aligned. {HM1CURSTNDRDS}
 - I selected the source of the scope and sequence of my course. {HM1CURSCOPE}
 - I selected the source of my curriculum materials and resources. {HM1CURMATERIALS}
 - Something else {HM1CUROTHER}
- Please specify: {HM1CUROTHER_other}
-

HM0CLSSTCHOBJ1

Question Wording:

Class: [Math class name]

Think about the full duration of this [Math class name] class. How much emphasis [are you placing/did you place] on each of the following objectives?
(Select one for each row.)

	No emphasis {1}	Minimal emphasis {2}	Moderate emphasis {3}	Heavy emphasis {4}
Increasing students' interest in mathematics {HM0INCRINTRST}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students' mathematical concepts {HM0TCHCONCEPT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students' mathematical algorithms or procedures {HM0TCHALGOR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing students' computational skills {HM0DEVCOMP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing students individual problem solving skills {HM0DEVPROBSOL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing students collaborative problem solving skills {HM0DEVCOLPROB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM1COGCLSSTCH1

Question Wording:

This survey question was displayed on the previous screen:

Think about the full duration of this [Math class name] class. How much emphasis are you placing or did you place on each of the following objectives?

1. One of the objectives listed was “developing students collaborative problem solving skills.” In the context of this question and using your own words, what does “collaborative problem solving skills” mean to you? Please be as specific as possible.

{HM1COGCLSSTCH1Q1}

Question Wording:

2. On the previous form, these two objectives appeared in this order:

Developing students individual problem solving skills

Developing students collaborative problem solving skills

If the first objective was written without the word “individual” and just read “Developing students problem solving skills,” would you have answered the same way?

{HM1COGCLSSTCH1Q2}

- Yes, I would have answered the same way. {1}
- No, removing the word “individual” would change the way I answered. {0}

HM0CLSSTCHOBJ2

Question Wording:

Class: [Math class name]

(Continued) Think about the full duration of this [Math class name] class. How much emphasis [are you placing/did you place] on each of the following objectives?
(Select one for each row.)

	No emphasis {1}	Minimal emphasis {2}	Moderate emphasis {3}	Heavy emphasis {4}
Teaching students to reason mathematically {HM0TCHREASON}	○	○	○	○
Teaching students how mathematics ideas connect with one another {HM0TCHCONNECT}	○	○	○	○
Preparing students for further study in mathematics {HM0PREPFUTSTU}	○	○	○	○
Teaching students the logical structures of mathematics {HM0TCHLOGSTRC}	○	○	○	○
Teaching students about the history and nature of mathematics {HM0TCHHISTMTH}	○	○	○	○
Increasing students’ confidence in mathematics {HM0BLDCONFMTH}	○	○	○	○

HM1COGCLSSTCH2

Question Wording:

This survey question was displayed on the previous screen:

Think about the full duration of this [Math class name] class. How much emphasis [if respondent said they are currently teaching student fill; are you placing/ else fill: did you place] on each of the following objectives?

One of the objectives listed was:

Increasing students' confidence in mathematics

What are some specific ways math teachers emphasize increasing students' confidence in mathematics? Please be as specific as possible.

{HM1COGCLSSTCH2}

HM0CLSSTCHOBJ3

Question Wording:

Class: [Math class name]

(Continued) Think about the full duration of this [Math class name] class. How much emphasis [are you placing/did you place] on each of the following objectives?

(Select one for each row.)

	No emphasis {1}	Minimal emphasis {2}	Moderate emphasis {3}	Heavy emphasis {4}
Teaching students to explain ideas in mathematics effectively {HM0TCHEXPLMTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students how to apply mathematics in business and industry {HM0TCHAPPLMTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students to perform computations with speed and accuracy {HM0TCHPERCOMP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing students for standardized tests {HM0PREPSTDST}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encouraging students' creativity {HM0CREATIVITY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing students' sense of agency {HM0AGENCY}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Sense of agency: The feeling of control over one's actions.

HM1COGCLSSTCH3

Question Wording:

This survey question was displayed on the previous screen:

Think about the full duration of this [Math class name] class. How much emphasis [if respondent said they are currently teaching student fill; are you placing/ else fill: did you place] on each of the following objectives?

1. One of the objectives listed was “encouraging students’ creativity.”

In the context of this question and using your own words, what does this mean to you? Please be as specific as possible.

{HM1COGCLSSTCH3Q1}

Question Wording:

2. One of the objectives listed was “developing students’ sense of agency.” We defined “sense of agency” as **the feeling of control over one’s actions**. To what degree was this definition useful to you as you were answering this portion of the question?

{HM1COGCLSSTCH3Q2}

- Not at all useful {1}
- Somewhat useful {2}
- Very useful {3}

Question Wording:

3. How would you change the definition of “sense of agency” to make it more helpful, if at all? In your description, please tell us if there are any words or portions of the current definition that are hard to understand. Please be as specific as possible.

{HM1COGCLSSTCH3Q3}

HM1CLSSTCHOBJ4

Question Wording:

Class: [Math class name]

(Continued) Think about the full duration of this [Math class name] class. How much emphasis [are you placing/did you place] on each of the following objectives?

(Select one for each row.)

	No emphasis {1}	Minimal emphasis {2}	Moderate emphasis {3}	Heavy emphasis {4}
Teaching students to apply mathematics to solve problems involving everyday life, society, and the workplace {HM1TCHMODEL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching students to select and use mathematical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

tools such as calculators, rulers, or computer programs appropriately <i>{HM1TCHTOOLS}</i>				
Teaching students to attend to precision (e.g., specifying units of measure, labeling axes on graphs, rounding to the appropriate number of decimal places) <i>{HM1TCHPRECISE}</i>	○	○	○	○
Teaching students to notice regularity in reasoning or when they are repeating calculations in order to draw conclusions about general methods and formulas <i>{HM1TCHRPTRSN}</i>	○	○	○	○

HM0CLSSPRIMAT

Question Wording:

Class: [Math class name]

What do you use as your primary basis for instruction for this [Math class name] class?

{HM0CLSSPRIMAT}

- Textbook (Print) *{1}*
- E-book *{2}*
- District or state educational content repository *{3}*
- Open Educational Resources *{4}*
- Other free online resources *{5}*
- A resource purchased by the state, district, or school from a company or organization *{6}*
- Resources I purchased myself *{7}*
- Self-created worksheets, videos, slides, or activities. *{8}*
- Other *{9}*

Please specify: *{HM0CLSSPRIMAT_other}*

Help Text:

District or state educational content repository: A database of digital educational resources (such as lesson plans, worksheets, and/or readings) provided and/or maintained by your school's district or state.

Open educational resources: Teaching, learning, and research materials in any medium digital or otherwise that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with limited or no restrictions. Resources can include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

HM1COGPRIMAT

Question Wording:

This survey question was displayed on the previous screen:

What do you use or did you use as your primary basis for instruction for this [Math class name] class?

1. How difficult or easy was it to answer this survey question?

{HM1COGPRIMATQ1}

- Very difficult to answer {1}
- Somewhat difficult to answer {2}
- Somewhat easy to answer {3}
- Very easy to answer {4}

Question Wording:

Please explain why the survey question was difficult to answer. (Check all that apply.)

- The resource that I use as the primary basis for instruction in [Math class name] was not represented in any of the options. {HM1PRIMATNOLSTD}
- The resource that I use as the primary basis for instruction in [Math class name] fits into more than one category. {HM1PRIMAT2CAT}
- I don't have just one primary basis for instruction in [Math class name]. {HM1NOPRIMAT}
- Other challenges not listed above {HM1PRIMATOTH}

Please specify: {HM1PRIMATOTH_other}

Question Wording:

2. How did you decide which option to select for this survey question? (Check all that apply.)

- I selected the source of the mathematics standards to which my curriculum is aligned. {HM1MATSTNDRDS}
- I selected the source of the scope and sequence of my course. {HM1MATSCOPE}
- I selected the source of my curriculum materials and resources. {HM1MATMATERIALS}
- Something else {HM1MATOTHER}

Please specify: {HM1MATOTHER_other}

Question Wording:

3. Do the terms “curriculum” and “primary basis for instruction” mean the same thing or do they mean different things?

{HM1COGPRIMATQ4}

They mean the same thing. {1}

They mean different things. {2}

Please specify: {HM1COGPRIMATQ4_other}

HM0CLSSSUPMAT

Question Wording:

Class: [Math class name]

In addition to your primary math curriculum, which of the following do you use as a supplement for this [Math class name] class?

(Check all that apply.)

- Textbook (Print) {HM0TXTSUPMAT}
 - E-book {HM0EBKSUPMAT}
 - District or state educational content repository {HM0REPSUPMAT}
 - Open Educational Resources {HM0OPNSUPMAT}
 - Other free online resources {HM1FREAPPSUPMAT}
 - A resource purchased by the district or school from a company or organization {HM1COMSUPMAT}
 - Resources I purchased myself {HM1BUYSUPMAT}
 - Self-created worksheets, videos, slides, or activities {HM1SELSUPMAT}
 - Websites or applications for creating games {HM1GAMESUPMAT}
 - Other {HM0OTHSUPMAT}
- Please specify: {HM0OTHSUPMAT_other}
- You do not use additional resources to supplement instruction. {HM0NOSUPMAT}

Help Text:

District or state educational content repository: A database of digital educational resources (such as lesson plans, worksheets, and/or readings) provided and/or maintained by your school’s district or state.

Open educational resources: Teaching, learning, and research materials in any medium digital or otherwise that reside in the public domain or have been released under an open license that permits no-cost access, use, adaptation, and redistribution by others with limited or no restrictions. Resources can include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

HM0CLSSBEHAV

Question Wording:

Class: [Math class name]

[At this point in the school year, how/How] would you rate the behavior of the students in this [Math class name] class?

{HM0CLSSBEHAV}

- Students [misbehave/misbehaved] very frequently and [are/were] almost always difficult to handle. {1}
- Students [misbehave/misbehaved] frequently and [are/were] often difficult to handle. {2}
- Students [misbehave/misbehaved] occasionally. {3}
- Students [behave/behaved] well. {4}
- Students [behave/behaved] exceptionally well. {5}

HM0CLSSACHIEV

Question Wording:

Class: [Math class name]

Which of the following best describes the achievement level of students in this [Math class name] class compared with the average 12th-grade student in this school?

{HM0CLSSACHIEV}

- Higher achievement levels {1}
 - Average achievement levels {2}
 - Lower achievement levels {3}
 - Widely differing achievement levels {4}
-

HM1COGCLSSRECLL

Question Wording:

Class: [Math class name]

Overall, how difficult or easy was it to recall the information needed to answer this series of questions about your [Math class name] class?

{HM1COGCLSSRECLLQ1}

- Very difficult to recall {1}
- Somewhat difficult to recall {2}
- Somewhat easy to recall {3}
- Very easy to recall {4}

Which information was difficult to recall? Please be as specific as possible.

{HM1COGCLSSRECLLQ2}

HM0CLLOOPEND

Question Wording:

Thank you for answering the questions about this [Math class name] class.

Please click the “Next” button to continue.

HM0INTROSTUD

Question Wording:

Now we would like to ask some questions about [Student's name] in your [class name] class. [This section includes questions about [Student's name]'s math skills and other behaviors at school./no fill]

Please click the “Next” button to continue.

HM0STUALLYR

Question Wording:

Class: [Student's math class] -- Student: [Student's name]

Have you taught [Student's name] since the beginning of this school year (2023-2024)?

{HMOSTUALLYR}

- Yes {1}
 - No {0}
-

HMOSTUDIFFLEV

Question Wording:

Class: [Student's class] -- Student: [Student's name]

Was the [math/English Language Arts] class in which you [teach/taught] [Student's name] too difficult, the appropriate level, or not challenging enough for them?

{HMOSTUDIFFLEV}

- Too difficult {1}
 - Appropriate level {2}
 - Not challenging enough {3}
-

HMOSTUIEP

Question Wording:

Class: [Student's class] -- Student: [Student's name]

Is [Student's name] currently receiving special education services through an Individualized Education Program (IEP) or Instructional/Individual Services Plan (ISP)?

{HMOSTUIEP}

- Yes {1}
- No {0}
- Don't know {99}

Help Text:

Individualized Education Program (IEP): A written statement for each student with a disability that sets goals for the student in school, says how progress will be measured, describes the special education and related services the school will provide, how much the student will be in the regular class with students without disabilities, and lists accommodations or modifications needed to measure what the student knows through tests.

Instructional/Individual Services Plan (ISP): A plan paid for by a local school district for students with disabilities who attend private schools. It spells out the special education and related services that will be made available to a student. Services may be offered through a private school or a local education agency (LEA).

HMOSTUMTHSKLL1

Question Wording:

Class: [Student's class] -- Student: [Student's name]

Please rate [Student's name]'s skills in the following areas, as exhibited in this [Math class name] class.
(Select one for each row.)

	Outstanding {1}	Very good {2}	Good {3}	Fair {4}	Poor {5}	Not applicable or not observed {98}
Ability to apply mathematical concepts to "real world" problems {HMOSTUAPPMTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to complete or conduct proofs or demonstrations of their mathematical reasoning {HMOSTUPROOFS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to talk about their reasoning or thinking in solving a problem {HMOSTUTALKREA}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to explain in writing their reasoning in solving a problem {HMOSTUEXPLREA}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM0STUMTHSKLL2**Question Wording:**

Class: [Student's class] -- Student: [Student's name]

(Continued) Please rate [Student's name]'s skills in the following areas, as exhibited in this [Math class name] class.

(Select one for each row.)

	Outstanding {1}	Very good {2}	Good {3}	Fair {4}	Poor {5}	Not applicable or not observed {98}
Ability to use representations to model mathematical ideas {HMOSTUUSEREPR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use a calculator to solve problems {HMOSTUUSECALC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to fluently apply math facts and procedures {HMOSTUAPPFACT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help Text:

Representations: Representations are the many ways to record mathematical concepts or relationships.

Representations can refer to both product (i.e., models) and process. Models are used to “show” math through the use of manipulative materials, diagrams, graphical displays, and symbolic expressions. The process of representation includes using models to organize, record, and communicate mathematical ideas, as well as selecting, applying, and translating these models to solve problems and interpret mathematics.

Fluently apply math: The ability to efficiently, appropriately, and flexibly apply mathematical calculations and procedures.

HM0STUPOSBEHV1

Question Wording:

Class: [Student's class] -- Student: [Student's name]

For each item below, please think about [Student's name]’s behavior **during the last month they were in your class**. Describe how often [Student's name] demonstrated the behavior. (Select one for each row.)

	Never {1}	Sometimes {2}	Often {3}	Very often {4}	Always {5}	No opportunity to observe this behavior {98}
Organizes work {HM0STUORGANIZ}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Appears motivated to learn new things {HM0STUMOTIVAT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well independently {HM0STUINDEPEN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Works well with other students {HM0STUCOLLAB}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM0STUPOSBEHV2

Question Wording:

Class: [Student's class] -- Student: [Student's name]

(Continued) For each item below, please think about [Student's name]’s behavior **during the last month they were in your class**. Describe how often [Student's name] demonstrated the behavior. (Select one for each row.)

	Never {1}	Sometimes {2}	Often {3}	Very often {4}	Always {5}	No opportunity to observe this behavior {98}
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Adapts to changes in plans, requirements, or routines {HM0STUADAPTS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Persists in completing tasks {HM0STUPERSIST}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pays attention well {HM0STUPAYATT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM0STUPREPARED

Question Wording:

Class: [Student's class] -- Student: [Student's name]

During the last month they were in your class, how often [has/was] [Student's name] ...

(Select one for each row.)

	0 times {1}	1-2 times {2}	3-6 times {3}	7-9 times {4}	10-12 times {5}	13 or more times {6}
[Been l/Late] to your class? {HM0STULATE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Been a/Absent] from your class? {HM0STUABSENT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Come/Coming] to class without completing prior assignments or homework? {HM0STUINCOMHW}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[Come/Coming] to class without class materials (such as pencils, paper, tablet, books, or calculator)? {HM0STUWOUTMAT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM1STUKNOWELL

Question Wording:

Class: [Student's class] -- Student: [Student's name]

How well do you know [Student's name]?

{HM1STUKNOWELL}

- Not well at all {1}
- Somewhat well {2}
- Pretty well {3}
- Very well {4}

HM0STUEXPECT

Question Wording:

Class: [Student's class] -- Student: [Student's name]

Please indicate whether [Student's name] (in your opinion) will probably go to college.

{HM0STUEXPECT}

- Yes {1}
 - No {0}
 - Don't know {99}
-

HM1COGSTUEXP

Question Wording:

This survey question was displayed on the previous screen:

Please indicate whether [Student's name] (in your opinion) will probably go to college.

Question Wording:

1. When thinking about whether you thought the student would probably go to college, were you also including vocational, technical, or trade school when answering this question?

{HM1COGSTUEXPQ1}

- Yes {1}
- No {0}

Question Wording:

2. The original survey question wording is shown above on this page. Would your answer change if we also included the word “university” in the survey question, as shown below:

Please indicate whether [Student's name] (in your opinion) will probably go to college or university?

{HM1COGSTUEXPQ2}

- Yes, my answer would be different if you added "or university" to the question. {1}
- No, my answer would not be different if you added "or university" to the question. {0}

Question Wording:

You stated that your answer would change if “or university” was added to the original survey question. In what way would your answer change? Please be as specific as possible.

{HM1COGSTUEXPQ3}

HM1STUCOLTYP

Question Wording:

Class: [Student's class] -- Student: [Student's name]

You answered [Student's name] will probably go to college. Which of the following do you think this student will most likely attend?

{HM1STUCOLTYP}

- 4-year college or university {1}
 - 2-year community college {2}
 - Vocational, technical, or trade school {3}
 - Don't know {99}
-

HM1STUCOLRSN

Question Wording:

Class: [Student's class] -- Student: [Student's name]

The following is a list of some reasons why a high school graduate might not go to college. In your opinion, which of the following explain why you do not think [Student's name] will go to college? (Check all that apply.)

- They cannot afford the price of college (tuition, fees, room and board) {HM1COLLFIN}
 - They lack academic ability {HM1COLLABLE}
 - They have behavioral issues {HM1COLLBEHV}
 - They lack motivation or desire to go to college {HM1COLLMOT}
 - They have a health condition or health concerns {HM1COLLHLTH}
 - Other {HM1COLLOTH}
- Please specify: {HM1COLLOTH_other}
-

HM1COGSTURSN

Question Wording:

This survey question was displayed on the previous screen:

The following is a list of some reasons why a high school graduate might not go to college. In your opinion, which of the following explain why you do not think [Student's name] will go to college?

1. Overall, how difficult or easy was it to answer this survey question?

{HM1COGSTURSNQ1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

Please explain why it was difficult to answer. Please be as specific as possible.

{HM1COGSTURSNQ2}

HM1COGSTURECLL

Question Wording:

Class: [Student's class] -- Student: [Student's name]

Overall, how difficult or easy was it to recall the information needed to answer this series of questions about [Student's name]?

{HM1COGSTURECLLQ1}

- Very difficult to recall {1}
- Somewhat difficult to recall {2}
- Somewhat easy to recall {3}
- Very easy to recall {4}

Which information was difficult to recall? Please be as specific as possible.

{HM1COGSTURECLLQ2}

HM0STULOOPEND

Question Wording:

Thank you. These are all the questions we have about [Student's name].

Please click the "Next" button to continue.

HM0INTROC

Question Wording:

Next we would like to ask you some more questions about your professional background and experience.

Please click the "Next" button to continue.

HM0YRSTCHMATH

Question Wording:

Including this school year, how many years have you taught [math/English Language Arts] at any grade level (K-12) at any school?

If you have been teaching for less than one year, enter 1.

any grade K-12 ____ years {HM0YRSMATHK12}

HM0YRSTCHTTL

Question Wording:

The next two questions are about your years teaching [math/English Language Arts] or any other subject.

Including this school year, how many years have you taught any subject at any grade level (K-12) at any school?

If you have been teaching for less than one year, enter 1.

any grade K–12 ____ years {HM0YRSTTLK12}

HM0YRSTCHSCHL**Question Wording:**

Including this school year, how many years have you taught any subject at any grade level (K-12) at [School’s name]?

If you have been teaching for less than one year, enter 1.

____ years {HM0YRSTCHSCHL}

HM1CRSELOAD**Question Wording:**

How many separate class periods or sections do you currently teach at this school?

Do not include homeroom periods or study halls. (For example, if you teach 2 classes or sections of Algebra I, a class or section of trigonometry, and a class or section of Pre-Calculus, you would report “4” classes or sections.)

____ classes or sections {HM1CRSELOAD}

HM1COGNUMPR1**Question Wording:**

Have you ever heard the term “preps” used in an educational context, such as in conversation with another teacher?

{HM1COGNUMPR1}

- Yes {1}
- No {0}

Please specify what this term means to you:

{HM1COGNUMPR1_other}

HM1NUMPREPS

Question Wording:

How many lesson plan preparations, which are sometimes called “preps”, do you have this school year (2023-2024) ? If you are teaching multiple periods or sections of the same-level class, please count that as 1 “prep.”

For example, if you are teaching 2 periods or sections of a remedial Algebra 1 class, please count that as 1 “prep.” Do not count classes with differentiated instruction as separate “preps.”

____ prep(s) {HM1NUMPREPS}

HM1COGNUMPR2**Question Wording:**

This survey question was displayed on the previous screen:

How many lesson plan preparations, which are sometimes called “preps”, do you have this school year (2023-2024)?

The survey question includes specific instructions about how to count the number of “preps” you have. Those directions were:

If you are teaching multiple periods or sections of the same-level class, please count that as 1 “prep.” For example, if you are teaching 2 periods or sections of a remedial Algebra 1 class, please count that as 1 “prep.” Do not count classes with differentiated instruction as separate “preps.”

How difficult or easy was it to follow these instructions?

{HM1COGNUMPR2Q1}

- Very difficult {1}
- Somewhat difficult {2}
- Somewhat easy {3}
- Very easy {4}

Question Wording:

How would you change the instructions to make them more helpful? In your description, please tell us if there are any words or portions of the instructions that are hard to understand. Please be as specific as possible.

{HM1COGNUMPR2Q2}

HM0INTROD**Question Wording:**

Next we are going to ask you some questions about your school and your teaching practices.

HM0SCHLCLIM1**Question Wording:**

Please indicate the extent to which you agree or disagree with each of the following statements about [School's name].

(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
You feel safe at this school. {HM0SAFEATSCH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school's security policies and practices are sufficient. {HM0SECURSUFF}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The students get along well with teachers. {HM0STGTALGTCH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM0FOCSTULRN

Question Wording:

Please indicate the extent to which you agree or disagree with each of the following statements about [School's name].

(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
This school really works at developing students social-emotional skills. {HM0FOCSOCSKL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
When making important decisions, the school always focuses on what's best for student learning. {HM0FOCIMPDEC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has well defined learning expectations for all students. {HM0FOCDEFIND}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school sets high standards for academic performance. {HM0FOCHISTAND}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school day is organized to maximize instructional time. {HM0FOCMXTIME}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM1CULTPROF1

Question Wording:

Please indicate the extent to which you agree or disagree with each of the following statements.
(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
The administration at this school encourages teachers to use teaching curricula or materials that reflect or depict diverse cultures, individuals, and perspectives. {HM1ADMNENCRGC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration at this school encourages teachers to use teaching methods or practices that reflect or depict diverse cultures, individuals, and perspectives. {HM1ADMNENCRGP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration at this school seeks input from all concerned groups when making decisions, even groups that tend to be quiet. {HM1ADMNINPUT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration at this school encourages diverse opinions and perspectives when discussing issues or problems at this school. {HM1ADMNPERSPC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Help text:

Concerned groups: Consider any groups concerned with student outcomes at your school. These could include, but are not limited to, students, families, faculty, school staff, community members, school boards, or others.

HM1CULTPROF2**Question Wording:**

(Continued) Please indicate the extent to which you agree or disagree with each of the following statements.
(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
The administration at this school makes decisions that advocate for underserved students, even if those decisions are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

unpopular or invite criticism. {HM1ADMNADVO}						
The administration at this school understands the diverse cultures and languages of the student body. {HM1ADMNCLTR}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration at this school is committed to removing barriers to educational access for the students at this school. {HM1ADMNACCSS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The administration at this school is open to learning about and applying new programs and initiatives related to diversity and equity. {HM1ADMNOPEN}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM1AUTONOMY

Question Wording:

How much actual control do you have IN YOUR CLASSROOM at this school over the following areas of your planning and teaching?

(Select one for each row.)

	No control {1}	Minor control {2}	Moderate control {3}	A great deal of control {4}
Selecting textbooks and other instructional materials {HM1AUTMATRL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting content, topics, and skills to be taught {HM1AUTCONTNT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Selecting teaching techniques {HM1AUTTEACH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluating and grading students {HM1AUTGRADE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplining students {HM1AUTDISC}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Determining the amount of homework to be assigned {HM1AUTHMWRK}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM1RESTRICT

Question Wording:

How much do you agree or disagree with the following statements?

(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
There are too many restrictions about what topics can be discussed at my school. {HM1RESTRSCHL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are too many restrictions about what topics can be discussed in my classroom. {HM1RESTRCLSS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM0INTROE

Question Wording:

The next questions ask for your opinions, so there are no right or wrong answers.

Please click the “Next” button to continue.

HM1TCHMORALE1²¹

Question Wording:

How much do you agree or disagree with the following statements? Teachers at my school...
(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
Are proud to work at the school. {HM1COMPRD}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are well supported. {HM1COMSUP}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have high morale. {HM1COMMORL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel safe. {HM1COMSAFE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM1TCHMORALE2²²

Question Wording:

How much do you agree or disagree with the following statements? Teachers at my school...

²¹ Used with permission. Anderson-Butcher, D., & Amorose, A. J. (2012). Community and Youth Collaborative Initiative School Experience Surveys: Teacher/Staff Commitment Scale in Teachers and Staff. Columbus, OH: College of Social Work, The Ohio State University.

²² Used with permission. Anderson-Butcher, D., & Amorose, A. J. (2012). Community and Youth Collaborative Initiative School Experience Surveys: Teacher/Staff Commitment Scale in Teachers and Staff. Columbus, OH: College of Social Work, The Ohio State University.

(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
Have positive attitudes. {HM1COMPOS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work together as a team. {HM1COMTEAM}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feel like they are an important part of the school. {HM1COMIMPRT}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM0GRWTHMNDST²³

Question Wording:

How much do you agree or disagree with the following statements?

(Select one for each row.)

	Strongly agree {1}	Agree {2}	Slightly agree {3}	Slightly disagree {4}	Disagree {5}	Strongly disagree {6}
You have a certain amount of intelligence and you can't really do much to change it. {HMOFXDAMTINTL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your intelligence is something about you that you can't change very much. {HMOCNTCHGINTL}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
You can learn new things, but you can't really change your basic intelligence. {HMO LRNNWTHINGS}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM1TCHEFF1²⁴

Question Wording:

The following questions are designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

How much can you do to...

²³ Dweck, C.S. (2000). *Self-theories: Their role in motivation, personality and development*. Taylor & Francis: Philadelphia, PA.

²⁴ Used with permission Tschannen-Moran, M & Hoy, A. W. (2001). Teacher efficacy: Capturing an elusive construct. *Teaching and Teacher Education*, 17, 783-805.

(Select one for each row.)

	Nothing {1}	Very Little {2}	Some Influence {3}	Quite a Bit {4}	A Great Deal {5}
Get students from all backgrounds to believe they can do well in math? {HM1EFFBELMTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help your students from all backgrounds value learning math? {HM1EFFVALMTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivate students from all backgrounds who show low interest in math? {HM1EFFMOTMTH}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Control disruptive behavior in your math classroom? {HM1EFFBEHAVE}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Calm a student in your math class who is exhibiting disruptive behavior? {HM1EFFCALMSTU}	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

HM1COGDEBRIEF

Question Wording:

Now we would like you to think about the entire survey rather than just a specific question.

1. Were there any questions or topics in this survey that you found difficult to answer accurately that you have not already told us about?

{HM1COGDEBRIEFQ1}

Yes {1}

No {2}

Please specify: {HM1COGDEBRIEFQ1_other}

Question Wording:

What, if anything, could we do to help you answer those questions or topics more accurately? Please be as specific as possible.

{HM1COGDEBRIEFQ2}

Question Wording:

2. Were there any questions or topics in this survey you were uncomfortable answering, such as because you had concerns about privacy or how your answers would be used?

{HM1COGDEBRIEFQ3}

Yes {1}

No {2}

Please specify: {HM1COGDEBRIEFQ3_other}

Question Wording:

What, if anything, could we do to help you feel more comfortable answering those questions or topics? Please be as specific as possible.

{HM1COGDEBRIEFQ4}

HM1COGANYTHING

Question Wording:

Is there any other feedback you think we should know about the questions you were asked to answer in this survey? If so, please explain. Please be as descriptive as possible.

{HM1COGANYTHNG}

HM1INCENOPTION

Question Wording:

[If teacher does not teach any HS&B:22 students: Since you are not the teacher for any HS&B:22 students, it is not necessary for you to answer any other questions./else: Thank you.] To show our appreciation for completing the survey today, we would like to send you \${incentive amount}. You have the option to receive your monetary incentive now as an e-incentive or later by mail. Please select an option below:

- I would like to receive my incentive as an e-incentive. (After you submit your survey you will receive an email with your incentive information.)
- I would like to receive my incentive via mail. (Please allow 4 weeks for delivery.)
- I do not want to receive any money for completing this survey.

Please click the “Next” button to continue.

HM0INCENADDR

Question Wording:

[Thank you, please provide your email address so we can email you the incentive information. Look for an email from [email address]./ else: Thank you, please provide the address to which you would like the \$ [[Incentive] mailed. (Please allow 4 weeks for delivery.)]

For e-incentive, display:

Name: {HX0INCNAME}

Email address: {HX0INCEMAIL}

For check, display:

Name: {HM0INCNAME}

Street address:
{HM0INCADDR1}

{HM0INCADDR2}

ZIP Code:
{HM0INCZIPCODE}

City: {HM0INCCITY}

State: {HM0INCSTATE}

Please click the "Next" button to continue.

HM0PREEND

Question Wording:
You have reached the end of the survey.

You will not be able to log back into the survey after clicking "Next" on this screen.

If you would like to recheck any of your responses, use the "Previous" button to return to the desired screen(s). If you are comfortable with all of your responses, click "Next" to go to the final screen. This will set the survey as complete.

HM0END

Question Wording:
[If teacher teaches HS&B:22 students: These are all the questions we have for you. We appreciate you taking the time to complete the survey. Thank you very much for participating in HS&B:22!/ else: Thank you for taking the time to answer our questions!]

[If teacher teaches HS&B:22 students: You can download your Certificate of Service from the U.S. Department of Education by clicking the "Download Certification PDF" button below. [If teacher selects an e-incentive: If you do not download a copy of your Certificate of Service, we will email you a copy to the email you provided earlier./else: We will also mail you a copy of your certificate.]/ else: no fill]

Be sure to CLOSE ALL browser windows to keep your responses secure. For example, if you used Chrome or Safari to open the survey, make sure no Chrome or Safari windows are open after you end the survey. Not closing all browsers may allow someone else to see your responses.

Download Certification PDF

Click "Finish" to complete and close the survey.
