

**Early Childhood Longitudinal Study,  
Kindergarten Class of 2023-24  
(ECLS-K:2024)**

**Kindergarten and First-Grade National Data  
Collection and Transfer School Recruitment**

**OMB# 1850-0750 v.30**

**Attachment B-3a**

**Spring First Grade Parent Web Survey**

**National Center for Education Statistics**

**U.S. Department of Education**

**April 2024**

**Note: Some items in this survey are copyright protected and as such are redacted in public review copies.**

# INQ. Introduction

Box INQ1001. / Grid Spec

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Notes: QUESTION STEMS ON LARGE AND SMALL BROWSERS:

QUESTION STEMS FOR ITEMS THAT ARE DISPLAYED TOGETHER IN GRIDS ON LARGE FORMATS (SUCH AS A DESKTOP) ARE PRESENTED ONLY ONCE IN THE PARENT SURVEY SPECIFICATIONS BELOW. WHEN VIEWING THESE QUESTIONS IN A SMALLER FORMAT (SUCH AS A MOBILE PHONE), QUESTION STEMS REPEAT ON SEPARATE SCREENS TO MAKE THE INTENT OF THE ITEM CLEAR.

ON LARGE FORMAT DISPLAYS, QUESTIONS IN A GRID ARE SKIPPED AS A GROUP WHEN THE NEXT BUTTON IS USED. ON MOBILE, QUESTIONS IN GRIDS ARE PRESENTED ONE AT A TIME. IF THE "SAVE AND EXIT" BUTTON IS USED IN THE MIDDLE OF GRID QUESTIONS, AND SOME OF THE GRID QUESTIONS HAVE BEEN ANSWERED, THE REMAINING QUESTIONS IN A GRID WILL BE ASSIGNED SK. FOR GRIDS THAT HAVE BEEN DIVIDED INTO SMALLER GROUPS OF ITEMS, THIS SK ASSIGNMENT TO THE REMAINING QUESTIONS IN A GRID WILL ONLY APPLY TO THE DEFINED GRID SET IN THE SMALLER GROUP. ELSE, IF THERE IS A BREAK OFF OR TIMEOUT IN THE MIDDLE OF GRID QUESTIONS, NO ANSWERS IN THE GRID WILL BE SAVED OR AUTOMATICALLY ASSIGNED SK.

TEXT IN RESPONSE OPTIONS IN GRID ITEMS SHOULD BE TOP ALIGNED.

ContextHeader: Source:  
Copyright: No

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**Box INQ1002. / Spec Skip**

Notes: SPECIFICATION FOR SKIPPED NONRESPONSE QUESTIONS AND PARENT SURVEY PROBE:

IF "PARENT SURVEY PROBE" IS USED IN THE SPEC AND THE RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Next" BUTTON, RELOAD THE PAGE AND DISPLAY THE FOLLOWING TEXT AT THE TOP WITH ALL ANSWER CATEGORIES SHOWN AGAIN ALONG WITH CHOICES FOR DON'T KNOW AND REFUSED: "It looks like you haven't answered the question yet. Please consider providing an answer to continue."

ELSE IF A RESPONDENT DOES NOT ANSWER A QUESTION BUT CLICKS THE "Next" BUTTON, ASSIGN EMPTY THE VALUE "SK" FOR SKIPPED.

SK ANSWERS SKIP TO THE NEXT QUESTION UNLESS OTHERWISE SPECIFIED.

NOTE: SOME QUESTIONS SHOW DON'T KNOW OPTION AS A RESPONSE CATEGORY: INQ060b, SPQ015, SPQ025, SPQ041, SPQ060, SPQ099, PIQ190, PIQ200, PIQ210, PIQ220, PIQ230, FSQ200, CHQ130, CHQ250a, CHQ255a, CHQ257a, CHQ264a, CHQ271, CHQ272a, CHQ275a, CHQ276b, CHQ285, CHQ305a, CHQ305c, CHQ375a, CHQ375c, PEQ020, EMQ300, EMQ305a, EMQ305b, WPQ030, CMQ170a, AND CMQ525e.

ContextHeader: Source:  
Copyright: No

**Box INQ1003. / Soft Edit**

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Notes: SPECIFICATION FOR SOFT EDIT MESSAGES:

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

ContextHeader: Source:  
Copyright: No

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**Box INQ1004. / OS Spec**

Notes: FOR SMALL BROWSERS, THE OTHER SPECIFY ENTRY FIELD WILL BE ON THE NEXT SCREEN. IF THE BROWSER SIZE IS SMALL, REDISPLAY THE QUESTION STEM AND LABEL THE OTHER SPECIFY FIELD WITH THE RESPONSE OPTION FROM THE PREVIOUS QUESTION (E.G., Other language) AND "(Please specify)".

ContextHeader: Source:  
Copyright: No

**Box INQ1005. / Footer**

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Notes: ON THE FIRST PAGE OF THE BLAISE INSTRUMENT, AS A FOOTER, DISPLAY THE FOLLOWING LANGUAGE: "Click "Save and Exit" if you need to take a break. When you've completed the survey, click "Finish" on the last screen. You will be taken back to MyECLS. Exit MyECLS by selecting "Logout" and closing ALL browser windows or screens to keep your responses secure. For example, if you used Chrome or Safari to open the website, make sure no Chrome or Safari windows or screens are open after you end the session. Not closing all browsers may allow someone else to see your responses."

ContextHeader: Source:  
Copyright: No

INQ001

Question "Thank you for launching the ECLS survey about {CHILD}!

Here are some tips to keep in mind when completing the survey:

- Complete the survey on a desktop or laptop computer using Chrome, Edge, or Safari, if possible.
- Use the "Next" and "Back" buttons at the bottom of the screen to move through the survey. Do not use your browser arrows.
- If you need to stop the survey before finishing and return at a later time, please select "Save and Exit." When you return to the survey, you will be taken where you left off.
- To protect your privacy, you will be logged off if you are idle for 10 minutes.
- Some questions in the survey have additional information to help you, if needed. To view this additional information, select the blue "i" icon.
- You may skip any questions that you do not want to answer.

Please click on the "Next" button below to start the survey."

Continue \_\_\_\_\_ 1

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ContextHeader: Source: ECLS-K:2011, fall kindergarten, question INQ002, modified to place respondent selection on the next screen to minimize scrolling  
Copyright: No

**INQ1009. / INQ002**

INQ002

Question "First, we would like to collect some information about {CHILD}'s school and home experiences. Are you the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?"

Yes \_\_\_\_\_ 1

No, another parent or guardian in the household knows the most about {CHILD}'s care, education, and health. ----- 2

No, {CHILD} does not live in this household. ----- 3

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**UP TO 3 RESPONSES ALLOWED.**

Notes: NOTE: IF INQ002 = 2 OR 3, ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ContextHeader: Source: ECLS-K:2011, fall kindergarten, question INQ003.  
Copyright: No

Display Instructions:

Box INQ1010./Box 2

Notes: IF INQ002 = 2 OR 3 (NOT THE PERSON WHO KNOWS THE MOST ABOUT THE CHILD OR CHILD DOES NOT LIVE IN THE HOUSEHOLD) AND (IT IS ONE OF THE DISTRICTS NOTED IN THE PRELOAD THAT DISALLOWS COLLECTION OF TRACING DATA), GO TO CMQ800.

ELSE, IF INQ002 = 2 OR 3 (NOT THE PERSON WHO KNOWS THE MOST ABOUT THE CHILD OR CHILD DOES NOT LIVE IN THE HOUSEHOLD), GO TO INQ005a.

ELSE GO TO INQ005g TO ASK FOR THE RESPONDENT'S RELATIONSHIP TO THE CHILD.

ContextHeader: Source:  
Copyright: No

INQ005a

Question "We would like to contact the parent or guardian who {lives in this household/lives with {CHILD}} and knows the most about {CHILD}'s care, education, and health. Please provide the contact information for that person{, in this household,} so that we can contact them for the survey.

First Name: "

\_\_\_\_\_ [0 to 0]

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text and added display for respondents in current household and those in a different household. Also changed "such a person" to "that person". Copyright: No

Display Instructions: IF INQ002=2 DISPLAY "{lives in this household}" FOR THE FIRST DISPLAY AND "{, in this household,}" FOR THE SECOND DISPLAY. ELSE IF INQ002 = 3 DISPLAY "lives with {CHILD}" FOR THE FIRST DISPLAY AND USE A NULL DISPLAY FOR THE SECOND DISPLAY.

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

DISPLAY INQ005a – e TOGETHER.



INQ005b

Question "Last Name:"

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a – e TOGETHER.

INQ005c

Question "Email Address:"

Watermark:

"name@domain.com"

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

Notes: PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

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

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text and validation check message  
Copyright: No

Display Instructions: FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ005a – e TOGETHER.

INQ005d

Question "Mobile Number:"  
"This person doesn't have a mobile phone."

\_\_\_\_\_ - - - - - [0 to 0]

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Notes: ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a mobile phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.  
APPLY EDIT MASK TO VALIDATE PHONE NUMBER SO THAT IT IS IN THIS  
FORMAT (###)-###-####.

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

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM  
FOR RESPONDENT FOLLOW UP.

ContextHeader: Source:  
Copyright: No

Display Instructions: DISPLAY INQ005a – e TOGETHER.

**INQ1015. / INQ005e**

INQ005e

Question "Landline Number:"

"This person doesn't have a landline phone."

\_\_\_\_\_ [0 to 0]

Notes: ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED. APPLY EDIT MASK TO VALIDATE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

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

NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ContextHeader: Source:  
Copyright: No

Display Instructions: DISPLAY INQ005a – e TOGETHER.

INQ005f1

Question "Please enter the mailing address.

Address Line 1:"

\_\_\_\_\_ [0 to 0]  
DON'T KNOW \_\_\_\_\_ -8

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY INQ005f1 – f5 TOGETHER.

**INQ1017. / INQ005f2**

INQ005f2

Question "Address Line 2:"

Watermark "Apartment number"

\_\_\_\_\_ [0 to 0]

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ADDRESS LINE 2, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY INQ005f1 – f5 TOGETHER.

INQ005f3

Question "City."

\_\_\_\_\_ [0 to 0]  
-----  
\_\_\_\_\_

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions:

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

DISPLAY INQ005f1 – f5 TOGETHER.

**INQ1019. / INQ005f4**

INQ005f4

Question "Please select a state, district, or territory:"

Watermark "Select a state"

\_\_\_\_\_ [0 to 0]  
-----  
\_\_\_\_\_

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions:

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

DISPLAY INQ005f1 – f5 TOGETHER.

INQ005f5

Question "ZIP code."

\_\_\_\_\_ [0 to 0]  
DON'T KNOW \_\_\_\_\_ -8

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The ZIP code must be 5 digits. Please update your response and enter again."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions:

FOR ZIP CODE, ALLOW 0 – 5 CHARACTERS TO BE ENTERED.

DISPLAY INQ005f1 – f5 TOGETHER.

**Box INQ1021. / Box 3**

Notes: GO TO CMQ800 TO THANK THIS RESPONDENT AND INITIATE A NEW CONTACT FOR THE NEW RESPONDENT.

ContextHeader: Source:  
Copyright: No

INQ005g

Question "What is your relationship to {CHILD}?"

InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."

- Biological parent \_\_\_\_\_ 1 INQ005j
- Adoptive parent \_\_\_\_\_ 2 INQ005j
- Step parent \_\_\_\_\_ 3 INQ005j
- Foster parent \_\_\_\_\_ 4 INQ005j
- Sibling \_\_\_\_\_ 5 INQ005j
- Grandparent \_\_\_\_\_ 6 INQ005j
- Other relative \_\_\_\_\_ 7 INQ005j
- Other nonrelative \_\_\_\_\_ 8 INQ005j
- Other parent or guardian {(Please specify):/(Please specify on next screen.)} \_\_\_\_\_ 91 INQ005gos



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**UP TO 9 RESPONSES ALLOWED.**

Notes: DISPLAY CODE 91 ABOVE CODE 5.

AUTOCODE FSQ130 FOR THE RESPONDENT BASED ON INQ005g.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO Box 4.

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, "Biological parent", "Adoptive parent", "Step parent", "Foster parent", "Sibling", "Grandparent", "Other Relative", "Other Nonrelative", "Other parent or guardian".

HELP FOR CODE 1: Biological Parent: A parent biologically related to the child. This may be the parent who gave birth to the child, but could also apply to a parent who used a surrogate, egg donor, or sperm donor to have the child.

HELP FOR CODE 2: Adoptive Parent: A parent who has legally adopted {CHILD}.

HELP FOR CODE 3: Step Parent: A parent other than {CHILD}'s biological or adoptive parent who is married to {CHILD}'s biological or adoptive parent.

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

HELP FOR CODE 5: Sibling: Include biological (full, half), step, adoptive, and foster siblings as defined below.

Full Sibling: A person with whom {CHILD} shares the same biological parents.

Half Sibling: A person with whom {CHILD} shares one biological parent.

Step Sibling: A person to whom {CHILD} is related by the marriage of one biological parent.

Adoptive Sibling: A person to whom {CHILD} is related given that they are in the same family in which the

person or {CHILD} has been legally adopted by the family.

Foster Sibling: A person to whom {CHILD} is unrelated except that they are in the same family in which the person or {CHILD} have been taken into the home on a temporary basis and the parents have legal responsibility for {CHILD}.

HELP FOR CODE 6: Grandparent: A parent of {CHILD}'s biological, adoptive, or step parent.

HELP FOR CODE 7: Other Relative: Refers to relationships that are not listed, such as great grandparent, child of a parent's sibling (e.g., niece or nephew), and sibling of {CHILD}'s parent (e.g., aunt or uncle).

HELP FOR CODE 8: Other Nonrelative: Refers to the relationship between two people when there is no family relationship through blood, marriage, or adoption. The category could be used to refer to a person who is not a parent to {CHILD}, but is a partner to {CHILD}'s parent and living together with that parent as married.

The category could also be used to refer to the partner's children who are not related to {CHILD}'s parent. An example of this is when the child's parent and the parent's partner (who is not the child's parent) live together as married and the partner's daughter lives with them. The relationship of the partner's daughter to

the child would be siblings if they were married, but since the parent and the partner are not married, the daughter is an "other nonrelative."

HELP FOR CODE 91: Other Parent or Guardian: A person acting as the parent

of {CHILD}, but does not fit into one of the other categories. For example, in a household with two parents, one of the parents may not be biologically related to {CHILD} and not legally in charge of {CHILD} but is another parent to {CHILD}.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, FSQ130, added to section INQ as a respondent relationship question, changed response categories  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

### **INQ1023. / INQ005gOS**

INQ005gOS

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

ContextHeader: Source: ECLS-K:2011, spring kindergarten, FSQ130, changed response categories to refer to parents  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

\_\_\_\_\_  
Notes:

ContextHeader: Source:  
Copyright: No

**INQ1025. / INQ005j**

INQ005j

Question "What is your name? We ask for first names so that we can ask questions about each person in the survey.

First Name:"

\_\_\_\_\_ - - - - - [0 to 0]

Notes: USE THE ANSWER IN INQ005j AS THE RESPONDENT'S FIRST NAME.

FOR NEW HOUSEHOLDS, FLAG PERSON NAMED IN INQ005j AS THE RESPONDENT.

ContextHeader: Source: ECLS-K:2011, fall kindergarten, question INQ060, added instruction to the respondent  
Copyright: No

Display Instructions: ALLOW 0 - 100 CHARACTERS TO BE ENTERED.

DISPLAY "your" IN QUESTION STEM IN UNDERLINED TEXT.

DISPLAY INQ005j AND INQ005k TOGETHER.

INQ005k

Question "Please enter your last name. Last

Name:"

\_\_\_\_\_ [0 to 0]

Notes: USE THE ANSWER IN INQ005k AS THE RESPONDENT'S LAST NAME.

ContextHeader: Source: ECLS-K:2011, fall kindergarten, question INQ070  
Copyright: No

Display Instructions: IF INQ005j WAS NOT ASKED DISPLAY "{Please enter your last name.}" ELSE  
USE A NULL DISPLAY.

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

DISPLAY INQ005j and INQ005k TOGETHER.

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Notes: IF THE CHILD'S FIRST, MIDDLE, AND LAST NAME ARE IN THE PRELOAD FROM SCHOOL RECORDS, GO TO INQ020a. ELSE, GO TO INQ020b.

ContextHeader: Source:  
Copyright: No

**INQ1032. / INQ020a**

INQ020a

Question "Now we would like to ask some questions about {CHILD}. Our records show that {CHILD's FIRST, MIDDLE, AND LAST NAME} is {CHILD}'s full name. Is that correct?"

Yes \_\_\_\_\_ 1 (Box INQ1036)

No \_\_\_\_\_ 2 (INQ1033)

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview  
Copyright: No

Display Instructions: DISPLAY THE CHILD'S FIRST, MIDDLE, AND LAST NAME FROM THE PRELOAD IN THE QUESTION STEM.

**INQ1033. / INQ020b**

INQ020b

Question "{Now we would like to ask some questions about {CHILD}.} If necessary, please make any corrections to {CHILD}'s name here.

First Name:"

\_\_\_\_\_ [0 to 0]

Notes: IF INQ020b IS ASKED AND THE NAME IS NOT EMPTY, USE THIS NAME IN THE REST OF THE SURVEY AND IN THE ROSTER IN FSQ. ELSE USE THE NAME OF THE CHILD FROM THE PRELOAD.

ContextHeader: Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview and simplified question text  
Copyright: No

Display Instructions: DISPLAY "Now we would like to ask some questions about {CHILD}." IF INQ020a WAS NOT ASKED. ELSE USE A NULL DISPLAY.

DISPLAY CHILD'S FIRST NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.

FOR NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY INQ020b-d TOGETHER.

INQ020c

Question "Middle name:"

\_\_\_\_\_ [0 to 0]

Notes: HELP FOR STEM: If there is no middle name, please skip this.

ContextHeader: Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview  
Copyright: No

Display Instructions: DISPLAY THE CHILD'S MIDDLE NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.  
  
FOR NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
  
DISPLAY INQ020b-d TOGETHER.

**INQ1035. / INQ020d**

INQ020d

Question "Last Name:"

\_\_\_\_\_ [0 to 0]

ContextHeader: Source: ECLS-K:2011, fall kindergarten INQ020, modified language for web rather than interview  
Copyright: No

Display Instructions: DISPLAY THE CHILD'S LAST NAME FROM THE PRELOAD IN THE RESPONSE FIELD AND ALLOW FOR CHANGES.  
  
FOR NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
  
DISPLAY INQ020b-d TOGETHER.

**INQ1037. / INQ050b**

INQ050b

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Question "What is {CHILD}'s gender?"

Male \_\_\_\_\_ 1

Female \_\_\_\_\_ 2

Another gender \_\_\_\_\_ 3

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**UP TO 3 RESPONSES ALLOWED.**

Notes: IF INQ050b IS ASKED AND IS NOT SK, USE THIS GENDER IN THE REST OF THE SURVEY. ELSE USE THE GLOBAL SPECS FOR INSTRUCTIONS ON MISSING GENDER.

ContextHeader: Source: ECLS-K:2011, fall kindergarten INQ050, modified language for web rather than interview  
Copyright: No



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Notes: IF FALL K DATE OF BIRTH (INQ060B) OR SPRING K DATE OF BIRTH (INQ060B) IS VALID (BOTH FALL K AND SPRING K ARE NOT MISSING) THEN GO TO BOX 8.

ELSE GO TO INQ060b.

ContextHeader: Source:  
Copyright: No

**INQ1039. / INQ060b**

INQ060b

Question "What is {CHILD}'s date of birth?"

Watermark "MM/DD/YYYY"

"Don't know"

"Rather not answer"

|\_|\_|/|\_|\_|\_|\_|/|\_|\_|\_|\_|\_|\_|      \_ [0 to 0]

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Notes: HELP FOR STEM: Please enter the two-digit month, two-digit day, and four-digit year (for example, 01/31/2018).

ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

ADD A SPECIAL ANSWER TO DISPLAY "Rather not answer" AS A RADIO BUTTON.

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

"Don't know" AND "Rather not answer" IN THE SPECIAL ANSWERS OR PARENT SURVEY PROBE SKIP TO INQ090.

SOFT RANGE FOR YEAR IS 2016 TO 2019. IF YEAR IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "You have entered {DISPLAY RESPONSE AT INQ060b}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, fall kindergarten INQ060a, modified language for web rather than interview  
Copyright: No

Display Instructions: DISPLAY INQ060b AS DATATYPE FIELD WITH TWO DIGITS FOR MONTH AND DAY AND FOUR DIGITS FOR YEAR.

INQ080

Question "So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ060b} years old. Is that correct?"

Yes \_\_\_\_\_ 1 (Box INQ1043)

No \_\_\_\_\_ 2

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**UP TO 2 RESPONSES ALLOWED.**

Notes: USING INQ060b CALCULATE THE CHILD'S AGE AND DISPLAY IT IN THE QUESTION STEM.

ContextHeader: Source: ECLS-K:2011, fall kindergarten INQ080  
Copyright: No

**INQ1041. / INQ090**

INQ090

Question "How old is {CHILD}?"

Watermark "Enter age"

Pre-unit "Years:"

\_\_\_\_ [0 to 30]

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Notes: IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT INQ090}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, fall kindergarten INQ090  
Copyright: No

Check to see if:

Soft Range: 5 - 9

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

Box INQ1043. / Box 8

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Notes: GO TO SECTION PIQ (PARENT'S INVOLVEMENT WITH CHILD'S SCHOOL.

ContextHeader: Source:  
Copyright: No

[End of INQ]

## PIQ. Parent's Involvement with Child's School

PIQ051 Question "Now, we'd like to ask you about {CHILD}'s school.

To what extent did you or someone else in your household choose where to live so that {CHILD} could attend {his/her/their} current school?

{CHILD} being able to go to {his/her/their} current school was ..."

----

1. A primary factor
2. One of several factors
3. Not a factor

Notes:

ContextHeader: ECLS-K:2011, spring first grade, PIQ051, modified "I'd" to "we'd", removed "Would you say that"

Display Instructions: DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

PIQ060

Question "Which of the following best describes the school that {CHILD} is attending?"

InstResp "Note: Throughout the survey, click the blue "i" icon for more information about an item."

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1. {CHILD} is attending the regularly-assigned school for our home.
2. {CHILD} is attending the regularly-assigned school for our home that is also the school we would choose for {him/her/them}.
3. {CHILD} is attending a school we chose that is not the assigned school for our home.
4. {CHILD} is homeschooled.

Notes: 1 OR 2 OR 3 OR SK SKIPS TO PIQ127.

HELP FOR CODE 1: A regularly-assigned school is one that is assigned by your local public school district based on the location of your home.

HELP FOR CODE 2: Choose this answer if the school assigned by your local public school district based on the location of your home is the school that you would have chosen.

HELP FOR CODE 3: A school that you chose may be a private school, a magnet program in a public school, a charter school, or any school other than the one your child would be assigned based on your home's location.

HELP FOR CODE 4: Choose this answer if your child is being educated at home rather than going to a public or private school located in a physical building.

ContextHeader: ECLS-K:2011, spring first grade, question PIQ060, modified response categories. Also added help text based on text from NHES 2019 Parent and Family Involvement questions 4, 31, and 36 to explain homeschooling, assigned, and chosen schools.

Display Instructions:

PIQ065 Question "Does {CHILD} attend a school?"

----

1. Yes
2. No

Notes: VALUE OF 2 SKIPS TO FSQ.

HELP FOR STEM: We are asking about attending a school because some children who are schooled at home also attend school for some classes.

ContextHeader: ECLS-K:2011, fall kindergarten, question PIQ065

Display Instructions:

PIQ066 Question "How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time spent in extracurricular activities."

Watermark "Hours per week"

Notes: SOFT RANGE 1 TO 30.  
RANGE 0 TO 99.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT PIQ066}. Are you sure this is correct? When it is correct, select Next to continue."

BOLD "instruction" and "extracurricular activities" IN HELP TEXT.

HELP FOR STEM: Examples of subjects for instruction are reading, math, science, and social studies. Examples of extracurricular activities are sports teams, clubs, and drama.

ContextHeader: ECLS-K:2011, fall kindergarten, question PIQ066

Display Instructions:

PIQ127

Question "Now we have some questions about {CHILD}'s school. Please select all that apply in the next question. Since the beginning of the school year, have any of {CHILD}'s teachers or {his/her/their} school contacted your household about any behavior problems {he/she/they} {is/are} having, such as:"

- Biting \_\_\_\_\_ 1
- Being aggressive \_\_\_\_\_ 2
- Not following directions \_\_\_\_\_ 3
- Inappropriate behavior for the situation \_\_\_\_\_ 4
- Being overly active \_\_\_\_\_ 5
- Being impulsive or having little or no self-control \_\_\_\_\_ 6
- Being sad or upset \_\_\_\_\_ 7
- Making repetitive or unusual movements or noises \_\_\_\_\_ 8  
(for example, stimming)
- Avoiding work \_\_\_\_\_ 9
- Another behavior problem \_\_\_\_\_ 10
- None of the above \_\_\_\_\_ 11

**UP TO 11 RESPONSES ALLOWED.**

**Notes:** IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 11, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

**ContextHeader:** Source: ECLS-K:2011, spring kindergarten question PIQ127, combined with answer categories from Family Forward Day Care Center Survey 2003, Buck and Amrosino (2004), modified item based on questions 5 and 7. Modified to matrix format to ask about each behavior individually. Modified from preschool version to ask about school rather than care arrangements. Modified to add "or {his/her/their} school" to "any of {CHILD}'s teachers." Added categories 4, 7, 8, and 9 based on ECLS-K:2024 field test analyses.  
Copyright: No

**Display Instructions:** FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "is" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "are" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).



PIQ129a Question "Has {CHILD} ever had an in-school or out-of-school suspension?"

----

1. Yes
2. No

Notes:

IF ANSWER IS 2 (NO) OR MISSING SKIP TO PIQ129C.

ContextHeader: ECLS-K, eighth grade, SCQ025, modified to add "Since the beginning of the school year"

Display Instructions:

PIQ129b1 Question "How many times has {CHILD} been suspended...  
Prior to kindergarten"

Pre-unit "Times:"

Watermark "Times suspended"

Notes: RANGE 0 TO 99. SOFT RANGE 1 TO 10.  
IF SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT PIQ129b}. Are you sure this is correct? When it is correct, select next to continue."

ContextHeader: ECLS-K, eighth grade, SCQ030. Modified to ask about suspension since the beginning of the school year and ask how many times the child has been suspended. Added instruction to respondent.

Display Instructions:

DISPLAY PIQ129B1 AND PIQ129B2 AND PIQ129b3 AS A GRID ON THE SAME SCREEN.

PIQ129b2 Question "How many times has {CHILD} been suspended...  
In kindergarten"

Pre-unit "Times:"

Watermark "Times suspended"

Notes: RANGE 0 TO 99. SOFT RANGE 1 TO 10.  
IF SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT PIQ129b}. Are you sure this is correct? When it is correct, select next to continue."

ContextHeader: ECLS-K, eighth grade, SCQ030. Modified to ask about suspension since the beginning of the school year and ask how many times the child has been suspended. Added instruction to respondent.

Display Instructions:

DISPLAY PIQ129B1 AND PIQ129B2 AND PIQ129b3 AS A GRID ON THE SAME SCREEN.

PIQ129b3 Question "How many times has {CHILD} been suspended...  
In first grade"

Pre-unit "Times:"

Watermark "Times suspended"

Notes: RANGE 0 TO 99. SOFT RANGE 1 TO 10.  
IF SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE  
AT PIQ129b}. Are you sure this is correct? When it is correct, select next to continue."

ContextHeader: ECLS-K, eighth grade, SCQ030. Modified to ask about suspension since the beginning of the  
school year and ask how many times the child has been suspended. Added instruction to respondent.

Display Instructions:

DISPLAY PIQ129B1 AND PIQ129B2 AND PIQ129b3 AS A GRID ON THE SAME SCREEN\_

PIQ129c Question "Has {CHILD} ever been expelled?"

----

1. Yes
2. No

Notes:

Response 2 (No) skips to PIQ130.  
SK skips to PIQ130.

ContextHeader: ECLS-K, eighth grade, SCQ025. Modified to ask how about expulsion since the beginning of the school year rather than about an in- or out-of-school suspension.

Display Instructions:

PIQ129d Question "When was {CHILD} expelled? Please select all that apply."

1. Prior to kindergarten
2. In kindergarten
3. In first grade

Notes:

THIS IS A SELECT ALL THAT APPLY QUESTION.

ContextHeader: ECLS-K, eighth grade, SCQ030. Modified to ask when the child was expelled.

Display Instructions:

PIQ130

Question "Since the beginning of this school year, have you or the other adults in your household done any of the following activities? Please select all that apply."

- Attended an open house or a back-to-school night \_\_\_\_\_ 1
  - Attended a meeting of a PTA, PTO, or Parent-Teacher Organization \_\_\_\_\_ 2
  - Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher \_\_\_\_\_ 3
  - Attended a school or class event, such as a play, sports event, or science fair \_\_\_\_\_ 4
  - Served as a volunteer in {CHILD}'s classroom or elsewhere in the school \_\_\_\_\_ 5
  - None of the above \_\_\_\_\_ 6
- 

**UP TO 6 RESPONSES ALLOWED.**

Notes: BOLD "A meeting of a PTA, PTO, or Parent-Teacher Organization" IN HELP TEXT.

HELP FOR CODE 2: A meeting of a PTA, PTO, or Parent-Teacher Organization. These are meetings of parents and school staff who work together to help students and the school. 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.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 6, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, questions PIQ130, PIQ140, PIQ150, PIQ160, and PIQ170 modified to be a select all that apply item, added "done any of the following activities" to the question stem.  
Copyright: No

PIQ185

Question "During this school year, how many times have you or other adults in your household gone to meetings or participated in activities at {CHILD}'s school?"

Pre-unit "Times:"

Watermark "Times"

|\_|\_|| ----- [0 to 999]

Notes: IF ANY ANSWERS IN PIQ130 = 1, 2, 3, 4, OR 5, SOFT RANGE: 1 TO 180.  
ELSE, SOFT RANGE = 0 TO 180.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT PIQ185}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PIQ185  
Copyright: No

**PIQ1008. / PIQ185SR**

Check to see if:

Soft Range: 0- 180

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I

PIQ190

Question "How well has {CHILD}'s school done with each of the following activities during this school year?"

The school lets you know between report cards how {CHILD} is doing in school."

SaVisible "True"

Does this very well \_\_\_\_\_ 1

Just OK \_\_\_\_\_ 2

Doesn't do this at all \_\_\_\_\_ 3

DON'T KNOW ----- -8

---

**UP TO 3 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PIQ190, deleted "Would you say {CHILD}'s school..." and changed "tell me" to "indicate" in the item stem.

Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.



PIQ200

Question "The school helps you understand what children at {CHILD}'s age are like."

SaVisible "True"

Does this very well \_\_\_\_\_ 1

Just OK \_\_\_\_\_ 2

Doesn't do this at all \_\_\_\_\_ 3

DON'T KNOW ----- -8

**UP TO 3 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PIQ200, deleted "Would you say {CHILD}'s school..."  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

**PIQ1011. / PIQ210**

PIQ210

Question "The school makes you aware of chances to volunteer at the school."

SaVisible "True"

Does this very well \_\_\_\_\_ 1

Just OK \_\_\_\_\_ 2

Doesn't do this at all \_\_\_\_\_ 3

DON'T KNOW ----- -8

**UP TO 3 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PIQ210, deleted "Would you say {CHILD}'s school..."  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

PIQ220

Question "The school provides workshops, materials, or advice about how to help {CHILD} learn at home."

SaVisible "True"

Does this very well \_\_\_\_\_ 1

Just OK \_\_\_\_\_ 2

Doesn't do this at all \_\_\_\_\_ 3

DON'T KNOW ----- -8

**UP TO 3 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PIQ220, deleted "Would you say {CHILD}'s school..."  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

**PIQ1013. / PIQ230**

PIQ230

Question "The school provides information on community services to help {CHILD} or your family."

SaVisible "True"

Does this very well \_\_\_\_\_ 1

Just OK \_\_\_\_\_ 2

Doesn't do this at all \_\_\_\_\_ 3

DON'T KNOW ----- -8

**UP TO 3 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PIQ230, deleted "Would you say {CHILD}'s school..."  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ190, PIQ200, PIQ210, PIQ220, PIQ230 ON SAME SCREEN IN A GRID. WHEN ITEMS ARE DISPLAYED IN A GRID, USE A DARK COLUMN SEPARATOR LINE IN FRONT OF THE COLUMN FOR THE "Don't know" DISPLAY.

PIQ231a

Question "Please answer the questions below about {CHILD}'s school.

At this school, all students are treated equally."

Strongly agree \_\_\_\_\_ 1

Agree \_\_\_\_\_ 2

Disagree \_\_\_\_\_ 3

Strongly disagree \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: U.S. Department of Education School Climate Surveys (EDSCLS), Instructional Staff Survey. Modified stem to delete "regardless of whether their parents are rich or poor" at the end of the statement.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ231a-c ON SAME SCREEN IN A GRID.

**PIQ1015. / PIQ231b**

PIQ231b

Question "This school teaches with materials that show a wide variety of students (for example, children of different races and ethnicities, children who speak different languages, and children from different countries)."

Strongly agree \_\_\_\_\_ 1

Agree \_\_\_\_\_ 2

Disagree \_\_\_\_\_ 3

Strongly disagree \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: U.S. Department of Education School Climate Surveys (EDSCLS), Instructional Staff Survey. Modified language in original item that was "This school provides instructional materials (e.g., textbooks, handouts) that reflect students' cultural background, ethnicity and identity."  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ231a-c ON SAME SCREEN IN A GRID.

PIQ231c

Question "This school thinks it is important to show respect for all students' backgrounds, beliefs, values, and ways of life."

Strongly agree \_\_\_\_\_ 1  
Agree \_\_\_\_\_ 2  
Disagree \_\_\_\_\_ 3  
Strongly disagree \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: U.S. Department of Education School Climate Surveys (EDSCLS), Instructional Staff Survey. Modified language in original item that was "This school emphasizes showing respect for all students' cultural beliefs and practices."  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ231a-c ON SAME SCREEN IN A GRID.

**PIQ1017. / PIQ400**

PIQ400

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

Yes \_\_\_\_\_ 1  
No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: This question is about whether schools are trying to communicate with parents in a language that they speak, whether it is English or another language.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PIQ400, modified "{Last time we spoke to you/Earlier}" to "In the fall survey, it was reported/Previously, you said"  
Copyright: No

PIQ415

Question "This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school? Please select all that apply."

- Inconvenient meeting times \_\_\_\_\_ 1
- No child care keeps your family from going to school meetings or event \_\_\_\_\_ 2
- Family members can't get time off from work \_\_\_\_\_ 3
- Problems with safety going to the school \_\_\_\_\_ 4
- The school does not make your family feel welcome \_\_\_\_\_ 5
- Problems with transportation to the school \_\_\_\_\_ 6
- You don't hear about things going on at school that you might want to be involved in \_\_\_\_\_ 7
- Because you or members of your family speak a language other than English and meetings are conducted only in English \_\_\_\_\_ 8
- Another reason \_\_\_\_\_ 9
- You do not find it hard to participate in activities at {CHILD}'s school \_\_\_\_\_ 10

**UP TO 9 RESPONSES ALLOWED.**

Notes: IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 9, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "I do not find it hard to participate in activities at {CHILD}'s school" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, questions PIQ410, PIQ420, PIQ430, PIQ440, PIQ450, PIQ460, PIQ480, combined items into one select all that apply item and modified stem from "This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?" to This year, have any of the following reasons made it harder for you to participate in activities at {CHILD}'s school, such as:". Deleted "Has that made it harder for you to participate in activities at {CHILD}'s school?"  
Copyright: No

PIQ490 Question "How satisfied are you with the school {CHILD} attends this year?"

----

1. Very satisfied
2. Somewhat satisfied
3. Somewhat dissatisfied
4. Very dissatisfied

Notes:

ContextHeader: ECLS-K:2011, spring kindergarten, questions PIQ490, modified to change "Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied or very dissatisfied...year" to "How satisfied are you..."

Display Instructions:

PIQ500 Question "How many times was {CHILD} late for school during the past four weeks?"

Watermark "Enter # of times"

Notes:

RANGE 0 TO 99.

SOFT RANGE 0 TO 30.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT PIQ500}. Are you sure this is correct? When it is correct, select Next to continue."

ContextHeader: ECLS-K:2011, fall kindergarten, question PIQ500

Display Instructions:

PIQ515

Question "How do you feel about the amount of homework {CHILD} is assigned?"

----

1. The amount is about right.
2. It's too much.
3. It's too little.

Notes:

ContextHeader: ECLS-K:2011, spring first grade, question PIQ515, modified to remove  
Would you say..."

Display Instructions:



PIQ520 Question "During this school year, how often did you or someone else help {CHILD} with {his/her/their} homework?"

SaVisible "True"

----

1. Never
2. Less than once a week
3. 1 to 2 times a week
4. 3 to 4 times a week
5. 5 or more times a week

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: ECLS-K:2011, spring first grade, question PIQ520, modified to remove  
Would you say..."

Display Instructions:

PIQ550

Question "How often do you check that {CHILD} has completed all of {his/her/their} homework?"

Never \_\_\_\_\_ 1

Rarely \_\_\_\_\_ 2

Sometimes \_\_\_\_\_ 3

Always \_\_\_\_\_ 4

Not applicable. {CHILD} does not have homework. \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring third grade, question PIQ550, added "of {his/her} homework, deleted "Would you say never, rarely, sometimes, or always?"  
Copyright: No

PIQ560

Question "Now we have a question about your expectations of {CHILD}'s grades during this school year. Overall, how do you expect {CHILD}'s grades will be?"

----

1. Excellent
2. Above average
3. Average
4. Below average
5. Failing

Notes:

ContextHeader: ECLS-K:2011, fourth grade, PIQ560, modified to change question stem to be about expectations, added the word "how" to the question stem and removed ellipsis, added categories from ECLS-K:2011, fourth grade PIQ570 for schools that do not use grades, and modified category 5 about the school not giving those grades to incorporate PIQ570 category of failing.

Display Instructions:

**PIQ1022. / PIQ585a**

PIQ585a

Question "Now I have some questions about {CHILD} and school. How often would you say that {CHILD}..."

Makes up reasons to stay home from school?"

Almost never \_\_\_\_\_ 1

Rarely \_\_\_\_\_ 2

Sometimes \_\_\_\_\_ 3

A lot \_\_\_\_\_ 4

Almost always \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring fourth grade, question PIQ585a, deleted "Would you say almost never, rarely, sometimes, a lot, or almost always."  
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ585a-e ON SAME SCREEN IN A GRID.

PIQ585b

Question "Seems to dread going to school?"

Almost never \_\_\_\_\_ 1  
Rarely \_\_\_\_\_ 2  
Sometimes \_\_\_\_\_ 3  
A lot \_\_\_\_\_ 4  
Almost always \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: By "dread" we mean having a lot of fear or anxiety about going to school.

ContextHeader: Source: ECLS-K:2011, spring fourth grade, question PIQ585b  
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ585a-e ON SAME SCREEN IN A GRID.

**PIQ1024. / PIQ585c**

PIQ585c

Question "Becomes upset when it's time to go to school in the morning?"

Almost never \_\_\_\_\_ 1  
Rarely \_\_\_\_\_ 2  
Sometimes \_\_\_\_\_ 3  
A lot \_\_\_\_\_ 4  
Almost always \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring fourth grade, question PIQ585c  
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ585a-e ON SAME SCREEN IN A GRID.

PIQ585d

Question "Asks to stay home from school?"

Almost never \_\_\_\_\_ 1  
Rarely \_\_\_\_\_ 2  
Sometimes \_\_\_\_\_ 3  
A lot \_\_\_\_\_ 4  
Almost always \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring fourth grade, question PIQ585d  
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ585a-e ON  
SAME SCREEN IN A GRID.

**PIQ1026. / PIQ585e**

PIQ585e

Question "Complains about going to school?"

Almost never \_\_\_\_\_ 1  
Rarely \_\_\_\_\_ 2  
Sometimes \_\_\_\_\_ 3  
A lot \_\_\_\_\_ 4  
Almost always \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring fourth grade, question PIQ585e  
Copyright: No, but other special handling

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS PIQ585a-e ON  
SAME SCREEN IN A GRID.

---

Notes: GO TO SECTION FSQ (FAMILY STRUCTURE).

ContextHeader: Source:  
Copyright: No

[End of PIQ]

## FSQ. Family Structure

### FSQ1001. / FSQ005a

FSQ005a

Question "Now we would like to know a bit about {CHILD}'s household to better understand how children's home experiences may relate to early learning.

In addition to you and {CHILD}, how many other people or family members live in the household?

Watermark "Enter number"

[CHILD] and you: 2"

Number of other household members age 18 and older:"

[0 to 30]

---

Notes: IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ005a}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: New  
Copyright: No

Display Instructions: FOR BOTH LARGE AND SMALL BROWSERS DISPLAY FSQ005a, b, AND c ON THE SAME SCREEN.

DISPLAY "other" AND "18 and older" IN UNDERLINED TEXT. PLACE RESPONSE FIELD ON SAME LINE AS QUESTION TEXT. DISPLAY "[CHILD] and you: 2" AND ALIGN THE NUMBER "2" IN THIS TEXT WITH THE RESPONSE FIELDS FOR FSQ005a, b, AND c.

DISPLAY "18 and older" IN UNDERLINED TEXT.

### FSQ1002. / FSQ005aSR

Check to see if:

Soft Range: 0- 10

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I



FSQ005b

Question "Number of other household members age 17 and younger:"

Watermark "Enter number"

|\_| | \_\_\_\_\_ [0 to 30]

---

Notes: IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ005b}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: New  
Copyright: No

Display Instructions: FOR BOTH LARGE AND SMALL BROWSERS DISPLAY FSQ005a, b, AND c ON THE SAME SCREEN.

DISPLAY "17 and younger" IN UNDERLINED TEXT. PUT RESPONSE FIELD ON SAME LINE AS QUESTION TEXT.

ADD DARK SEPARATOR LINE ONE LINE UNDER QUESTION TEXT.

**FSQ1004. / FSQ005bSR**

Check to see if:

Soft Range: 0- 10

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

FSQ005c

Question "Total number of household members, including {CHILD} and you:

Include any spouses, partners, babies, young children, and people who are only temporarily away from home, such as living in a dorm. Please do not include anyone staying here temporarily who usually lives somewhere else."

InstResp "If the total is correct, please select the Next button. Otherwise, change the numbers of household members who are 18 and older or 17 and younger until the total is correct."

\_\_\_\_ [2 to 30]

Notes: IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "The total number of household members is {DISPLAY RESPONSE AT FSQ005c}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: New  
Copyright: No

Display Instructions: FOR BOTH LARGE AND SMALL BROWSERS DISPLAY FSQ005a, b, AND c ON THE SAME SCREEN.

FOR THE RESPONSE AREA IN FSQ005c, CREATE A HOUSEHOLD TOTAL BY ADDING THE NUMBER 2 (FOR THE CHILD AND RESPONDENT) PLUS THE NUMBER OF HOUSEHOLD MEMBERS IN FSQ005a (NUMBER OF OTHER HOUSEHOLD MEMBERS AGE 18 AND OLDER) PLUS THE NUMBER OF HOUSEHOLD MEMBERS IN FSQ005b (NUMBER OF OTHER HOUSEHOLD MEMBERS AGE 17 AND YOUNGER). IF THERE ARE ANY CHANGES TO FSQ005a OR FSQ005b AFTER A RESPONDENT BACKS UP FROM FSQ005c, CALCULATE THIS TOTAL IN FSQ005c AGAIN.

COUNT SK ANSWERS IN FSQ005a AND FSQ005b AS ZERO IN THE SUM. PUT RESPONSE FIELD ON SAME LINE AS QUESTION TEXT AND CHANGE THE FILL COLOR TO GRAY. DISPLAY THE INTRESP ON THE NEXT LINE AFTER THE SUM OF NUMBER.

FSQ1006. / FSQ005cSR

Check to see if:

Soft Range: 2- 10

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

FSQ010

Question "Thank you for providing information about the total number of people living in [CHILD]'s household.

Now we are requesting characteristics only about yourself, {CHILD}'s parents or guardians, and partners or spouses of {CHILD}'s parents or guardians who may live in this household.

This information will help us ask better questions about {CHILD}'s parental figures later in the survey.

In the {table/screens} below, please:

- Add your age and gender {to the row/on this screen} with your {initial/first name}.

If {CHILD} has any other parents or guardians who live in this household, or if you or another parent or guardian has a partner or spouse that live in {CHILD}'s household even if they are not {CHILD}'s parent or guardian:

- Use the "Add a person" button to include their information {in this table/on the screens that follow}.

Do not add any other household members who are not parents or guardians.

Do not add any other parents or guardians who do not live in this household.

When you are finished, select "Next" to move to the next question."

"{If a person was added in error, select the "Remove this person" box and the person will be removed after a button is selected.}"

"{Initials/First name}"

Parent/Guardian # {DISPLAY FIRST NAME OF RESPONDENT}

\_\_\_\_\_ [0 to 0]

---

Notes: ALLOW UP TO 6 ROWS FOR PARENTS/GUARDIANS (THIS NUMBER OF ROWS INCLUDES THE ROWS FOR THE RESPONDENT).

HELP FOR INITIALS/FIRST NAME: {We'll be asking more about some of these people later in the survey, so please use initials that will make sense to you}. {If you would prefer not to list first names, you can use initials or nicknames. We'll be asking more about some of these people later in the survey, so please use names, nicknames, or initials that will make sense to you.}

ContextHeader: Source: ECLS-K:2011 spring kindergarten, FSQ020  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY "table", "to the row", "in this table". ELSE IF THE BROWSER SIZE IS NOT LARGE, DISPLAY "screens", "on this screen", and "on the screens that follow".

DISPLAY "Initial" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "first name".

DISPLAY "Initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "First name".

IN THE HELP TEXT, DISPLAY "We'll be asking more about some of these people later in the survey, so please use initials that will make sense to you." FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "If you would prefer not to list first names, you can use initials or nicknames. We'll be asking more about some of these people later in the survey, so please use names, nicknames, or initials that will make sense to you."

DISPLAY INITIALS/FIRST NAME, AGE, AND GENDER (FSQ010, FSQ030, AND FSQ040) ON THE SAME SCREEN.

IF THE BROWSER SIZE IS LARGE, DISPLAY A GRID WITH COLUMN HEADERS OF "Initials/First name", "Age", AND "Gender". GRID ROWS SHOULD BE "Parent/Guardian" AND THE NUMBER OF THE ROW, A FIELD TO ENTER THE FIRST NAME, A FIELD TO ENTER AGE, AND A FIELD TO ENTER GENDER.

IF THE BROWSER SIZE IS NOT LARGE, DISPLAY THESE FIELDS VERTICALLY ON A SEPARATE SCREEN FOR EACH PARENT/GUARDIAN. DISPLAY "Parent/Guardian" AND THE NUMBER OF PARENT/GUARDIANS ABOVE "Initials/First name".

FOR PARENT/GUARDIAN 1, DISPLAY THE FIRST NAME OF THE RESPONDENT FROM INQ005j (FIRST NAME COLLECTED IN THE CURRENT PARENT SURVEY) IF IT IS NOT EMPTY. ELSE DISPLAY THE FIRST NAME OF THE RESPONDENT FROM INQ010b IF IT IS NOT EMPTY. DO NOT ALLOW CHANGES. ELSE IF THE RESPONDENT NAME IS EMPTY, DISPLAY THE WORD "You."

IF THE BROWSER SIZE IS LARGE, AT THE BOTTOM OF THE GRID, ADD A BUTTON THAT SAYS "Add a person". IF THE BROWSER SIZE IS NOT LARGE, AFTER THE SCREEN FOR PARENT/GUARDIAN 1, DISPLAY A SCREEN THAT HAS "If needed, select the button below to add a person and then select "Next." Otherwise, select "Next" to move to the next question." AND A BUTTON UNDER THAT THAT SAYS "Add a person". IF 6 PERSONS HAVE BEEN ADDED TO FSQ010, DO NOT DISPLAY THE "Add a person" BUTTON BECAUSE NO ADDITIONAL PERSONS CAN BE ADDED.

THE "Add a person" BUTTON SHOULD BE ONE ROW ABOVE THE "Next"

AND "Back" BUTTONS."

IF THE BROWSER SIZE IS LARGE, STARTING WITH PARENT/GUARDIAN 2, DISPLAY IN InstResp FORMAT "If a person was added in error, select the "Remove this person" box and the person will be removed after a button is selected." AND A CHECKBOX AT THE END OF EACH ROW THAT SAYS "Remove this person".

IF THE BROWSER SIZE IS NOT LARGE, STARTING WITH PARENT/GUARDIAN 2, DISPLAY IN InstResp. FORMAT "If a person was added in error, select the "Remove this person" box and the person will be removed after a button is selected." AND DISPLAY "Remove this person" AT THE BOTTOM OF THE SCREEN AND A CHECKBOX THAT SAYS "Remove this person".

UNDERLINE THE TEXT : "Do not add any other household members who are not parents or guardians." AND BOLD BOTH INSTANCES OF "not".

UNDERLINE THE TEXT : "Do not add any other parents or guardians who do not live in this household." AND BOLD BOTH INSTANCES OF "not".

DISPLAY "parents or guardians" AND "partner or spouses" IN UNDERLINED TEXT IN SENTENCES THAT BEGINS WITH "Now we are requesting..." AND "If {CHILD} has any other...".

**Box FSQ1008. / Box 1**

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Notes: ASK FSQ030 FOR EACH PERSON LISTED IN FSQ010.

ContextHeader: Source:  
Copyright: No

FSQ030

Question "Age"

|\_|\_|\_| \_\_\_\_\_ [0 to 120]

Notes: SOFT RANGE FOR RESPONDENT'S AGE (HOUSEHOLD MEMBER 1) IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE:

"Your age was entered as less than 18 or greater than 100. Please confirm. If this is correct, select Next to continue." HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FSQ030.  
Copyright: No

Display Instructions: DISPLAY FIRST NAME, AGE, AND GENDER (FSQ010, FSQ030, AND FSQ040) ON THE SAME SCREEN.

**FSQ1010. / FSQ030SR**

Check to see if:

Soft Range: 18- 100

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

**Box FSQ1011. / Box 2**

Notes: ASK FSQ040 FOR EACH PERSON LISTED IN FSQ010.

ContextHeader: Source:  
Copyright: No

FSQ040

Question "Gender"

Male \_\_\_\_\_ 1

Female \_\_\_\_\_ 2

Another gender \_\_\_\_\_ 3

**UP TO 3 RESPONSES ALLOWED.**

Notes: DISPLAY "Rather not answer" IN THE DROPDOWN LIST AND BACK CODE AS A SPECIAL ANSWER.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FSQ040, added "Another gender" and "Rather not answer" categories  
Copyright: No

Display Instructions: DISPLAY FIRST NAME, AGE, AND GENDER (FSQ010, FSQ030, AND FSQ040) ON THE SAME SCREEN.

**FSQ1013. / FSQ050**

FSQ050

Question "Please confirm the initials or first names, ages, and genders of yourself, parents/guardians, and spouse/partners in {CHILD}'s household. Is this information correct?"

InstResp "If you would like to add household members or change information, please select "No" to go back and make changes."

{LIST OF HOUSEHOLD MEMBERS SHOWING INITIALS, FIRST NAMES, AGES, AND GENDERS}

Yes \_\_\_\_\_ 1 (FSQ1014)

No \_\_\_\_\_ 2 (FSQ1007)

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK SKIPS TO FSQ110.

ContextHeader: Source: New.  
Copyright: No

Display Instructions: DISPLAY A LIST OF HOUSEHOLD MEMBERS THAT SHOW HOUSEHOLD MEMBER NUMBER, FIRST NAME, AGE, AND GENDER FOR EACH PERSON FROM FSQ010, FSQ030, AND FSQ040. DISPLAY AS "Name:", "Age:", AND "Gender:" THE LIST SHOULD SHOW HOUSEHOLD MEMBERS IN THE SAME ORDER THAT THEY WERE LISTED IN FSQ010. THIS LIST CANNOT BE EDITED.

FSQ110

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

Yes \_\_\_\_\_ 1 (FSQ1015)

No \_\_\_\_\_ 2 (Box FSQ1021)

---

**UP TO 2 RESPONSES ALLOWED.**

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

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FSQ110.  
Copyright: No



FSQ120

Question "Who in the household is your spouse or partner?"

InstResp "Select the {initials/name} of the person who is your spouse/partner. If the {initials are/name is} not listed, select "not on list.""

{DISPLAY HH MEMBER INITIALS/NAME 1}            \_\_\_\_\_ 1  
{DISPLAY HH MEMBER INITIALS/NAME 2}            \_\_\_\_\_ 2  
{DISPLAY HH MEMBER INITIALS/NAME 3}            \_\_\_\_\_ 3  
{DISPLAY HH MEMBER INITIALS/NAME 4}            \_\_\_\_\_ 4  
{DISPLAY HH MEMBER INITIALS/NAME 5}            \_\_\_\_\_ 5  
Not on list \_\_\_\_\_ 7

---

**UP TO 6 RESPONSES ALLOWED.**

Notes: DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES, INCLUDE THOSE WITH MISSING ANSWERS FOR AGE AND DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME. DO NOT DISPLAY THE RESPONDENT'S INITIALS/NAME OR THE CHILD'S NAME.

LINES FOR 5 HH MEMBERS ARE SHOWN, (THERE ARE 6 POSSIBLE HOUSEHOLD MEMBERS BUT THE RESPONDENT IS NOT DISPLAYED SO 5 ROWS ARE SHOWN). ALSO DISPLAY "NOT ON LIST." BECAUSE THERE ARE 6 HOUSEHOLD MEMBERS TOTAL, "NOT ON LIST" IS ROW 7 TO INDICATE WHAT THE MAXIMUM NUMBER ROW IS FOR THE ROSTER.)

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FSQ120.  
Copyright: No

Display Instructions: DISPLAY HOUSEHOLD MEMBERS OVER 16 YEARS OF AGE AS RESPONSE CATEGORY CHOICES, INCLUDE THOSE WITH MISSING ANSWERS FOR AGE AND DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME. ALSO DISPLAY "NOT ON LIST." DO NOT DISPLAY THE RESPONDENT'S NAME. FLAG PERSON SELECTED AT FSQ120 AS "RESPONDENT'S SPOUSE/PARTNER". FOR THE FIRST DISPLAY, DISPLAY "initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "name". FOR THE SECOND DISPLAY, DISPLAY "initials are" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "name is".

---

Notes: IF FSQ120 = NOT ON LIST, AUTOCODE FSQ110 = 1 (SPOUSE/PARTNER IS IN HOUSEHOLD) AND GO TO FSQ120a. ELSE GO TO BOX 4.

ContextHeader: Source:  
Copyright: No

**FSQ1017. / FSQ120a**

FSQ120a

Question "What {are the initials/is the first name} of your spouse or partner?"

{Initials/First name}:"

\_\_\_\_\_ [0 to 0]

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Notes: PROGRAM SHOULD ADD NAME OF SPOUSE/PARTNER TO LIST OF HOUSEHOLD MEMBERS TO HAVE A COMPLETE LIST OF HOUSEHOLD MEMBERS FOR LATER DISPLAYS. IF FSQ120a IS LEFT BLANK, ADD INITIALS/NAME OF SPOUSE PARTNER AS "your spouse/partner" AND USE THESE INITIALS/THIS NAME FOR THE SPOUSE/PARTNER THROUGHOUT THE SURVEY.

ContextHeader: Source: New  
Copyright: No

Display Instructions: FOR INITIALS/FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY "are the initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "is the first name".

DISPLAY "Initials" FOR ANY DISTRICTS NOTED IN THE PRELOAD THAT DISALLOW COLLECTION OF TRACING DATA. ELSE DISPLAY "First name".

FSQ120b

Question "How old is {INITIALS/NAME}?"

Pre-unit "Age:"

|\_|\_|| \_\_\_\_\_ [0 to 120]

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

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "The age was entered as less than 18 or greater than 100. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FSQ030.  
Copyright: No

Display Instructions: DISPLAY THE INITIALS/NAME OF THE SPOUSE/PARTNER IN FSQ120a.

**FSQ1019. / FSQ120bSR**

Check to see if:

Soft Range: 18- 100

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I

FSQ120c

Question "What is {INITIALS/NAME}'s gender?"

"Rather not answer"

Male \_\_\_\_\_ 1

Female \_\_\_\_\_ 2

Another gender \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

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

ADD A SPECIAL ANSWER TO DISPLAY "Rather not answer" AS A RADIO BUTTON.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FSQ040, added "Another gender" and "Rather not answer" categories  
Copyright: No

Display Instructions: DISPLAY THE INITIALS/NAME OF THE SPOUSE/PARTNER IN FSQ120a.

**Box FSQ1021. / Box 4**

---

Notes: LOOP 2.

ASK FSQ130 - FSQ130OS TO OBTAIN RELATIONSHIP DATA FOR ALL PERSONS (OTHER THAN- THE RESPONDENT WHOSE RELATIONSHIP WAS COLLECTED IN ING005g) LISTED IN FSQ010.

ContextHeader: Source:  
Copyright: No

FSQ130

Question "What is {INITIALS/NAME}'s relationship to {CHILD}?"

- Biological parent \_\_\_\_\_ 1 (Box FSQ1024)
- Adoptive parent \_\_\_\_\_ 2 (Box FSQ1024)
- Step parent \_\_\_\_\_ 3 (Box FSQ1024)
- Foster parent \_\_\_\_\_ 4 (Box FSQ1024)
- Sibling \_\_\_\_\_ 5 (Box FSQ1024)
- Grandparent \_\_\_\_\_ 6 (Box FSQ1024)
- Other relative \_\_\_\_\_ 7 (Box FSQ1024)
- Other nonrelative \_\_\_\_\_ 8 (Box FSQ1024)
- Other parent or guardian {(Please specify):/(Please specify on next screen.)} ----- 91 (FSQ1023)

---

**UP TO 9 RESPONSES ALLOWED.**

Notes: DISPLAY CODE 91 ABOVE CODE 5.

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

BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, "Biological parent", "Adoptive parent", "Step parent", "Foster parent", "Sibling", "Grandparent", "Other Relative", "Other Nonrelative", "Other parent or guardian".

HELP FOR CODE 1: Biological Parent: A parent biologically related to the child. This may be the parent who gave birth to the child, but could also apply to a parent who used a surrogate, egg donor, or sperm donor to have the child.

HELP FOR CODE 2: Adoptive Parent: A parent who has legally adopted {CHILD}.

HELP FOR CODE 3: Step Parent: A parent other than {CHILD}'s biological or adoptive parent who is married to {CHILD}'s biological or adoptive parent.

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

HELP FOR CODE 5: Sibling: Include biological (full, half), step, adoptive, and foster siblings as defined below.

Full Sibling: A person with whom {CHILD} shares the same biological parents.

Half Sibling: A person with whom {CHILD} shares one biological parent.

Step Sibling: A person to whom {CHILD} is related by the marriage of one biological parent.

Adoptive Sibling: A person to whom {CHILD} is related given that they are in the same family in which the person or {CHILD} has been legally adopted by the family.

Foster Sibling: A person to whom {CHILD} is unrelated except that they are in the same family in which the person or {CHILD} have been taken into the home on a temporary basis and the parents have legal responsibility for {CHILD}.

HELP FOR CODE 6: Grandparent: A parent of {CHILD}'s biological, adoptive, or step parent.

HELP FOR CODE 7: Other Relative: Refers to relationships that are not listed, such as great grandparent, child of a parent's sibling (e.g., niece or nephew), and sibling of {CHILD}'s parent (e.g., aunt or uncle).

HELP FOR CODE 8: Other Nonrelative: Refers to the relationship between two people when there is no family relationship through blood, marriage, or adoption. The category could be used to refer to a person who is not a parent to {CHILD}, but is a partner to {CHILD}'s parent and living together with that parent as married. The category could also be used to refer to the partner's children who are not related to {CHILD}'s parent. An example of this is when the child's parent and the parent's partner (who is not the child's parent) live together as married and the partner's daughter lives with them. The relationship of the partner's daughter to the child would be siblings if they were married, but since the parent and the partner are not married, the daughter is an "other nonrelative."

HELP FOR CODE 91: Other Parent or Guardian: A person acting as the parent

of {CHILD}, but does not fit into one of the other categories. For example, in a household with two parents, one of the parents may not be biologically related to {CHILD} and not legally in charge of {CHILD} but is another parent to {CHILD}.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FSQ130, changed response categories to refer to parents  
Copyright: No

Display Instructions: ASK FSQ130 - FSQ130OS FOR EACH PERSON LISTED IN FSQ010 OTHER THAN THE RESPONDENT.

DISPLAY "{INITIALS/NAME}'s" USING THE INITIALS/NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify):" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

**FSQ1023. / FSQ130OS**

FSQ130OS

\_\_\_\_\_ [0 to 0]

ContextHeader: Source: ECLS-K:2011, spring kindergarten, FSQ130, changed response categories to refer to parents  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

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Notes: END LOOP 2.

ASK FSQ130 - FSQ130os FOR NEXT PERSON IN FSQ010.

IF NO NEXT PERSON, GO TO BOX 6.

ContextHeader: Source:  
Copyright: No



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Notes: LOOP 3.

FOR SPRING FIRST GRADE, WE ARE NOT RELYING ON PRELOADED DATA LIKE WE DID IN SPRING KINDERGARTEN. LOOP AND ASK RACE AND ETHNICITY OF RESPONDENT, FOCAL CHILD, AND OF PEOPLE LISTED IN HOUSEHOLD. THE APPROACH IS SIMILAR TO FALL KINDERGARTEN.

IF THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT, CONTINUE WITH FSQ190.

ELSE IF THERE ARE NO PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH CODES 1, 2, 3, 4 OR 91 AT INQ005g OR FSQ130), AND THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120), CONTINUE WITH FSQ190.

WHEN ALL PERSONS WITH MISSING ETHNICITY OR RACE DATA HAVE BEEN ASKED ABOUT GO TO BOX 10.

ContextHeader: Source:  
Copyright: No

FSQ190

Question "{We have a few more questions about {CHILD} and the people listed in your household.}

{Are you/Is {INITIALS/NAME}} Hispanic or {Latino/Latina} {Latino/a}? A person who is Hispanic or {Latino/Latina} {Latino/a} is of Cuban, Dominican, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race."

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

**Notes:** IF THIS QUESTION IS SK (SKIPPED) FOR THE CHILD, USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER SKIP TO FSQ195.

**ContextHeader:** Source: ECLS-K:2011, spring kindergarten, question FSQ190, added a display for "Latina".  
Copyright: No

**Display Instructions:** DISPLAY "We have a few more questions about {CHILD} and the people listed in your table." THE FIRST TIME THE QUESTION IS ASKED. ELSE USE A NULL DISPLAY.

BOLD 'Hispanic or {Latino/Latina} {Latino/a}' IN THE THIRD SENTENCE.

ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT.

IF THERE ARE NO PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), AND THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120), CONTINUE WITH FSQ190.

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

DISPLAY "Latino" IF THE PERSON IS MALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 1 OR FSQ120c = 1) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS MALE (INQ050b = 1).  
DISPLAY "Latina" IF THE PERSON IS FEMALE ACCORDING TO THE CURRENT PARENT SURVEY (FSQ040 = 2 OR FSQ120c = 2) OR IF THE LOOP IS ABOUT THE CHILD AND THE CHILD IS FEMALE (INQ050b = 2).  
ELSE DISPLAY "Latino/a".

NOTE: IF THE RESPONDENT IS A PARENT (CODES 1, 2, 3, 4, OR 91 AT INQ005g), ASK THIS QUESTION AS "Are you" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

---

Notes: IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD AND FSQ190 = 1 (HISPANIC) IN THE CURRENT SURVEY, GO TO FSQ192. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD GO TO FSQ195.

IF LOOPING ON THE CHILD AND FSQ190 = 1 (HISPANIC) FOR THE CHILD IN THE CURRENT SURVEY GO TO FSQ192. ELSE GO TO FSQ195.

ContextHeader: Source:  
Copyright: No

FSQ192

Question "Which of the following Spanish, Hispanic, or Latino groups best describes {your/{INITIALS/{NAME}'s} origin? Please select all that apply."

Cuban \_\_\_\_\_ 1

Mexican, Mexican American, or Chicano \_\_\_\_\_ 2

Puerto Rican \_\_\_\_\_ 3

Other Spanish/Hispanic/Latino group \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring third grade, question FSQ196b, deleted "Is {he/she}..." for web  
Copyright: No

Display Instructions: DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

---

FSQ195

Question "Which of the following describes {your/{INITIALS/{NAME}'s} race?  
You may choose more than one. Please select all that apply."

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

---

**UP TO 5 RESPONSES ALLOWED.**

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

HELP FOR STEM: For the purposes of this study, Hispanic origins are not races.

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

HELP FOR CODE 1: American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment. Example tribes include Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, and Nome Eskimo Community.

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

HELP FOR CODE 3: Black or African American: A person having origins in any of the black racial groups of Africa. This includes, for example, African Americans and people from Jamaica, Haiti, Nigeria, Ethiopia, and Somalia.

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

HELP FOR CODE 5: White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa. This includes, for example, people from Germany, Ireland, England, Italy, Lebanon, and Egypt.

ContextHeader: Source: ECLS-K:2011, spring kindergarten FSQ195 combined with the race question from High School and Beyond (HS&B), added "For the purposes of this study, Hispanic origins are not races."  
Copyright: No

Display Instructions: ASK ABOUT EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER WHO IS THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT.

IF THERE ARE NO PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), AND THERE ARE ANY MISSING ETHNICITY OR RACE DATA FOR THE FOCAL CHILD, THE RESPONDENT, OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120), CONTINUE WITH FSQ195.

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

**Box FSQ1032. / Box 9**

---

Notes: IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD AND FSQ195 = 2 (ASIAN) IN THE CURRENT SURVEY GO TO FSQ197b. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD GO TO BOX 10.

IF LOOPING ON THE CHILD AND FSQ195 = 2 (ASIAN) FOR THE CHILD GO TO FSQ197b. ELSE GO TO BOX 10.

ContextHeader: Source:  
Copyright: No

**FSQ1033. /**

**FSQ1034. / FSQ197b**

FSQ197b

Question "Which of the following Asian groups best describes {your/{INITIALS/{NAME}'s} origin? Please select all that apply."

- Asian Indian ----- 1
- Chinese ----- 2
- Filipino ----- 3
- Hmong ----- 4
- Japanese ----- 5
- Korean ----- 6
- Vietnamese ----- 7
- Other Asian ----- 8

---

**UP TO 8 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring third grade, question FSQ197b, deleted "Is {he/she}..." for web, moved category for Hmong from code 7 to code 4  
Copyright: No

Display Instructions: DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

---

Notes: IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD AND FSQ195 = 4 (NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) IN THE CURRENT SURVEY, GO TO FSQ198b. ELSE IF LOOPING ON A HOUSEHOLD MEMBER WHO IS NOT THE CHILD GO TO BOX 11.

IF LOOPING ON THE CHILD AND FSQ195 = 4 (NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER) GO TO FSQ198b. ELSE IF THE PRELOAD IN A CONTINUING HOUSEHOLD SHOWS THAT THE CHILD IS NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER (FSQ195 = 4) AND THE NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER SUBGROUP DATA FOR THE CHILD IS MISSING FROM FALL K (FSQ198b = SK OR WAS NOT ASKED), GO TO FSQ198a. ELSE GO TO BOX 11.

ContextHeader: Source:  
Copyright: No

**FSQ1036. / FSQ198a**



FSQ198b

Question "Which of the following Pacific Islander groups best describes {your/{INITIALS/NAME}'s} origin? Please select all that apply."

Guamanian or Chamorro \_\_\_\_\_ 1  
Native Hawaiian \_\_\_\_\_ 2  
Samoan \_\_\_\_\_ 3  
Other Pacific Islander \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring third grade, question FSQ198b, deleted "Is {he/she}..." for web  
Copyright: No

Display Instructions: DISPLAY THE CHILD'S NAME IN UNDERLINED TEXT.

DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{INITIALS/NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. NOTE: IF THE RESPONDENT IS A PARENT FIGURE, ASK THIS QUESTION AS "your" AND DO NOT ASK THE QUESTION AGAIN USING "{INITIALS/NAME}" ABOUT THE SAME PERSON.

**Box FSQ1038. / Box 11**

---

Notes: END LOOP 3.

ASK FSQ190 – FSQ198b FOR NEXT PERSON WHO IS THE RESPONDENT, THE FOCAL CHILD, THE FOCAL CHILD'S PARENTS (CODES 1, 2, 3, 4, OR 91 AT INQ005g OR FSQ130), OR THE RESPONDENT'S SPOUSE/PARTNER (SELECTED AT FSQ120) IF NOT ALREADY LOOPED ON AS A PARENT, OR RESPONDENT, OR RESPONDENT'S SPOUSE/PARTNER (IF NO PARENT FIGURES) WHOSE ETHNICITY OR RACE DATA ARE MISSING. WHEN ALL PERSONS WITH MISSING ETHNICITY OR RACE DATA HAVE BEEN ASKED ABOUT, CONTINUE WITH FSQ198c.

ContextHeader: Source:  
Copyright: No

FSQ198c

Question "We have just a few more questions about this household's members.

How many siblings does {CHILD} have in this household?"

Pre-unit "Number of siblings"

Watermark "Enter number"

|\_| | \_\_\_\_\_ [0 to 30]

---

Notes: BOLD, ON FIRST INSTANCE ONLY IN HELP TEXT, "Siblings".

HELP FOR STEM: Siblings: Include biological (full, half), adoptive, step, and foster brothers, sisters, or other siblings.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ198c}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: New  
Copyright: No

DISPLAY INSTRUCTIONS: DISPLAY FSQ198C AND FSQ199 ON THE SAME SCREEN.

FSQ1040. / FSQ198cSR

Check to see if:

Soft Range: 0- 10

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I

FSQ199

How many grandparents does {CHILD} have in this household?

Pre-unit "Number of grandparents"

Watermark "Enter number"

|\_| \_\_\_\_\_ [0 to 8]

---

**Notes:** BOLD FIRST INSTANCES ONLY OF "Grandparents" IN HELP TEXT.

HELP FOR STEM: Grandparents: Parents of {CHILD}'s biological, adoptive, or step parents.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT FSQ199}. Please confirm. If this is correct, select Next to continue."

---

ContextHeader: Source: Early Childhood Longitudinal Study, Kindergarten Class of 2010-11, FSQ115.  
Copyright: No

DISPLAY INSTRUCTIONS:      DISPLAY FSQ198C AND FSQ199 ON THE SAME SCREEN.

**FSQ1042. / FSQ199SR**

Check to see if:

Soft Range: 0- 4

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I

FSQ199b Question "Since {CHILD} started kindergarten in the fall of 2023, have any parent or guardians of {CHILD} left the household where the {CHILD} lives with you."

- 1 Yes
- 2 No

Notes:

ContextHeader: Source: ECLS-K:2011 FSQ015  
New

Display Instructions:

FSQ199c Question "Why did the person(s) leave the household? Please select all that apply."

- 1 Separation or divorce
- 2 Living elsewhere for employment related reasons or in the military
- 3 In jail or in prison
- 4 Moved on/moved elsewhere
- 5 Deceased
- 91 Other

Notes:

ContextHeader: Early Childhood Longitudinal Study, Kindergarten Class of 2010-11, FSQ015 modified response options.

Display Instructions:

FSQ200

Question "How would you describe your current relationship status?"

SaVisible "True"

- Married \_\_\_\_\_ 1 (Box FSQ1045)
- Separated \_\_\_\_\_ 2 (Box FSQ1045)
- Divorced \_\_\_\_\_ 3 (Box FSQ1045)
- Widowed \_\_\_\_\_ 4 (Box FSQ1045)
- Never married \_\_\_\_\_ 5 (Box FSQ1045)
- Civil union/domestic partnership \_\_\_\_\_ 6 (Box FSQ1045)
- Other {(Please explain):/(Please explain on next screen.)} ----- 91 (FSQ1044)

DON'T KNOW ----- -8

**UP TO 7 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, FSQ200, added a category 91 and "I don't know".  
Copyright: No

DISPLAY INSTRUCTIONS: DISPLAY DON'T KNOW OPTION (SaVisible "True").

**FSQ1044. / FSQ200OS**

FSQ200OS

\_\_\_\_\_ ----- [0 to 0]

ContextHeader: Source:  
Copyright: No

Display Instructions: DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FSQ200 ON LARGE BROWSERS.

---

Notes: IDENTIFY THE 4 "KEY" PARENT FIGURES IN THE HOUSEHOLD. THIS PERSON OR PERSONS SHOULD BE CHOSEN AS FOLLOWS:

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

2) SELECT UP TO 4 KEY PARENT FIGURES USING THIS ORDERED PRIORITY:

1. TAKE HH MEMBERS WITH RELATION = 1 (BIOLOGICAL PARENT) STARTING FROM THE LOWEST PERSON NUMBER (PERSON NUMBER CORRESPONDS TO THE ORDER THE PERSON WAS ENTERED IN THE ROSTER).

2. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, TAKE HH MEMBERS WITH RELATION = 2 (ADOPTIVE PARENT) STARTING FROM THE LOWEST PERSON NUMBER.

3. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, TAKE HH MEMBERS WITH RELATION = 3 (STEP PARENT) STARTING FROM THE LOWEST PERSON NUMBER.

4. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, TAKE HH MEMBERS WITH RELATION = 4 (FOSTER PARENT) STARTING FROM THE LOWEST PERSON NUMBER.

5. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, TAKE HH MEMBERS WITH RELATION = 91 (OTHER PARENT OR GUARDIAN) STARTING FROM THE LOWEST PERSON NUMBER.

6. IF THERE ARE NOT 4 KEY PARENT FIGURES YET, AND RESPONDENT IS A KEY PARENT, TAKE RESPONDENT'S SPOUSE/PARTNER (SPOUSE/PARTNER IS DEFINED AS THE PERSON SELECTED AT FSQ120) IF THIS PERSON IS NOT ALREADY A KEY PARENT.

7. IF THERE IS NOT EVEN ONE KEY PARENT FIGURE YET, TAKE RESPONDENT AND SPOUSE/PARTNER (AT THIS POINT, THE RESPONDENT AND SPOUSE/PARTNER MUST HAVE RELATION NOT IN (1, 2, 3, 4, 91)).

ContextHeader: Source:  
Copyright: No

---

Notes: IF THE RESPONDENT IS A PARENT (INQ005g = 1, 2, 3, 4, OR 91) GO TO BOX 14. ELSE IF THERE ARE KEY PARENTS ACCORDING TO BOX 12 THAT ARE NOT THE RESPONDENT AND HAVE INITIALS OR A NAME IN FSQ010 GO TO FSQ202. ELSE GO TO BOX 14.

ContextHeader: Source:  
Copyright: No

FSQ202

Question "How would you describe {INITIALS/NAME}'s current relationship status?"

SaVisible "True"

Married \_\_\_\_\_ 1 (Box FSQ1049)

Separated \_\_\_\_\_ 2 (Box FSQ1049)

Divorced \_\_\_\_\_ 3 (Box FSQ1049)

Widowed \_\_\_\_\_ 4 (Box FSQ1049)

Never married \_\_\_\_\_ 5 (Box FSQ1049)

Civil union/domestic partnership \_\_\_\_\_ 6 (Box FSQ1049)

Other {(Please explain):/(Please explain on next screen.))} \_\_\_\_\_ 91 (FSQ1048)

DON'T KNOW \_\_\_\_\_ -8

**UP TO 7 RESPONSES ALLOWED.**

Notes: DISPLAY THE INITIALS OR NAME FROM FSQ010 FOR THE FIRST KEY PARENT FIGURE ACCORDING TO BOX 12 WHO IS NOT THE RESPONDENT. THE RESPONDENT'S MARITAL STATUS WAS ASKED ABOUT IN FSQ200. THE PRIORITIES IN BOX 12, STEP 2, SHOULD BE USED TO SELECT THE PARENT FIGURE FOR THIS QUESTION (E.G., IF THERE IS A BIOLOGICAL PARENT IN THE HOUSEHOLD WHO IS NOT THE RESPONDENT, MARITAL STATUS WILL BE ABOUT THE FIRST PARENT FIGURE WHO IS A BIOLOGICAL PARENT (BOX 12, STEP 2, POINT 1). ELSE IF THERE IS AN ADOPTIVE PARENT IN THE HOUSEHOLD WHO IS NOT THE RESPONDENT, MARITAL STATUS WILL BE ASKED ABOUT THE FIRST PARENT FIGURE WHO IS AN ADOPTIVE PARENT (BOX 12, STEP 2, POINT 2). ELSE, SELECTION OF THE PARENT FIGURE FOR THE MARITAL STATUS QUESITON WOULD CONTINUE ACCORDING TO BOX 12, STEP 2, POINTS 3-7.)

ContextHeader: Source: ECLS-K:2011, spring kindergarten, FSQ200.  
Copyright: No

Display Instructions: DISPLAY DON'T KNOW OPTION (SaVisible "True").



**FSQ1048. / FSQ2020S**

FSQ2020S

----- [0 to 0]

---

ContextHeader: Source:  
Copyright: No

Display Instructions: DISPLAY OTHER SPECIFY FIELD ON SAME PAGE AS FSQ200 FOR  
LARGE BROWSERS.

**Box FSQ1049. / Box 14**

---

Notes: GO TO SECTION HEQ.

ContextHeader: Source:  
Copyright: No

[End of FSQ]

## HEQ. Home Environment, Activities, and Cognitive Stimulation

HEQ030 Question "Now we would like to ask about {CHILD}'s home environment. In a typical week, how often do you or any other family members read books to {CHILD}?"

Include only times family members have read books to {CHILD}. Do not include times when {CHILD} reads or looks at books by {herself/himself/themself}. Please include reading of books in any language."

----

1. Not at all
2. Once or twice a week
3. 3 to 6 times a week
4. Every day

Notes:

SK SKIPS TO HEQ040.

ANSWER OF 1 SKIPS TO HEQ040.

ContextHeader: ECLS-K:2011, fall kindergarten, question HEQ030, added transition text

Display Instructions: DISPLAY "week" IN UNDERLINED TEXT.

DISPLAY "himself" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "herself" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "themself" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

HEQ035

Question "In a typical week, how often do you or any other family members read books to {CHILD} in a language other than English?"

----

1. Not at all
2. Once or twice a week
3. 3 to 6 times a week
4. Every day

Notes:

HELP FOR STEM: This question is about reading to {CHILD} in another language if you speak a language other than English.

ContextHeader: ECLS-K:2011, fall kindergarten, question HEQ035, modified to refer to a language other than English rather than a specific language because of changes to language categories in the ECLS-K:2023. Also, deleted "Would you say..."

Display Instructions:

HEQ036 Question "Generally, how long is {CHILD} read to at each of these times?"

Please include reading in any language."

Pre-unit "Minutes:"

Watermark "Enter minutes"

Notes:

RANGE 0 TO 300.

SOFT RANGE 0 TO 120.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HEQ036}. Are you sure this is correct? When it is correct, select Next to continue."

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

Display Instructions:

HEQ040 Question " About how many children's books does {CHILD} have at home now, including library books? Please only include books that are for children."

Include all children's books including those that are electronic or eBooks. Also include books that are borrowed or from the library, as well as those that may be shared with siblings."

Watermark "Enter number of books"

Notes: RANGE 0 TO 5000.

ContextHeader: ECLS-K:2011, fall kindergarten, question HEQ040, added a new instruction to the respondent

Display Instructions:

HEQ105 Question "In the past month, that is, since {MONTH} {DAY}, has anyone in your family visited a library or bookstore with {CHILD}? Do not count visiting a library or bookstore online. We are asking about in person visits to a library or bookstore."

----

1. Yes
2. No

Notes:

ContextHeader: ECLS-K:2011, spring first grade question HEQ105

Display Instructions: DISPLAY {CURRENT DATE - 1 MONTH}, WITH DATE AS "Month, day" WITH MONTH SPELLED OUT. USE BLAISE DATE OPERATOR TO SUBTRACT 1 MONTH.

**HEQ1018. / HEQ210**

HEQ210

Question "Now we have some questions about {CHILD}'s activities at home. In the past week, how often did {CHILD} read to {himself/herself/themselves} or to others outside of school? Please include reading in any language."

- Never \_\_\_\_\_ 1 (HEQ1021)  
Once or twice a week \_\_\_\_\_ 2  
3 to 6 times a week \_\_\_\_\_ 3  
Every day \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

Notes: SK SKIPS TO HEQ272a.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, HEQ210. Removed "Would you say..." Also, added an instruction to the respondent that is "Please include reading in any language."  
Copyright: No

Display Instructions: DISPLAY "past week" IN UNDERLINED TEXT.

HEQ215

Question "Generally, how long did {CHILD} read to {himself/herself/themself} at each of these times? Please include reading in any language."

Pre-unit "Minutes:"

Watermark "Enter minutes"

|\_|\_|\_| | ----- [1 to 120]

---

**Notes:** IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT HEQ215}. Please confirm. If this is correct, select Next to continue."

**ContextHeader:** Source: ECLS-K:2011, spring second grade, HEQ215. Changed probe into respondent instruction.  
Copyright: No

HEQ1020. / HEQ215SR

Check to see if:

Soft Range: 1- 60

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

HEQ217a Question "In the past month, how often did you and {CHILD} engage in the following activities?"

Showned interest in or talked about time using clocks"

----

1. Never or almost never
2. Less than once a week
3. Once a week
4. Several times a week
5. Every day or almost every day

Notes:

ContextHeader: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of "never" and deleted "not applicable." Divided response category "Once a week to several times a week" into two response categories of "Once a week" and "Several times a week." Added words to the first question about using a calculator. Item j: Joanne LeFevre's item: "Measuring ingredients when cooking" was changed to reference or "or baking" to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-j ON SAME SCREEN IN A GRID.



HEQ217c Question "Counted down using numbers (10, 9, 8, 7, . . .)"

----

1. Never or almost never
2. Less than once a week
3. Once a week
4. Several times a week
5. Every day or almost every day

Notes:

ContextHeader: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of "never" and deleted "not applicable." Divided response category "Once a week to several times a week" into two response categories of "Once a week" and "Several times a week." Added words to the first question about using a calculator. Item j: Joanne LeFevre's item: "Measuring ingredients when cooking" was changed to reference or "or baking" to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-j ON SAME SCREEN IN A GRID.

HEQ217e Question "Counted out money"

----

1. Never or almost never
2. Less than once a week
3. Once a week
4. Several times a week
5. Every day or almost every day

Notes:

ContextHeader: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of "never" and deleted "not applicable." Divided response category "Once a week to several times a week" into two response categories of "Once a week" and "Several times a week." Added words to the first question about using a calculator. Item j: Joanne LeFevre's item: "Measuring ingredients when cooking" was changed to reference or "or baking" to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-j ON SAME SCREEN IN A GRID.

HEQ217f Memorized math facts (such as  $2 + 2 = 4$ )”

----

1. Never or almost never
2. Less than once a week
3. Once a week
4. Several times a week
5. Every day or almost every day

Notes:

ContextHeader: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of “never” and deleted “not applicable.” Divided response category “Once a week to several times a week” into two response categories of “Once a week” and “Several times a week.” Added words to the first question about using a calculator. Item j: Joanne LeFevre’s item: “Measuring ingredients when cooking” was changed to reference or “or baking” to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents’ Beliefs about Children’s Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-j ON SAME SCREEN IN A GRID.

HEQ217g Question "Measured the lengths and widths of things"

----

1. Never or almost never
2. Less than once a week
3. Once a week
4. Several times a week
5. Every day or almost every day

Notes:

ContextHeader: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of "never" and deleted "not applicable." Divided response category "Once a week to several times a week" into two response categories of "Once a week" and "Several times a week." Added words to the first question about using a calculator. Item j: Joanne LeFevre's item: "Measuring ingredients when cooking" was changed to reference or "or baking" to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-j ON SAME SCREEN IN A GRID.

HEQ217h Question "Guessed the number of things (such as pennies in a jar)"

----

1. Never or almost never
2. Less than once a week
3. Once a week
4. Several times a week
5. Every day or almost every day

Notes:

ContextHeader: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of "never" and deleted "not applicable." Divided response category "Once a week to several times a week" into two response categories of "Once a week" and "Several times a week." Added words to the first question about using a calculator. Item j: Joanne LeFevre's item: "Measuring ingredients when cooking" was changed to reference or "or baking" to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-j ON SAME SCREEN IN A GRID.

---

HEQ217i Question "Compared the sizes of numbers (such as 5 is more than 4)"

----

1. Never or almost never
2. Less than once a week
3. Once a week
4. Several times a week
5. Every day or almost every day

Notes:

ContextHeader: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of "never" and deleted "not applicable." Divided response category "Once a week to several times a week" into two response categories of "Once a week" and "Several times a week." Added words to the first question about using a calculator. Item j: Joanne LeFevre's item: "Measuring ingredients when cooking" was changed to reference or "or baking" to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-j ON SAME SCREEN IN A GRID.

HEQ217j Question "Measured ingredients when cooking or baking"

----

1. Never or almost never
2. Less than once a week
3. Once a week
4. Several times a week
5. Every day or almost every day

Notes:

ContextHeader: Items a-i: Child Math Activities Scale developed by Dearing, E., Casey, B., Ganley, C., Tillinger, M. Laski, E., Montecillo, C. (2012). Modified response category of "never" and deleted "not applicable." Divided response category "Once a week to several times a week" into two response categories of "Once a week" and "Several times a week." Added words to the first question about using a calculator. Item j: Joanne LeFevre's item: "Measuring ingredients when cooking" was changed to reference or "or baking" to the end of the stem at the suggestion of Heather Bachman. Items k and l: Parents' Beliefs about Children's Math Activities developed by Sonnenschein, S., Galindo, C., Simons, C., Metzger, S., Thompson, J., & Chung, M. (2017).

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS HEQ217a-j ON SAME SCREEN IN A GRID.

**HEQ1023. / HEQ104a**

HEQ280 Question "Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject? Please select all that apply."

----

1. Reading
2. Math
3. Science
4. Foreign language
5. Other
6. None of the above. Child is not tutored on a regular basis, by anyone other than me or a family member.

Notes:

ContextHeader: ECLS-K:2011, spring first grade, HEQ280 combined with ECLS-K:2011, spring second grade, HEQ290

Display Instructions:

---



HEQ220 Question "Do you have a home computer or other digital device that {CHILD} uses?"

----

1. Yes
2. No

Notes:

**BOLD "Digital device" THE FIRST INSTANCE ONLY IN HELP TEXT.**  
HELP FOR STEM: Digital device: By digital device, we mean any type of computer, laptop, cell phone, smart phone, tablet (such as iPad or other tablet), iPod, reading device (such as Kindle or Fire), electronic assistant or smart speaker (for example, Alexa, Google Assistant, or Siri), or game system (including those such as Playstation, Wii, or Xbox, or handheld devices such as a Nintendo DS or Sony PSP).

ContextHeader: ECLS-K:2011, spring first grade question HEQ220, Updated help text examples to match updated examples of devices in other items and changed "electronic device" to "digital device".

Display Instructions: **BOLD "Digital device" THE FIRST INSTANCE ONLY IN HELP TEXT.**

**HEQ1026. / HEQ274a**

HEQ274a

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

1. {CHILD} does not play video, computer, or mobile games on weekdays.
  2. 1 to 15 minutes
  3. 16 to 30 minutes
  4. 31 to 45 minutes
  5. 46 to 60 minutes
  6. 61 minutes to 120 minutes
  7. More than 120 minutes (more than 2 hours)
- 

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

ContextHeader: Source: ECLS-K:2011 spring fourth-grade item DWQ081a and b, modified stem into help text for conversion to survey. Modified with additional examples and stem for survey rather than interview. Modified 'electronic' to 'digital' and added 'computer or mobile' to 'video games.' Modified to be categorical instead of continuous.  
NOTE: THIS WAS QUESTION HEQ274a IN PRESCHOOL.  
Copyright: No

Display Instructions:

**HEQ1028. / HEQ274c**

HEQ274c

Question "In an average week, how often does {CHILD} use a home computer or other digital device to play with programs that teach {him/her/them} something, like math or reading skills?"

Never \_\_\_\_\_ 1

Once or twice a week \_\_\_\_\_ 2

3 to 6 times a week \_\_\_\_\_ 3

Every day \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

Notes: BOLD "Digital device" THE FIRST INSTANCE ONLY IN HELP TEXT.

HELP FOR STEM: Digital device: By digital device, we mean any type of computer, laptop, cell phone, smart phone, tablet (such as iPad or other tablet), iPod, reading device (such as Kindle or Fire), electronic assistant or smart speaker (for example, Alexa, Google Assistant, or Siri), or game system (including those such as Playstation, Wii, or Xbox, or handheld devices such as a Nintendo DS or Sony PSP).

ContextHeader: Source: ECLS-K:2011, spring third grade, HEQ225. Removed "Would you say...". Updated help text examples to match updated examples of devices in other items and changed "electronic device" to "digital device."  
Copyright: No

HEQ285

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

Yes \_\_\_\_\_ 1 (/HEQ285a)

No \_\_\_\_\_ 2 (HEQ288)

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: BOLD "Screen time" IN HELP TEXT.

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

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

NOTE: THIS WAS QUESTION HEQ285 IN PRESCHOOL.

Copyright: No

**HEQ1032. / HEQ285a**

HEQ285a

Question "In what ways do you limit {CHILD}'s screen time? Please select all that apply."

- With a device or app \_\_\_\_\_ 1 (HEQ288)
- Ask {CHILD} to end screen time \_\_\_\_\_ 2 (HEQ288)
- Redirect {CHILD} to other activity \_\_\_\_\_ 3 (HEQ288)
- Take away the device from {CHILD} \_\_\_\_\_ 4 (HEQ288)
- Other \_\_\_\_\_ 91 (HEQ288)

---

**UP TO 5 RESPONSES ALLOWED.**

Notes: BOLD "Screen time:" IN HELP TEXT

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

ContextHeader: Source: Items from 2017 Common Sense Media (CSM) survey, question 26, Rideout, V. (2017). Modified stem to a select all option and include more response options for the ways screen time is limited.  
NOTE: THIS WAS QUESTION HEQ285a IN PRESCHOOL.  
Copyright: No

HEQ288

Question "Now we'd like to ask you about some of the activities your child might do. Outside of school hours, has {CHILD} ever participated in any of the following activities? Please select all that apply."

- Organized athletic activities, like basketball, soccer, baseball, swimming, or gymnastics \_\_\_\_\_ 1
- Dance groups, classes, or lessons \_\_\_\_\_ 2
- Music, for example, piano, instrumental music, or singing lessons \_\_\_\_\_ 3
- Drama groups, classes, or lessons \_\_\_\_\_ 4
- Art groups, classes, or lessons, for example, painting, drawing, sculpture \_\_\_\_\_ 5
- Craft groups, classes, or lessons \_\_\_\_\_ 6
- Language groups, classes, or lessons (to learn English or another language) \_\_\_\_\_ 7
- None of the above \_\_\_\_\_ 8
- 

**UP TO 8 RESPONSES ALLOWED.**

Notes: IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 8, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

ContextHeader: Source: ECLS-K:2011 spring kindergarten questions HEQ301, HEQ310, HEQ320, HEQ330, HEQ340, HEQ350, and HEQ380, modified by the National Endowment for the Arts (NEA) to include additional wording in the items. Also modified to not ask about activities outside of school and to add 'groups, classes, or lessons' to responses 2-7. Also, added "swimming" to response 1. Also, added a "None of the above" category.  
NOTE: THIS WAS QUESTION HEQ288 IN PRESCHOOL.  
Copyright: No

HEQ399

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

Never \_\_\_\_\_ 1

Once or twice a week \_\_\_\_\_ 2

3 to 6 times a week \_\_\_\_\_ 3

Every day \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011 fall first grade, question HEQ030c, modified to ask about a current typical week rather than over the summer  
NOTE: THIS WAS QUESTION HEQ540 IN PRESCHOOL.  
Copyright: No

**HEQ1038. / HEQ400**

HEQ400

Question "Now we have some questions about your neighborhood. How safe is it for children to play outside during the day in your neighborhood?"

Not at all safe \_\_\_\_\_ 1

Somewhat safe \_\_\_\_\_ 2

Very safe \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, HEQ400. Changed "I have..." to "we have...". Removed "Would you say it's..."  
Copyright: No

HEQ520

Question "In a typical week, on how many days does your family eat any meal together?"

Pre-unit "Days:"

Watermark "Number of days"

|\_| \_\_\_\_\_ [0 to 7]

---

Notes: HELP FOR STEM: By family, we mean at least one adult and one child.

ContextHeader: Source: ECLS-K:2011 spring kindergarten, question HEQ520, modified stem because not part of a series and modified question text language about evening meal to ask about any meal.  
NOTE: THIS WAS QUESTION HEQ520 IN PRESCHOOL.  
Copyright: No

Display Instructions: DISPLAY "typical week" AND "any meal" IN UNDERLINED TEXT.



HEQ595

Question "On weeknights during the school year, does {CHILD} usually go to bed at about the same time each night?"

Yes, {CHILD} has a usual bedtime. \_\_\_\_\_ 1

No, {CHILD}'s bedtime varies a lot from night to night. **2**

UP TO 2 RESPONSES ALLOWED.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, HEQ550.  
Copyright: No

HEQ600a

Question "On an average school night, how many hours of sleep does {CHILD} get?"

1. Less than 6 hours
  2. 6 hours to 7 hours
  3. More than 7 hours to 8 hours
  4. More than 8 hours to 9 hours
  5. More than 9 hours to 10 hours
  6. More than 10 hours
- 

Notes:

ContextHeader: Source: ECLS-K:2011, spring third grade, HEQ600a, modified to be categorical instead of continuous.

Copyright: No

Display Instructions:

Check to see if:

Soft Range: 1- 12

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

**Box HEQ1048. / Box 2**

---

Notes: GO TO SECTION SSQ (SOCIAL SKILLS, PROBLEM BEHAVIORS, AND APPROACHES TO LEARNING).

ContextHeader: Source:  
Copyright: No

[End of HEQ]

## **Section SSQ Social Skills, Problem Behaviors and Approaches Toward Learning**

Thirty-four items ask parents to rate their child on social-emotional skills including ability to exercise selfcontrol (for example, fighting, arguing, anger); ability to interact with others (for example, playing, making friends); being sad or lonely (for example, depression, low self-esteem); being impulsive or overactive; positive behaviors (for example, listening, cooperating); problem behaviors (worrying); and approaches to learning (for example, selfdirection, organization, eagerness to learn). The social skills and behavior items are adapted from the Social Skills Rating Scale (SSRS) and the Social Skills Improvement System (SSIS) by Gresham and Elliot (1990, 2008) published by NCS Pearson. These items (a-i, k, l, n, p, q, s, t, u, w, y, z1, z2, z3, z4, z5, z6, z7, z8, z9) are copyright protected and are not listed (they are submitted directly to OMB for review). The approaches to learning items were created for the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K) by Atkins-Burnett. They are not copyright protected and, therefore, are listed below.

## SSQ. Social Skills, Problem Behaviors, and Approaches Toward Learning

SSQ1001. / SSQ010a

SSQ010a

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

Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010g IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010a TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD}'s social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010b

Question "████████████████████"

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Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010c

Question "[REDACTED]"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010h IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010c TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: Yes

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010d

Question "[REDACTED]"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010i IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010d TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: Yes

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.



**SSQ1005. / SSQ010e**

SSQ010e

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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Never \_\_\_\_\_ 1

Sometimes \_\_\_\_\_ 2

Often \_\_\_\_\_ 3

Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

SSQ010f

Question "[REDACTED]"

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Never \_\_\_\_\_ 1

Sometimes \_\_\_\_\_ 2

Often \_\_\_\_\_ 3

Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010g

Question "[REDACTED]"

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- Never \_\_\_\_\_ 1
- Sometimes \_\_\_\_\_ 2
- Often \_\_\_\_\_ 3
- Very often \_\_\_\_\_ 4

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: Social Skills Improvement System (SSIS), #68; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Act sad" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways." In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010h

Question "████████████████████"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010j IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010h TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: Yes

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.



SSQ010j

Question "Keeps working at something until {he/she/they} {is/are} finished."

Never \_\_\_\_\_ 1  
 Sometimes \_\_\_\_\_ 2  
 Often \_\_\_\_\_ 3  
 Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
 NOTE: THIS WAS QUESTION SSQ010a IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010j TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
 Copyright: No

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "is" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "are" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

SSQ010k

Question "[REDACTED]"

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Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010k IN THE ECLS-K:2023 PRESCHOOL ROUND AND WAS ALSO NUMBERED AS SSQ010k IN ECLS-K FALL KINDERGARTEN.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010I

Question "[REDACTED]"

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Never \_\_\_\_\_ 1

Sometimes \_\_\_\_\_ 2

Often \_\_\_\_\_ 3

Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010I IN THE ECLS-K:2023 PRESCHOOL ROUND AND WAS ALSO NUMBERED AS SSQ010I IN ECLS-K FALL KINDERGARTEN.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.



**SSQ1013. / SSQ010m**

SSQ010m

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

Shows interest in a variety of things."

Never \_\_\_\_\_ 1

Sometimes \_\_\_\_\_ 2

Often \_\_\_\_\_ 3

Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010b IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010m TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

**SSQ1014. / SSQ010n**

SSQ010n

Question " [REDACTED] "

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- Never \_\_\_\_\_ 1
- Sometimes \_\_\_\_\_ 2
- Often \_\_\_\_\_ 3
- Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010m IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010n TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

FOR THE FIRST AND THIRD DISPLAY, RESPECTIVELY, DISPLAY "he" AND "his" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" AND "her" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" AND "their" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "does" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "do" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

SSQ010o

Question "Concentrates on a task and ignores distractions."

Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010c IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010o TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: No

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010p

Question "██████████"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010n IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010p TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

**SSQ1017. / SSQ010q**

SSQ010q

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

██████████"

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- Never \_\_\_\_\_ 1
  - Sometimes \_\_\_\_\_ 2
  - Often \_\_\_\_\_ 3
  - Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: Social Skills Improvement System (SSIS), #77; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Appear to be lonely" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

SSQ010r

Question "Helps with chores."

Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010d IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010r TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010s

Question " [REDACTED] "

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Never \_\_\_\_\_ 1

Sometimes \_\_\_\_\_ 2

Often \_\_\_\_\_ 3

Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010t

Question "[REDACTED]"

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Never \_\_\_\_\_ 1

Sometimes \_\_\_\_\_ 2

Often \_\_\_\_\_ 3

Very often \_\_\_\_\_ 4

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**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.



**SSQ1021. / SSQ010u**

SSQ010u

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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- Never \_\_\_\_\_ 1
  - Sometimes \_\_\_\_\_ 2
  - Often \_\_\_\_\_ 3
  - Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: Social Skills Improvement System (SSIS), #74; SSIS internalizing problem behavior items replaced the SSRS/ECLS-K:2011 internalizing item "Show low self-esteem" used in prior cohort studies; Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

SSQ010v

Question "Is eager to learn new things."

Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

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**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010e IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010v TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: No

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010w

Question "[REDACTED]"

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Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

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**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS QUESTION WAS NOT IN THE PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010x

Question "Is creative in work or in play."

Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: ECLS-K:2011, fall kindergarten. Modified to change to present tense. Modified stem question text from interview to make appropriate for web. In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS WAS QUESTION SSQ010f IN THE ECLS-K:2023 PRESCHOOL ROUND BUT HAS BEEN CHANGED TO SSQ010x TO USE THE ORDER IN THE ECLS-K:2011 FALL KINDERGARTEN ROUND.  
Copyright: No

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

**SSQ1025. / SSQ010y**

SSQ010y

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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Never \_\_\_\_\_ 1

Sometimes \_\_\_\_\_ 2

Often \_\_\_\_\_ 3

Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: Social Skills Rating System (SSRS), modified "Fidgets or moves excessively" to "Fidgets or moves too much." In second sentence, changed "this way" to "in the following ways."  
NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

**SSQ1026. / SSQ010z1**

SSQ010z1

Question " [REDACTED] "

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: Social Skills Improvement System (SSIS), #56; SSIS externalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

**SSQ1027. / SSQ010z2**

SSQ010z2

Question "[REDACTED]"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: Social Skills Improvement System (SSIS), #57; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

**SSQ1028. / SSQ010z3**

SSQ010z3

Question "[REDACTED]"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: Social Skills Improvement System (SSIS), #61; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.



SSQ010z4

Question "[REDACTED]"

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Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: Social Skills Improvement System (SSIS), #64; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010z5

Question "{(Continued) }Please indicate how often {CHILD} acts in the following ways.

████████████████████"

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- Never \_\_\_\_\_ 1
- Sometimes \_\_\_\_\_ 2
- Often \_\_\_\_\_ 3
- Very often \_\_\_\_\_ 4

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: Social Skills Improvement System (SSIS), #66; SSIS internalizing problem behavior. Changed "her/him" to a display for {him/her}. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

IF BROWSER SIZE IS LARGE, DISPLAY "(Continued)".

SSQ010z6

Question "[REDACTED]"

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Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: Social Skills Improvement System (SSIS), #71; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010z7

Question "[REDACTED]"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: Social Skills Improvement System (SSIS), #70; SSIS externalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010z8

Question "██████████"

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- Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4
- 

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: Social Skills Improvement System (SSIS), #73; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ010z9

Question " [REDACTED] "

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Never \_\_\_\_\_ 1  
Sometimes \_\_\_\_\_ 2  
Often \_\_\_\_\_ 3  
Very often \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

**ContextHeader:** Source: Social Skills Improvement System (SSIS), #79; SSIS internalizing problem behavior. Original SSIS response categories (Never, Seldom, Often, Almost Always) changed to the ECLS-K:2011 response categories used for the Social Skills items. In second sentence, changed "this way" to "in the following ways."

NOTE: THIS ITEM WAS NOT IN THE ECLS-K:2011 OR THE ECLS-K:2023 PRESCHOOL ROUND.  
Copyright: Yes

**Display Instructions:** IF THE BROWSER SIZE IS LARGE, DISPLAY ITEMS SSQ010a-d, e-h, i-l, m-p, q-t, u-x, y-Z4, AND Z5-Z9 ON SEPARATE SCREENS IN EIGHT GRIDS. FOR THE GRID WITH SSQ010a-d, DISPLAY "Next we would like to ask about {CHILD's} social skills and behavior. Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF THE GRID. FOR THE GRIDS WITH SSQe-h, i-l, m-p, q-t, and u-x, y-Z4, AND Z5-Z9 DISPLAY "Please indicate how often {CHILD} acts in the following ways." AT THE TOP OF EACH GRID.

SSQ020a Question "Please rate how true each of these statements is for {CHILD}.

When practicing an activity, has a hard time keeping {her/his/their} mind on it."

----

1. Extremely untrue
2. Untrue
3. Somewhat untrue
4. Neither untrue nor true
5. Somewhat true
6. True
7. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-e ON SAME SCREEN IN A GRID.

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "their" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

SSQ020b Question "Will move from one task to another without completing any of them."

----

1. Extremely untrue
2. Untrue
3. Somewhat untrue
4. Neither untrue nor true
5. Somewhat true
6. True
7. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-e ON SAME SCREEN IN A GRID.



SSQ020c Question "When drawing or coloring in a book, shows strong concentration."

----

1. Extremely untrue
2. Untrue
3. Somewhat untrue
4. Neither untrue nor true
5. Somewhat true
6. True
7. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-e ON SAME SCREEN IN A GRID.

SSQ020d

Question "When building or putting something together, becomes very involved in what {he/she/they} {is/are} doing, and works for long periods of time."

---

1. Extremely untrue
2. Untrue
3. Somewhat untrue
4. Neither untrue nor true
5. Somewhat true
6. True
7. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-e ON SAME SCREEN IN A GRID.

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "is" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "are" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

1. Extremely untrue
2. Untrue
3. Somewhat untrue
4. Neither untrue nor true
5. Somewhat true
6. True
7. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Added description of category 4 that is "Neither untrue nor true of {CHILD}". Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ020a-f ON SAME SCREEN IN A GRID.

SSQ025a Question "Please rate how true each of these statements is for {CHILD}.

Can wait before entering into new activities if asked to."

---

1. Extremely untrue
2. Somewhat untrue
3. Neither untrue nor true
4. Somewhat true
5. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-f ON SAME SCREEN IN A GRID.

SSQ025b Question "Plans for new activities or changes in routine to make sure {he/she/they} {has/have} what will be needed."

----

1. Extremely untrue
2. Somewhat untrue
3. Neither untrue nor true
4. Somewhat true
5. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-f ON SAME SCREEN IN A GRID.

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "has" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "have" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).

SSQ025c Question "Has trouble sitting still when told to (story time, etc.)."

----

1. Extremely untrue
2. Somewhat untrue
3. Neither untrue nor true
4. Somewhat true
5. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-f ON SAME SCREEN IN A GRID.

SSQ025d Question "Is good at following instructions."

----

1. Extremely untrue
2. Somewhat untrue
3. Neither untrue nor true
4. Somewhat true
5. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-f ON SAME SCREEN IN A GRID.

SSQ025e Question "Please rate how true each of these statements is for {CHILD}.

Approaches places that {he/she/they} {thinks/think} might be "risky" slowly and cautiously."

----

1. Extremely untrue
2. Somewhat untrue
3. Neither untrue nor true
4. Somewhat true
5. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-f ON SAME SCREEN IN A GRID.

FOR THE FIRST DISPLAY, DISPLAY "he" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "she" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "they" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

FOR THE SECOND DISPLAY, DISPLAY "thinks" IF THE CHILD IS MALE (INQ050b = 1), FEMALE (INQ050b = 2), OR THE GENDER IS MISSING (INQ050b = SK). ELSE DISPLAY "think" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3).



SSQ025f Question "Can easily stop an activity when told "no.""

----

1. Extremely untrue
2. Somewhat untrue
3. Neither untrue nor true
4. Somewhat true
5. Extremely true

Notes:

ContextHeader: Children's Behavior Questionnaire (CBQ) (Rothbart, Ahadi, Hershey, & Fisher, 2001), modified to add stem. Deleted "not applicable" category. Minor rewording changes for a and f to remove "s/he" from the stems. Changed from 7-point to 5-point scale. Also changed "your child" to "{CHILD}" in other response categories. Deleted numbers in front of codes after descriptions of response categories were added. Deleted "of {CHILD}" in the response categories.

Copyright: Yes

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS SSQ025a-f ON SAME SCREEN IN A GRID.

[End of SSQ]

## CFQ. Critical Family Processes

CFQ320a Question "Now we are going to show you some statements. Please select how true each statement is for you.

If {CHILD} is having problems at school, there is a friend, relative, or neighbor I can talk it over with."

----

1. Never true
2. Sometimes true
3. Always true

### Notes:

ContextHeader: ECLS-K:2011, spring first grade, question CFQ320a, modified first sentence to change "I'm going to read" to "we are going to show you." Changed "tell me" to "select" and changed "whether each statement is never true for you, sometimes true for you, or always true" to "how true each statement is" in second sentence. Deleted "Would you say it is never true for you, sometimes true for you, or always true for you?"

Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CFQ320 a - c ON SAME SCREEN IN A GRID.

CFQ320b

Question "If I have an emergency and need cash, family or friends will loan it to me."

----

1. Never true
2. Sometimes true
3. Always true

Notes:

ContextHeader: ECLS-K:2011, spring first grade, question CFQ320a, modified first sentence to change "I'm going to read" to "we are going to show you." Changed "tell me" to "select" and changed "whether each statement is never true for you, sometimes true for you, or always true" to "how true each statement is" in second sentence. Deleted "Would you say it is never true for you, sometimes true for you, or always true for you?"

Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CFQ320 a - c ON SAME SCREEN IN A GRID.

CFQ320c Question "If I have troubles or need advice, I have someone I can talk to."

----

1. Never true
2. Sometimes true
3. Always true

Notes:

ContextHeader: ECLS-K:2011, spring first grade, question CFQ320a, modified first sentence to change "I'm going to read" to "we are going to show you." Changed "tell me" to "select" and changed "whether each statement is never true for you, sometimes true for you, or always true" to "how true each statement is" in second sentence. Deleted "Would you say it is never true for you, sometimes true for you, or always true for you?"

Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS CFQ320 a - c ON SAME SCREEN IN A GRID.

[End of CFQ]

## CCQ. Child Care

CCQ005

Question ““Now, we would like to ask about child care arrangements. This includes child care with relatives, nonrelatives, day care centers, or before- or after-school programs at a school or in a center. This does not include care provided by parents and guardians, or occasional babysitting or back-up care providers.”

“Is {CHILD} now receiving child care on a regular basis including care provided before or after school?”

----

1. Yes
2. No.

Notes: If 1 (YES) go to CCQ006. ELSE go to next section, CHQ.

HELP FOR STEM: Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or “backup” arrangements.

ContextHeader: ECLS-K:2011 fall kindergarten, modified to make it a yes/no gate question. Note: the ECLS-K:2024 CCQ section restructured with items adapted and reordered compared to ECLS-K:2011 fall kindergarten.

Copyright: No

Display Instructions:

CCQ006

Question "Is {CHILD} now receiving child care on a regular basis? Please select all that apply."

----

1. From a relative (for example, grandparents, siblings, or any relatives other than {you/{CHILD}'s {parents/guardians}})? Do not include care from parents or guardians, even if they do not live with {CHILD}.
2. From someone not related to {him/her/them}, within a private home (for example, family or in-home child care providers, regular sitters, or neighbors)? This does not include child care centers.
3. Within a day care center or a before- or after- school program at a school or non-school setting

Notes:

HELP FOR STEM: Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

HELP FOR CODE 1: Care from a relative would be with any relative other than {CHILD}'s parents or guardians and would take place in a private home. It may be free or cost money. It should be a regular child care arrangement rather than occasional babysitting or back-up care. If parents are separated or divorced, please do not include visitation with the parent who does not have custody.

HELP FOR CODE 2: Care from someone not related to {CHILD} refers to care in a private home that would take place in {CHILD}'s home, the caregiver's home, or another home. It may be free or cost money. This does not include child care centers. Nonrelatives who live in {CHILD}'s household and provide care on a regularly scheduled basis are eligible to be counted if they are not guardians to {CHILD} and there is at least one parent or guardian in the household. If neither parent lives in the household, do not include care provided by guardians who live with {CHILD} (they are treated the same as parents).

HELP FOR CODE 3: Care within a day care center or before- or after-school program at a school or non-school setting includes any type of formal program that provides care and supervision. It may be in a child's school or in another location, such as a church or a free-standing building. Head Start programs, nursery schools, preschools, and prekindergarten programs that include children who are now in kindergarten (some of which may be sponsored by the state) are also included.

ContextHeader: ECLS-K:2011 fall kindergarten, combined ECLS-K:2011 fall kindergarten CCQ010, CCQ115, and CCQ260 into a single select all that apply item.

Copyright: No

Display Instructions:

CCQ007

Question "How many hours per week in total is {CHILD} in child care on a regular basis, including care provided before or after school?"

---

[enter number of hours].

Notes:

HELP FOR STEM: Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "back-up" arrangements.

ContextHeader: New.

Copyright: No.

Display Instructions: Underline "per week" in the question stem.

CCQ008

Question "In what child care setting does {CHILD} spend the most hours?"

[1. From a relative (for example, grandparents, siblings, or any relatives other than {you/{CHILD}'s {parents/guardians}})? Do not include care from parents or guardians, even if they do not live with {CHILD}.]

[2. From someone not related to {him/her/them}, within a private home (for example, family or in-home child care providers, regular sitters, or neighbors)? This does not include child care centers.]

[3. Within a day care center or a before- or after- school program at a school or non-school]

Notes:

ONLY SHOW THE SETTINGS THAT WERE MARKED IN CCQ006. IF CCQ006 IS ONLY ONE OPTION, SKIP TO CCQ009.

ContextHeader: New.

Copyright: No.

Display Instructions:



CCQ009a

Question "During the school year, how much does your household pay on average per month for {CHILD}'s child care received on a regular basis? Please do not count any money that you may receive from others to help pay for child care and only consider the amount paid for {CHILD}.

\$\_\_\_\_\_.

Notes:

HELP FOR STEM: Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "backup" arrangements.

ContextHeader: New to the ECLS-K:2024.

Copyright: No

Display Instructions: Underline "per month" in the question stem.

CCQ009b

Question "During the summer (when school is not in session), how much does your household pay on average per month for {CHILD}'s child care received on a regular basis? Please do not count any money that you may receive from others to help pay for child care and only consider the amount paid for {CHILD}.

\$\_\_\_\_\_.

\_\_\_ {CHILD} not in child care on a regular basis during the summer (when school is not in session)

Notes:

HELP FOR STEM: Regular basis: An arrangement or program occurring on a routine schedule. It may be for any number of hours as long as it is used on a regular basis. Do not include occasional babysitting or "backup" arrangements.

ContextHeader: New to the ECLS-K:2024.

Copyright: No

Display Instructions: Underline "per month" in the question stem.

Offer {CHILD} not in child care on a regular basis during the summer (when school is not in session) as an answer option.

[End of CCQ]

## CHQ. Child's Health and Well-Being

### CHQ1001. / CHQ010

CHQ010

Question "Now we would like to ask about {CHILD}'s health and well-being.

How long has it been since {CHILD}'s last visit to a dentist or dental hygienist for dental care?"

Never been to dentist or dental hygienist for dental care \_\_\_\_\_ 1

Less than 6 months \_\_\_\_\_ 2

6 months to less than 1 year \_\_\_\_\_ 3

1 year to 2 years \_\_\_\_\_ 4

More than 2 years \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring second grade, question CHQ010, changed "Now we'd like to discuss..." to "Now we would like to ask about..." in the transition sentence.  
Copyright: No

### CHQ1002. / CHQ020

CHQ020

Question "How long has it been since {CHILD}'s last visit to a clinic, health center, hospital, doctor's office, or other place for routine health care?"

Never had routine health care \_\_\_\_\_ 1

Less than 6 months \_\_\_\_\_ 2

6 months to less than 1 year \_\_\_\_\_ 3

1 year to 2 years \_\_\_\_\_ 4

More than 2 years \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: Routine health care may include check-ups or immunization appointments.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ020. Changed interviewer instructions into instructions for respondent.  
Copyright: No

CHQ026 Question "Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?"

----

1. Yes
2. No

Notes:

RESPONSE OF 2 (NO) GOES TO CHQ030.  
SK CONTINUES TO CHQ030.

ContextHeader: ECLS-K:2011, spring first grade, question CHQ026

Copyright: No

Display Instructions:

CHQ027 Question "Does {CHILD} receive treatment for this condition?"

----

1. Yes
2. No

Notes:

ContextHeader: ECLS-K:2011, spring first grade, question CHQ027

Copyright: No

Display Instructions:

**CHQ1017. / CHQ030**

CHQ030

Question "Is {CHILD} now covered by a health insurance plan which would pay any part of a hospital, doctor's, or surgeon's bill? This includes {Medicaid/{or STATE NAME FOR MEDICAID}}."

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ030. Changed interviewer instructions into instructions for respondent.  
Copyright: No

Display Instructions: FOR "or STATE NAME FOR MEDICAID"; OBTAIN STATE FROM PRELOAD. THEN DISPLAY NAME FOR STATE MEDICAID PROGRAM, IF ANY, FROM PRELOAD. ELSE, IF MISSING, DISPLAY "Medicaid."

CHQ060

Question "In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?"

Pre-unit "Days:"

Watermark "Number of days"

|\_| \_\_\_\_\_ [0 to 7]

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ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ060. Adapted format for web.  
Copyright: No

CHQ092

Question "Before {CHILD} turned 3, did {he/she/they} ever receive services from a program called Early Intervention Services or have an Individualized Family Service Plan, or IFSP?"

InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth to age 3)."

----

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

ContextHeader: Source: ECLS-K:2011, fall kindergarten question CHQ092, modified to ask about current services, CHQ118a in preschool.

Copyright: No

CHQ092a

Question "Is {CHILD} currently receiving services from a program called Early Intervention Services or have an Individualized Family Service Plan (IFSP)?"

InstResp "Early Intervention Services are services to a family with a child who has been identified as having a developmental delay and/or a specific health condition when the child is between birth and age 3. An Individualized Family Service Plan or IFSP is a plan developed to support children and families involved in early intervention (birth up to age 3)."

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

ContextHeader: Source: ECLS-K:2011, fall kindergarten question CHQ092, modified to ask about current services, CHQ118a in preschool.

Copyright: No

CHQ093

Question "Has {CHILD} ever received any services through an Individualized Education Program (IEP)?"

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

ContextHeader: Source: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services.

plan. Also modified to ask about ever having received services, CHQ119 in preschool. Copyright: No

CHQ093a

Question "Is {CHILD} currently receiving any services through an Individualized Education Program (IEP)?"

InstResp "An Individualized Education Program (IEP) is a plan for children age 3 or older identified as needing special education and related services."

----

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

ContextHeader: Source: ECPP-NHES:2019, question 88, modified to just ask about an IEP separately rather than an IFSP and a services plan, CHQ119a in preschool.

Copyright: No

CHQ094

Question "Has {CHILD} ever received any services through a 504 plan?"

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

ContextHeader: Source: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan. Also modified to ask whether the child has ever received services, CHQ121 in preschool.

Copyright: No

CHQ094a

Question "Is {CHILD} currently receiving any services through a 504 plan?"

InstResp "A 504 plan is a formal plan schools use to provide accommodations to children with disabilities. A 504 plan does not include individualized instruction, and children do not have to qualify for special education services to be eligible for a 504 plan."

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

ContextHeader: Source: ECPP-NHES:2019, question 88, modified to ask about a 504 plan rather than an IFSP, IEP, or services plan, CHQ121a in preschool.

Copyright: No



CHQ125

Question "Now we have some questions about diagnoses from a professional.

Has {CHILD} ever been diagnosed by a professional with any of the following?  
Please select all that apply"

- Learning disability (including dyslexia, dyscalculia, and dysgraphia) ----- 1
- Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD) ----- 2
- Developmental delay \_\_\_\_\_ 3
- Asperger's syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder ----- 4
- Intellectual or cognitive disability \_\_\_\_\_ 5
- Orthopedic impairment \_\_\_\_\_ 6
- Emotional disturbance (including panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, sensory deficit disorders, and schizophrenia) ----- 7
- Traumatic brain injury \_\_\_\_\_ 8
- Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering) ----- 9
- None of the above \_\_\_\_\_ 10
- Other diagnosis of a social, emotional, or behavioral issue {(Please specify):/(Please specify on next screen.):} ----- 91

---

**UP TO 11 RESPONSES ALLOWED.**

Notes: DISPLAY CODE 10 ABOVE CODE 91.

IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 10, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

BOLD IN HELP TEXT ON FIRST INSTANCE ONLY: "Learning disability", "Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD)", "Developmental delay", "Asperger's syndrome/autism/pervasive developmental disorder (PDD)/Other autism spectrum disorder", "Intellectual or cognitive disability", "Orthopedic impairment", "Emotional disturbance", "Traumatic brain Injury", AND "Speech impairment."

HELP FOR CODE 1: Learning disability: A disorder in one or more psychological processes for understanding or using language, which shows up as difficulty learning to listen, think, speak, read, write, spell, or do mathematical calculations. Some names of learning disabilities are dyslexia, dyscalculia, dysgraphia, developmental aphasia, minimal brain dysfunction, brain injury, and perceptual disabilities. A commonly used acronym is "LD." Children with "specific learning disorder" are included here.

HELP FOR CODE 2: Attention deficit disorder (ADD) / Attention-deficit/hyperactivity disorder (ADHD): A childhood syndrome characterized by short attention span that is inappropriate for the child's age group, with or without hyperactivity. Inattention means difficulty concentrating, easily distracted, and not finishing things started. Impulsivity means often acts before thinking, shifts excessively from one activity to another, needs a lot of supervision. Hyperactivity means runs about or climbs on things excessively, has difficulty staying seated, always on the go, as if driven by a motor.

HELP FOR CODE 3: Developmental delay: A condition in which a young child falls significantly behind children of the same age in physical, mental, speech, social/emotional, and/or adaptive development. It does not simply mean that the child talked somewhat later than some children or was smaller than average. If the child's social behavior and relationships with other people are generally consistent with the child's delayed cognitive development, then the classification of the condition as developmental delay is probably appropriate.

HELP FOR CODE 4: Asperger's syndrome/Autism/Pervasive developmental disorder (PDD)/Other autism spectrum disorder: Asperger's is a developmental disability with symptoms that are less severe than autism but include similar characteristics. Autism refers to developmental disabilities that significantly affecting verbal and nonverbal communication as well as social interaction. There is often an insistence on sameness, as shown by stereotyped play, abnormal preoccupations, or resistance to change. Characteristics often associated with autism are a pervasive lack of responsiveness to other people, and engagement in repetitive activities and stereotyped movements (such as hand-flapping or rocking). With autism, the impaired social and language development are not caused by cognitive delay. Some children with autism are actually advanced in selected areas. Pervasive developmental disorder may include excessive anxiety, inappropriate affect or emotions, odd movement, speech abnormalities, hypersensitivity to sensory stimuli, and self-mutilation. Children with "autism spectrum disorder (ASD)" are included here.

HELP FOR CODE 5: Intellectual or cognitive disability: The child's mental development is significantly and noticeably behind what would ordinarily be expected for a child of their age. This significantly below average general intellectual functioning exists at the same time as problems in adaptive behavior, and negatively affects the child's educational performance. "Intellectual developmental disorder" and mental retardation would also be

included here.

HELP FOR CODE 6: Orthopedic impairment: A physical impairment that is severe enough to negatively affect a child's educational performance. Disabling physical problems such as those resulting from polio, cerebral palsy, amputations, and fractures or contractures from burns would be considered as orthopedic impairments.

HELP FOR CODE 7: Emotional disturbance: A condition with one or more of the following characteristics over a long period of time that negatively affect a child's educational performance: (a) an inability to learn that cannot be explained by other factors; (b) an inability to build or maintain satisfactory interpersonal relationships; (c) inappropriate behavior or feelings; (d) a general mood of unhappiness or depression; or (e) a tendency to develop physical symptoms or fears associated with personal or school problems. Examples include panic disorder, obsessive compulsive disorder, other anxiety disorders (for example, separation anxiety disorder or generalized anxiety disorder), bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders, and schizophrenia. Sensory deficit disorder (such as sensory deprivation problems, sensory processing problems, sensory integration problems, or sensory organization problems) would also be included.

HELP FOR CODE 8: Traumatic brain injury: An acquired injury to the brain caused by an external force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. It may result in impairments in cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psycho-social behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital (there at birth) or degenerative (problem that grows worse over time), or to brain injuries brought on by birth trauma.

HELP FOR CODE 9: Speech impairment (such as problems with articulation or communication, voice disorders, or stuttering): Speech problems include many issues a child may show when he or she talks. The listener may not be able to hear the child, the child may not speak clearly, or the child may use sounds or say words the listener is not familiar with.

ContextHeader: Source: ECLS-K:2011, spring fifth grade, question CHQ125. Removed probe, updated response options to shorten for web and edited help text to align with updated response options. Combined 'dyslexia' and 'dyscalculia' into 'Learning disability' response option and added 'dysgraphia'; combined ADD and ADHD into 'Attention deficit disorder' response option; changed 'Autism' and 'Asperger's disorder' to 'Asperger's syndrome/Autism' in response option; removed 'severe' from 'cognitive disability' and removed 'mental retardation' from "Intellectual or cognitive disability" response option; removed 'serious' from emotional disturbance and combined several issues under 'Emotional disturbance' response option (panic disorder, obsessive compulsive disorder, other anxiety disorders, bipolar disorder, depression, oppositional defiance disorder (ODD), eating disorders (added based on a comment from the Technical Review Panel), sensory deficit disorders, and schizophrenia); modified references to separation anxiety, generalized anxiety, and other anxiety disorder by referring to all of them as 'other anxiety disorders' in 'Emotional disturbance' response option; removed examples of sensory deficit disorder (sensory deprivation problems, sensory processing problems, sensory integrations problems, or sensory organization problems) by referring to them all as 'sensory deficit disorders' in 'Emotional disturbance' response option; changed 'problems' to 'impairment' in speech response option and removed reference to 'phonological problems' to avoid confusion with dyslexia; changed "articulation problems" and "communication problems" to "problems with articulation or communication." Added transition text. Reworded to ask if the child has ever had a diagnosis. Added text to clarify the "Other" category and added a "None of the above" category.

Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

**Box CHQ1020. / Box 3**

---

Notes: IF CHQ125 = 91, GO TO CHQ125OS. ELSE, GO TO BOX 4.

ContextHeader: Source:  
Copyright: No

**CHQ1021. / CHQ125OS**

CHQ125OS

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----- [0 to 0]

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ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ125OS.  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY TOGETHER ON SAME PAGE.

---

Notes: IF CHQ125 HAS A CODE OF 1 (LEARNING DISABILITY), GO TO CHQ125a.  
ELSE IF CHQ125 HAS A CODE OF 4 (ASPERGER'S/AUTISM/PDD), GO TO  
CHQ126. ELSE IF CHQ125 HAS A CODE OF 7 (EMOTIONAL  
DISTURBANCE), GO TO CHQ127.

ELSE, GO TO BOX 6.

ContextHeader: Source:  
Copyright: No

**CHQ1023. / CHQ125a**

CHQ125a

---

Question "What type of learning disability does {CHILD} have? Please select all that apply."

Dyslexia \_\_\_\_\_ 1

Dyscalculia \_\_\_\_\_ 2

Dysgraphia \_\_\_\_\_ 3

Other {(Please specify):/(Please specify on next screen.)}: \_\_\_\_\_ 91

---

**UP TO 4 RESPONSES ALLOWED.**

Notes: BOLD IN HELP TEXT ON FIRST INSTANCE ONLY: "Dyslexia", "Dyscalculia", "Dysgraphia"

HELP FOR CODE 1: Dyslexia: Dyslexia is an impairment of ability to recognize and comprehend the written word.

HELP FOR CODE 2: Dyscalculia: Dyscalculia is an impairment in ability to perform and remember calculations in mathematics.

HELP FOR CODE 3: Dysgraphia: Dysgraphia is an impairment in written expression.

ContextHeader: Source:  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

---

Notes: IF CHQ125a = 91, GO TO CHQ125aOS. ELSE, GO TO BOX 6.

ContextHeader: Source:  
Copyright: No

**CHQ1025. / CHQ125aOS**

CHQ125aOS

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----- [0 to 0]

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ContextHeader: Source: New  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**Box CHQ1026. / Box 6**

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Notes: IF CHQ125 HAS A CODE OF 4 (ASPERGER'S/AUTISM/PDD), GO TO CHQ126. ELSE IF CHQ125 HAS A CODE OF 7 (EMOTIONAL DISTURBANCE), GO TO CHQ127.

ELSE, GO TO BOX 8.

ContextHeader: Source:  
Copyright: No

CHQ126

Question "What type of autism spectrum disorder does {CHILD} have?"

Diagnosis not yet determined \_\_\_\_\_ 1  
Asperger's syndrome \_\_\_\_\_ 2  
Autism \_\_\_\_\_ 3  
Pervasive developmental disorder (PDD) \_\_\_\_\_ 4  
Rett syndrome \_\_\_\_\_ 5  
Childhood disintegrative disorder (CDD) \_\_\_\_\_ 6  
Other {(Please specify):(Please specify on next screen.)}: \_\_\_\_\_ 91



---

**UP TO 6 RESPONSES ALLOWED.**

Notes: BOLD, IN HELP TEXT ON FIRST INSTANCE ONLY: "Autism", "Asperger's syndrome", "Pervasive developmental disorder (PDD)", "Rett syndrome", and "Childhood disintegrative disorder (CDD)".

HELP FOR CODE 1: Asperger's syndrome: Asperger's is a developmental disability with symptoms that are less severe than autism but include similar characteristics.

HELP FOR CODE 2: Autism: Autism refers to developmental disabilities that significantly affecting verbal and nonverbal communication as well as social interaction. There is often an insistence on sameness, as shown by stereotyped play, abnormal preoccupations, or resistance to change. Characteristics often associated with autism are a pervasive lack of responsiveness to other people, and engagement in repetitive activities and stereotyped movements (such as hand-flapping or rocking). With autism, the impaired social and language development are not caused by cognitive delay. Some children with autism are actually advanced in selected areas. Pervasive developmental disorder may include excessive anxiety, inappropriate affect or emotions, odd movement, speech abnormalities, hypersensitivity to sensory stimuli, and self-mutilation. Children with "autism spectrum disorder (ASD)" are included here.

HELP FOR CODE 3: Pervasive development disorder (PDD): Pervasive developmental disorder may include excessive anxiety, inappropriate affect or emotions, odd movement, speech abnormalities, hypersensitivity to sensory stimuli, and self-mutilation.

HELP FOR CODE 4: Rett syndrome: Rett syndrome is a genetic neurological disorder that affects the way the brain develops and impairs individuals' ability to speak, walk, eat, and breathe easily. This disorder primarily affects girls. Over time, children with Rett syndrome have increasing problems with the use of muscles that control movement, coordination and communication. Rett syndrome can also cause seizures and intellectual disability. Abnormal hand movements, such as repetitive rubbing or clapping, often replace purposeful hand use.

HELP FOR CODE 5: Childhood disintegrative disorder (CDD): Childhood disintegrative disorder, also known as Heller's syndrome and disintegrative psychosis, is a rare condition characterized by late onset (>3 years of age) of developmental delays in language, social function, and motor skills. Children with CDD may lose social skills (for example, making eye contact); lose bowel and bladder control; lose the ability to understand what others are saying; lose motor skills; exhibit odd body movements, such as walking on tiptoe, flicking fingers for long periods, or banging their head; lose the ability to speak; or be unable to start a conversation or keep one going.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ126. Removed "Is it..." that named all the categories. Changed "Asperger's disorder" to "Asperger's syndrome." and made it code 1 and "Autism" code 2. Added "Rett syndrome" and "childhood disintegrative disorder."  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

**Box CHQ1028. / Box 7**

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Notes: IF CHQ126 = 91, GO TO CHQ126OS. ELSE, GO TO BOX 8.

ContextHeader: Source:  
Copyright: No

**CHQ1029. / CHQ126OS**

CHQ126OS

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----- [0 to 0]

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ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ126OS.  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**Box CHQ1030. / Box 8**

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Notes: IF CHQ125 HAS A CODE OF 7 (EMOTIONAL DISTURBANCE), GO TO CHQ127.

ELSE, GO TO BOX 10.

ContextHeader: Source:  
Copyright: No

**CHQ1031. / CHQ127**

CHQ127

Question "What type of emotional disturbance does {CHILD} have? Please select all that apply."

- Panic disorder \_\_\_\_\_ 1
- Separation anxiety disorder \_\_\_\_\_ 2
- Obsessive compulsive disorder \_\_\_\_\_ 3
- Generalized anxiety disorder \_\_\_\_\_ 4
- Other anxiety disorder \_\_\_\_\_ 5
- Bipolar disorder \_\_\_\_\_ 6
- Depression \_\_\_\_\_ 7
- Oppositional defiant disorder (ODD) \_\_\_\_\_ 8
- Eating disorders \_\_\_\_\_ 9
- Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems) ----- 10
- Schizophrenia \_\_\_\_\_ 11
- Other {(Please specify):/(Please specify on next screen.):} ----- 91

---

**UP TO 12 RESPONSES ALLOWED.**

Notes: BOLD, IN HELP TEXT ON FIRST INSTANCE ONLY: "Panic disorder", "Separation anxiety disorder", "Obsessive compulsive disorder", "Generalized anxiety disorder", "Other anxiety disorder", "Bipolar disorder", "Depression", "Oppositional defiant disorder (ODD)", "Eating disorder", "Sensory deficit disorder," AND "Schizophrenia."

HELP FOR CODE 1: Panic disorder: A disorder in which there is the sudden onset of several different physical signs, such as rapid heart rate, shaking, sweating, nausea, dizziness, and difficulty breathing. A panic disorder may make a child think that something horrible is about to happen.

HELP FOR CODE 2: Separation anxiety disorder: This is the fear a child has of being separated from the child's parents which is far more than would be expected for the child's developmental stage.

HELP FOR CODE 3: Obsessive compulsive disorder: A child must have obsessions or compulsions or both to have this disorder, and these obsessions and/or compulsions must be disabling to the child. Obsessions are thoughts that aren't visible to others but cause the child distress. The thoughts occur over and over and the child spends so much time on them that they have a hard time taking care of themselves or relating to others. Compulsions are mental acts that a child feels driven to perform in response to an obsession.

HELP FOR CODE 4: Generalized anxiety disorder: Children who have this disorder worry all the time over nothing, themselves, other's safety, their health, and/or the world to a far greater extent than average. They often have many physical signs of anxiety such as headache, abdominal pain, cramps, diarrhea, vomiting, and dizziness.

HELP FOR CODE 5: Other anxiety disorders: An anxiety disorder that is not one of the specific disorders in this list.

HELP FOR CODE 6: Bipolar disorder: A child with bipolar disorder displays signs of major mood changes, sometimes sad, as in depression, or the opposite, mania. All bipolar disorders are a combination of mania with or without depression. Some signs of mania include inflated self-esteem, decreased need for sleep, distractibility and increased activity. Some signs of depression are sleeping too much, poor appetite, feelings of severe worthlessness, hallucinations or strange beliefs about the past.

HELP FOR CODE 7: Depression: Some signs of depression are frequent sadness, loss of interest or enjoyment of activities, low energy, isolation from friends, sleeping too much, poor appetite, a severe sense of worthlessness, problems with concentration, frequent complaints of physical illnesses, and thoughts of suicide or destructive behavior.

HELP FOR CODE 8: Oppositional defiant disorder (ODD): ODD refers to children whose uncooperative, defiant, or hostile behavior disrupts daily life. All children show such behavior in particular circumstances – such as when they are tired, not feeling well, or under unusual stress. However, identification of ODD comes with such behavior that (1) occurs with unusual frequency, (2) occurs in more than one setting - such as home, school, church, or supermarket, and (3) is not appropriate for the age. Examples include the following: the child has frequent temper tantrums; argues excessively with adults; challenges rules or authority; is defiant and refuses to comply with adult requests and rules; purposely tries to annoy or upset people; blames others for their mistakes or misbehavior; is often touchy or easily annoyed by others; has frequent anger and resentment; talks in a mean and hateful way when upset; or has a spiteful attitude and seeks revenge.

HELP FOR CODE 9: Eating disorders: Eating disorders are severe

disturbances in eating behaviors and related thoughts and emotions. They include, for example, anorexia nervosa, bulimia nervosa, binge eating disorder, pica, rumination, and avoidant/restrictive food intake disorders.

HELP FOR CODE 10: Sensory deficit disorders (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems): This should not be confused with attention deficit disorder, vision problems, or hearing problems. Sensory deficit disorder, sensory processing disorder, and sensory integration disorder are terms that refer to problems a child may have correctly organizing or interpreting sensory information. The child reacts to sensory information (what is seen, heard, touched, etc.) in an unexpected way. Some examples are strong reactions to smelling certain perfumes, oversensitivity to the touch of certain fabrics or even to any fabric, or overreactions to loud noises. When the level of sensitivity creates a problem with age-appropriate behavior or activities, or age-appropriate functioning at home or school then it becomes a problem.

HELP FOR CODE 11: Schizophrenia: This is severe mental disorder characterized by incoherent or illogical thoughts. Children with schizophrenia may have hallucinations (for example, hear voices), delusions, and thinking or behavior that interferes with their ability to function.

ContextHeader: Source: ECLS-K:2011, spring fifth grade, question CHQ125, modified to ask about different types of emotional disturbance issues in a separate question with a new question stem  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

**Box CHQ1032. / Box 9**

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Notes: IF CHQ127 = 91, GO TO CHQ127OS. ELSE, GO TO BOX 10.

ContextHeader: Source:  
Copyright: No

CHQ1270S

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

ContextHeader: Source: New  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

---

Notes: IF CHQ125 = 10 OR SK (NO DISABILITIES OR SKIPPED) GO TO CHQ200.

ELSE START LOOP 1

ASK CHQ130, CHQ131a, CHQ131b, CHQ135a, AND CHQ135b (IF APPLICABLE ACCORDING TO THE SKIPS BETWEEN THE ITEMS) FOR EACH DIAGNOSIS IN CHQ125, UP TO 10 TIMES. THE DIAGNOSIS LISTED AS AN "OTHER SPECIFY" SHOULD ALSO BE PART OF THIS LOOP.

LOOPING ELIGIBILITY:

IF CHQ125 = 1, ASK ABOUT A LEARNING DISABILITY.

IF CHQ125 = 2, ASK ABOUT ATTENTION DEFICIT DISORDER (ADD)/ ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD).

IF CHQ125 = 3, ASK ABOUT DEVELOPMENTAL DELAY.

IF CHQ125 = 4, ASK ABOUT ASPERGER'S SYNDROME/AUTISM/PERVASIVE DEVELOPMENT DISORDER (PDD)/OTHER AUTISM SPECTRUM DISORDER.

IF CHQ125 = 5, ASK ABOUT INTELLECTUAL DISABILITY/COGNITIVE DISABILITY.

IF CHQ125 = 6, ASK ABOUT ORTHOPEDIC IMPAIRMENT.

IF CHQ125 = 7, ASK ABOUT EMOTIONAL DISTURBANCE.

IF CHQ125 = 8, ASK ABOUT TRAUMATIC BRAIN INJURY.

IF CHQ125 = 9, ASK ABOUT SPEECH IMPAIRMENT.

IF CHQ125 = 91, ASK ABOUT THE DIAGNOSIS AS LISTED IN THE OTHER SPECIFY TEXT OF CHQ125OS.

ContextHeader: Source:  
Copyright: No

CHQ130

Question "How old was {CHILD} when the first diagnosis of a problem related to {a learning disability/attention deficit disorder (ADD) / attention- deficit/hyperactivity disorder (ADHD)/developmental delay/Asperger's syndrome/autism/pervasive development disorder (PDD)/Rett syndrome/childhood disintegrative disorder (CDD)/an autistic spectrum disorder/an intellectual or cognitive disability/orthopedic impairment/an emotional disturbance/a traumatic brain injury/a speech impairment/{TEXT FROM OTHER SPECIFY} was made?"

InstResp "Please answer in either months or years."

SaVisible "True"

Pre-unit "Months:"  
Watermark: "Enter months"  
DON'T KNOW

Pre-unit "Years:"  
Watermark: "Enter years"  
DON'T KNOW

Notes: Reformat this question to be similar fall kindergarten CHQ001 on birth weight.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ135a.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ131, modified displays for disabilities  
Copyright: No

Display Instructions: IF CHQ125 = 1, DISPLAY "a learning disability".

IF CHQ125 = 2, DISPLAY "attention deficit disorder (ADD) / attention-deficit/hyperactivity disorder (ADHD)".

IF CHQ125 = 3, DISPLAY "developmental delay".

IF CHQ125 = 4 AND THERE WAS AN ANSWER TO CHQ126 DISPLAY ANSWER FROM CHQ126: IF CHQ126 = 1 DISPLAY "Asperger's syndrome". ELSE IF CHQ126 = 2 DISPLAY "autism". ELSE IF CHQ126 = 3 DISPLAY "pervasive developmental disorder (PDD)". ELSE IF CHQ126 = 4 DISPLAY "Rett syndrome". ELSE IF CHQ126 = 5 DISPLAY "childhood disintegrative disorder (CDD)". ELSE IF CHQ126 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ126OS. ELSE IF CHQ126 = SK AND CHQ125 = 4 DISPLAY "an autism spectrum disorder".

IF CHQ125 = 5, DISPLAY "an intellectual or cognitive disability".

IF CHQ125 = 6, DISPLAY "orthopedic impairment".

IF CHQ125 = 7, DISPLAY "an emotional disturbance".



IF CHQ125 = 8, DISPLAY "a traumatic brain injury".

IF CHQ125 = 9, DISPLAY "a speech impairment".

IF CHQ125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM  
CHQ125OS.

**CHQ1040. / CHQ135a**

CHQ135a

Question "What was the month and year when the diagnosis was made?"

If there was more than one diagnosis, report the earliest."

Pre-unit "Month:"

Watermark "Enter month"

\_\_\_\_ [1 to 12]

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**ContextHeader:** Source: ECLS-K:2011, spring kindergarten, question CHQ135a. Changed interviewer instruction to respondent instruction.  
Copyright: No

**Display Instructions:** DISPLAY CHQ135a AND CHQ135b TOGETHER ON ONE PAGE

CHQ135b

Pre-unit "Year:"

Watermark "Enter year"

|\_|\_|\_|\_| |----- [0 to 9999]

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**Notes:** IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ135b}. Please confirm. If this is correct, select Next to continue."

**ContextHeader:** Source: ECLS-K:2011, spring kindergarten, question CHQ135a. Changed interviewer instruction to respondent instruction.  
Copyright: No

**Display Instructions:** DISPLAY CHQ135a AND CHQ135b TOGETHER ON ONE PAGE.

**CHQ1042. / CHQ135bSR**

Check to see if:

Soft Range: 2016- 2024

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I

---

Notes: END OF LOOP 1.

IF ALL CODES INDICATED IN CHQ125 HAVE BEEN ASKED ABOUT IN LOOP 1 (ALL DIAGNOSES THE CHILD HAS HAVE BEEN ASKED ABOUT), GO TO CHQ200. ELSE, GO BACK UP TO BOX 10 AND ASK ABOUT THE NEXT DIAGNOSIS.

ContextHeader: Source:  
Copyright: No

**CHQ1044. / CHQ200**

CHQ200

Question "For the next question, please base your answer on how {CHILD} compares to other children of the same age.

{CHILD} pronounces words, communicates with, and understands others:"

Better than other children {his/her/their} age                    \_ \_ \_ \_ \_ 1

As well as other children \_\_\_\_\_ 2

Slightly less well than other children \_\_\_\_\_ 3 (CHQ1046)

Much less well than other children \_\_\_\_\_ 4 (CHQ1046)

---

**UP TO 4 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: If {CHILD} differs on any of these, answer for the area in which the child has the most difficulty.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ200. Modified "Does {CHILD} pronounce..." to "{CHILD} pronounces..." in second sentence of the question. Changed interviewer instruction to respondent instruction.  
Copyright: No

CHQ205

Question "When {CHILD} was younger, did {he/she/they} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her/their} age?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ205  
Copyright: No

**CHQ1046. / CHQ206**

CHQ206

Question "Did or does {CHILD} have any of the following? Please select all that apply."

Problem with talking too loudly \_\_\_\_\_ 1

Problem with talking too softly \_\_\_\_\_ 2

A problem chewing \_\_\_\_\_ 3

A problem swallowing \_\_\_\_\_ 4

A problem with stuttering \_\_\_\_\_ 5

A cleft lip and/or palate \_\_\_\_\_ 6

Abnormalities of the face or head \_\_\_\_\_ 7

Malformation of the ear \_\_\_\_\_ 8

None of the above \_\_\_\_\_ 9

---

**UP TO 9 RESPONSES ALLOWED.**

Notes: IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 9, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ206a - h.  
Copyright: No

---

Notes: IF (CHQ200 = 3 OR 4) OR (CHQ205 = 1) OR (ANY CHQ206 = 1, 2, 3, 4, 5, 6, 7, OR 8), GO TO CHQ210. ELSE, GO TO CHQ235.

ContextHeader: Source:  
Copyright: No

**CHQ1048. / CHQ210**

CHQ210

Question "Has {CHILD} ever been evaluated by a professional because of {his/her/their} ability to communicate?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (CHQ1050)

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, ear-nose-throat (ENT) doctors, audiologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech-language pathologists, etc. Do not include teachers or some other non-health professional.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ210. Changed help text to respondent instruction.  
Copyright: No

Display Instructions: DISPLAY "professional" IN UNDERLINED TEXT

CHQ215

Question "Did you obtain a diagnosis or diagnoses of a problem related to {his/her/their} ability to communicate from a professional?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ215.  
Copyright: No

CHQ235

Question "Has {CHILD}'s hearing ever been evaluated by a professional?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: This includes health professionals such as doctors, pediatricians, and other licensed persons, including nurses or nurse practitioners, optometrists, ophthalmologists, school or other psychologists, school or other psychiatrists, psychiatric social workers, speech pathologists, etc. Do not include teachers or some other non-health professional.

For the hearing and vision questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ235. Changed help text to respondent instruction.  
Copyright: No

Display Instructions: DISPLAY "professional", "hearing and vision questions", AND "does" IN UNDERLINED TEXT

**Box CHQ1058. / Box 13**

---

Notes: IF CHQ235 = 1, GO TO CHQ245. ELSE, IF CHQ215=1, GO TO BOX 15. ELSE, GO TO CHQ285.

ContextHeader: Source:  
Copyright: No



CHQ245

Question "Did you obtain a diagnosis of a problem from a professional?"

Yes \_\_\_\_\_ 1  
No \_\_\_\_\_ 2 (Box CHQ1063)  
Awaiting evaluation \_\_\_\_\_ 3 (Box CHQ1063)

---

**UP TO 3 RESPONSES ALLOWED.**

Notes: SK SKIPS TO BOX 15.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ245, added "Awaiting evaluation" as a response option  
Copyright: No

**CHQ1064. / CHQ250a**

CHQ250a

Question "How old was {CHILD} when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"

SaVisible "True"

Pre-unit "Months:"  
Watermark: "Enter months"  
DON'T KNOW

Pre-unit "Years:"  
Watermark: "Enter years"  
DON'T KNOW

Notes: Reformat this question to be similar fall kindergarten CHQ001 on birth weight – so that all of the information appear on one screen

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO 255a.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ250a. Added "Answer in..." to response options.  
Copyright: No

Display Instructions: IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

CHQ250b

Question "How old was {CHILD}, in months, when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"

Pre-unit: "Months:"

Watermark "Enter months"

\_\_\_\_ [0 to 99]

---

Notes: SK SKIPS TO CHQ255a. ELSE GO TO BOX 16.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ250b}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ250b. Added "in months" to stem.  
Copyright: No

Display Instructions: IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

CHQ1066. / CHQ250bSR

Check to see if:

Soft Range: 0- 96

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

CHQ250c

Question "How old was {CHILD}, in years, when the first diagnosis of a problem related to {his/her/their} {ability to communicate/hearing} was made?"

Years:"

Watermark: "Enter years"

\_\_\_\_ [0 to 30]

---

Notes: SK SKIPS TO CHQ255a.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ250c}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ250c. Added "in years" to stem.  
Copyright: No

Display Instructions: IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

CHQ1068. / CHQ250cSR

Check to see if:

Soft Range: 0- 8

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

---

Notes: IF CHQ215 = 1 AND CHQ245 = 1, AND THE FIRST LOOP IN BOX 15 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ250a AND ASK ABOUT HEARING. ELSE, IF CHQ245 = 1, GO TO CHQ256. ELSE, GO TO CHQ285.

ContextHeader: Source:  
Copyright: No

**CHQ1070. / CHQ255a**

CHQ255a

Question "What was the month and year the problem with {CHILD}'s {ability to communicate /hearing} was diagnosed? If there was more than one diagnosis, enter the month and year for the earliest diagnosis."

Pre-unit "Month:"

Watermark "Enter the month"

"Don't know"

\_\_\_\_\_ [1 to 12]

---

Notes: ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

DON'T KNOW AND SK SKIP TO CHQ255b.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ255a. Changed interviewer instruction into respondent instruction and removed interviewer prompt. Changed range to codes for months of the year.  
Copyright: No

Display Instructions: DISPLAY CHQ255a AND CHQ255b TOGETHER ON ONE PAGE.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

CHQ255b

Pre-unit "Year:"

Watermark "Enter the year"

\_\_\_\_\_| \_\_\_\_\_ [0 to 9999]

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ255b. Adapted for web.  
Copyright: No

Display Instructions: DISPLAY CHQ255a AND CHQ255b TOGETHER ON ONE PAGE.

IF CHQ215 =1 AND CHQ245 NE 1, DISPLAY "ability to communicate". ELSE, IF CHQ215 NE 1 AND CHQ245 = 1, DISPLAY "hearing". ELSE, IF CHQ215 = 1 AND CHQ245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

**CHQ1072. / CHQ255bSR**

Check to see if:

Soft Range: 2016- 2024

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I

Notes: IF CHQ215 = 1 AND CHQ245 = 1, AND THE FIRST LOOP IN BOX 15 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ250a AND ASK ABOUT HEARING. ELSE, IF CHQ245 =1, GO TO CHQ256. ELSE, GO TO CHQ285.

ContextHeader: Source:  
Copyright: No

CHQ285

Question "Now I want to ask you about {CHILD}'s vision. Without the use of eyeglasses or contact lenses, does {CHILD} have difficulty seeing objects in the distance, things up close like letters on paper, or both?"

SaVisible "True"

Yes, seeing things up close \_\_\_\_\_ 1

Yes, seeing things in the distance \_\_\_\_\_ 2

Yes, both \_\_\_\_\_ 3

No \_\_\_\_\_ 4

DON'T KNOW ----- -8

---

**UP TO 4 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ285 and CHQ286.  
Copyright: No

**CHQ1117. / CHQ290**

CHQ290

Question "Has {CHILD}'s vision ever been evaluated by an eye care professional?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (CHQ1131)

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: Eye Care Professional: This includes optometrists and ophthalmologists. Include a school nurse who gives a vision test, but do not include teachers or some other non-health professional, or a doctor who simply looks in the child's eyes.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

SK SKIPS TO CHQ330.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ290.  
Copyright: No

**CHQ1118. / CHQ290b**

CHQ290b

Question "Was a school nurse the only professional who evaluated {CHILD}'s vision?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: New, recommended by NEI  
Copyright: No

**CHQ1119. / CHQ300**

CHQ300

Question "Did you obtain a diagnosis of a vision-related problem from an eye care professional?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (CHQ1134)

Awaiting evaluation \_\_\_\_\_ 3 (CHQ1134)

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ300, added "Awaiting evaluation" as category 3  
Copyright: No

Display Instructions: DISPLAY "vision-related" IN UNDERLINED TEXT.



**CHQ1120. / CHQ301**

CHQ301

Question "What was the diagnosis? Please select all that apply."

- Nearsightedness (Myopia) \_\_\_\_\_ 1
  - Farsightedness (Hyperopia) \_\_\_\_\_ 2
  - Color blindness or deficiency \_\_\_\_\_ 3
  - Astigmatism \_\_\_\_\_ 4
  - Crossed or wandering eye (Strabismus) \_\_\_\_\_ 5
  - Amblyopia or "lazy eye" \_\_\_\_\_ 6
  - Retinopathy \_\_\_\_\_ 7
  - Blindness \_\_\_\_\_ 8
  - Condition requiring glasses – Specific condition \_\_\_\_\_ 9  
unspecified
  - Other {(Please specify):/(Please specify on next screen.):} \_\_\_\_\_ 91
- 

**UP TO 10 RESPONSES ALLOWED.**

Notes: HELP FOR CODE 1: Nearsightedness (Myopia) is when far objects appear blurred and objects that are nearer are seen more clearly.

HELP FOR CODE 2: Farsightedness (Hyperopia) is when people have difficulty seeing things close to them, but they can see objects far away easier and more clearly.

ContextHeader: Source: ECLS-K:2011, spring first grade, question CHQ301. Removed probe. Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY "(Please specify on next screen.)" FOR SMALL BROWSERS.

---

Notes: IF CHQ301 = 91, CONTINUE WITH CHQ301OS. OTHERWISE, GO TO CHQ305a.

ContextHeader: Source:  
Copyright: No

**CHQ1122. / CHQ301OS**

CHQ301OS

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----- [0 to 0]

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ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ301OS.  
Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE.

**CHQ1123. / CHQ305a**

CHQ305a

Question "How old was {CHILD} when the first diagnosis of a problem was made?"

InstResp "Please answer in either months or years."

SaVisible "True"

Pre-unit "Months:"  
Watermark: "Enter months"  
DON'T KNOW

Pre-unit "Years:"  
Watermark: "Enter years"  
DON'T KNOW

Notes: Reformat this question to be similar fall kindergarten CHQ001 on birth weight.

DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ310a.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ305a. Added "Answer in..." to response options.  
Copyright: No

CHQ310a

Question "What was the month and year the diagnosis was made?"

If there was more than one diagnosis, report the earliest."

Pre-unit "Month:"

Watermark "Enter month"

|\_| | \_\_\_\_\_ [1 to 12]

---

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ310a. Removed probe and edited interviewer instruction from "...ask for the earliest" to respondent instruction and "...report the earliest".  
Copyright: No

Display Instructions: DISPLAY CHQ310a AND CHQ310b ON ONE PAGE

**CHQ1129. / CHQ310b**

CHQ310b

Pre-unit "Year:"

Watermark "Enter the year"

|\_|\_|\_| | \_\_\_\_\_ [0 to 9999]

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Notes: IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ310b}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ310b.  
Copyright: No

Display Instructions: DISPLAY CHQ310a AND CHQ310b ON ONE PAGE

Check to see if:

Soft Range: 2016- 2024

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

**CHQ1131. / CHQ311**

CHQ311

Question "Has {CHILD} been prescribed glasses or contact lenses to improve {his/her/their} vision?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (CHQ1134)

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK SKIPS TO CHQ330.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ311.  
Copyright: No

CHQ312

Question "How often does {CHILD} wear glasses or contact lenses?"

All of the time	_____	1	(CHQ1133)
Most of the time	_____	2	(CHQ1133)
Sometimes	_____	3	(CHQ1133)
Rarely	_____	4	(CHQ1133)
Never	_____	5	(CHQ1133)
Child does not have glasses or contacts	_____	6	(CHQ1134)

---

**UP TO 6 RESPONSES ALLOWED.**

Notes: SK SKIPS TO CHQ330.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ312.  
Copyright: No

**CHQ1133. / CHQ314**

CHQ314

Question "Do {CHILD}'s glasses or contacts help {him/her/them} see things up close, see things in the distance, or both?"

See things up close	_____	1
See things in the distance	_____	2
Both	_____	3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ314.  
Copyright: No

CHQ330

Question "Would you say {CHILD}'s health is ..."

Excellent ----- 1  
Very good ----- 2  
Good ----- 3  
Fair, or ----- 4  
Poor? ----- 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ330.  
Copyright: No

**Box CHQ1135. / Box 19**

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Notes: IF CHILD DOES NOT HAVE ANY DISABILITIES AND THEIR HEALTH IS GOOD TO EXCELLENT, THAT IS:

CHQ125 = 10 OR SK (HAS NO REPORTED DIAGNOSIS)

AND

CHQ200=1, 2, SK (COMMUNICATION) AND  
CHQ285= 4, DK, SK (VISION) AND  
CHQ330=1, 2, 3, SK (HEALTH), GO TO BOX 21.

OTHERWISE, CONTINUE WITH CHQ340.

ContextHeader: Source:  
Copyright: No

CHQ340

Question "During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ340. Changed help text to respondent instruction text.  
Copyright: No

Display Instructions: DISPLAY "During this school year" IN UNDERLINED TEXT.

**CHQ1137. / CHQ341**

CHQ341

Question "Prior to this school year, did {CHILD} ever receive therapy services or take part in a program for children with disabilities?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (Box CHQ1155)

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

SK SKIPS TO BOX 21.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ341. Changed help text to respondent instruction text.  
Copyright: No

Display Instructions: DISPLAY "Prior to this school year" IN UNDERLINED TEXT.



CHQ345

Question "For each of the following services, select if {CHILD} or your family ever received this service before this school year to help with {CHILD}'s special needs. Please select all that apply."

- Speech or language therapy \_\_\_\_\_ 1
- Occupational therapy \_\_\_\_\_ 2
- Physical therapy \_\_\_\_\_ 3
- Creative arts therapy \_\_\_\_\_ 4
- Vision services \_\_\_\_\_ 5
- Hearing services \_\_\_\_\_ 6
- Social work services \_\_\_\_\_ 7
- Psychological services \_\_\_\_\_ 8
- Home visits \_\_\_\_\_ 9
- Parent support or training \_\_\_\_\_ 10
- Special class with other children some or all of  
whom also had special needs ----- 11
- Private tutoring or school for learning problems ----- 12
- Instruction in Braille \_\_\_\_\_ 13
- Instruction in sign language, Cued Speech, ASL,  
total communication (TOCO) ----- 14
- Any other service {(Please specify):/(Please specify  
on next screen.)} ----- 91

---

**UP TO 15 RESPONSES ALLOWED.**

**Notes:** BOLD "Speech or language therapy" "Occupational therapy", "Physical therapy", "Creative arts therapy", "Vision services", "Social work services", "Psychological services", "Home visits", "Parent support or training", "Special class with other children some or all of whom also had special needs", "Private tutoring or schooling for learning problems", "Instruction in Braille", AND "Instruction in sign language, Cued speech, ASL, TOCO" IN HELP TEXT.

HELP FOR CODE 1: Speech or language therapy: Therapy provided by a teacher or speech-language pathologist to treat the child's speech or language impairments, including, for example, articulation, voice quality, fluency, and/or language usage.

HELP FOR CODE 2: Occupational therapy: Therapy involving the evaluation or treatment of the child's level of independence in daily living activities. The goal of occupational therapy is to promote maximum independence in daily living. Therapy can include the use of work, play, or self-care activities to improve functional ability, promote health, prevent injury or further disability. Therapy should be provided only by a therapist who has been certified by the American Occupational Therapy Association or by an occupational therapy assistant who provides therapy under the supervision of a certified occupational therapist.

HELP FOR CODE 3: Physical therapy: Therapy involving the evaluation or treatment of health problems resulting from injury or disease. It is also sometimes called physiotherapy. Physical therapists assess joint motion, muscle strength and endurance, how well the heart and lungs work, and how well children can do activities required for daily living. Treatment includes therapeutic exercise, cardiovascular endurance training, and training in activities of daily living, as well as the use of massage, light, cold, heat, electricity, and mechanical devices to treat physical disorders. Physical therapy does not include the use of X-Ray technology. Therapy should be provided only by a therapist who has been state-certified to provide such services.

HELP FOR CODE 4: Creative arts therapy: Examples of creative arts therapy are visual, music, dance, and drama therapy.

HELP FOR CODE 5: Vision services: Therapy combines health and education professions to improve the child's independence in daily living and access to educational materials. Health professionals include medical doctors such as ophthalmologists and health service providers such as optometrists. They test the child's ability to focus and coordinate the eyes, judge depth, and see colors accurately. They prescribe eyeglasses, contact lenses, low vision aids, and vision therapy. Teachers of the visually impaired are state-certified to teach students who are visually impaired or blind.

HELP FOR CODE 7: Social work services: Services that provide support to children and their families to meet individual human needs. Particular attention is paid to the needs and empowerment of children and their families who are disadvantaged, vulnerable, or at risk. Social workers try to focus on the well being of the student and his/her/their family within their school and community. Services should be provided only by a social worker who has been certified by the state to provide such services.

HELP FOR CODE 8: Psychological services: Services that involve the assessment of academic skills and learning aptitudes, personality and emotional development, social skills and school climates, and eligibility for special education. Treatment involves one-on-one interaction with students or parents to resolve personal conflicts and problems in learning and adjustment, psychological counseling for students and parents, social skills training, and assistance through separation and loss. Within school systems, psychological services are typically provided by certified school psychologists. However, assessment and treatment can be extended to the health community and

include services provided by clinical psychologists, psychiatric social workers, or psychiatrists (who are medical doctors).

**HELP FOR CODE 9: Home visits:** These are formal visits to the homes of students by a certified health or education professional. Home visits can involve therapy or education services. Home visits are typically made by teachers of preschool or kindergarten age students with disabilities, occupational or physical therapists, school social workers, school psychologists, or regular classroom teachers.

**HELP FOR CODE 10: Parent support or training:** This is help provided by the schools or other organizations to parents who have students with unique educational needs, such as a student with a disability. Parent support ranges from providing information or referrals to helping parents access community services for their child. Parent training can involve learning to use special instructional techniques, assistive devices (such as low vision aids) or other equipment needed by a child, or general understanding of the unique educational needs of their child.

**HELP FOR CODE 11: Special class with other children some or all of whom also had special needs:** This is a classroom with a smaller number of students than in a regular classroom. Students in special classes have unique learning needs often resulting from a disability or limited English proficiency. All students in these classrooms require individual attention to their educational needs.

**ELP FOR CODE 12: Private tutoring or schooling for learning problems:** This is education or training to help with a specific learning problem or need. The term "private" suggests either that there is a cost associated with the service or education is not provided by the public school system. Individuals, organizations, or businesses in school, home, or community settings can provide private tutoring to improve the student's educational achievement, typically in math or reading. Special schools are available to students with particular needs such as emotional problems, learning disabilities, blindness, or deafness. Such schools charge parents for their child's education. However, the education of students with disabilities may be subsidized by their home school district if the district cannot provide a similar appropriate education.

**HELP FOR CODE 13: Instruction in Braille:** Braille is a touch system of reading using as the basic graphic symbol a cell composed of six dots, two dots wide and three dots high. The dots are "read" by running the hand over the paper rather than looking at it. Teachers receive special training to teach Braille.

**HELP FOR CODE 14: Instruction in sign language, Cued speech, ASL, TOCO:** These are ways to replace communication without using only speech. Manual communication is a system of teaching individuals with hearing impairments by using sign language and fingerspelling. Sign language is a general term for using the hands to form words and phrases. There are many forms of sign language, including American Sign Language (ASL), Signed English, Sign Exact English (SEE), etc. Cued Speech uses hand signals to symbolize sounds. TOCO refers to total communication. TOCO uses a combination of oral and manual ways to communicate and includes speech, sign language, lip-reading, natural gestures, fingerspelling, residual hearing, reading and writing.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ345a. Removed "I'm going to read a list of services." and modified stem from "For each service, please tell me if..." to "For each of the following services, select if...". Changed "student" to "child" in help text. Simplified help text. Combined the CHQ345 series into one "select all that apply" item. Added "Creative arts therapy" as an answer choice. Copyright: No

Display Instructions: DISPLAY ALL CATEGORIES AND OTHER SPECIFY ON ONE PAGE FOR

LARGE BROWSERS.

DISPLAY "(Please specify:)" FOR LARGE BROWSERS. ELSE DISPLAY  
"(Please specify on next screen.)" FOR SMALL BROWSERS.

**Box CHQ1139. / Box 20**

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Notes: IF CHQ345 = 91, GO TO CHQ345OS. ELSE, GO TO CHQ375a.

ContextHeader: Source:  
Copyright: No

**CHQ1140. / CHQ345OS**

CHQ345OS

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----- [0 to 0]

---

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ345nOS.  
Copyright: No

Display Instructions: IF BROWSER SIZE IS LARGE, DISPLAY ITEM CHQ345 and CHQ345OS ON  
THE SAME SCREEN.

CHQ375a

Question "How old was {CHILD} when {this service/the earliest of these services} began?"

SaVisible "True"

Answer in months \_\_\_\_\_ 1 (CHQ1142)

Answer in years \_\_\_\_\_ 2 (CHQ1144)

DON'T KNOW ----- -8

**UP TO 2 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CHQ380a.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ375a. Added "Answer in..." to response options and changed "month" and "year" to "months" and "years."  
Copyright: No

Display Instructions: DISPLAY "this service" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "the earliest of these services."

**CHQ1142. / CHQ375b**

CHQ375b

Question "How old was {CHILD}, in months, when {this service/the earliest of these services} began?"

Pre-unit "Months:"

Watermark "Enter months"

|\_|\_| | ----- [0 to 99]

Notes: SK SKIPS TO CHQ380a. ELSE GO TO CHQ385.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ375b}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ375b. Added "in months" to stem.  
Copyright: No

Display Instructions: DISPLAY "this service" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "the earliest of these services."

Check to see if:

Soft Range: 0- 96

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

**CHQ1144. / CHQ375c**

CHQ375c

Question "How old was {CHILD}, in years, when {this service/the earliest of these services} began?"

Pre-unit "Years:"

Watermark "Enter years"

"Don't know"

|\_| | \_\_\_\_\_ [0 to 30]

---

Notes: ADD A SPECIAL ANSWER TO DISPLAY "Don't know" AS A RADIO BUTTON.

SK SKIPS TO CHQ380a. ELSE GO TO CHQ385.

IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ375c}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ375c. Added "in years" to stem.  
Copyright: No

Display Instructions: DISPLAY "this service" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). OTHERWISE, DISPLAY "the earliest of these services."

Check to see if:

Soft Range: 0- 8

If not, display:

@|[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@|

**CHQ1146. / CHQ380a**

CHQ380a

Question "What was the month and year when {{CHILD}} first received {{NAME OF SINGLE SERVICE}}/{this service}/{the first of these services began}?"

Pre-unit "Month:"

Watermark "Enter the month"

\_\_\_\_ [1 to 12]

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ380a. Changed "is" to "was" in the question stem. Removed probe.  
Copyright: No

Display Instructions: DISPLAY CHQ380a AND CHQ380b TOGETHER ON ONE PAGE

DISPLAY "{{CHILD}}" first received {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). FOR "{NAME OF SINGLE SERVICE}" DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. ELSE, IF CHQ340 = 1 AND EVERY ITEM AT CHQ345/LETTERS A-N = 2 OR SK. DISPLAY "{{CHILD}} first received this service." OTHERWISE, DISPLAY "the first of these services began."

CHQ380b

Pre-unit "Year:"

Watermark "Enter the year"

|\_|\_|\_|\_| | \_\_\_\_\_ [0 to 9999]

**Notes:** IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ380b}. Please confirm. If this is correct, select Next to continue."

**ContextHeader:** Source: ECLS-K:2011, spring kindergarten, question CHQ380b. Removed probe.  
Copyright: No

**Display Instructions:** DISPLAY "{{CHILD}} first received {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N). FOR "{NAME OF SINGLE SERVICE}" DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. . ELSE, IF CHQ340 = 1 AND EVERY ITEM AT CHQ345/LETTERS A-N = 2 OR SK. DISPLAY "{{CHILD} first received this service}." OTHERWISE, DISPLAY "the first of these services began."

CHQ1148. / CHQ380bSR

Check to see if:

Soft Range: 2016- 2024

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I



CHQ385

Question "Is {CHILD} still receiving {this service/any of these services}?"

Yes \_\_\_\_\_ 1 (CHQ1153)

No \_\_\_\_\_ 2

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ385.  
Copyright: No

Display Instructions: DISPLAY "this service" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N) OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "any of these services."

**CHQ1150. / CHQ390a**

CHQ390a

Question "What was the month and year when {{CHILD} last received {NAME OF SINGLE SERVICE}/the last of these services was received}?"

Pre-unit "Month:"

Watermark "Enter month"

\_\_\_\_ [1 to 12]

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ390a. Changed "is" to "was" in the question stem.  
Copyright: No

Display Instructions: DISPLAY "{CHILD} last received {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-M OR FOR CHQ345n THE OTHER SPECIFY TEXT IN CHQ345nOS. OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "the last of these services was received."

DISPLAY "this service" FOR {NAME OF SINGLE SERVICE} IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345.

DISPLAY ITEMS CHQ390a AND CHQ390b ON ONE PAGE FOR LARGE BROWSERS.

CHQ390b

Pre-unit "Year:"

Watermark "Enter year"

|\_|\_|\_| | \_\_\_\_\_ [0 to 9999]

**Notes:** IF A SOFT RANGE IS VIOLATED, DISPLAY ERROR MESSAGE, "You have entered {DISPLAY RESPONSE AT CHQ390b}. Please confirm. If this is correct, select Next to continue."

**ContextHeader:** Source: ECLS-K:2011, spring kindergarten, question CHQ390b.  
Copyright: No

**Display Instructions:** DISPLAY "{CHILD} last received {NAME OF SINGLE SERVICE}" IF ONLY ONE ITEM CODED 1 (YES) FOR CHQ345/LETTERS A-N) OR IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY "the last of these services was received."

DISPLAY "this service" FOR {NAME OF SINGLE SERVICE} IF CHQ340 = 1 AND EVERY ITEM AT CHQ345 = 2 OR SK. OTHERWISE, DISPLAY THE NAME OF THE SERVICE CODED AT CHQ345.

CHQ1152. / CHQ390bSR

Check to see if:

Soft Range: 2013- 2022

If not, display:

@I[UNLIKELY RESPONSE. VERIFY AND RE-ENTER.]@I

CHQ420

Question "During this school year, did {CHILD} receive any services for children with special needs such as speech or occupational therapy or did {he/she/they} participate in a special education program?"

Yes \_\_\_\_\_ 1 (CHQ1154)

No \_\_\_\_\_ 2 (Box CHQ1155)

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK SKIPS TO BOX 21.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ420.  
Copyright: No

Display Instructions: DISPLAY 'this school year' IN UNDERLINED TEXT.

**CHQ1154. / CHQ430**

CHQ430

Question "Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year?"

Completely satisfied \_\_\_\_\_ 1

Very satisfied \_\_\_\_\_ 2

Fairly satisfied \_\_\_\_\_ 3

Somewhat dissatisfied \_\_\_\_\_ 4

Very dissatisfied \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question CHQ430. Removed "Are you..." from stem.  
Copyright: No

Display Instructions: DISPLAY 'this school year' IN UNDERLINED TEXT.

---

Notes: GO TO SECTION PPQ (PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH).

ContextHeader: Source:  
Copyright: No

[End of CHQ]

## VIQ. Peer Victimization

VIQ010

Question "Now we have some questions about problems {CHILD} may have had with other children. During this school year have other children ever teased, made fun of, or called {CHILD} names?"

In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

----

1. Yes
2. No

Notes: RESPONSE 2 (NO) SKIPS TO VIQ021.

SK SKIPS TO VIQ021.

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.

Copyright: No

Display Instructions: IF VIQ010 = 1 DISPLAY VIQ010 AND VIQ020 ON THE SAME SCREEN.

VIQ020

Question "How often has this happened?"

In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

----

1. Rarely
2. Sometimes
3. Often
4. Very often

Notes:

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.

Copyright: No

Display Instructions: IF VIQ010 = 1 DISPLAY VIQ010 AND VIQ020 ON THE SAME SCREEN.

VIQ021 Question "During this school year, have other children ever told lies or untrue stories about {CHILD}?"

----

1. Yes
2. No

Notes: RESPONSE 2 (NO) SKIPS TO VIQ030.

SK SKIPS TO VIQ030.

HELP FOR STEM: "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.

Copyright: No

Display Instructions: IF VIQ021 = 1 DISPLAY VIQ021 AND VIQ022 ON THE SAME SCREEN.

VIQ022 Question "How often has this happened?"

----

1. Rarely
2. Sometimes
3. Often
4. Very often

Notes:

HELP FOR STEM: "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

ContextHeader: ECLS-K:2011, spring third grade, question VIQ022. Changed help text into respondent instruction and removed "Would you say..." from stem..

Copyright: No

Display Instructions: IF VIQ021 = 1 DISPLAY VIQ021 AND VIQ022 ON THE SAME

SCREEN.

VIQ030 Question "During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?"

----

1. Yes
2. No

Notes: RESPONSE 2 (NO) SKIPS TO VIQ050.

SK SKIPS TO VIQ050.

HELP FOR STEM: "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.

Copyright: No

Display Instructions: IF VIQ030 = 1 DISPLAY VIQ030 AND VIQ040 ON THE SAME SCREEN.

VIQ040 Question "How often has this happened?"

----

1. Rarely
2. Sometimes
3. Often
4. Very often

Notes:

HELP FOR STEM: "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.

Copyright: No

Display Instructions: IF VIQ030 = 1 DISPLAY VIQ030 AND VIQ040 ON THE SAME

SCREEN.

VIQ050 Question "During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?"

----

1. Yes
2. No

Notes: RESPONSE 2 (NO) SKIPS TO PPQ.

SK SKIPS TO PPQ.

HELP FOR STEM: "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.

Copyright: No

Display Instructions:

IF VIQ050 = 1 DISPLAY VIQ050 AND VIQ060 ON THE SAME SCREEN.

VIQ060 Question "How often has this happened?"

----

1. Rarely
2. Sometimes
3. Often
4. Very often

Notes:

HELP FOR STEM: "In this question, you may include other students at school and other children outside of school. However, do not include brothers or sisters."

ContextHeader: Source: Espelage, D. L. & Holt, M. (2001). Bullying and peer victimization during early adolescence: Peer influences and psychosocial correlates. Journal of Emotional Abuse, 2, 123-142. Adapted and used with permission.

Copyright: No

Display Instructions:

IF VIQ050 = 1 DISPLAY VIQ050 AND VIQ060 ON THE SAME SCREEN.

[End of VIQ]



## PPQ. Parent's Psychological Well-Being and Health

Box PPQ1001. / Box 1

---

Notes: IF RESPONDENT IS A PARENT (INQ005g = 1, 2, 3, 4, OR 91) OR THERE IS NO PARENT IN THE HOUSEHOLD (INQ005g AND FSQ130 NE 1, 2, 3, 4, OR 91), CONTINUE WITH PPQ100. OTHERWISE, GO TO FDQ.

ContextHeader: Source:  
Copyright: No

?"

**PPQ1014. / PPQ220**

PPQ220

Question "Now, we would like to ask you about your health. In general, would you say that your health is..."

- Excellent \_\_\_\_\_ 1
  - Very good \_\_\_\_\_ 2
  - Good \_\_\_\_\_ 3
  - Fair, or \_\_\_\_\_ 4
  - Poor? \_\_\_\_\_ 5
- 

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PPQ220. Changed "I would like..." to "We would like..."  
Copyright: No

PPQ225.

Question "During the past 12 months would you say that you experienced...."

A lot of stress \_\_\_\_\_ 1

A moderate amount of stress \_\_\_\_\_ 2

Relatively little stress \_\_\_\_\_ 3

Almost no stress at all \_\_\_\_\_ 4

---

**UP TO 4 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring fourth grade, question PPQ225.  
Copyright: No

[End of PPQ]

## FDQ. Food Security

### FDQ1001. / FDQ130a

FDQ130a

Question "These next questions are about whether your family is able to afford the food that you need. For each statement, please indicate if the statement was often true, sometimes true, or never true for {you/your household} in the last 12 months, that is, since last {CURRENT MONTH}, 2023.

{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more."

Often true \_\_\_\_\_ 1

Sometimes true \_\_\_\_\_ 2

Never true \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ130a. Deleted "I am going to read you several statements that people have made about their food situation. For these statements..." Changed "...please tell me whether..." to "For each statement, please indicate if the statement was" and "2010" to "2020" for the field test. Removed prompt.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, FDQ130c, ON ONE SCREEN IN A GRID.

DISPLAY "you", "I", "my", AND "I", IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)). OTHERWISE, DISPLAY "your household", "We", "our", AND "we". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "often," "sometimes," AND "never" AS UNDERLINED TEXT

DISPLAY CURRENT MONTH

FDQ130b

Question "The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more."

Often true \_\_\_\_\_ 1  
Sometimes true \_\_\_\_\_ 2  
Never true \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ130b. Removed prompt.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, FDQ130c, ON ONE SCREEN IN A GRID.

DISPLAY "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "we". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ130c

Question "{I/We} couldn't afford to eat balanced meals."

Often true \_\_\_\_\_ 1  
 Sometimes true \_\_\_\_\_ 2  
 Never true \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ130c. Removed prompt.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ130a, FDQ130b, FDQ130c, ON ONE SCREEN IN A GRID.

DISPLAY "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)). OTHERWISE, DISPLAY "We". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

**Box FDQ1004. / Box 1**

Notes: IF (FDQ130a = 1 OR 2) OR (FDQ130b = 1 OR 2) OR (FDQ130c = 1 OR 2), THEN GO TO FDQ140. ELSE, GO TO FDQ192a.

ContextHeader: Source:  
Copyright: No

FDQ140

Question "In the last 12 months, did {you/you or other adults in your household} ever cut the size of your meals or skip meals because there wasn't enough money for food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (FDQ1007)

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ140.  
Copyright: No

Display Instructions: DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)). OTHERWISE, DISPLAY "you or other adults in your household". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

**FDQ1006. / FDQ150**

FDQ150

Question "How often did this happen?"

Almost every month \_\_\_\_\_ 1

Some months, but not every month \_\_\_\_\_ 2

In only 1 or 2 months \_\_\_\_\_ 3

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ150. Removed "Would you say...".  
Copyright: No

FDQ160

Question "In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ160.  
Copyright: No

**FDQ1008. / FDQ170**

FDQ170

Question "In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ170.  
Copyright: No

**FDQ1009. / FDQ180**

FDQ180

Question "In the last 12 months, did you lose weight because there wasn't enough money for food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ180.  
Copyright: No



---

Notes: IF (FDQ140=1) OR (FDQ160 =1) OR (FDQ170 = 1) OR (FDQ180=1), ASK FDQ190. OTHERWISE, GO TO FDQ192a.

ContextHeader: Source:  
Copyright: No

**FDQ1011. / FDQ190**

FDQ190

Question "In the last 12 months, did {you/you or other adults in your household} ever not eat for a whole day because there wasn't enough money for food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (FDQ1013)

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ190.  
Copyright: No

Display Instructions: DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010))). OTHERWISE, DISPLAY "you or other adults in your household". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ191

Question "How often did this happen?"

Almost every month \_\_\_\_\_ 1

Some months, but not every month \_\_\_\_\_ 2

In only 1 or 2 months \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ191. Removed  
"Would you say...".  
Copyright: No

**FDQ1013. / FDQ192a**

FDQ192a

Question "Please select whether the statement was often true, sometimes true, or never true in the last 12 months, that is, since last {CURRENT MONTH}, 2024, for {{CHILD}/children living in the household who are under 18 years old}.

{I/We} relied on only a few kinds of low-cost food to feed {{CHILD}/the children} because {I was/we were} running out of money to buy food."

Often true \_\_\_\_\_ 1

Sometimes true \_\_\_\_\_ 2

Never true \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ192a. Deleted "Now I am going to read you several statements that people..." and changed "...please tell me whether..." to "Please select whether..." and "2010" to "2020" and "your child" to "{CHILD}". Removed prompt.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, FDQ192c, ON ONE SCREEN IN A GRID.

DISPLAY "I," AND "I was" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)). OTHERWISE, DISPLAY "We" AND "we were". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "children living in the household who are under 18 years old" AND "the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}" AND "{CHILD}". DISPLAY "often," "sometimes," "never", AND "{{CHILD}/children living in the household who are under 18 years old}" AS UNDERLINED TEXT.

DISPLAY CURRENT MONTH

FDQ192b

Question "{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that."

Often true \_\_\_\_\_ 1  
Sometimes true \_\_\_\_\_ 2  
Never true \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ192b. Removed prompt.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, FDQ192c, ON ONE SCREEN IN A GRID.

DISPLAY "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)). OTHERWISE, DISPLAY "We". NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY "the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

FDQ192c

Question “{{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.”

Often true \_\_\_\_\_ 1  
Sometimes true \_\_\_\_\_ 2  
Never true \_\_\_\_\_ 3

---

**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ192c. Removed prompt.  
Copyright: No

Display Instructions: IF THE BROWSER SIZE IS LARGE, DISPLAY ALL ITEMS FDQ192a, FDQ192b, FDQ192c, ON ONE SCREEN IN A GRID.

DISPLAY “I” IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER ((FSQ030 IS GREATER THAN OR EQUAL TO 18 FOR THE RESPONDENT) AND ((FSQ005A = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)) OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER ((FSQ030 IS LESS THAN OR EQUAL TO 17 FOR THE RESPONDENT) AND ((FSQ005a = 0) AND (FSQ030 IS 17 OR LESS FOR ALL HOUSEHOLD MEMBERS OTHER THAN THE RESPONDENT IN FSQ010)). OTHERWISE, DISPLAY “we”. NOTE: PARENT FIGURES IN FSQ010 WITH AGE = SK ARE COUNTED AS BEING AGE 18 OR OVER.

DISPLAY “The children were” IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1).

OTHERWISE, DISPLAY “{CHILD} was”.

**Box FDQ1016. / Box 3**

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Notes: IF (FDQ192a = 1 OR 2) OR (FDQ192b = 1 OR 2) OR (FDQ192c = 1 OR 2), GO TO FDQ210. ELSE, GO TO BOX 4.

ContextHeader: Source:  
Copyright: No

FDQ210

Question "In the last 12 months, that is, since last {CURRENT MONTH}, 2024, did you ever cut the size of {CHILD}'s/any of the children's} meals because there wasn't enough money for food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ210.  
Copyright: No

Display Instructions: DISPLAY "any of the children's" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}'s".

DISPLAY CURRENT MONTH

**FDQ1018. / FDQ240**

FDQ240

Question "In the last 12 months, {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ240.  
Copyright: No

Display Instructions: DISPLAY "were any of the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "was {CHILD}".

FDQ242

Question "In the last 12 months, did {{CHILD}}/any of the children} ever skip a meal because there wasn't enough money for food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (FDQ1021)

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**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ242.  
Copyright: No

Display Instructions: DISPLAY "any of the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{{CHILD}}".

**FDQ1020. / FDQ243**

FDQ243

Question "How often did this happen?"

Almost every month \_\_\_\_\_ 1

Some months, but not every month \_\_\_\_\_ 2

In only 1 or 2 months \_\_\_\_\_ 3

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**UP TO 3 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ243. Removed  
"Would you say..."  
Copyright: No

FDQ250

Question "In the last 12 months, did {CHILD}/any of the children} ever not eat for a whole day because there wasn't enough money for food?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question FDQ250.  
Copyright: No

Display Instructions: DISPLAY "any of the children" IF NUMBER OF CHILDREN AGE 17 AND YOUNGER OTHER THAN THE FOCAL CHILD IS GREATER THAN OR EQUAL TO ONE (FSQ005b >= 1). OTHERWISE, DISPLAY "{CHILD}".

**Box FDQ1022. / Box 4**

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Notes: GO TO SECTION HRQ (HISTORICAL ROSTER).

ContextHeader: Source:  
Copyright: No

[End of FDQ]



# HRQ. Historical Roster

**HRQ1001. / HRQ010**

HRQ010

Question "Now we have some question about {CHILD}'s parents. Some items in this section may be seen as sensitive and you may skip any questions that you do not want to answer.

Does {CHILD} have any biological or adoptive parents who are not currently living in your household? Please include parents who are deceased. "

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (Box HRQ1006)

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK CONTINUES TO BOX 3.

ContextHeader: Source: New  
Copyright: No

Display Instructions: DISPLAY "not" IN UNDERLINED TEXT.

**HRQ1002. / HRQ015**

HRQ015

Question "Which biological or adoptive parent(s) are not currently living in your household? Please include parents who are deceased. Please select all that apply."

Biological female parent \_\_\_\_\_ 1

Biological male parent \_\_\_\_\_ 2

Biological parent of another gender \_\_\_\_\_ 3

Adoptive female parent \_\_\_\_\_ 4

Adoptive male parent \_\_\_\_\_ 5

Adoptive parent of another gender \_\_\_\_\_ 6

**UP TO 6 RESPONSES ALLOWED.**

Notes: SK CONTINUES TO BOX 3.

ContextHeader: Source: New  
Copyright: No

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Notes: LOOP 1

ASK HRQ030 ONE TIME FOR EACH BIOLOGICAL FEMALE PARENT (HRQ015 = 1), BIOLOGICAL MALE PARENT (HRQ015 = 2), BIOLOGICAL PARENT OF ANOTHER GENDER (HRQ015 = 3), ADOPTIVE FEMALE PARENT (HRQ015 = 4), ADOPTIVE MALE PARENT (HRQ015 = 5), ADOPTIVE PARENT OF ANOTHER GENDER (HRQ015 = 6) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD.

ContextHeader: Source:  
Copyright: No

HRQ030

{We would like to ask a few questions about {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender}.}

{We understand that some of these questions may be difficult {for adoptive parents} to answer; however, these are standard questions we ask when a child does not live with all parents. Any information you can provide will be helpful.}

Is {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender} currently living?

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

The {biological/adoptive} {female parent/male parent/parent of another gender} is unknown \_\_\_\_\_ 3 (Box HRQ1005)

DON'T KNOW \_\_\_\_\_ -8

**UP TO 3 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: Source: ECLS-K:2011, fall kindergarten HRQ030, added displays for adoptive parents  
Copyright: No

Display Instructions: DISPLAY "We would like to ask a few questions about {CHILD}'s {biological/adoptive}{female parent/male parent/parent of another gender}." THE FIRST TIME THE QUESTION IS ASKED. ELSE, USE A NULL DISPLAY.

DISPLAY "biological" IF HRQ015 = 1, 2, OR 3. DISPLAY "adoptive" IF HRQ015 = 4, 5, or 6.

DISPLAY "female parent" IF LOOPING ON BIOLOGICAL OR ADOPTIVE FEMALE PARENT NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 1 OR 4). DISPLAY "male parent" IF LOOPING ON BIOLOGICAL OR ADOPTIVE MALE PARENT NOT CURRENTLY LIVING IN THE HOUSEHOLD (HRQ015 = 2 OR 5). DISPLAY "parent of another gender" IF LOOPING ON PARENT OF ANOTHER GENDER (HRQ015 =3 or 6).

DISPLAY "{We...helpful.}" IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT INQ005g OR FSQ130). OTHERWISE, USE A NULL DISPLAY.

DISPLAY "for adoptive parents" IF THE RESPONDENT IS AN ADOPTIVE PARENT (INQ005g OR FSQ130 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

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Notes: END LOOP 1

ASK HRQ030 FOR NEXT BIOLOGICAL FEMALE PARENT (HRQ015 = 1), BIOLOGICAL MALE PARENT (HRQ015 = 2), BIOLOGICAL PARENT OF ANOTHER GENDER (HRQ015 = 3), ADOPTIVE FEMALE PARENT (HRQ015 = 4), ADOPTIVE MALE PARENT (HRQ015 = 5), OR ADOPTIVE PARENT OF ANOTHER GENDER (HRQ015 = 6) WHO IS NOT CURRENTLY LIVING IN THE HOUSEHOLD. IF THERE ARE NO MORE PARENTS TO BE ASKED ABOUT, GO TO BOX 3.

ContextHeader: Source:  
Copyright: No

**Box HRQ1006. / Box 3**

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Notes: GO TO SECTION NRQ (NON-RESIDENT PARENT).

ContextHeader: Source:  
Copyright: No

[End of HRQ]

## NRQ. Non-Resident Parent Questions

### Box NRQ1001. / Box 1

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Notes: IF RESPONDENT REPORTS THAT THERE ARE NO BIOLOGICAL OR ADOPTIVE PARENTS WHO DO NOT LIVE IN THE HOUSEHOLD OR THE RESPONDENT SKIPPED THAT QUESTION (HRQ010 = 2 OR SK) OR THE QUESTION ABOUT WHICH BIOLOGICAL OR ADOPTIVE PARENTS DO NOT LIVE IN THE HOUSEHOLD WAS SKIPPED (HRQ015 = SK), GO TO BOX 5.

OTHERWISE, CONTINUE WITH BOX 2.

ContextHeader: Source:  
Copyright: No

### Box NRQ1002. / Box 2

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Notes: LOOP 1

ASK BOX 3 - BOX 4 ONE TIME FOR EACH BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, AND ADOPTIVE PARENT OF ANOTHER GENDER NOT LIVING IN THE HOUSEHOLD.

DETERMINE LOOPING ELIGIBILITY:

1. BIOLOGICAL FEMALE PARENT NOT IN HOUSEHOLD: HRQ015 = 1
2. BIOLOGICAL MALE PARENT NOT IN HOUSEHOLD: HRQ015 = 2
3. BIOLOGICAL PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD:  
HRQ015 = 3
4. ADOPTIVE FEMALE PARENT NOT IN HOUSEHOLD: HRQ015 = 4
5. ADOPTIVE MALE PARENT NOT IN HOUSEHOLD: HRQ015 = 5
6. ADOPTIVE PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD:  
HRQ015 = 6

ContextHeader: Source:  
Copyright: No

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Notes: IF ASKING ABOUT BIOLOGICAL FEMALE PARENT NOT IN HOUSEHOLD AND BIOLOGICAL FEMALE PARENT IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL FEMALE PARENT IS (HRQ015 = 1 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL FEMALE PARENT NOT IN HOUSEHOLD AND BIOLOGICAL FEMALE PARENT IS STILL LIVING (HRQ015 = 1 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL FEMALE PARENT.

IF ASKING ABOUT BIOLOGICAL MALE PARENT NOT IN HOUSEHOLD AND BIOLOGICAL MALE PARENT IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL MALE PARENT IS (HRQ015 = 2 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL MALE PARENT NOT IN HOUSEHOLD AND BIOLOGICAL MALE PARENT IS STILL LIVING (HRQ015 = 2 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL MALE PARENT.

IF ASKING ABOUT BIOLOGICAL PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD AND BIOLOGICAL PARENT OF ANOTHER GENDER IS NOT LIVING OR RESPONDENT DOES NOT KNOW WHO THE BIOLOGICAL PARENT OR ANOTHER GENDER IS (HRQ015 = 3 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT BIOLOGICAL PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD AND BIOLOGICAL PARENT OF ANOTHER GENDER IS STILL LIVING (HRQ015 = 3 AND HRQ030=1), GO TO NRQ040 FOR THE BIOLOGICAL PARENT OF ANOTHER GENDER.

IF ASKING ABOUT THE ADOPTIVE FEMALE PARENT NOT IN HOUSEHOLD AND ADOPTIVE FEMALE PARENT IS NOT LIVING (HRQ015 = 4 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE FEMALE PARENT NOT IN HOUSEHOLD AND ADOPTIVE FEMALE PARENT IS STILL LIVING (HRQ015 = 4 AND HRQ030=1) GO TO NRQ040 TO ASK FOR THE ADOPTIVE FEMALE PARENT. IF ASKING ABOUT THE ADOPTIVE MALE PARENT NOT IN HOUSEHOLD AND ADOPTIVE MALE PARENT IS NOT LIVING (HRQ015 = 5 AND HRQ030=2, 3, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE MALE PARENT NOT IN HOUSEHOLD AND ADOPTIVE MALE PARENT IS STILL LIVING (HRQ015 = 5 AND HRQ030=1) GO TO NRQ040 TO ASK FOR THE ADOPTIVE MALE PARENT. IF ASKING ABOUT THE ADOPTIVE PARENT OF ANOTHER GENDER AND ADOPTIVE PARENT OF ANOTHER GENDER IS NOT LIVING (HRQ015 = 6 AND HRQ030 = 2, DK, OR SK), GO TO BOX 4.

IF ASKING ABOUT THE ADOPTIVE PARENT OF ANOTHER GENDER NOT IN HOUSEHOLD AND ADOPTIVE PARENT OF ANOTHER GENDER IS STILL LIVING (HRQ015 = 6 AND HRQ030 = 1) GO TO NRQ040 TO ASK THE ADOPTIVE PARENT OF ANOTHER GENDER. ELSE, GO TO BOX 4.

ContextHeader: Source:  
Copyright: No

**NRQ1004. / NRQ040**

NRQ040

Question "How long has it been since {CHILD} last had a visit, a phone call, a video call, an e-mail, a text or other electronic message, or received a card or letter from {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender}?"

SaVisible "True"

- Less than one month \_\_\_\_\_ 1
- More than a month but less than a year \_\_\_\_\_ 2
- More than a year \_\_\_\_\_ 3
- No contact since birth \_\_\_\_\_ 4
- {Biological/Adoptive} {male parent/female parent/parent of another gender} is deceased ----- 5
- {CHILD} has had no contact with {his/her/their} {biological/adoptive} {male parent/female parent/parent of another gender} since adoption ----- 6
- {{CHILD} does not have an adoptive{male parent/female parent/parent of another gender}} ----- 7
- {CHILD}'s {biological/adoptive} {male parent/female parent/parent of another gender} is not known or was only a donor ----- 8
- DON'T KNOW ----- -8 (Box NRQ1005)

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**UP TO 8 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

DISPLAY CODE 7 IF HRQ015 = 4, 5, OR 6 (AN ADOPTIVE NONRESIDENT PARENT WAS REPORTED) AND THE LOOP IS FOR AN ADOPTIVE FEMALE PARENT, MALE PARENT, OR PARENT OF ANOTHER GENDER.

ContextHeader: Source: ECLS-K:2011, spring second grade, question NRQ040, third paragraph only  
Copyright: No

Display Instructions: IF THE LOOP IS ABOUT THE BIOLOGICAL FEMALE PARENT, DISPLAY "biological" AND "female parent" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Biological" WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE BIOLOGICAL MALE PARENT, DISPLAY "biological" AND "male parent" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Biological" WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE BIOLOGICAL PARENT OF ANOTHER GENDER, DISPLAY "biological" AND "parent of another gender" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8, IN ANSWER CATEGORY 5 DISPLAY "Biological" WITH THE FIRST LETTER CAPITALIZED.

IF THE LOOP IS ABOUT THE ADOPTIVE FEMALE PARENT, DISPLAY "adoptive" AND "female parent" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Adoptive" WITH THE FIRST LETTER CAPITALIZED. DISPLAY "female parent" IN ANSWER CATEGORY 7.

IF THE LOOP IS ABOUT THE ADOPTIVE MALE PARENT, DISPLAY "adoptive" AND "male parent" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8. IN ANSWER CATEGORY 5 DISPLAY "Adoptive" WITH THE FIRST LETTER CAPITALIZED. DISPLAY "male parent" IN ANSWER CATEGORY 7.

IF THE LOOP IS ABOUT ADOPTIVE PARENT OF ANOTHER GENDER, DISPLAY "adoptive" AND "parent of another gender" IN THE STEM AND ANSWER CATEGORIES 5, 6, AND 8, IN ANSWER CATEGORY 5 DISPLAY "Adoptive" WITH THE FIRST LETTER CAPITALIZED.



**Box NRQ1005. / Box 4**

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Notes: ASK NRQ040 FOR THE NEXT NONRESIDENTIAL PARENT. IF NO NEXT NONRESIDENTIAL PARENT, GO TO BOX 5.

ContextHeader: Source:  
Copyright: No

**Box NRQ1006. / Box 5**

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Notes: GO TO SECTION PEQ (Parent Education and Human Capital).

ContextHeader: Source:  
Copyright: No

[End of NRQ]

## PEQ. Parent Education

Box PEQ1001. / Box 1

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Notes: LOOP 1

ASK PEQ020 FOR 4 "KEY" PARENT FIGURES AS DEFINED IN BOX 12 OF FSQ AND UP TO 6 NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENTS (EVEN IF DECEASED).

ALWAYS ASK ABOUT THE NONRESIDENTIAL PARENT(S) LAST. DEFINE NONRESIDENT PARENTS AS FOLLOWS:

ALWAYS ASK ABOUT THE NON-RESIDENTIAL PARENT(S) LAST. DEFINE NON-RESIDENT PARENTS AS FOLLOWS:

1. NONRESIDENT BIOLOGICAL FEMALE PARENT (IF HRQ030=1 OR 2 FOR A BIOLOGICAL FEMALE PARENT).

2. NONRESIDENT BIOLOGICAL MALE PARENT (IF HRQ030=1 OR 2 FOR A BIOLOGICAL MALE PARENT).

3. NONRESIDENT BIOLOGICAL PARENT OF ANOTHER GENDER (IF HRQ030=1 OR 2 FOR A BIOLOGICAL PARENT OF ANOTHER GENDER).

4. NONRESIDENT ADOPTIVE FEMALE PARENT (IF HRQ030 = 1 OR 2 FOR AN ADOPTIVE FEMALE PARENT).

5. NONRESIDENT ADOPTIVE MALE PARENT (IF HRQ030 = 1 OR 2 FOR AN ADOPTIVE MALE PARENT).

6. NONRESIDENT ADOPTIVE PARENT OF ANOTHER GENDER (IF HRQ030=1 OR 2 FOR AN ADOPTIVE PARENT OF ANOTHER GENDER).

NOTE: FOR RESIDENT PARENTS/RESPONDENT, LOOP 1 WILL BE ASKED A MINIMUM OF 1 TIME AND A MAXIMUM OF 4 TIMES. FOR NONRESIDENT PARENTS, LOOP 1 WILL BE ASKED A MINIMUM OF 0 TIMES AND A MAXIMUM OF 6 TIMES.

ContextHeader: Source:  
Copyright: No

PEQ1002. / PEQ020

PEQ020

Question "{Now we would like to ask about the education of {CHILD}'s parent(s).}"

What is the highest grade or year of school or degree that {you/{INITIALS/NAME}/{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}} {have/has/had} completed?"

- Never went to school \_\_\_\_\_ 0
- 1st grade \_\_\_\_\_ 1
- 2nd grade \_\_\_\_\_ 2
- 3rd grade \_\_\_\_\_ 3
- 4th grade \_\_\_\_\_ 4
- 5th grade \_\_\_\_\_ 5
- 6th grade \_\_\_\_\_ 6
- 7th grade \_\_\_\_\_ 7
- 8th grade \_\_\_\_\_ 8
- 9th grade \_\_\_\_\_ 9
- 10th grade \_\_\_\_\_ 10
- 11th grade \_\_\_\_\_ 11
- 12th grade but no diploma \_\_\_\_\_ 12
- High school equivalent/GED \_\_\_\_\_ 13
- High school diploma \_\_\_\_\_ 14
- Vocational or technical program after high school but no vocational/technical diploma ----- 15
- Vocational or technical program after high school, diploma ----- 16
- Some college but no degree \_\_\_\_\_ 17
- Associate's degree \_\_\_\_\_ 18
- Bachelor's degree \_\_\_\_\_ 19
- Graduate or professional school but no degree ----- 20
- Master's degree (MA, MS) \_\_\_\_\_ 21
- Doctorate degree (Ph.D, Ed.D) \_\_\_\_\_ 22
- Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS; Law/JD/LLB; etc.) ----- 23
- Don't know \_\_\_\_\_ 24
- Rather not answer \_\_\_\_\_ 25

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**UP TO 26 RESPONSES ALLOWED.**

Notes: DISPLAY 'Don't know' AND 'Rather not answer' AT THE TOP OF CODE 0 WHEN THE QUESTION IS ASKED. CONVERT THE 'Don't know' AND 'Rather not answer' TO SPECIAL ANSWERS DK AND RF IN THE SAVED VARIABLE.

IN HELP TEXT BOLD "Highest Grade or Year of School Completed", "12th grade but no diploma", "High school equivalent/GED", "High school diploma", "Vocational/technical program after high school but no voc/tech diploma", "Vocational/technical program after high school, diploma", "Some college but no degree", "Associate's degree", "Bachelor's degree", "Graduate or professional school but no degree", "Master's (MA, MS)", "Doctorate Degree (Ph.D., Ed.D.)", "Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB)"

HELP FOR STEM: Highest Grade or Year of School Completed: Please select the highest grade or year of school that was finished, even if took more or less time to reach that year of school than expected.

HELP FOR CODE 12: 12th grade but no diploma: Select this if the 12th grade was finished, but there was not a high school diploma or GED. High school typically refers to grades 9-12.

HELP FOR CODE 13: High school equivalent/GED: Select this if a person has a high-school equivalency diploma or GED from passing the General Educational Development Test and does not have a diploma received from a high school. High school typically refers to grades 9-12.

HELP FOR CODE 14: High school diploma: A certificate showing that the courses required for high school graduation were completed. High school typically refers to grades 9-12.

HELP FOR CODE 15: Vocational/technical program after high school but no voc/tech diploma: Select this if a person attended a vocational or technical program, but did not earn a degree/diploma/certificate of successful completion of the program. These programs are training or education for a trade and are completed after high school (high school typically refers to grades 9-12), but do not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

HELP FOR CODE 16: Vocational/technical program after high school, diploma: Select this if a person attended a vocational or technical program, and earned a degree/diploma/certificate of successful completion of the program. These programs are work or education for a trade and are completed after high school (high school typically refers to grades 9-12), but do not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "1-2 years of college" or "associate's degree" and not vocational or trade school.

HELP FOR CODE 17: Some college but no degree: Select this if a person does not have a 4-year college (bachelor's) degree, but has completed a class for credit at a college or university.

HELP FOR CODE 18: Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

HELP FOR CODE 19: Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

HELP FOR CODE 20: Graduate or professional school but no degree: Select this if a person went to graduate or professional school and got some credit toward a degree beyond a bachelor's degree (for example, a master's, doctorate, or other professional degree). However, the person did not complete the program or earn the degree.

HELP FOR CODE 21: Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

HELP FOR CODE 22: Doctorate Degree (Ph.D., Ed.D.): Studies beyond a master's degree that result in a doctorate degree.

HELP FOR CODE 23: Professional degree after bachelor's degree (Medicine/MD; Dentistry/DDS, Law/JD/LLB): Any other graduate degrees earned with academic studies beyond the bachelor's.

ContextHeader: Source: ECLS-K:2011, fall kindergarten, question PEQ020, added "or degree" to the question stem, deleted "was" and "had" from question stem displays because there are not questions about deceased parents, modified to add category 0 from later rounds, spelled out "Vocational and technical" in categories 15 and 16, added punctuation and capitalization changes to categories 22 and 23  
Copyright: No

Display Instructions: DISPLAY "Now we would... parent(s)." THE FIRST TIME PEQ020 IS SHOWN ONLY.

DISPLAY "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT PARENT.

DISPLAY "biological" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptive" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT ADOPTIVE PARENT.

DISPLAY "female parent" IF THE NONRESIDENTIAL FEMALE PARENT IS BEING ASKED ABOUT. DISPLAY "male parent" IF THE NONRESIDENTIAL MALE PARENT IS BEING ASKED ABOUT. DISPLAY "parent of another gender" IF THE NONRESIDENTIAL PARENT OF ANOTHER GENDER IS BEING ASKED ABOUT.

DISPLAY "have" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "had" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NONRESIDENT BIOLOGICAL PARENT AND HRQ030 = 2 FOR THAT PARENT. OTHERWISE, DISPLAY "has".

PEQ050

Question "{Are you/Is {INITIALS/NAME}/Is {CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}} currently attending or enrolled in any courses from a school, college, or university?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (Box PEQ1005)

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK SKIPS TO BOX 3.

ContextHeader: Source: ECLS-K:2011, fall kindergarten, question PEQ050. Added display "Now we have some questions about {CHILD}'s parents' education." to stem. Added display for "Is {CHILD}'s {biological/adoptive} {mother/father}." Copyright: No

Display Instructions: DISPLAY "Are you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "Is {INITIAL/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender }" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT PARENT.

DISPLAY "biological" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptive" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT ADOPTIVE PARENT.

PEQ060

Question "{Are you/Is {NAME}}/Is {CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}" currently taking courses full time or part time?"

Full-time \_\_\_\_\_ 1

Part-time \_\_\_\_\_ 2

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: DISPLAY "Full-time" AND "Part-time" IN BOLD IN HELP TEXT.

HELP FOR STEM: Full-time: A person is considered to be attending school full-time if he or she is carrying a full load of class hours in a semester or quarter. This is typically 12 credit hours or more.

Part-time: A person is considered to be attending school part-time if he or she is carrying less than a full load of class hours in a semester or quarter. This is typically less than 12 credit hours.

ContextHeader: Source: ECLS-K:2011, spring first grade, question PEQ040. Added display for "Is {CHILD}'s {biological/adoptive} {mother/father}."  
Copyright: No

Display Instructions: DISPLAY "Are you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "Is {NAME}" (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT. DISPLAY "{CHILD}'s {biological/adoptive} {female parent/male parent/parent of another gender}" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT PARENT.

DISPLAY "biological" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON-RESIDENT BIOLOGICAL PARENT. OTHERWISE, DISPLAY "adoptive" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A NON- RESIDENT ADOPTIVE PARENT.

---

Notes: END LOOP 1

ASK PEQ020 – PEQ060 (IF APPLICABLE) FOR NEXT “KEY” PARENT FIGURE AS DEFINED IN BOX 12 OF FSQ IN THE CURRENT SURVEY AND FOR UP TO 4 NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENTS AS DEFINED AT THE BEGINNING OF LOOP 1.

IF NO NEXT “KEY” PARENT FIGURE OR NONRESIDENTIAL BIOLOGICAL/ADOPTIVE PARENT, GO TO BOX 4.

ContextHeader: Source:  
Copyright: No

**Box PEQ1006. / Box 4**

---

Notes: GO TO SECTION EMQ (PARENT EMPLOYMENT).

ContextHeader: Source:  
Copyright: No

[End of PEQ]



# EMQ. Parent Employment

Box EMQ1001. / Box 1

---

Notes: LOOP 1

ASK EMQ005-EMQ215 FOR 4 "KEY" PARENT FIGURES AS DEFINED IN  
BOX 12 OF FSQ.

ContextHeader: Source:  
Copyright: No

EMQ005

Question "Which best describes {your/{INITIALS/NAME}'s} current employment situation? {Are you/Is {INITIALS/NAME}}..."

- Working 35 or more hours per week, counting all jobs \_\_\_\_\_ 1
- Working less than 35 hours per week, counting all jobs \_\_\_\_\_ 2
- Actively looking for work \_\_\_\_\_ 3
- Not in the labor force \_\_\_\_\_ 4 (EMQ1013)

---

**UP TO 4 RESPONSES ALLOWED.**

Notes: SK SKIPS TO EMQ210.

HELP FOR CODE 1: Working for 35 hours or more per week, counting all jobs: This includes if you are currently on vacation or leave but you are still employed for 35 hours or more per week.

HELP FOR CODE 2: Working less than 35 hours per week, counting all jobs: This includes if you are currently on vacation or leave but you are still employed for less than 35 hours per week.

HELP FOR CODE 3: Actively looking for work: For example, in the past month, engaged in activities such as: checked with a public employment agency, checked with a private employment agency, checked with an employer directly or sent a resume to an employer, checked with friend or relative, or places or answered ads/send resume related to an ad.

HELP FOR CODE 4: Not in the labor force: Not working, and not actively looking for work.

ContextHeader: Source: New  
Copyright: No

Display Instructions: DISPLAY "your" and "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

---

Notes: SET EMQLANG AS CURRENT ACTIVE LANGUAGE ONLY ONCE. GO TO EMQ126 IF EMQLang = ESP. ELSE GO TO EMQ125.

ContextHeader: Source:  
Copyright: No

EMQ125

Question "{What is {your/{INITIALS/NAME}'s} current/In {your/{INITIALS/NAME}'s} most recent job, what was {your/{INITIALS/NAME}'s} job title (for example, 4th-grade teacher, apprentice plumber)?"

If {you/{INITIALS/NAME}} {have/has/had} more than one job, describe the one at which {you/{INITIALS/NAME}} {work/works/worked} the most hours.

Start by typing the job title and select the closest match from the options returned. If you are unable to find a close match for {your/{INITIALS/NAME}'s} job title, click "Job title not listed."

"Job title not listed."

----- [0 to 0]

Notes: DISPLAY THE LIST OF JOB TITLES "SOCTITLE" IN THE PRELOAD ASSOCIATED WITH EMQ125. SAVE EACH JOB TITLE WITH THE SOCCODE6 CODE, BUT DO NOT DISPLAY THE CODE IN THE SURVEY LIST.

ADD SPECIAL ANSWER TO DISPLAY "Job title not listed" AS A RADIO BUTTON AT THE END OF THE LIST OF JOB TITLES.

ContextHeader: Source: High School and Beyond Longitudinal Study of 2022 (HS&B:22), item HP0P1JOB (Job title)  
Copyright: No

Display Instructions: DISPLAY "What is {your/{INITIALS/NAME}'s} current" IF CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2). ELSE DISPLAY "In {your/{INITIALS/NAME}'s} most recent job, what was {your/{INITIALS/NAME}'s}."

DISPLAY "your" and "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "have" AND "work" IF (CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT) AND (THE RESPONDENT IS CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2)). ELSE DISPLAY "had" AND "worked" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT.

DISPLAY "has" AND "works" IF (CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT) AND (THIS PARENT FIGURE IS CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2)). ELSE DISPLAY "had" AND "worked" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "job title" IN BOLD TEXT.

---

Notes: IF EMQ125 = "JOB TITLE NOT LISTED" OR EMQ125 = SK GO TO EMQ126 (GENERAL OCCUPATION). ELSE IF THE RESPONDENT'S ANSWER IN EMQ125 MATCHES MORE THAN ONE SOCCODE6 CODE, GO TO EMQ125b (SPECIFIC OCCUPATION). ELSE IF THE RESPONDENT'S ANSWER IN EMQ125 MATCHES ONLY ONE SOCCODE6 CODE, GO TO EMQ129 (JOB DUTIES).

NOTE: IF THE RESPONDENT INDICATES THAT THE JOB TITLE IS NOT LISTED IN EMQ125, THE RESPONDENT IS DIRECTED TO GENERAL (EMQ126), SPECIFIC (EMQ127), AND DETAILED (EMQ128) CATEGORIES FOR CODING. IF A JOB TITLE SELECTED IN EMQ125 MATCHES MORE THAN ONE SOCCODE6 NUMBER IN THE EMQ125 DROPDOWN LIST, ONE MORE DROPDOWN LIST (USING SOCCODE6\_LABEL) WILL BE PROVIDED IN EMQ125b TO OBTAIN A JOB TITLE. IF A JOB TITLE SELECTED IN EMQ125 MATCHES ONLY ONE SOCCODE6 NUMBER IN THE EMQ125 DROPDOWN LIST, THE JOB TITLE HAS BEEN OBTAINED AND THE RESPONDENT IS SKIPPED TO EMQ129 (JOB DUTIES).

ContextHeader: Source:  
Copyright: No

EMQ125b

Question "{Your/{INITIALS/NAME}'s} job title could be classified into more than one category.

Please scroll down and select the specific category that best describes {your/{INITIALS/NAME}'s} job.

Specific Area:"

Watermark : "Select one"

\_\_\_\_\_ [0 to 0]

Notes: DISPLAY THE SOCCODE6\_LABEL FOR THE CODES FROM EMQ125 IN THE SPECIFIC AREA DROPDOWN.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO EMQ129.

ContextHeader: Source:

Copyright: No

Display Instructions: DISPLAY "Your" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

**Box EMQ1007. / Box 3**

Notes: GO TO EMQ129.

ContextHeader: Source:

Copyright: No

EMQ126

Question "Please help us categorize {your/{INITIALS/NAME}'s} {current/most recent} job using the dropdown boxes displayed. Scrolling down each dropdown, click to select the category that best describes {your/{INITIALS/NAME}'s} occupation area and classification."

General Area:"

Watermark : "Select one"

\_\_\_\_\_ [0 to 0]

Notes: DISPLAY THE GENERAL CATEGORY FROM THE EMQ126 PRELOAD IN THE GENERAL AREA DROPDOWN.

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO EMQ129.

ContextHeader: Source: High School and Beyond Longitudinal Study of 2022 (HS&B:22), items HPOP1CODEWORDING (General, specific, and detailed question introduction) and HPOP1JOB2 (General area, Major group in www.bls.gov/soc/2018/soc\_structure\_2018.xlsx). Spanish dropdown categories provided by Bureau of Labor Statistics.  
Copyright: No

Display Instructions: DISPLAY EMQ126, EMQ127, AND EMQ128 ON THE SAME SCREEN.

IN THE FIRST AND SECOND SENTENCE, DISPLAY "your" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "current" IF CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2). ELSE DISPLAY "most recent".

EMQ127

Question "{Your/{INITIALS/NAME}'s} job title could be classified into more than one category.

Please scroll down and select the specific category that best describes {your/{INITIALS/NAME}'s} job.

Specific Area:"

Watermark : "Select one"

\_\_\_\_\_ [0 to 0]

**Notes:** USING THE CODE SELECTED FOR THE GENERAL OCCUPATION CATEGORY FROM THE EMQ126 PRELOAD (E.G., "Transportation and Material Moving Occupations" FOR MAJOR GROUP CODE 53-000), DISPLAY THE SPECIFIC CATEGORY FROM THE EMQ127 PRELOAD THAT MATCHES THE FIRST TWO DIGITS OF THE CODE IN EMQ127 (E.G., "Air Transportation Workers" FOR SPECIFIC GROUP CODE 53-200).

IF THIS QUESTION IS SK (SKIPPED), USE PARENT SURVEY PROBE. DON'T KNOW AND RATHER NOT ANSWER IN THE PARENT SURVEY PROBE SKIP TO EMQ129.

**ContextHeader:** Source: High School and Beyond Longitudinal Study of 2022 (HS&B:22), item HP0P1JOB3 (Specific area, Minor group in [www.bls.gov/soc/2018/soc\\_structure\\_2018.xlsx](http://www.bls.gov/soc/2018/soc_structure_2018.xlsx)). Spanish dropdown categories provided by Bureau of Labor Statistics with additions by the ECLS-K:2024 for categories not translated in that source.  
Copyright: No

**Display Instructions:** DISPLAY EMQ126, EMQ127, AND EMQ128 ON THE SAME SCREEN.

DISPLAY "Your" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.



EMQ128

Question "Detailed Occupation Classification:"

Watermark : "Select one"

\_\_\_\_\_ [0 to 0]  
-----

**Notes:** USING THE CODE SELECTED FOR THE SPECIFIC CATEGORY FROM THE EMQ127 PRELOAD (E.G., "Air Transportation Workers" FOR SPECIFIC GROUP CODE 53-200), DISPLAY THE DETAILED CATEGORY FROM THE EMQ128 PRELOAD THAT MATCHES THE FIRST FOUR DIGITS OF THE CODE IN EMQ128, INCLUDING THE DASH AS A DIGIT (E.G., "Commercial Pilots" FOR DETAILED GROUP CODE 53-2012).

**ContextHeader:** Source: High School and Beyond Longitudinal Study of 2022 (HS&B:22), item HP0P1JOB6 (Detailed area, Detailed occupation in [www.bls.gov/soc/2018/soc\\_structure\\_2018.xlsx](http://www.bls.gov/soc/2018/soc_structure_2018.xlsx)). Spanish translations of the dropdown categories come from the Lay Titles file at Spanish Language Resources at O\*NET Resource Center ([onetcenter.org](http://onetcenter.org)) and include information from the O\*NET 28.0 Database by the U.S. Department of Labor, Employment and Training Administration (USDOL/ETA). Used under the CC BY 4.0 license. O\*NET® is a trademark of USDOL/ETA. The ECLS-K:2024 has modified all or some of this information. USDOL/ETA has not approved, endorsed, or tested these modifications.  
Copyright: No

**Display Instructions:** DISPLAY EMQ126, EMQ127, AND EMQ128 ON THE SAME SCREEN.

EMQ129

Question "What {are/were} {your/{INITIALS/NAME}}'s job duties {as a/an {JOB TITLE FROM EMQ125}} (for example, instruct and evaluate students and create lesson plans; assemble and install pipe sections and review building plans for work details)?"

----- [0 to 0]

---

ContextHeader: Source: High School and Beyond Longitudinal Study of 2022 (HS&B:22), item HP0P1JOB DUTY (Job duty)  
Copyright: No

Display Instructions: DISPLAY "are" IF (CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT A PARENT FIGURE WHO IS CURRENTLY EMPLOYED OR ON LEAVE FROM A JOB (EMQ005 = 1 or 2)). ELSE DISPLAY "were".

DISPLAY "your" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

DISPLAY "job duties" IN BOLD TEXT.

IF JOB TITLE IN EMQ125 IS NOT "JOB NOT LISTED" OR SK, DISPLAY "as a/an {JOB TITLE FROM EMQ125}". ELSE USE A NULL DISPLAY.

EMQ160

Question "At any point since the start of the pandemic, please indicate whether or not {you/{INITIALS/NAME}} had to do any of the following as a result of the coronavirus pandemic. Please select all that apply."

- Work more than desired \_\_\_\_\_ 1
  - Work less than desired \_\_\_\_\_ 2
  - Take a job outside regular line of work \_\_\_\_\_ 3
  - Take a less desirable job \_\_\_\_\_ 4
  - Put off enrolling for additional education \_\_\_\_\_ 5
  - Look for additional education or training \_\_\_\_\_ 6
  - None of the above \_\_\_\_\_ 7
- 

**UP TO 7 RESPONSES ALLOWED.**

Notes: IF MORE THAN ONE CODE IS SELECTED AND ONE OF THEM IS CODE 7, DISPLAY HARD ERROR CHECK MESSAGE, "You selected "None of the above" but also selected another option on the list. Please check your responses and update your answer. Then, select "Next" to continue."

ContextHeader: Source: Spring Kindergarten National Source: Postsecondary survey, item BB20FCVDCOST1. Changed ""Please indicate whether or not {you/NAME} had to do any of the following as a result of "COVID-19"to ""At any point since the start of the pandemic, please indicate whether or not {you/NAME} had to do any of the following." Changed verb tenses in response categories. Changed "Delayed" to "Put off." Changed "Pursued" to "Look for" in category 6. Copyright: No

Display Instructions: DISPLAY "you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "{INITIALS/NAME}" (AND THAT PERSON'S INITIALS/FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

EMQ215

{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2

**UP TO 2 RESPONSES ALLOWED.**

Notes: HELP FOR STEM: Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for wars or help with national emergencies.

IN HELP TEXT, DISPLAY "does" IN UNDERLINED TEXT IN THE LINE THAT INCLUDES "...but does include activation..."

ContextHeader: Source: ECLS-K:2011, spring third grade, question EMQ215, modified to replace "the war in Afghanistan" with "wars or help with national emergencies." Copyright: No

Display Instructions: DISPLAY "Are you" IF CURRENT CYCLE OF LOOP 1 IS ASKING ABOUT THE RESPONDENT. DISPLAY "Is INITIALS/{NAME}" (AND THAT INITIALS/PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A PARENT FIGURE WHO IS NOT THE RESPONDENT.

**Box EMQ1015. / Box 5**

---

Notes: END LOOP 1

ASK EMQ005 - EMQ215 FOR NEXT "KEY" PARENT FIGURE.

IF NO NEXT "KEY" PARENT FIGURE, CONTINUE WITH EMQ300.

ContextHeader: Source:  
Copyright: No

**Box EMQ1020. / Box 6**

---

Notes: GO TO SECTION WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

ContextHeader: Source:

Copyright: No

[End of EMQ]

## WPQ. [ Welfare and Other Public Transfers]

WPQ1010. / WPQ170

WPQ170

Question "Does {CHILD} usually receive a complete school lunch provided by the school?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (WPQ210)

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK SKIPS TO WPQ210.

HELP FOR STEM: By complete school lunch, we mean a complete meal such as a salad, soup, a sandwich, or a hot meal that is offered each day at a fixed price, not just milk, snacks, or ice cream. This does not include a lunch {he/she/they} brought from home.

ContextHeader: Source: ECLS-K:2011, spring second grade, question WPQ170. Changed probe to respondent instruction and modified from "...I mean..." to "we mean...".  
Copyright: No

Display Instructions: DISPLAY 'free' AND 'reduced price' IN UNDERLINED TEXT.

WPQ180

Question "Are these lunches free or reduced price?"

Free \_\_\_\_\_ 1

Reduced price \_\_\_\_\_ 2

Neither \_\_\_\_\_ 3

---

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring second grade, question WPQ180.  
Copyright: No

WPQ186

Question "During the last five days {CHILD} was in school, how many school lunches did {he/she/they} receive?" Pre-unit "Lunches:"

| \_\_\_\_\_ [0 to 5]

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question WPQ220. Changed "(he/she)" to "{he/she/they}". Changed label to "Number of lunches" in watermark from label of "number of days".  
Copyright: No



**WPQ210**

Question "Does {CHILD} usually receive a complete school breakfast provided by the school?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (Box WPQ1017)

**UP TO 2 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question WPQ200.  
Copyright: No

WPQ215

Question "Are these breakfasts free or reduced price?"

Free	1
Reduced price	2
Neither	3

---

Notes: SK SKIPS TO BOX 1.

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question WPQ215.  
Copyright: No

Display Instructions: DISPLAY "free" AND "reduced price" IN UNDERLINED TEXT.

---

WPQ220

Question "During the last five days {CHILD} was in school, how many school breakfasts did {he/she/they} receive?" Pre-unit "Breakfasts:"  
Watermark "Number of breakfasts"

\_\_\_\_\_ [0 to 5]

---

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question WPQ220. Changed "(he/she)" to "{he/she}". Changed label to "Number of breakfasts" in watermark from label of "number of days".  
Copyright: No

**Box WPQ1017. / Box 1**

---

Notes: GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

ContextHeader: Source:  
Copyright: No

[End of WPQ]

## PAQ. Parent Income and Assets

### PAQ1001. / PAQ110

PAQ110

Question "In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?"

\$5,000 or less _____	1
\$5,001 to \$10,000 _____	2
\$10,001 to \$15,000 _____	3
\$15,001 to \$20,000 _____	4
\$20,001 to \$25,000 _____	5
\$25,001 to \$30,000 _____	6
\$30,001 to \$35,000 _____	7
\$35,001 to \$40,000 _____	8
\$40,001 to \$45,000 _____	9
\$45,001 to \$50,000 _____	10
\$50,001 to \$55,000 _____	11
\$55,001 to \$60,000 _____	12
\$60,001 to \$65,000 _____	13
\$65,001 to \$70,000 _____	14
\$70,001 to \$75,000 _____	15
\$75,001 to \$100,000 _____	16
\$100,001 to \$200,000 _____	17
\$200,001 to \$300,000 _____	18
\$300,001 or more _____	19

---

**UP TO 19 RESPONSES ALLOWED.**

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

ContextHeader: Source: ECLS-K:2011, spring kindergarten, question PAQ110a and PAQ110b combined as in ECLS-K:2023, preschool. Also, removed "Was it..."  
Copyright: No

---

Notes: IF PAQ110 = REF OR DK, GO TO Box 2.

ELSE, PAQ120 IS ASKED IF HOUSEHOLD IS AT 200% OF POVERTY (+8%)  
OR BELOW.

ASK PAQ120 IF

(NUMBER IN HH = 1 AND PAQ110 < 8) OR

(NUMBER IN HH = 2 AND PAQ110 < 10) OR

(NUMBER IN HH = 3 AND PAQ110 < 12) OR

(NUMBER IN HH = 4 AND PAQ110 < 14) OR

(NUMBER IN HH = 5 AND PAQ110 < 17) OR

(NUMBER IN HH = 6 AND PAQ110 < 17) OR

(NUMBER IN HH = 7 AND PAQ110 < 17) OR

(NUMBER IN HH = 8 AND PAQ110 < 18) OR

(NUMBER IN HH GREATER THAN OR EQUAL TO 9 AND PAQ110 < 18).

ELSE, GO TO Box 2.

ContextHeader: Source:  
Copyright: No

PAQ120

Question "What was your total household income last year, to the nearest thousand?"

Pre-unit "Total income:"

Watermark "Enter number"

|\_|\_|\_|\_|\_|\_|\_|\_|\_|

[0 to 999999999]

Notes: PLEASE INCLUDE A DOLLAR SIGN (\$) AT THE START OF THE RESPONSE ENTRY FIELD.

ALLOW UP TO 9 DIGITS. DISPLAY COMMAS IN FRONT OF THE FOURTH AND SEVENTH DIGIT IF APPLICABLE.

SOFT RANGE CHECK - TOTAL INCOME SHOULD BE IN RANGE OF ANSWER TO PAQ110. IF ANSWER IS NOT IN RANGE OF ANSWER TO PAQ110, DISPLAY SOFT EDIT MESSAGE "You have entered {DISPLAY RESPONSE AT PAQ120}. Please confirm. If this is correct, select Next to continue."

ContextHeader: Source:  
Copyright: No

PAQ121

Question "Did you use a voucher provided by the government to attend this school?"

SaVisible "True"

----

1. Yes

2. No

DON'T KNOW

Notes:  
DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: ECLS-B kindergarten round (2006) parent interview, SE070a NOTE: THERE WAS A QUESTION (PAQ140) ABOUT VOUCHERS FOR CHILD CARE IN THE ECLS-K:2023 PRESCHOOL ROUND AND A QUESTION (KSQ080) ABOUT VOUCHERS FOR SCHOOL IN THE ECLS-K:2023 FALL KINDERGARTEN ROUND. KSQ080 IN THE ECLS-K:2023 FALL KINDERGARTEN ROUND IS THE SAME AS PAQ121 IN THE ECLS-K:2023 SPRING FIRSTGRADE ROUND.

Copyright: No

Display Instructions: DISPLAY "his" IF THE CHILD IS MALE (INQ050b = 1). ELSE DISPLAY "her" IF THE CHILD IS FEMALE (INQ050b = 2). ELSE DISPLAY "their" IF THE CHILD IS ANOTHER GENDER (INQ050b = 3). ELSE DISPLAY THE CHILD'S NAME IF GENDER IS MISSING (INQ050b = SK) AS SHOWN IN THE GLOBAL SPECS.

PAQ138

Question "Since {CHILD} was born, how many different places has {CHILD} lived for four months or more?"

InstResp "Enter zero if {CHILD} did not live anywhere since {CHILD} was born for four months or more."

Watermark "Number of places"

Notes:

ContextHeader: ECLS-K:2011, spring first grade PAQ138, modified from "since last spring" to "Since {CHILD} was born"

Copyright: No

Display Instructions:

---

Notes: GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).

ContextHeader: Source:  
Copyright: No

[End of PAQ]



## CMQ. Mobility and Tracking Updates

Box CMQ1001. / Box 0

---

Notes: IF THE CHILD IS IN ONE OF THE DISTRICTS NOTED IN THE PRELOAD THAT DISALLOWS COLLECTION OF TRACING DATA, GO TO CMQ500. ELSE GO TO CMQ100.

ContextHeader: Source:  
Copyright: No

CMQ010 Question "Since {CHILD} was born, how many different places has {CHILD} lived for four months or more?"

InstResp "Enter zero if {CHILD} did not live anywhere since {CHILD} was born for four months or more."

Watermark "Number of places"

Notes:

ContextHeader: ECLS-K:2011, spring first grade, question CMQ010, modified to ask about time since birth. Also, changed probe into an instruction to the respondent.

**CMQ1002. / CMQ100**

CMQ100

Question "Is there a relative or friend, who does not live in this household, who will always know where you are if you move? We will only contact this person if we cannot locate you for the next survey."

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (CMQ1039)

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK SKIPS TO CMQ500.

ContextHeader: Source: ECLS-K:2011, fall kindergarten, question CMQ100, changed instruction to assessor to an instruction to the respondent and modified for web  
Copyright: No

CMQ110a

Question "What is the contact information for that person?"

First Name:"

\_\_\_\_\_ - - - - - [0 to 0]

---

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ110a-c3 TOGETHER.

**CMQ1004. / CMQ110b**

CMQ110b

Question "Last Name:"

\_\_\_\_\_ - - - - - [0 to 0]

---

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ110a-c3 TOGETHER.

CMQ110c1

Question "Email Address."  
Watermark "name@domain.com"

\_\_\_\_\_ [0 to 0]  
-----

Notes: PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK,  
DISPLAY THE FOLLOWING MESSAGE "The email address should contain  
the "@" sign and at least one period. Please check and when the address is  
correct, select Next to continue."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified  
question text  
Copyright: No

Display Instructions: FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110a-c3 TOGETHER.

**CMQ1006. / CMQ110c2**

CMQ110c2

Question "Mobile Number:"

"This person doesn't have a mobile phone."

\_\_\_\_\_ [0 to 0]  
-----

Notes: ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a mobile  
phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.  
APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS  
IN THIS FORMAT (###)-###-####.

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

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified  
question text  
Copyright: No

Display Instructions: DISPLAY CMQ110a-c3 TOGETHER.

CMQ110c3

Question "Landline Number."  
"This person doesn't have a landline phone."

\_\_\_\_\_ - - - - - [0 to 0]

---

Notes: ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.  
APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

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

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ110a-c3 TOGETHER.

**CMQ1008. / CMQ110d1**

CMQ110d1

Question "Please enter the mailing address:"

Address Line 1:"

\_\_\_\_\_ - - - - - [0 to 0]

---

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110d1-h TOGETHER.

CMQ110d2

Question "Address Line 2:"

Watermark "Apartment number"

\_\_\_\_\_ - - - - - [0 to 0]

---

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ADDRESS LINE 2, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ110d1-h TOGETHER.

**CMQ1010. / CMQ110e**

CMQ110e

Question "City:"

\_\_\_\_\_ - - - - - [0 to 0]

---

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR CITY, ALLOW 0 – 50 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ110d1-h TOGETHER.

CMQ110f

Question "Please select a state, district, or territory:"

Watermark "Select a state"

\_\_\_\_\_ - - - - - [0 to 0]

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

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

DISPLAY CMQ110d1-h TOGETHER.

**CMQ1012. / CMQ110g**

CMQ110g

Question "ZIP code:"

\_\_\_\_\_ - - - - - [0 to 0]

DON'T KNOW \_\_\_\_\_ -8

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ZIP CODE, ALLOW 0 – 5 CHARACTERS TO BE ENTERED.

DISPLAY CMQ110d1-h TOGETHER.

CMQ110h

Question "What is this person's relationship to you?"

Relative \_\_\_\_\_ 1  
Person at your job \_\_\_\_\_ 2  
Neighbor \_\_\_\_\_ 3  
Friend \_\_\_\_\_ 4  
Other \_\_\_\_\_ 5

---

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ110d1-h TOGETHER.

**Box CMQ1014. / Box 3**

---

Notes: IF A FIRST NAME FOR THE FIRST CONTACT PERSON IS NOT EMPTY OR SK (CMQ110a HAS DATA) OR THERE IS AN EMAIL ADDRESS THAT IS NOT EMPTY OR SK (CMQ110c1 HAS DATA) OR A MOBILE OR LANDLINE NUMBER THAT IS NOT EMPTY OF SK (CMQ110C2 OR CMQ110C3 HAVE DATA) OR A MAILING ADDRESS THAT IS NOT EMPTY OR SK (CMQ110d1, e, AND f HAVE DATA), GO TO CMQ130 TO ASK FOR A SECOND CONTACT PERSON. ELSE, GO TO CMQ500.

ContextHeader: Source:  
Copyright: No

CMQ130

Question "Besides {{FIRST NAME}}/the person you just gave contact information for}, is there another relative or friend, who does not live in this household, but who will always know where you are if you move?"

Yes \_\_\_\_\_ 1

No \_\_\_\_\_ 2 (CMQ1039)

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK SKIPS TO CMQ500.

HELP FOR STEM: We will only contact this person if we cannot locate you for the next survey.

ContextHeader: Source: ECLS-K:2011, fall kindergarten, question CMQ130, changed instruction to assessor to an instruction to the respondent and modified for web  
Copyright: No

Display Instructions: IF CMQ110a HAS DATA, DISPLAY THE FIRST NAME FROM CMQ110a.  
ELSE DISPLAY "the person you just gave contact information for".

**CMQ1016. / CMQ140a**

CMQ140a

Question "What is the contact information for that person?"

First Name: "

\_\_\_\_\_ [0 to 0]

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR FIRST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140a-c3 TOGETHER.



CMQ140b

Question "Last Name."

\_\_\_\_\_ [0 to 0]

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ140a-c3 TOGETHER.

**CMQ1018. / CMQ140c1**

CMQ140c1

Question "Email Address:"

Watermark

"name@domain.com"

\_\_\_\_\_ [0 to 0]

Notes: PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK, DISPLAY THE FOLLOWING MESSAGE "The email address should contain the "@" sign and at least one period. Please check and when the address is correct, select Next to continue."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ140a-c3 TOGETHER.

CMQ140c2

Question "Mobile Number."  
"This person doesn't have a mobile phone."

\_\_\_\_\_ - - - - - [0 to 0]

Notes: ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a mobile phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.  
APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS  
IN THIS FORMAT (###)-###-####.

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

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified  
question text  
Copyright: No

Display Instructions: DISPLAY CMQ140a-c3 TOGETHER.

**CMQ1020. / CMQ140c3**

CMQ140c3

Question "Landline Number."  
"This person doesn't have a landline phone."

\_\_\_\_\_ - - - - - [0 to 0]

Notes: ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.  
APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT  
IS IN THIS FORMAT (###)-###-####.

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

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified  
question text  
Copyright: No

Display Instructions: DISPLAY CMQ140a-c3 TOGETHER.

CMQ140d1

Question "Please enter the mailing address."  
Address Line 1:"

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ140d1-h TOGETHER.

**CMQ1022. / CMQ140d2**

CMQ140d2

Question "Address Line 2:"

Watermark "Apartment number"

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ADDRESS LINE 2, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ140d1-h TOGETHER.

CMQ140e ----- Question "City."  
----- [0 to 0]  
-----

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR CITY, ALLOW 0 – 50 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ140d1-h TOGETHER.

**CMQ1024. / CMQ140f**

CMQ140f Question "Please select a state, district, or territory:"  
Watermark "Select a state"  
----- [0 to 0]  
-----

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA,AND THE U.S. TERRITORIES.  
DISPLAY CMQ140d1-h TOGETHER.

CMQ140g ----- Question "ZIP code."

\_\_\_\_\_ [0 to 0]  
DON'T KNOW ----- -8

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ZIP CODE, ALLOW 0 – 5 CHARACTERS TO BE ENTERED.

DISPLAY CMQ140d1-h TOGETHER.

**CMQ1026. / CMQ140h**

CMQ140h

Question "What is this person's relationship to you?"

- Relative \_\_\_\_\_ 1
- Person at your job \_\_\_\_\_ 2
- Neighbor \_\_\_\_\_ 3
- Friend \_\_\_\_\_ 4
- Other \_\_\_\_\_ 5

**UP TO 5 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten, modified for web  
Copyright: No

Display Instructions: DISPLAY CMQ140d1-h TOGETHER.

---

Notes: IF FOCAL CHILD HAS ONE OR MORE NONRESIDENT PARENTS WHO ARE LIVING (HRQ030=1) AND WITH WHOM THE CHILD HAS HAD CONTACT (NRQ040 = 1 OR 2), ASK CMQ170a-h TO OBTAIN CONTACT INFORMATION FOR ONE OF THESE PARENTS (NOTE: IF THERE IS MORE THAN ONE NONRESIDENT PARENT, THE RESPONDENT WILL SELECT ONE FOR CONTACT INFORMATION).

OTHERWISE, GO TO CMQ500.

ContextHeader: Source:  
Copyright: No

CMQ170a

Question "What is the contact information for {CHILD}'s {biological female parent/ {or} biological male parent/{or} biological parent of another gender/ {or} adoptive female parent / {or} adoptive male parent/{or} adoptive parent of another gender}?"

First Name:"

"I already provided this contact information."

"Don't know"

"Rather not answer"

\_\_\_\_\_ - - - - - [0 to 0]

---

**Notes:** ADD A SPECIAL ANSWER TO DISPLAY "I already provided this contact information.", "Don't know", and "Rather not answer" AS RADIO BUTTONS.

**ContextHeader:** Source: ECLS-K:2011, fall kindergarten CMQ170 and NHES:2019, questions incent\_name and incent\_address, modified question text. Added response options for "I already provided this contact information.", "Don't know", and "Refused."  
Copyright: No

**Display Instructions:** DISPLAY CMQ170a-c3 TOGETHER.

IF THERE IS ONLY ONE NONRESIDENT PARENT WITH NRQ040 = 1 OR 2, DO THE FOLLOWING: USE A NULL DISPLAY FOR ALL DISPLAYS SHOWN FOR "or". DISPLAY 'biological female parent' IF NRQ040=1 OR 2 AND HRQ015=1 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL FEMALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY 'biological male parent' IF NRQ040=1 OR 2 AND HRQ015=2 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Biological parent of another gender' IF NRQ040=1 OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL PARENT OF ANOTHER GENDER. ELSE USE A NULL DISPLAY.

DISPLAY 'adoptive female parent' IF NRQ040=1 OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE FEMALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY 'adoptive male parent' IF NRQ040=1 OR 2 AND HRQ015=4 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE MALE PARENT, ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive parent of another gender' IF NRQ040=1 OR 2 AND HRQ015=6 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE PARENT OF ANOTHER GENDER. ELSE USE A NULL DISPLAY.

ELSE IF THERE ARE TWO NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER , ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE TWO PARENT DISPLAYS.

ELSE IF THERE ARE THREE NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS AND THE SECOND AND THIRD PARENT DISPLAYS.

ELSE IF THERE ARE FOUR NONRESIDENT PARENTS WITH NRQ040 = 1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS, THE SECOND AND THIRD PARENT DISPLAYS, AND THE THIRD AND FOURTH DISPLAYS.

ELSE IF THERE ARE FIVE NONRESIDENT PARENTS WITH NRQ040=1 OR



2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS , THE SECOND AND THIRD PARENT DISPLAYS, THE THIRD AND FOURTH DISPLAYS, AND THE FOURTH AND FIFTH DISPLAYS.

ELSE IF THERE ARE SIX NONRESIDENT PARENTS WITH NRQ040=1 OR 2, USE THE DISPLAYS ABOVE FOR EACH TYPE OF PARENT (BIOLOGICAL FEMALE PARENT, BIOLOGICAL MALE PARENT, BIOLOGICAL PARENT OF ANOTHER GENDER, ADOPTIVE FEMALE PARENT, ADOPTIVE MALE PARENT, ADOPTIVE PARENT OF ANOTHER

GENDER) AND DISPLAY "or" BETWEEN THE FIRST AND SECOND PARENT DISPLAYS, THE SECOND AND THIRD PARENT DISPLAYS, THE THIRD AND FOURTH DISPLAYS, THE FOURTH AND FIFTH DISPLAYS, AND THE FIFTH AND SIXTH DISPLAYS.

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

**CMQ1029. / CMQ170b**

CMQ170b

Question "Last Name:"

\_\_\_\_\_ [0 to 0]

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR LAST NAME, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170a-c3 TOGETHER.

CMQ170c1

Question "Email Address."  
Watermark "name@domain.com"

\_\_\_\_\_ - - - - - [0 to 0]

Notes: PROGRAM SHOULD VALIDATE EMAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT PASS THE VALIDATION CHECK,  
DISPLAY THE FOLLOWING MESSAGE "The email address should contain  
the "@" sign and at least one period. Please check and when the address is  
correct, select Next to continue."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified  
question text  
Copyright: No

Display Instructions: FOR EMAIL, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170a-c3 TOGETHER.

**CMQ1031. / CMQ170c2**

CMQ170c2

Question "Mobile Number:"

"This person doesn't have a mobile phone."

\_\_\_\_\_ - - - - - [0 to 0]

Notes: ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a mobile  
phone." AS A RADIO BUTTON.

FOR MOBILE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.  
APPLY EDIT MASK TO VALIDATE MOBILE PHONE NUMBER SO THAT IT IS  
IN THIS FORMAT (###)-###-####.

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

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified  
question text  
Copyright: No

Display Instructions: DISPLAY CMQ170a-c3 TOGETHER.

CMQ170c3

Question "Landline Number."  
"This person doesn't have a landline phone."

\_\_\_\_\_ - - - - - [0 to 0]

---

Notes: ADD A SPECIAL ANSWER TO DISPLAY "This person doesn't have a landline phone." AS A RADIO BUTTON.

FOR LANDLINE NUMBER, ALLOW 0-12 CHARACTERS TO BE ENTERED.  
APPLY EDIT MASK TO VALIDATE LANDLINE PHONE NUMBER SO THAT IT IS IN THIS FORMAT (###)-###-####.

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

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ170a-c3 TOGETHER.

**CMQ1033. / CMQ170d1**

CMQ170d1

Question "Please enter the mailing address:"

Address Line 1:"

\_\_\_\_\_ - - - - - [0 to 0]

---

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ADDRESS LINE 1, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.

DISPLAY CMQ170d1-h TOGETHER.

CMQ170d2

Question "Address Line 2:"

Watermark "Apartment number"

\_\_\_\_\_ [0 to 0]

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ADDRESS LINE 2, ALLOW 0 – 100 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ170d1-h TOGETHER.

**CMQ1035. / CMQ170e**

CMQ170e

Question "City:"

\_\_\_\_\_ [0 to 0]

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR CITY, ALLOW 0 – 50 CHARACTERS TO BE ENTERED.  
DISPLAY CMQ170d1-h TOGETHER.

CMQ170f

Question "Please select a state, district, or territory:"

Watermark "Select a state"

\_\_\_\_\_ - - - - - [0 to 0]

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR STATE/DISTRICT/TERRITORY HAVE DROP DOWN BOX WITH STATE NAMES, THE DISTRICT OF COLUMBIA, AND THE U.S. TERRITORIES.  
  
DISPLAY CMQ170d1-h TOGETHER.

**CMQ1037. / CMQ170g**

CMQ170g

Question "ZIP code:"

\_\_\_\_\_ - - - - - [0 to 0]

DON'T KNOW \_\_\_\_\_ -8

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: FOR ZIP CODE, ALLOW 0 – 5 CHARACTERS TO BE ENTERED.  
  
DISPLAY CMQ170d1-h TOGETHER.

**CMQ1038. / CMQ170h**

CMQ170h

Question "Please confirm this person's relationship to {CHILD} by selecting a choice below."

- {Biological female parent} \_\_\_\_\_ 1
  - {Biological male parent} \_\_\_\_\_ 2
  - {Biological parent of another gender} \_\_\_\_\_ 3
  - {Adoptive female parent} \_\_\_\_\_ 4
  - {Adoptive male parent} \_\_\_\_\_ 5
  - {Adoptive parent of another gender} \_\_\_\_\_ 6
  - Other \_\_\_\_\_ 7
- 

**UP TO 7 RESPONSES ALLOWED.**

ContextHeader: Source: ECLS-K:2011, fall kindergarten CMQ170, modified for web  
Copyright: No

Display Instructions: DISPLAY CMQ170d1-h TOGETHER.

DISPLAY CODE FOR 'Biological female parent' IF NRQ040=1 OR 2 AND HRQ015=1 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MOTHER. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Biological male parent' IF NRQ040=1 OR 2 AND HRQ015=2 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Biological parent of another gender' IF NRQ040=1, OR 2 AND HRQ015=3 AND HRQ030=1 FOR A NONRESIDENT BIOLOGICAL PARENT OF ANOTHER GENDER, ELSE USE NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive female parent' IF NRQ040=1 OR 2 AND HRQ015=4 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE FEMALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive male parent' IF NRQ040=1 OR 2 AND HRQ015=5 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE MALE PARENT. ELSE USE A NULL DISPLAY.

DISPLAY CODE FOR 'Adoptive parent of another gender' IF NRQ040=1 OR 2 AND HRQ015=6 AND HRQ030=1 FOR A NONRESIDENT ADOPTIVE PARENT OF ANOTHER GENDER. ELSE USE A NULL DISPLAY.

CMQ500

Question "Are you, or is someone else, planning to move to a new home with {CHILD} in the coming year?"

Yes \_\_\_\_\_ 1 (CMQ1040)

No \_\_\_\_\_ 2 (CMQ1045)

---

**UP TO 2 RESPONSES ALLOWED.**

Notes: SK SKIPS TO CMQ510.

ContextHeader: Source: ECLS-K, spring 2015 CMQ500, modified by changing the time referent.  
Copyright: No

**CMQ1040. / CMQ505a1**

CMQ505a1

Question "Please enter what {CHILD}'s new address will be.

Address Line 1: "

\_\_\_\_\_ -8 [0 to 0]

DON'T KNOW \_\_\_\_\_ -8

---

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ505a1-d TOGETHER.

CMQ505a2

Question "Address Line 2."  
Watermark "Apartment number"

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ505a1-d TOGETHER.

**CMQ1042. / CMQ505b**

CMQ505b

Question "City:"

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ505a1-d TOGETHER.

**CMQ1043. / CMQ505c**

CMQ505c

Question "Please select a state, district, or territory:"

Watermark "Select a state"

\_\_\_\_\_ - - - - - [0 to 0]  
\_\_\_\_\_

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

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ505a1-d TOGETHER.



CMQ505d ----- Question "ZIP code."

[0 to 0]

DON'T KNOW ----- -8

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ505a1-d TOGETHER.

FOR ZIP CODE, ALLOW 0 – 5 CHARACTERS TO BE ENTERED.

**CMQ1045. / CMQ510**

CMQ510

Question "In the 2025–26 school year, what school will {CHILD} attend?"

SaVisible "True"

The same school that {CHILD} attends now ----- 1 (CMQ1057)

A new school ----- 2 (CMQ1046)

{CHILD} will be homeschooled INSTEAD of attending a school ----- 3 (CMQ1057)

DON'T KNOW ----- -8

**UP TO 3 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

ContextHeader: Source:  
Copyright: No

CMQ520

Question "Will {CHILD} go to a public or private school during the 2024–25 school year?  
SaVisible "True"

Public \_\_\_\_\_ 1

Private \_\_\_\_\_ 2

DON'T KNOW \_\_\_\_\_ -8

**UP TO 2 RESPONSES ALLOWED.**

Notes: DISPLAY DON'T KNOW OPTION (SaVisible "True").

DON'T KNOW AND SK SKIP TO CMQ805.

ContextHeader: Source: ECLS-K:2023 preschool FFS020, modified to ask about the fall of 2022 and to not include homeschooled only children and those not in school  
Copyright: No

**CMQ1047. / CMQ525**

CMQ525

Question "Please enter the full name of the school that {CHILD} will attend."

\_\_\_\_\_ [0 to 0]

ContextHeader: Source:  
Copyright: No

**CMQ1048. / CMQ525b**

CMQ525b

Question "Where is the school located?"

City: "

\_\_\_\_\_ [0 to 0]

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ525b-eOS TOGETHER.

CMQ525c

Question "Please select a state, district, or territory."  
Watermark "Select a state"

\_\_\_\_\_ [0 to 0]

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

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

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ525b-eOS TOGETHER.

**CMQ1050. / CMQ525d**

CMQ525d

Question "ZIP Code:"

\_\_\_\_\_ [0 to 0]

DON'T KNOW \_\_\_\_\_ -8

Notes: NOTE: ANSWER WILL BE EXTRACTED TO THE MANAGEMENT SYSTEM FOR RESPONDENT FOLLOW UP.

IF THE ZIP CODE IS LESS THAN 5 DIGITS, DISPLAY THE ERROR MESSAGE, "The zip code must be 5 digits. Please update your response and enter again."

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ525b-eOS TOGETHER.

FOR ZIP CODE, ALLOW 0 – 5 CHARACTERS TO BE ENTERED.

CMQ525e

Question "What is the county for the school?"

Start by typing the first letter of the county name. If you find a match in the list, select it from the list. If you don't find a match, select "Not on list."

County: "

"Not on list."

"Don't know"

\_\_\_\_\_ - - - - - [0 to 0]

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Notes: PROVIDE THE LIST OF COUNTIES ASSOCIATED WITH THE STATE OF THE SCHOOL ADDRESS IN CMQ525c.

ADD SPECIAL ANSWERS TO DISPLAY "Not on list" AND "Don't know" AS RADIO BUTTONS AT THE END OF THE LIST OF COUNTIES.

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ525b-eOS TOGETHER.

**Box CMQ1052. / Box 4b**

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Notes: IF A COUNTY IS SELECTED THAT IS NOT ON THE LIST, GO TO CMQ525eOS. ELSE GO TO CMQ805.

ContextHeader: Source:  
Copyright: No

Watermark "Enter county"

\_\_\_\_\_ [0 to 0]  
-----  
\_\_\_\_\_

ContextHeader: Source: NHES:2019, questions incent\_name and incent\_address, modified question text  
Copyright: No

Display Instructions: DISPLAY CMQ525b-eOS TOGETHER.

**Box CMQ1054. / Box 5**

\_\_\_\_\_  
Notes: GO TO CMQ805.

ContextHeader: Source:  
Copyright: No

**CMQ1055. / CMQ800**

CMQ800

Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to return to the MyECLS website. This will save your responses and keep them secure."

Continue \_\_\_\_\_ 1  
\_\_\_\_\_

Notes: INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM.

ContextHeader: Source:  
Copyright: No

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Notes: CASE WITH A CHANGE IN RESPONDENTS IS FINISHED AND HAS ROUTED BACK TO MANAGEMENT SYSTEM. NOTE: IN THE MANAGEMENT SYSTEM, THIS CASE WILL HAVE A TASK LEVEL STATUS OF 13 (RESET, RESPONDENT CHANGED TO MOST KNOWLEDGEABLE ADULT) AND ANOTHER CASE WILL BE INITIATED USING THE ANSWER TO INQ002 (INQ002 = 2 ANOTHER RESPONDENT IN THE HOUSEHOLD KNOWS MORE AND INQ003 = 3 THE CHILD DOES NOT LIVE IN THE HOUSEHOLD) AND CONTACT INFORMATION FOR THE NEW RESPONDENT (INQ005a (FIRST NAME), INQ005b (LAST NAME), INQ005c (EMAIL ADDRESS), INQ005d (MOBILE NUMBER), INQ005e (LANDLINE NUMBER), INQ005f1 (ADDRESS LINE 1), INQ005f2 (ADDRESS LINE 2), INQ005f3 (CITY), INQ005f4 (STATE), AND INQ005f5 (ZIP)).

SAVE THIS CONTACT INFORMATION IN THE MANAGEMENT SYSTEM FOR USE WHEN CALLING BACK HOUSEHOLDS WITH A STATUS CODE OF 13.

ContextHeader: Source:  
Copyright: No

**CMQ1057. / CMQ805**

CMQ805

Question "Thank you very much for taking the time to participate in the Early Childhood Longitudinal Study. Please select "Finish" to complete your survey and return to the MyECLS website. This will save your responses and keep them secure."

Continue \_\_\_\_\_ 1

Notes: INCLUDE FINISH BUTTON THAT ROUTES BACK TO MANAGEMENT SYSTEM.

ContextHeader: Source:  
Copyright: No

[End of CMQ]