

Early Childhood Longitudinal Study: Kindergarten Class of 2010-2011

Spring 2016

Parent Interview

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FOR "RELATIONSHIP TO CHILD" DISPLAY RELATIONSHIP OF RESPONDENT TO CHILD FROM PRELOAD. IF RELATIONSHIP IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN."

FLAG THE RESPONDENT IN THE HOUSEHOLD ROSTER AND SET A FLAG CALLED "FLAGS.SAMERESP" THAT EQUALS 1 IF INQ.005 = 1.

REFUSED AND DON'T KNOW DISALLOWED.

INQ010

QUESTION TEXT:

May I please speak with {NAME OF PREVIOUS ROUND RESPONDENT}?

NOTE: IF THE PERSON ASKED FOR IN THIS QUESTION IS AVAILABLE AND YOU CAN SPEAK TO HIM/HER NOW, CODE "1." IF YOU NEED TO CALL BACK AND THIS PERSON WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2." IF THIS PERSON IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3" TO ASK FOR SOMEONE ELSE. IF THE CHILD DOES NOT LIVE THERE NOW, CODE "4" FOR "CHILD LIVES ELSEWHERE."

CODES

1	AVAILABLE	INQ005
2	NOT AVAILABLE BUT WILL BE BEFORE END OF FIELD PERIOD (CALLBACK APPT.)	CMQ702
3	NOT AVAILABLE IN FIELD PERIOD	INQ015
4	CHILD LIVES ELSEWHERE	CMQ701
	REFUSED	INQ015
	DON'T KNOW	INQ015

PROGRAMMER INSTRUCTIONS:

DISPLAY FIRST AND LAST NAME OF RESPONDENT FROM MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW FROM PRELOAD.

IF INQ.010 = 1, HARD ERROR CHECK SHOULD READ:

PLEASE GO BACK TO THE PREVIOUS QUESTION (INQ.005) TO VERIFY THE RESPONDENT.

PRESS G TO GO BACK NOW.
PRESS C TO CANCEL.

INQ015

QUESTION TEXT:

Are you the parent or guardian in this household who knows the most about {CHILD}'s care, education, and health?

NOTE: TO ANSWER "1" FOR "YES," PARENT OR GUARDIAN SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF THE YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME. IF YOU ARE NOT SPEAKING TO THIS PERSON NOW, CODE "2" FOR "NO." IF THE CHILD DOES NOT LIVE THERE NOW, CODE "3" FOR "CHILD LIVES ELSEWHERE."

CODES

1	YES	INQ030
2	NO	INQ020
3	CHILD LIVES ELSEWHERE	CMQ701
	REFUSED	INQ020
	DON'T KNOW	INQ020

INQ020**QUESTION TEXT:**

May I please speak with the parent or guardian in the household who knows the most about {CHILD}'s care, education, and health?

NOTE: THE PARENT OR GUARDIAN SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF THE YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME. IF THIS PERSON IS AVAILABLE AND YOU CAN SPEAK TO HIM/HER NOW, CODE "1." IF YOU NEED TO CALL BACK AND THE PARENT OR GUARDIAN WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2." IF THE PARENT OR GUARDIAN IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3" TO ASK FOR SOMEONE ELSE. IF THERE IS NOT A PARENT OR GUARDIAN IN THE HOUSEHOLD WHO KNOWS THE MOST ABOUT THE CHILD'S CARE, EDUCATION, AND HEALTH, CODE "4." IF THE CHILD DOES NOT LIVE THERE NOW, CODE "5" FOR "CHILD LIVES ELSEWHERE."

CODES

1	AVAILABLE	INQ030
2	NOT AVAILABLE BUT WILL BE BEFORE END OF FIELD PERIOD (CALLBACK APPT.)	CMQ702
3	NOT AVAILABLE IN FIELD PERIOD	INQ025
4	NO PARENT OR GUARDIAN IN HH KNOWS ABOUT CHILD	INQ025
5	CHILD LIVES ELSEWHERE	CMQ701
	REFUSED	INQ025
	DON'T KNOW	INQ025

INQ025**QUESTION TEXT:**

May I please speak with a household member who is 18 or older and knows about {CHILD}'s care, education, and health?

NOTE: THE RESPONDENT SHOULD LIVE IN THE SAME HOUSEHOLD AS THE CHILD FOR THE MAJORITY OF

THE YEAR, HAVE JOINT CUSTODY OF THE CHILD, OR BE THE ADULT WHO SPENDS THE MOST TIME WITH THE CHILD WHEN THE CHILD IS NOT IN A GROUP HOME. IF THIS PERSON IS ON THE PHONE, CODE "1." IF YOU NEED TO CALL BACK AND THIS PERSON WILL BE AVAILABLE IN THE FIELD PERIOD, CODE "2." IF THIS PERSON IS NOT AVAILABLE IN THE FIELD PERIOD BECAUSE HE/SHE IS AWAY OR DOES NOT CURRENTLY LIVE WITH THE CHILD IN THIS HOUSEHOLD, CODE "3." IF THERE IS NOT AN ADULT IN THE HOUSEHOLD WHO KNOWS ABOUT THE CHILD'S CARE, EDUCATION, AND HEALTH, CODE "4." IF THE CHILD DOES NOT LIVE THERE NOW, CODE "5" FOR "CHILD LIVES ELSEWHERE."

CODES

1	PERSON ON PHONE	INQ030
2	NOT AVAILABLE BUT WILL BE BEFORE END OF FIELD PERIOD (CALLBACK APPT.)	CMQ702
3	NOT AVAILABLE IN FIELD PERIOD	CMQ703
4	NO ADULT IN HH KNOWS ABOUT CHILD	CMQ703
5	CHILD LIVES ELSEWHERE	CMQ701
	REFUSED	CMQ703
	DON'T KNOW	CMQ703

INQ030

QUESTION TEXT:

May I have your name please?

SELECT NAME FROM LIST BELOW.

IF THE NAME IS ON THE LIST OF HOUSEHOLD MEMBERS, ENTER THE NUMBER NEXT TO THE PERSON ON THE HOUSEHOLD ROSTER WHO WILL BE THE CURRENT ROUND RESPONDENT. SELECT THIS PERSON'S NAME EVEN IF THE AGE LISTED IS A YEAR OR TWO DIFFERENT FROM THE AGE OF THE RESPONDENT.

VERIFY NAME, RELATIONSHIP, AND AGE WITH RESPONDENT.

IF NAME NOT LISTED, ENTER 0.

0 NOT ON LIST.

PROGRAMMER INSTRUCTIONS:

CAPI INSTRUCTIONS:

1. DISPLAY ROSTER NUMBER, NAME, AGE, SEX, AND RELATIONSHIP OF HOUSEHOLD MEMBERS FROM THE MOST RECENT UPDATED HOUSEHOLD ROSTER FROM THE PRELOAD. AT THE TOP OF THE ROSTER, DISPLAY "0 NOT ON LIST." IF AGE, SEX, OR RELATIONSHIP IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN." IF AGE IS NOT MISSING, REFUSED, OR DON'T KNOW, NEXT TO AGE DISPLAY THE WORD "APPROXIMATELY." IF THERE IS NOT A HOUSEHOLD ROSTER, SEE INSTRUCTION 2.
2. DISPLAY HOUSEHOLD MEMBERS 15 YEARS OR OLDER AS RESPONSE CATEGORIES (IN CASE OF RESPONDENT/INTERVIEWER ERROR EARLY IN THE INTERVIEW, INCLUDE THE RESPONDENT FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW IN THIS DISPLAY EVEN THOUGH HE/SHE SHOULD HAVE BEEN SELECTED AT INQ.005). IN HOUSEHOLDS THAT ONLY HAVE FALL-FIRST GRADE DATA AND NOT FALL-K, SPRING-K, SPRING-FIRST GRADE, FALL-SECOND GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE DATA THE ONLY PERSON DISPLAYED WILL BE THE RESPONDENT FROM FALL-FIRST GRADE BECAUSE HOUSEHOLD MATRIX QUESTIONS WERE NOT ASKED IN FALL-FIRST GRADE. IN HOUSEHOLDS THAT ONLY HAVE FALL-SECOND GRADE DATA AND NOT FALL-K,

SPRING-K, FALL-FIRST GRADE, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE OR SPRING-FOURTH GRADE DATA, THE ONLY PERSON DISPLAYED WILL BE THE RESPONDENT FROM FALL-SECOND GRADE BECAUSE HOUSEHOLD MATRIX QUESTIONS WERE NOT ASKED IN FALL-SECOND GRADE. IN HOUSEHOLDS THAT ONLY HAVE BOTH FALL-SECOND AND FALL-FIRST GRADE COMPLETED OR PARTIALLY COMPLETED INTERVIEWS AND NOT FALL-K, SPRING-K, SPRING-FIRST, SPRING-SECOND, SPRING-THIRD OR SPRING-FOURTH INTERVIEWS, THE ONLY PERSON DISPLAYED WILL BE THE RESPONDENT FROM FALL-SECOND BECAUSE THAT IS THE MOST RECENT PREVIOUS ROUND RESPONDENT.

3. IF THE RESPONDENT FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW IS SELECTED AT THIS SCREEN (EVEN THOUGH HE/SHE SHOULD HAVE BEEN SELECTED AT INQ.005), SET "FLAGS.SAMERESP" =1 AND GO TO INQ.090.

4. IF ZERO IS ENTERED, GO TO INQ.060. ELSE, IF IT IS A NEW RESPONDENT WHO WAS ALREADY IN THE HOUSEHOLD MATRIX, GO TO INQ.080.

5. DISALLOW DK AND RF.

6. FLAG THE RESPONDENT.

INQ060

QUESTION TEXT:

[May I have your name, please?]

ENTER THE RESPONDENT'S FIRST NAME.

VERIFY SPELLING.

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

REFUSED AND DON'T KNOW DISALLOWED.

INQ070

QUESTION TEXT:

[May I have your name, please?]

ENTER THE RESPONDENT'S LAST NAME.

VERIFY SPELLING.

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

REFUSED AND DON'T KNOW DISALLOWED.

INQ080

QUESTION TEXT:

Spring 2016 Parent Interview: ECLS-K:2011 :: INQ

(As I mentioned earlier), you and {CHILD} were selected to take part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences. The information I collect in this interview will be extremely valuable in understanding the development of children and how their school experiences can be improved.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

This call will be recorded for quality control purposes.

CODES

1	CONTINUE WITH RECORDING	BOX1
2	CONTINUE WITHOUT RECORDING	INQo8oB

INQo8oB

QUESTION TEXT:

THIS INTERVIEW IS NOT BEING RECORDED.

IF NEEDED: That's fine. This interview will not be recorded.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length 1

BOX1

FOR NEW FIFTH GRADE RESPONDENTS IN HOUSEHOLDS THAT HAD INQ DATA FROM A COMPLETE OR PARTIALLY COMPLETE FALL-KINDERGARTEN, SPRING-KINDERGARTEN, FALL-FIRST GRADE, SPRING-FIRST GRADE, FALL-SECOND GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE INTERVIEW, GO TO INQ13o.

INQo9o

QUESTION TEXT:

{In the fall of 2010/In the spring of 2011/In the fall of 2011/In the spring of 2012/In the fall of 2012/In the spring of 2013/In the spring of 2014/In the spring of 2015}, you took part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011, which is sponsored by the U.S. Department of Education, National Center for Education Statistics. I have some questions for you that ask about {CHILD}'s school and home experiences since our last interview. The information I collect in this interview will be extremely valuable in understanding the development of children and how their school experiences can be improved.

All responses that relate to or describe identifiable characteristics of individuals may be used only for statistical purposes and may not be disclosed, or used, in identifiable form for any other purpose, except as required by law.

This call will be recorded for quality control purposes.

CODES

1	CONTINUE WITH RECORDING	INQ130
2	CONTINUE WITHOUT RECORDING	INQ090B

PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, DISPLAY "In the fall of 2010" IF THE LAST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF KINDERGARTEN. DISPLAY "In the spring of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF KINDERGARTEN. DISPLAY "In the fall of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF FIRST GRADE. DISPLAY "In the spring of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF FIRST GRADE. DISPLAY "In the fall of 2012" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE FALL OF SECOND GRADE. DISPLAY "In the spring of 2013" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF SECOND GRADE. DISPLAY "In the spring of 2014" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF THIRD GRADE. DISPLAY "In the spring of 2015" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WAS IN THE SPRING OF FOURTH GRADE.

INQ090B

QUESTION TEXT:

THIS INTERVIEW IS NOT BEING RECORDED.

IF NEEDED: That's fine. This interview will not be recorded.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length 1

INQ130

QUESTION TEXT:

Before we begin the interview, I would like to verify some information.

I have recorded {CHILD'S FIRST, MIDDLE, AND LAST NAME} as {CHILD}'s full name. Is this correct?

ALSO VERIFY SPELLING.

MAKE CORRECTIONS TO NAME BELOW OR PRESS ENTER TO ACCEPT FIRST/MIDDLE/LAST NAME.

IF NO MIDDLE NAME OR INITIAL, ENTER 'NMN.'

Current Info:

[CHILD'S FIRST NAME]

[CHILD'S MIDDLE NAME]

[CHILD'S LAST NAME]

FIRST NAME: [_____]

MIDDLE NAME: [_____]

LAST NAME: [_____]

ENTER TEXT

Length

25

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

CAPI INSTRUCTION: REFUSED AND DON'T KNOW ALLOWED AT ALL FIELDS. HOWEVER, DO NOT ALLOW INTERVIEWER TO CHANGE 'REAL DATA' TO '8' (REFUSED) OR '9' (DON'T KNOW).

FOR THE FIRST DIGIT, DISALLOW 0-9 SO THE INTERVIEWER CAN NOT CHOOSE 0-9.

CAPI INSTRUCTION: FOR CHILD'S FIRST, MIDDLE, AND LAST NAME, DISPLAY CHILD'S FULL NAME FROM PRELOAD.

USE PRELOAD LENGTH FOR CHILD'S NAME.

IF THE CHILD'S FIRST NAME IS CORRECTED HERE, USE CORRECTED FIRST NAME IN ALL QUESTIONS THAT FOLLOW. ANY CORRECTIONS TO THE FIRST OR LAST NAME SHOULD ALSO APPEAR AT THE TOP OF THE SCREEN IN ALL QUESTIONS THAT FOLLOW.

BOX2

IF PREVIOUS ADDRESS IS IN THE PRELOAD, GO TO INQ.180. ELSE, IF PREVIOUS ADDRESS IS NOT IN THE PRELOAD, GO TO INQ.190.

INQ180

QUESTION TEXT:

I have recorded that {CHILD}'s home address is:

STREET ADDRESS1: []
STREET ADDRESS2: []
CITY: []
STATE: []
ZIP: []

Is this still correct?

CODES

1	YES, CORRECT ADDRESS	BOX3
2	YES, SAME ADDRESS - MINOR CORRECTIONS	INQ190
3	NO, NEW ADDRESS	INQ190
	REFUSED	BOX3
	DON'T KNOW	BOX3

PROGRAMMER INSTRUCTIONS:

IN THE RESPONSE FIELD, DISPLAY CURRENT ADDRESS INFO FROM THE PRELOAD.

IF REFUSED OR DON'T KNOW, GO TO BOX 3.

INQ190

QUESTION TEXT:

{What is {CHILD}'s home address?}

{MAKE CORRECTIONS TO ADDRESS BELOW.}

{ENTER STATE ABBREVIATION BY USING LOOKUP FILE. TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE NAME. USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.}

[STREET ADDRESS1]
[STREET ADDRESS2]
[CITY]
[STATE]
[ZIP]

STREET ADDRESS1: []
STREET ADDRESS2: []
CITY: []
STATE: []
ZIP: []

ENTER TEXT

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF THE HOME ADDRESS WAS NOT IN THE PRELOAD OR INQ.180 = 3, DISPLAY "What is... address?" ELSE, USE A NULL DISPLAY.

IF INQ.180 = 2, DISPLAY "MAKE CORRECTIONS... BELOW." ELSE, USE A NULL DISPLAY.

IF INQ.180 = 2, PRELOADED ADDRESS FIELDS WILL BE AVAILABLE TO EDIT.

IF INQ.180 = 3, CURRENT ADDRESS FIELDS WILL BE BLANK IN QUESTION PANE AND RESPONSE FIELDS.

IF INQ.180=2 OR INQ.180=3, DISALLOW DK AND REF. ELSE, DK AND REF ALLOWED.

IF INQ.180=2 OR INQ.180=3, AND DK OR REF IS CHOSEN, DISPLAY "SINCE YOU ANSWERED IN INQ.180, THAT THE ADDRESS IS INCORRECT, YOU MUST ENTER THE NEW ADDRESS HERE. PLEASE ENTER THE ENTIRE ADDRESS."

DISPLAY "ENTER STATE ABBREVIATION BY USING LOOKUP FILE. TO ACTIVATE LOOKUP, BEGIN TO TYPE STATE NAME. USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH." WHEN ON STATE ENTRY FIELD.

DISPLAY CURRENT ADDRESS INFO IN THE RESPONSE FIELD IF PREVIOUS ADDRESS INFORMATION WAS IN PRELOAD.

DISPLAY CURRENT ADDRESS INFO IN THE QUESTION PANE AND RESPONSE FIELD IF PREVIOUS ADDRESS INFORMATION WAS IN PRELOAD AND INQ180=2 .

FOR THIS ITEM ONLY, DO NOT DISPLAY PUERTO RICO IN THE STATE LOOKUP FILE.

BOX3

IF TELEPHONE NUMBER IS IN THE PRELOAD, GO TO INQ.200. ELSE, IF TELEPHONE NUMBER IS NOT IN THE PRELOAD, GO TO INQ.205.

INQ200

QUESTION TEXT:

I have recorded that {PHONE NUMBER} is {CHILD}'s family's current home phone number. Is this correct?

CODES

1	YES, CORRECT TELEPHONE NUMBER	BOX4
2	YES, SAME TELEPHONE NUMBER - MINOR CORRECTIONS	INQ205
3	NO, NEW TELEPHONE NUMBER	INQ205
	REFUSED	BOX4
	DON'T KNOW	BOX4

PROGRAMMER INSTRUCTIONS:

DISPLAY CURRENT PHONE NUMBER FROM PRELOAD.

INQ205

QUESTION TEXT:

{What is {CHILD}'s family's current home phone number?}

{MAKE CORRECTIONS TO TELEPHONE NUMBER BELOW.}

[CURRENT TELEPHONE NUMBER]

TELEPHONE NUMBER: [_____]

IF NO TELEPHONE, ENTER '000'.

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF TELEPHONE NUMBER WAS MISSING IN PRELOAD OR INQ.200 = 3, DISPLAY "What is... number?". ELSE, USE A NULL DISPLAY.

IF INQ.200 = 2, DISPLAY "MAKE... BELOW." ELSE, USE A NULL DISPLAY.

IF INQ.200 = 2, PRELOADED TELEPHONE NUMBER WILL BE AVAILABLE TO EDIT.

IF INQ.200 = 3, TELEPHONE NUMBER FIELD WILL BE BLANK IN QUESTION PANE AND RESPONSE FIELDS.

DISPLAY CURRENT TELEPHONE NUMBER IN THE QUESTION PANE AND RESPONSE FIELD IF PREVIOUS TELEPHONE NUMBER WAS IN THE PRELOAD AND INQ.200=2.

IF INQ.200=2 OR INQ.200=3, DISALLOW DK AND REF. ELSE, DK AND REF ALLOWED.

IF INQ.200=2 OR INQ.200=3, AND DK OR REF IS CHOSEN, DISPLAY "SINCE YOU ANSWERED IN INQ.200 THAT THE TELEPHONE NUMBER IS INCORRECT, YOU MUST ENTER THE NEW TELEPHONE NUMBER HERE. PLEASE ENTER THE ENTIRE TELEPHONE NUMBER."

IF THE PHONE NUMBER IS NOT ENTERED EITHER WITH TEN NUMBERS OR TEN NUMBERS AND TWO HYPHENS, DISPLAY THE ERROR MESSAGE "Phone number has wrong format. Please correct. The phone number must be formatted as 10 numbers (XXX-XXX-XXXX)."

BOX4

IF THE PRELOAD SHOWS THAT INQ. 300 WAS ASKED IN THE SPRING OF FOURTH GRADE, SPRING OF THIRD GRADE, SPRING OF SECOND GRADE, THE SPRING OF FIRST GRADE OR THE SPRING OF KINDERGARTEN, GO TO BOX 7. ELSE, GO TO INQ 300.

INQ300

HELP AVAILABLE

QUESTION TEXT:

Next, I have a few questions about {CHILD}'s background. Was {CHILD} born in this country, that is, in any of the fifty states or the District of Columbia?

HELP TEXT:
Do not include US territories.

CODES

1	YES	BOX7
2	NO	INQ310
	REFUSED	BOX7
	DON'T KNOW	BOX7

INQ310

QUESTION TEXT:

In what country or territory was {CHILD} born?

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT *****NOT ON LIST***** IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

ENTER TEXT

Length	3
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY " *****NOT ON LIST***** " IN UNDERLINED TEXT.

DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

IF COUNTRY 233 IS CHOSEN, DISPLAY "YOU HAVE SELECTED "UNITED ARAB EMIRATES" RATHER THAN THE "UNITED STATES." IF THIS IS CORRECT, PRESS S TO SUPPRESS AND CONTINUE. OTHERWISE, IF THE CHILD WAS BORN IN THE UNITED STATES, BACK UP AND CHANGE THE ANSWER TO INQ300."

BOX5

IF INQ.310 = 0 (NOT ON LIST), CONTINUE WITH INQ.3120S. OTHERWISE, GO TO INQ.320.

INQ3120s

QUESTION TEXT:

What is {CHILD}'s country or territory of birth?

SPECIFY COUNTRY

ENTER TEXT

Length

25

INQ320

QUESTION TEXT:

In what year did {CHILD} come to the United States to stay?

ENTER NUMBER

Range

2003 to 2016

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: THE YEAR CHILD CAME TO U.S. CANNOT BE EARLIER THAN THE CHILD'S YEAR OF BIRTH OR LATER THAN THE CURRENT YEAR. IF IT IS, DISPLAY ERROR MESSAGE: "THE YEAR ENTERED CANNOT BE A YEAR BEFORE THE CHILD WAS BORN OR A YEAR AFTER THE CURRENT YEAR. PLEASE VERIFY THE YEAR."

BOX6

IF INQ.310 = 90, 139, 179, 203, 235 (GUAM, MARIANA ISLANDS, PUERTO RICO, SOLOMON ISLANDS, US VIRGIN ISLANDS), GO TO BOX 7.
OTHERWISE, CONTINUE WITH INQ.330.

INQ330

QUESTION TEXT:

Is {CHILD} a U.S. citizen?

CODES

1

YES

2

NO
REFUSED
DON'T KNOW

BOX7

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

Spring 2016 Parent Interview: ECLS-K:2011

Section PIQ [Parent's Involvement with Child's School] Sequence: 1

PIQ060

QUESTION TEXT:

Now, I'd like to ask you about {CHILD}'s school. Is {CHILD} attending {his/her} regularly assigned school or a school that you or someone else in your household chose?

CODES

1	ASSIGNED	PIQ080
2	CHOSEN	PIQ080
3	ASSIGNED SCHOOL IS SCHOOL OF CHOICE	PIQ080
4	CHILD IS HOMESCHOOLED	PIQ065
	REFUSED	PIQ080
	DON'T KNOW	PIQ080

PIQ065

HELP AVAILABLE

QUESTION TEXT:

Does {CHILD} attend a school?

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

CODES

1	YES	
2	NO	PIQ080
	REFUSED	PIQ080
	DON'T KNOW	PIQ080

PIQ066

QUESTION TEXT:

How many hours each week does {CHILD} usually go to a school for instruction? Please do not include time

spent in extracurricular activities.

RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

ENTER # OF HOURS

ENTER NUMBER

Range	0 to 40
Soft Range	1 to 30
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

SOFT RANGE CHECK 1-30. HARD RANGE CHECK 0-40.

IF 0 or 31-40 ARE ENTERED FOR PIQ.066, DISPLAY "You have entered {Value at PIQ066} hours. Are you sure this is correct?".

IF A NUMBER GREATER THAN 40 IS ENTERED FOR PIQ.066, DISPLAY "INPUT INVALID. VALUE NOT IN RANGE 0-40."

PIQ080

QUESTION TEXT:

When {CHILD} was in kindergarten in the fall of 2010, was that {his/her} first, second, or third year of kindergarten?

CODES

1	FIRST
2	SECOND
3	THIRD OR MORE
	REFUSED
	DON'T KNOW

PIQ120

HELP AVAILABLE

QUESTION TEXT:

How far in school do you expect {CHILD} to go? Would you say you expect {him/her}...

HELP TEXT

How far the respondent expects the child to go in school: This question is about how far in school the respondent realistically expects the child to go, not how far the respondent hopes the child will go. If it is difficult to answer the question because the answer depends on many factors, ask for the best guess.

CODES

- 1 To receive less than a high school diploma,
 - 2 To graduate from high school,
 - 3 To attend a vocational or technical school after high school,
 - 4 To attend two or more years of college,
 - 5 To finish a four- or five-year college degree,
 - 6 To earn a master's degree or equivalent, or
 - 7 To finish a Ph.D., MD, or other advanced degree?
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "How far the respondent expects the child to go in school" IN BOLDED TEXT IN HELP TEXT ONLY.

DISPLAY THE FIRST AND SECOND "expect" IN THE QUESTION TEXT IN UNDERLINED TEXT.

BOX 1

IF PIQ065=2, REF, DK (HOMESCHOOLED CHILD DOES NOT ATTEND SCHOOL OR ANSWERS REF/DK TO THAT QUESTION), GO TO BOX 3. ELSE, CONTINUE WITH PIQ127.

PIQ127

QUESTION TEXT:

Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household about any behavior problems {he/she} is having in school?

ENTER NUMBER OF TIMES

TIMES

ENTER NUMBER

Range 0 to 50
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE=0-50. IF NUMBER OF TIMES ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0 to 50".

DISPLAY "behavior" IN UNDERLINED TEXT.

DISPLAY "his" AND "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "her" AND "she". IF GENDER IS MISSING, DISPLAY "he/she".

PIQ128

QUESTION TEXT:

[Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household...]

About any problems {he/she} is having with school work?

ENTER NUMBER OF TIMES

TIMES

ENTER NUMBER

Range 0 to 50
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE=0-50. IF NUMBER OF TIMES ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0 to 50".

DISPLAY "school work" IN UNDERLINED TEXT.

DISPLAY "he" IF THE CHILD IS A BOY. ELSE, DISPLAY "she". IF GENDER IS MISSING, DISPLAY "he/she".

PIQ129

QUESTION TEXT:

[Since the beginning of this school year, how many times have any of {CHILD}'s teachers or {his/her} school contacted you or any adult in your household...]

About anything {CHILD} is doing particularly well or better in school?

ENTER NUMBER OF TIMES

TIMES

ENTER NUMBER

Range 0 to 50
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE=0-50. IF NUMBER OF TIMES ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0 to 50".

PIQ130

QUESTION TEXT:

Since the beginning of this school year, have you or the other adults in your household attended an open house or a back-to-school night?

NOTE: IF THE CHILD TRANSFERRED TO A NEW SCHOOL DURING THIS SCHOOL YEAR, PLEASE ANSWER ALL QUESTIONS FOR THE CURRENT SCHOOL.

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PIQ140

QUESTION TEXT:

[Since the beginning of this school year, have you or the other adults in your household...]

Attended a meeting of a PTA, PTO, or Parent-Teacher Organization?

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PIQ150

QUESTION TEXT:

[Since the beginning of this school year, have you or the other adults in your household...]

Gone to a regularly-scheduled parent-teacher conference with {CHILD}'s teacher or meeting with {CHILD}'s teacher?

CODES

- | | |
|---|-----|
| 1 | YES |
| 2 | NO |

REFUSED
DON'T KNOW

PIQ160

QUESTION TEXT:

[Since the beginning of this school year, have you or the other adults in your household...]

Attended a school or class event, such as a play, sports event, or science fair?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PIQ170

QUESTION TEXT:

[Since the beginning of this school year, have you or the other adults in your household...]

Served as a volunteer in {CHILD}'s classroom or elsewhere in the school?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PIQ185

QUESTION TEXT:

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?

□□□□

ENTER NUMBER

ENTER NUMBER

Range 0 to 180
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF PIQ.130, PIQ.140, PIQ.150, PIQ.160 OR PIQ.170 = 1, RANGE = 1 TO 180. ELSE, RANGE = 0 TO 180.

IF PIQ.130, PIQ.140, PIQ.150, PIQ.160 OR PIQ.170 = 1 AND 0 IS ENTERED IN PIQ185, DISPLAY ERROR MESSAGE:
"EARLIER RESPONSE INDICATES A PARENT ATTENDED AT LEAST ONE SCHOOL RELATED EVENT. PLEASE
VERIFY THIS ENTRY. IF THE ENTRY IS CORRECT, SUPPRESS."

RANGE: 0 TO 180.

PIQ190

QUESTION TEXT:

For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.

The school lets you know between report cards how {CHILD} is doing in school. Would you say {CHILD}'s school...

CODES

- 1 Does this very well,
 - 2 Just OK, or
 - 3 Doesn't do this at all?
- REFUSED
DON'T KNOW

PIQ200

QUESTION TEXT:

[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

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

CODES

- 1 Does this very well,
- 2 Just OK, or
- 3 Doesn't do this at all?

REFUSED
DON'T KNOW

PIQ210

QUESTION TEXT:

[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school makes you aware of chances to volunteer at the school. Would you say {CHILD}'s school...

CODES

- 1 Does this very well,
 - 2 Just OK, or
 - 3 Doesn't do this at all?
- REFUSED
DON'T KNOW

PIQ220

QUESTION TEXT:

[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school provides workshops, materials, or advice about how to help {CHILD} learn at home. Would you say {CHILD}'s school...

CODES

- 1 Does this very well,
 - 2 Just OK, or
 - 3 Doesn't do this at all?
- REFUSED
DON'T KNOW

PIQ230

QUESTION TEXT:

[For each of the following statements, please tell me how well {CHILD}'s school has done with each activity during this school year.]

The school provides information on community services to help {CHILD} or your family. Would you say {CHILD}'s school...

CODES

- 1 Does this very well,
 - 2 Just OK, or
 - 3 Doesn't do this at all?
- REFUSED
DON'T KNOW

PIQ300

QUESTION TEXT:

About how many parents of children in {CHILD}'s class do you talk with regularly, either in person, on the phone, or by texting, emailing, or using a social networking site?

ENTER NUMBER OF PARENTS.

||
NUMBER

ENTER NUMBER

- Range 0 to 80
- Soft Range 0 to 40
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

SOFT RANGE: 0 TO 40. HARD RANGE: 0-80.

IF NUMBER ENTERED IS BETWEEN 41 AND 80, DISPLAY "You have entered {DISPLAY RESPONSE AT PIQ.300}. Are you sure this is correct?"

IF NUMBER ENTERED IS GREATER THAN 80, DISPLAY "Input invalid. Value not in range 0-80."

PIQ410

QUESTION TEXT:

This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?

Inconvenient meeting times?

Has that made it harder for you to participate in activities at {CHILD}'s school?

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PIQ420

QUESTION TEXT:

[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?]
No child care keeps your family from going to school meetings or events?
[Has that made it harder for you to participate in activities at {CHILD}'s school?]

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PIQ430

QUESTION TEXT:

[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?]
Family members can't get time off from work?
[Has that made it harder for you to participate in activities at {CHILD}'s school?]

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PIQ440

QUESTION TEXT:

[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?]
Problems with safety going to the school?
[Has that made it harder for you to participate in activities at {CHILD}'s school?]

CODES

- 1 YES
- 2 NO
REFUSED
DON'T KNOW

PIQ450

QUESTION TEXT:

[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?]
The school does not make your family feel welcome?
[Has that made it harder for you to participate in activities at {CHILD}'s school?]

CODES

- 1 YES
- 2 NO
REFUSED
DON'T KNOW

PIQ460

QUESTION TEXT:

[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?]
Problems with transportation to the school?
[Has that made it harder for you to participate in activities at {CHILD}'s school?]

CODES

- 1 YES
- 2 NO

REFUSED
DON'T KNOW

PIQ480

QUESTION TEXT:

[This year, have the following reasons made it harder for you to participate in activities at {CHILD}'s school?]

You don't hear about things going on at school that you might want to be involved in?

[Has that made it harder for you to participate in activities at {CHILD}'s school?]

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PIQ490

QUESTION TEXT:

Would you say that you are very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with the school {CHILD} attends this year?

CODES

1	VERY SATISFIED
2	SOMEWHAT SATISFIED
3	SOMEWHAT DISSATISFIED
4	VERY DISSATISFIED
	REFUSED
	DON'T KNOW

PIQ495

HELP AVAILABLE

QUESTION TEXT:

Do you or your spouse or partner use a computer or any other electronic device to communicate with or get information from {CHILD}'s school?

HELP TEXT:

Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, Xbox, DS, iTouch, and Playstation).

CODES

1	YES	
2	NO	PIQ510
	REFUSED	PIQ510
	DON'T KNOW	PIQ510

PROGRAMMER INSTRUCTIONS:

DISPLAY "Electronic device:" IN THE HELP TEXT IN BOLD TEXT.

PIQ496a

HELP AVAILABLE

QUESTION TEXT:

How often do you [or your spouse or partner] use a computer or any other electronic device in the following ways?

To communicate with {CHILD}'s teachers and administrative staff by email about {CHILD}, for example, about how {he/she} is performing, or about absences or tardiness? Would you say never, less than once a year, once or twice a year, several times a year, at least once a month, or weekly?

NOTE: READ "OR YOUR SPOUSE OR PARTNER" UNLESS THE RESPONDENT INDICATES THAT IS NOT APPLICABLE.

HELP TEXT:

Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, Xbox, DS, iTouch, and Playstation).

CODES

1	NEVER
2	LESS THAN ONCE A YEAR
3	ONCE OR TWICE A YEAR
4	SEVERAL TIMES A YEAR
5	AT LEAST ONCE A MONTH
6	WEEKLY
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Electronic device:" IN THE HELP TEXT IN BOLD TEXT.

PIQ496b

HELP AVAILABLE

QUESTION TEXT:

[How often do you [or your spouse or partner] use a computer or any other electronic device in the following ways?]

To find out about homework and other school assignments and projects?

[PROBE: Would you say never, less than once a year, once or twice a year, several times a year, at least once a month, or weekly?]

NOTE: READ "OR YOUR SPOUSE OR PARTNER" UNLESS THE RESPONDENT INDICATES THAT IS NOT APPLICABLE.

HELP TEXT:

Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, Xbox, DS, iTouch, and Playstation).

CODES

- 1 NEVER
- 2 LESS THAN ONCE A YEAR
- 3 ONCE OR TWICE A YEAR
- 4 SEVERAL TIMES A YEAR
- 5 AT LEAST ONCE A MONTH
- 6 WEEKLY
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Electronic device:" IN THE HELP TEXT IN BOLD TEXT.

PIQ496c

HELP AVAILABLE

QUESTION TEXT:

[How often do you [or your spouse or partner] use a computer or any other electronic device in the following ways?]

To find out about {CHILD}'s grades?

[PROBE: Would you say never, less than once a year, once or twice a year, several times a year, at least once a month, or weekly?]

NOTE: READ "OR YOUR SPOUSE OR PARTNER" UNLESS THE RESPONDENT INDICATES THAT IS NOT APPLICABLE.

HELP TEXT:

Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, Xbox, DS, iTouch, and Playstation).

CODES

- 1 NEVER
- 2 LESS THAN ONCE A YEAR

- 3 ONCE OR TWICE A YEAR
- 4 SEVERAL TIMES A YEAR
- 5 AT LEAST ONCE A MONTH
- 6 WEEKLY
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Electronic device:" IN THE HELP TEXT IN BOLD TEXT.

PIQ510

QUESTION TEXT:

How often does {CHILD} do homework at home? Would you say...

PROBE: This refers to homework assigned by the school and not extra work provided by the parent.

CODES

- 1 Never,
 - 2 Less than once a week,
 - 3 1 to 2 times a week,
 - 4 3 to 4 times a week, or
 - 5 5 or more times a week?
 - REFUSED
 - DON'T KNOW
-

BOX 2

IF PIQ.510 = 1, REF, OR DK, GO TO PIQ.560. ELSE, GO TO PIQ.520.

PIQ520

QUESTION TEXT:

During this school year, how often did you or someone else help {CHILD} with {his/her} homework? Would you say...

CODES

- 1 Never,
 - 2 Less than once a week,
 - 3 1 to 2 times a week,
 - 4 3 to 4 times a week, or
 - 5 5 or more times a week?
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF PIQ.510=2, PIQ.520 CANNOT EQUAL TO 3, 4, OR 5. IF PIQ.510=3, PIQ.520 CANNOT EQUAL TO 4 OR 5. IF PIQ.510=4, PIQ.520 CANNOT EQUAL TO 5. OTHERWISE, DISPLAY ERROR MESSAGE: "Child does homework at home {DISPLAY RESPONSE AT PIQ.510} but parent helped {CHILD} with {his/her} homework {DISPLAY RESPONSE AT PIQ.520}." NOTE: DO NOT DISPLAY THE "or" WHEN DISPLAYING RESPONSE 4 FROM PIQ.510 OR PIQ.520.

PIQ550

QUESTION TEXT:

How often do you check that {CHILD} has completed all homework? Would you say never, rarely, sometimes, or always?

CODES

- 1 NEVER
 - 2 RARELY
 - 3 SOMETIMES
 - 4 ALWAYS
- REFUSED
DON'T KNOW

PIQ560

QUESTION TEXT:

Now I would like to ask you about {his/her} grades during this school year. Overall, across all subjects {he/she} takes at school, does {he/she} get . . .

CODES

- 1 Mostly A's, PIQ585a
- 2 Mostly B's, PIQ585a
- 3 Mostly C's, PIQ585a
- 4 Mostly D's and lower, or PIQ585a
- 5 Does {his/her} school not give those grades? PIQ570

REFUSED
DON'T KNOW

PIQ585a
PIQ585a

PIQ570

QUESTION TEXT:

Would you describe {CHILD}'s work at school as . . .

CODES

- | | |
|---|-------------------|
| 1 | Excellent, |
| 2 | Above average, |
| 3 | Average, |
| 4 | Below average, or |
| 5 | Failing? |
- REFUSED
DON'T KNOW

PIQ585a

QUESTION TEXT:

How often would you say that {CHILD}...

Makes up reasons to stay home from school? Would you say almost never, rarely, sometimes, a lot, or almost always?

CODES

- | | |
|---|---------------|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
- REFUSED
DON'T KNOW

PIQ585b

HELP AVAILABLE

QUESTION TEXT:

[How often would you say that {CHILD}...]

Seems to dread going to school?

[PROBE: Would you say almost never, rarely, sometimes, a lot, or almost always?]

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

CODES

- | | |
|---|---------------|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

PIQ585c

QUESTION TEXT:

[How often would you say that {CHILD}...]

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

[PROBE: Would you say almost never, rarely, sometimes, a lot, or almost always?]

CODES

- | | |
|---|---------------|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

PIQ585d

QUESTION TEXT:

[How often would you say that {CHILD}...]

Asks to stay home from school?

[PROBE: Would you say almost never, rarely, sometimes, a lot, or almost always?]

CODES

- | | |
|---|---------------|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

PIQ585e

QUESTION TEXT:

[How often would you say that {CHILD}...]

Complains about going to school?

[PROBE: Would you say almost never, rarely, sometimes, a lot, or almost always?]

CODES

- | | |
|---|---------------|
| 1 | ALMOST NEVER |
| 2 | RARELY |
| 3 | SOMETIMES |
| 4 | A LOT |
| 5 | ALMOST ALWAYS |
| | REFUSED |
| | DON'T KNOW |

BOX 3

GO TO SECTION FSQ (FAMILY STRUCTURE).

Spring 2016 Parent Interview: ECLS-K:2011

Section FSQ [Family Structure] Sequence: 2

BOX 1

IF THE CASE HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE GO TO FSQ010. (NOTE: THIS DOES NOT INCLUDE CASES THAT ONLY HAVE FALL-FIRST, FALL-SECOND, OR SPRING-KINDERGARTEN WITH SPQ BUT NOT FSQ200 BECAUSE THOSE HAD NO HOUSEHOLD ROSTER INFORMATION COLLECTED).

ELSE, IF THE CASE DID NOT HAVE COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE GO TO FSQ020.

DEFINITION: COMPLETE FSQ DATA INDICATES ALL OF FSQ IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE, OR FSQ DATA THROUGH FSQ200 IN SPRING KINDERGARTEN, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE.

FSQ010

QUESTION TEXT:

Now I have a few questions about your household. We have listed that (READ NAMES FROM MATRIX) lived in this household at the time of our last interview.

As I read each person's name again, please tell me if he or she still lives in this household.

Does {NAME} still live in this household?

PRESS ENTER TO CONTINUE.

CODES

1	YES	STILL HERE
2	NO	FSQ015

PROGRAMMER INSTRUCTIONS:

1. DISPLAY THE FIRST AND SECOND 'still' IN UNDERLINED TEXT.
2. DISPLAY THE COMPLETED HOUSEHOLD MATRIX FROM THE MOST RECENT COMPLETE OR PARTIALLY COMPLETE PARENT INTERVIEW IN FALL-K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE. THIS INCLUDES THE PERSON TYPE, FIRST NAME, LAST NAME, AGE, AND SEX COLUMNS. THESE COLUMNS SHOULD BE PROTECTED, THAT IS, INFORMATION CANNOT BE CHANGED. CHANGES MADE AT INQ.130 SHOULD SHOW UP ON THE MATRIX AT FSQ.010. CHANGES MADE AT INQ.060 and INQ.070 SHOULD BE REFLECTED IN THE FSQ.010 MATRIX.

2a. IF THE MOST RECENT INTERVIEW FOR THE RESPONDENT WAS ONE WITHOUT A COMPLETE FSQ SECTION (R4A INTERVIEW, R3A INTERVIEW OR R2 INTERVIEW WITH ONLY SPQ AND NOT A COMPLETE FSQ), DO THE FOLLOWING:

i. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THERE WAS A NEW RESPONDENT IN R4A AND THE R9 RESPONDENT IS THE SAME AS THE R4A RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

ii. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THERE WAS A NEW RESPONDENT IN R3A AND THE R9 RESPONDENT IS THE SAME AS THE R3A RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

iii. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ: IF THERE WAS A NEW RESPONDENT IN THE PARTIALLY COMPLETE R2 INTERVIEW WITH ONLY SPQ AND THE R9 RESPONDENT IS THE SAME AS THE R2 RESPONDENT (SAMERESP=1), ADD THIS PERSON TO THE END OF THE HOUSEHOLD ROSTER AND DESIGNATE THIS PERSON WITH A "RESPONDENT" IN THEIR ROSTER SPOT.

iv. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THE R9 RESPONDENT IS NOT THE SAME AS THE R4A RESPONDENT AND THE R9 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1, R2, OR R3B IS SELECTED AT INQ030), THE R4A RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE R9 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

v. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THE R9 RESPONDENT IS NOT THE SAME AS THE R3A RESPONDENT AND THE R9 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1 OR R2 IS SELECTED AT INQ030), THE R3A RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE R9 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

vi. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ: IF THE R9 RESPONDENT IS NOT THE SAME AS THE R2 RESPONDENT AND THE R9 RESPONDENT IS ON THE ORIGINAL HOUSEHOLD MATRIX (A HOUSEHOLD MEMBER FROM R1 IS SELECTED AT INQ030), THE R2 RESPONDENT SHOULD BE PLACED AT THE BOTTOM OF THE MATRIX AND THE NEW R9 RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

vii. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF THE R9 RESPONDENT IS NOT THE SAME AS THE R4A RESPONDENT AND THE R9 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R4A RESPONDENT IS OVERWRITTEN BY THE R9 RESPONDENT. THE R9 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

viii. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF THE R9 RESPONDENT IS NOT THE SAME AS THE R3A RESPONDENT AND THE R9 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R3A RESPONDENT IS OVERWRITTEN BY THE R9 RESPONDENT. THE R9 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

ix. IF THE MOST RECENT ROUND FOR THE CASE WAS R2 AND THERE WAS A PARTIALLY COMPLETE INTERVIEW IN R2 WITH SPQ BUT NOT A COMPLETE FSQ: IF THE R9 RESPONDENT IS NOT THE SAME AS THE R2 RESPONDENT AND THE R9 RESPONDENT IS NOT A HOUSEHOLD MEMBER FROM THE ORIGINAL HOUSEHOLD MATRIX (THIS IS A NEW HOUSEHOLD MEMBER AND INQ030=0), THE R2 RESPONDENT IS OVERWRITTEN BY THE R9 RESPONDENT. THE R9 RESPONDENT GETS PLACED AT THE END OF THE ROSTER AND IS DESIGNATED WITH THE "RESPONDENT" IN THEIR ROSTER SPOT.

3. ADD AS THE 6TH COLUMN TO THE MATRIX, 'STILL HERE.'

4. THE CURSOR SHOULD START AT THE 'STILL HERE' COLUMN FOR THE FIRST PERSON LISTED IN THE

MATRIX.

5. DISPLAY BRACKETS [] AROUND THE FIRST TWO PARAGRAPHS WHENEVER IN THE 'STILL HERE' COLUMN FOR SOMEONE OTHER THAN THE FIRST PERSON LISTED ON THE MATRIX. (THE FIRST TWO PARAGRAPHS SHOULD BE DISPLAYED WITHOUT THE BRACKETS WHEN YOU FIRST ARRIVE AT THIS QUESTION.)

6. ADD AS THE 7TH COLUMN TO THE MATRIX, 'REASON LEFT'(FSQ.015).

7. IF THE 'STILL HERE' COLUMN IS CODED 'NO', THE CURSOR SHOULD MOVE RIGHT TO THE 'REASON LEFT' COLUMN. IF THE 'STILL HERE' IS CODED 'YES', THE CURSOR SHOULD MOVE TO THE 'STILL HERE' COLUMN FOR THE NEXT PERSON ON THE MATRIX (THE 'REASON LEFT' COLUMN DOES NOT NEED TO BE COMPLETED IN THIS INSTANCE). IF THERE IS NO ONE ELSE LEFT TO ASK ABOUT, THE CURSOR SHOULD GO TO FSQ020 AND THE NEXT BLANK LINE IN THE MATRIX.

8. ADD AS THE 8TH COLUMN TO THE MATRIX, 'REASON LEFT OTHER' (FSQ.015OS).

9. THE MATRIX CANNOT HAVE MORE THAN 25 ROW ENTRIES.

10. IF QUESTION IS ABOUT THE RESPONDENT AND INQ.030 NE 0 (RESPONDENT IS NOT A NEW HOUSEHOLD MEMBER) AND FSQ.010 = 2 (NOT IN HH), DISPLAY ERROR MESSAGE: "THIS PERSON CANNOT BE THE RESPONDENT AND NOT BE IN THE HOUSEHOLD."

FSQ015

QUESTION TEXT:

Why is {NAME} no longer living in this household?

CODES

- | | |
|----|------------------------------------------------------|
| 1 | SEPARATION OR DIVORCE |
| 2 | ATTENDING COLLEGE OR BOARDING SCHOOL |
| 3 | LIVING ELSEWHERE FOR EMPLOYMENT -
RELATED REASONS |
| 4 | DECEASED |
| 5 | MOVED ON/MOVED ELSEWHERE |
| 6 | ROSTER ERROR (PERSON SHOULD NOT BE
LISTED) |
| 7 | MOVED BACK WITH PARENT(S)/MOVED WITH
OTHER PARENT |
| 8 | IN JAIL OR PRISON |
| 9 | RESPONDENT MOVED OUT OF THIS PERSON'S
HOUSEHOLD |
| 91 | SOME OTHER REASON (SPECIFY)
REFUSED
DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

1. DISPLAY THIS QUESTION WHENEVER IN THE 'REASON LEFT' COLUMN.
2. ONCE THIS ITEM IS CODED, THE CURSOR SHOULD MOVE TO THE 'STILL HERE' COLUMN FOR THE NEXT PERSON ON THE MATRIX.
3. HOWEVER, IF SOME OTHER REASON IS CODED, THEN FSQ015OS MUST FIRST BE COMPLETED BEFORE

FSQ015OS

QUESTION TEXT:

[Why is {NAME} no longer living in this household?]

ENTER OTHER REASON.

ENTER TEXT

Length

50

PROGRAMMER INSTRUCTIONS:

1. DISPLAY 'REASON LEFT OTHER' AS THE 8TH COLUMN IN THE MATRIX.
2. DISPLAY THIS QUESTION WHENEVER IN THE 'REASON LEFT OTHER' COLUMN.
3. THIS COLUMN ONLY NEEDS TO BE COMPLETED IF CODE 91 IS SELECTED AS A REASON IN THE 'REASON LEFT' COLUMN.

FSQ020

QUESTION TEXT:

{Other than the people I just asked about, is there anyone else currently living in this household? For example, anyone who has moved in or any babies born since our last interview? Please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}

{Now I have a few questions about your household. We have noted that you and {CHILD} currently live in this household. First I'd like to ask you some questions about yourself, then I'd like you to please tell me the names and ages of all the other people who normally live here. Please do not include anyone staying here temporarily who usually lives somewhere else.}

{PROBE: Anyone else (living in this household)?}
{ENTER FIRST NAME OF NEW HOUSEHOLD MEMBER OR PRESS ENTER IF MATRIX IS COMPLETE.}

{YOU WILL NEED TO ENTER THE NAME, AGE, AND SEX OF EACH HOUSEHOLD MEMBER NAMED BEFORE LEAVING THE MATRIX.}

{PRESS ENTER TO RECORD THE AGE AND SEX OF THE RESPONDENT OR PRESS THE DOWN ARROW KEY TO ADD A HOUSEHOLD MEMBER.}

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

1. DISPLAY THE HOUSEHOLD MATRIX (PERSON TYPE, FIRST NAME, LAST NAME, AGE, AND SEX COLUMNS.)
2. THE INTERVIEWER CAN ADD UP TO 25 ROW ENTRIES.

3. THE INTERVIEWER CAN MOVE ALL AROUND THE MATRIX USING THE ARROW KEYS (EXCEPT ON PROTECTED FIELDS).

4. IF, ACCORDING TO THE PRELOAD, A CASE HAS COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-K, SPRING-K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE:

a. DISPLAY FIRST PARAGRAPH "Other... else." WHEN YOU FIRST ARRIVE AT FSQ020. ALSO DISPLAY THIS PARAGRAPH IN BRACKETS [] WHENEVER YOU ARE IN THE FIRST NAME COLUMN FOR ANY PERSON OTHER THAN PERSON NUMBER 1 (THE RESPONDENT).

b. DISPLAY ALL HOUSEHOLD MEMBERS AND ASSOCIATED INFORMATION AS COLLECTED IN THE MOST RECENT PARENT INTERVIEW (IN SPRING-FOURTH GRADE, SPRING-THIRD GRADE, SPRING-SECOND GRADE, SPRING-FIRST GRADE, SPRING-KINDERGARTEN OR FALL-KINDERGARTEN) INCLUDING PRELOADED GENDER AND AGE VARIABLES (FOR CHILD'S AGE, CALCULATE AGE FROM PRELOADED BIRTHDATE) OR VARIABLES UPDATED IN SPRING-FIFTH GRADE INQ (INQ.060, INQ.070, INQ.130) FOR THE CHILD AND THE RESPONDENT. HOWEVER, DO NOT DISPLAY THE NAMES OF THOSE HH MEMBERS THAT WERE CODED '2' AT FSQ010 (NOT IN HH ANYMORE).

IF THE MOST RECENT INTERVIEW FOR THE RESPONDENT WAS ONE WITHOUT A COMPLETE FSQ SECTION (R4A, R3A INTERVIEW OR R2 INTERVIEW WITH ONLY SPQ AND NOT A COMPLETE FSQ), BUT THE CASE HAD A COMPLETE FSQ SECTION FROM A PREVIOUS ROUND, USE THE SAME INSTRUCTIONS AS SHOWN IN FSQ010 2a AND COLLECT THE AGE AND SEX FOR THE RESPONDENT.

c. ALL PREVIOUS HH MEMBER ROWS SHOULD BE PROTECTED. THE CURSOR SHOULD APPEAR ON THE FIRST BLANK FIRST NAME COLUMN.

d. WHEN ON THE FIRST BLANK FIRST NAME COLUMN DISPLAY "PROBE: ... household?"; "ENTER FIRST... COMPLETE."

e. WHEN ON THE SECOND BLANK FIRST NAME COLUMN, THE PROBE AND SCREEN INSTRUCTION CITED IN "d" ABOVE SHOULD ALSO CONTINUE TO BE DISPLAYED.

5. IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-K, SPRING-K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE:

a. DISPLAY THE SECOND PARAGRAPH "Now... else." WHEN YOU FIRST ARRIVE AT FSQ020. ALSO DISPLAY THIS PARAGRAPH IN BRACKETS [] WHENEVER YOU ARE IN THE FIRST NAME COLUMN FOR ANY PERSON OTHER THAN PERSON NUMBER 1 (THE RESPONDENT).

b. DISPLAY THE RESPONDENT'S FIRST AND LAST NAMES IN THE APPROPRIATE COLUMNS (COLLECTED AT INQ060 OR INQ070). DISPLAY 'R' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE RESPONDENT.

IF THE MOST RECENT INTERVIEW FOR A HOUSEHOLD DID NOT HAVE A COMPLETE FSQ SECTION, THE PREVIOUS ROUND RESPONDENT WILL BE IN THE FIRST ROW OF THE HOUSEHOLD MATRIX AND WE WILL COLLECT THAT PERSON'S AGE AND SEX. IF THE RESPONDENT CHANGES IN THE CURRENT ROUND, THE PREVIOUS ROUND RESPONDENT'S INFORMATION WILL BE OVERWRITTEN AND WE WILL COLLECT THAT PERSON'S AGE AND SEX.

c. DISPLAY THE NAME OF THE FOCAL CHILD IN THE SECOND ROW OF THE FIRST AND LAST NAME COLUMNS (FROM INQ.130). DISPLAY 'C' IN THE FIRST COLUMN TO INDICATE THAT PERSON IS THE FOCAL CHILD. DISPLAY THE PRELOADED AGE AND SEX OF THE CHILD IN THE APPROPRIATE COLUMNS OF THE SECOND ROW. THIS ROW IS PROTECTED.

d. DISPLAY "YOU WILL NEED... THE MATRIX." AND "PRESS ENTER TO... A HOUSEHOLD MEMBER" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR PERSON NUMBER 1.

e. DISPLAY "ENTER FIRST NAME... IF MATRIX IS COMPLETE." WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR A ROW OTHER THAN PERSON NUMBER 1 (THE FIRST BLANK ROW AFTER CHILD).

f. DISPLAY "PROBE:... household)?" WHENEVER THE CURSOR IS POSITIONED IN THE FIRST NAME COLUMN FOR SOMEONE OTHER THAN PERSON NUMBER 1 OR THE FIRST HOUSEHOLD MEMBER ADDED AFTER THE CHILD.

FSQ025

QUESTION TEXT:

ENTER LAST NAME OF {NAME}.

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

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

FSQ030

QUESTION TEXT:

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

ENTER AGE OF {NAME}.

{ENTER ZERO IF PERSON'S AGE IS LESS THAN ONE YEAR.}

ENTER NUMBER

Range

0 to 120

Soft Range

18 to 100

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

DISPLAY "are you" WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR THE RESPONDENT'S ROW AND "is {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT'S ROW.

DISPLAY "ENTER ZERO... ONE YEAR." WHEN THE CURSOR IS POSITIONED IN THE AGE COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT.

SOFT RANGE FOR RESPONDENT'S AGE IS 18 TO 100. IF AGE IS OUTSIDE THIS RANGE, DISPLAY MESSAGE: "RESPONDENT'S AGE IS OUTSIDE THE RANGE OF 18 TO 100. PLEASE VERIFY BEFORE CONTINUING."

HARD RANGE FOR PERSONS OTHER THAN THE RESPONDENT IS: 0 to 120.

FSQ040

QUESTION TEXT:

CODE IF OBVIOUS. OTHERWISE, ASK: {Are you/Is {NAME} male or female?}

ENTER SEX OF {NAME}.

CODES

- 1 MALE
- 2 FEMALE
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY THIS QUESTION WHEN THE CURSOR IS POSITIONED IN THE SEX COLUMN.

DISPLAY "Are you" WHEN THE CURSOR IS POSITIONED IN THE SEX COLUMN FOR THE RESPONDENT'S ROW AND "Is {NAME}" (DISPLAY THE APPROPRIATE FIRST NAME) WHEN THE CURSOR IS POSITIONED IN THE SEX COLUMN FOR SOMEONE OTHER THAN THE RESPONDENT'S ROW.

FSQ045

QUESTION TEXT:

CHECK HOUSEHOLD MATRIX. IF HOUSEHOLD MATRIX IS COMPLETE, PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length 1

FSQ060

QUESTION TEXT:

Have we missed anyone who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

CODES

- | | | |
|---|------------|--------|
| 1 | YES | FSQ020 |
| 2 | NO | FSQ110 |
| | REFUSED | FSQ110 |
| | DON'T KNOW | FSQ110 |

PROGRAMMER INSTRUCTIONS:

IF YES, DISPLAY "PLEASE RETURN TO MATRIX AND ENTER PERSON MISSED." "PRESS G TO RETURN TO MATRIX." and "PRESS C TO CANCEL."

FSQ110

QUESTION TEXT:

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

CODES

1	YES	FSQ120
2	NO	BOX2
	REFUSED	Box 2
	DON'T KNOW	Box 2

PROGRAMMER INSTRUCTIONS:

HARD CHECK: IF "1" IS ENTERED, MUST BE AT LEAST ONE PERSON BESIDES THE RESPONDENT AND CHILD THAT IS AT LEAST 16 YEARS OLD OR AGE UNKNOWN. IF NO OTHER MEMBER OF THE HOUSEHOLD MEETS THAT CRITERIA, DISPLAY ERROR MESSAGE: "NO HOUSEHOLD MEMBERS ARE AGE APPROPRIATE FOR SPOUSE. BACKUP AND ADD PERSON (IF PART OF HOUSEHOLD)."

FSQ120

QUESTION TEXT:

Who in the household is your spouse or partner?

ENTER THE NUMBER NEXT TO THE NAME OF THE PERSON WHO IS {RESPONDENT}'S SPOUSE/PARTNER.

IF NAME NOT LISTED, BACK UP AND ADD PERSON (IF PART OF HOUSEHOLD).

CODES

1	{DISPLAY HH MEMBER NAME 1}
2	{DISPLAY HH MEMBER NAME 2}
3	{DISPLAY HH MEMBER NAME 3}
4	{DISPLAY HH MEMBER NAME 4}
5	{DISPLAY HH MEMBER NAME 5}
6	{DISPLAY HH MEMBER NAME 6}
7	{DISPLAY HH MEMBER NAME 7}
8	{DISPLAY HH MEMBER NAME 8}
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY HOUSEHOLD MEMBERS 16 YEARS OF AGE OR OLDER AS RESPONSE CATEGORY CHOICES. INCLUDE THOSE WITH REFUSED/DON'T KNOW ANSWERS FOR AGE AND DISPLAY "(AGE UNKNOWN)" NEXT TO THE NAME. (LINES FOR 8 HH MEMBERS ARE SHOWN BELOW, BUT UP TO 25 SHOULD BE DISPLAYED DEPENDING ON THE HOUSEHOLD). DO NOT DISPLAY THE NAMES OF HOUSEHOLD MEMBERS CODED AS NO LONGER LIVING IN THE HOUSEHOLD AT FSQ.010.

DO NOT DISPLAY THE RESPONDENT'S NAME.

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

DISPLAY THE RESPONDENT'S FIRST NAME FOR {RESPONDENT}.

ALLOW FOR REFUSED OR DON'T KNOW ANSWERS.

BOX 2

IF THE CASE HAD COMPLETE FSQ DATA IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE AND THE RESPONDENT WAS IN THE HOUSEHOLD IN THE MOST RECENT INTERVIEW WITH FSQ DATA AND HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT INTERVIEW WITH FSQ DATA: STEP OR FOSTER MOTHER OR FATHER, OTHER MALE OR FEMALE PARENT OR GUARDIAN, BOYFRIEND OR GIRLFRIEND OF PARENT, OTHER RELATIVE, OR NON-RELATIVE [(FSQ.140 = 3, 4, OR 5) OR (FSQ.150 = 3, 4, OR 5) OR (FSQ.130 = 5, 6, 12, OR 13)], GO TO FSQ.121.

ELSE, GO TO BOX 2A.

FSQ121

QUESTION TEXT:

During our last interview with this household (or family), it was reported that you were {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/the female guardian of {CHILD}/the male guardian of {CHILD}}/{CHILD}'s relative, but not a guardian/not related to {CHILD}}/{CHILD}'s {RELATIONSHIP}. Has there been a change in your relationship to {CHILD}?

PROBE: For example, we mean changes in relationship such as becoming a step-parent, adoptive parent, or guardian of {CHILD}.

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

USE THE FOLLOWING DISPLAYS BASED ON PRELOAD INFORMATION FROM THE MOST RECENT COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE: IF FSQ.130 = 5 OR FSQ.180 = 1, DISPLAY "the girlfriend or female partner of {CHILD}'s parent or guardian." ELSE, IF FSQ.130 = 6 OR FSQ.180 = 2, DISPLAY "the boyfriend or male partner of {CHILD}'s parent or guardian." ELSE, IF FSQ.180 = 3, DISPLAY "the female guardian of {CHILD}." ELSE, IF FSQ.180 = 4, DISPLAY "the male guardian of {CHILD}." ELSE, IF FSQ.130 = 12, DISPLAY "{CHILD}'s relative, but not a guardian." ELSE, IF FSQ.130 = 13, DISPLAY "not related to {CHILD}." ELSE, USE THE DISPLAY FOR "{CHILD}'s {RELATIONSHIP}" AND DO THE FOLLOWING: IF FSQ.140 = 3, DISPLAY "stepmother." IF FSQ.140 = 4, DISPLAY "foster mother or female guardian." IF FSQ.140 = 5, DISPLAY "other female parent or guardian." IF FSQ.150 = 3, DISPLAY "stepfather." IF FSQ.150 = 4, DISPLAY "foster father or male guardian." IF FSQ.150 = 5, DISPLAY "other male parent or guardian."

BOX 2A

IF THE CASE HAD COMPLETE FSQ DATA IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD, OR SPRING-FOURTH GRADE AND THE CURRENT SPOUSE OR PARTNER WAS IN THE HOUSEHOLD IN THE MOST RECENT INTERVIEW WITH COMPLETE FSQ DATA AND HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT FSQ DATA: STEP OR FOSTER MOTHER/FATHER, BOYFRIEND/GIRLFRIEND OF PARENT, OTHER RELATIVE, OR NON-RELATIVE [(FSQ.140 = 3, 4, OR 5) OR (FSQ.150 = 3, 4, OR 5) OR (FSQ.130 = 5, 6, 12, OR 13)], GO TO FSQ.122.

ELSE, GO TO BOX 3.

FSQ122**QUESTION TEXT:**

During our last interview with this household (or family), it was reported that {NAME OF SPOUSE/PARTNER} was {the girlfriend or female partner of {CHILD}'s parent or guardian/the boyfriend or male partner of {CHILD}'s parent or guardian/{CHILD}'s relative, but not a guardian/ the female guardian of {CHILD}/the male guardian of {CHILD}/not related to {CHILD}/{CHILD}'s {RELATIONSHIP}}. Has there been a change in the relationship of {NAME OF SPOUSE/PARTNER} to {CHILD}?

IF THE RESPONDENT SAYS THAT THE PERSON SHOWN IN THIS QUESTION IS NOT HIS/HER CURRENT SPOUSE/PARTNER, BACK UP TO FSQ120 AND ASK WHO THE SPOUSE/PARTNER IS.

PROBE: For example, we mean changes in relationship such as becoming a step-parent, adoptive parent, or guardian of {CHILD}.

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

USE THE FOLLOWING DISPLAYS BASED ON PRELOAD INFORMATION FROM THE MOST RECENT COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE: IF FSQ.130 = 5 OR FSQ.180 = 1, DISPLAY "the girlfriend or female partner of {CHILD}'s parent or guardian." ELSE, IF FSQ.130 = 6 OR FSQ.180 = 2, DISPLAY "the boyfriend or male partner of {CHILD}'s parent or guardian." ELSE, IF FSQ.180 = 3, DISPLAY "the female guardian of {CHILD}." ELSE, IF FSQ.180 = 4, DISPLAY "the male guardian of {CHILD}." ELSE, IF FSQ.130 = 12, DISPLAY "{CHILD}'s relative, but not a guardian." ELSE, IF FSQ.130 = 13, DISPLAY "not related to {CHILD}." ELSE, USE THE DISPLAY FOR "{CHILD}'s {RELATIONSHIP}" AND DO THE FOLLOWING: IF FSQ.140 = 3, DISPLAY "stepmother." IF FSQ.140 = 4, DISPLAY "foster mother or female guardian." IF FSQ.140 = 5, DISPLAY "other female parent or guardian." IF FSQ.150 = 3, DISPLAY "stepfather." IF FSQ.150 = 4, DISPLAY "foster father or male guardian." IF FSQ.150 = 5, DISPLAY "other male parent or guardian."

BOX 3

IF IT IS [A CASE THAT HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE AND ((THERE WERE NEW HOUSEHOLD MEMBERS ADDED TO FSQ.020 IN THE CURRENT INTERVIEW) OR (THE RESPONDENT OR SPOUSE/PARTNER HAS A NEW RELATIONSHIP TO THE CHILD (FSQ.121 = 1 OR FSQ.122 = 1)))] OR (A CASE WITHOUT COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD, OR SPRING-FOURTH GRADE INTERVIEW), GO TO LOOP1.

ELSE, GO TO BOX 4A.

LOOP 1

IF A CASE WITHOUT COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD, OR SPRING-FOURTH GRADE INTERVIEW ASK FSQ.130 - FSQ.180 FOR EACH PERSON ENUMERATED ON THE HOUSEHOLD MATRIX (AT FSQ.020) WHO IS NOT THE FOCAL CHILD.

ELSE, IF IT IS A CASE THAT HAD COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE INTERVIEW, ASK FSQ.130 - FSQ.180 FOR [(EACH NEW PERSON ENUMERATED ON THE HOUSEHOLD MATRIX (AT FSQ.020) WHO IS NOT THE FOCAL CHILD) AND (EACH OLD PERSON WHO HAS A NEW RELATIONSHIP TO THE CHILD (FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON))].

FSQ130

HELP AVAILABLE

QUESTION TEXT:

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

{CODE RELATIONSHIP OF NEW HOUSEHOLD MEMBERS ONLY.}

HELP TEXT:

Mother/Female Guardian: The female primarily responsible for the child. Includes birth or biological mothers, adoptive, step, foster, and other mothers, as well as legal female guardians.

Father/Male Guardian: The male primarily responsible for the child. Includes birth or biological fathers, adoptive, step, foster, and other fathers, as well as legal male guardians.

Sister: Include biological (full, half), adoptive, step, and foster sisters.

Brother: Include biological (full, half), adoptive, step, and foster brothers.

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

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

Grandmother: The female parent of the child's biological or adoptive mother or father. In the case of a step-grandmother, code the relationship as you would a grandmother (code 7). For this survey, we code that person as a grandparent because we don't distinguish between biological, adoptive, or step grandparents.

Grandfather: The male parent of the child's biological or adoptive mother or father. In the case of a step-grandfather, code the relationship as you would a grandfather (code 8). For this survey, we code that person as a grandparent because we don't distinguish between biological, adoptive, or step grandparents.

Aunt: The sister of the child's biological or adoptive mother or father or the wife of the child's uncle.

Uncle: The brother of the child's biological or adoptive mother or father or the husband of the child's aunt.

Cousin: A child of the focal child's uncle, aunt, or cousin.

Other Relative: Refers to relationships that aren't specifically listed, such as great grandmother, great grandfather, niece, or nephew. In the case of a step-grandparent, code the relationship as you would a grandparent (code 7 for grandmother, code 8 for grandfather).

Other Non-relative: Refers to the relationship between two people when there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married). It also refers to more ambiguous relationships that exist where there are two people living together as married and they have children. For example, the child's father and the father's girlfriend (who is not the child's mother) live together as married and the girlfriend's daughter lives with them. The relationship of the girlfriend's daughter to the child would be siblings if they were married, but since the father and the girlfriend are not married, the daughter is an "other non-relative." If the "other non-relative" is coded, you will receive a list of other codes to use if they are more descriptive than "other non-relative."

CODES

1	MOTHER/FEMALE GUARDIAN	FSQ140
2	FATHER/MALE GUARDIAN	FSQ150
3	SISTER	FSQ160
4	BROTHER	FSQ170
5	GIRLFRIEND OR FEMALE PARTNER OF {CHILD}'S PARENT/GUARDIAN	BOX 4
6	BOYFRIEND OR MALE PARTNER OF {CHILD}'S PARENT/GUARDIAN	BOX 4
7	GRANDMOTHER	BOX 4
8	GRANDFATHER	BOX 4
9	AUNT	BOX 4
10	UNCLE	BOX 4
11	COUSIN	BOX 4
12	OTHER RELATIVE	BOX 4
13	OTHER NON-RELATIVE	FSQ180

PROGRAMMER INSTRUCTIONS:

DISPLAY "Mother/Female Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Father /Male Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Brother:" IN THE HELP TEXT IN BOLD TEXT

DISPLAY "Girlfriend or Female Partner of CHILD's Parent/Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Boyfriend or Male Partner of CHILD's Parent/Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Grandmother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Grandfather:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Aunt:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Uncle:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Cousin:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Relative:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Non-Relative:" IN THE HELP TEXT IN BOLD TEXT.

REFUSED AND DON'T KNOW ARE DISALLOWED FOR FSQ130.

1. IF, ACCORDING TO THE PRELOAD, A CASE HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE OR ALL:

- a. DO NOT DISPLAY THE NAMES OF HH MEMBERS NOT LIVING IN THE HOUSEHOLD (CODED '2' AT FSQ010).
- b. THE NAMES OF HOUSEHOLD MEMBERS COLLECTED IN THE MOST RECENTLY COMPLETED FSQ DATA SHOULD BE PROTECTED.
- c. THE RELATIONSHIPS OF HOUSEHOLD MEMBERS COLLECTED IN THE MOST RECENTLY COMPLETED FSQ DATA SHOULD BE PROTECTED UNLESS THERE HAS BEEN A CHANGE IN RELATIONSHIP FOR THE RESPONDENT OR SPOUSE/PARTNER TO THE FOCAL CHILD (FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON). IF FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON, ALLOW THE RELATIONSHIP FIELD TO BE CHANGED.
- d. THE CURSOR SHOULD START IN THE FIELD FOR FIRST PERSON WITH A RELATIONSHIP CHANGE (IF FSQ.121 = 1 OR FSQ.122 = 1 FOR THAT PERSON) AND THEN MOVE TO THE FIELD FOR THE FIRST NEW PERSON ADDED AT FSQ020 THIS ROUND. IF THERE IS NO ONE WITH A RELATIONSHIP CHANGE, START IN THE FIELD FOR THE FIRST NEW PERSON ADDED AT FSQ020 THIS ROUND.
- e. DISPLAY "CODE RELATIONSHIP... ONLY."
- f. DISPLAY "your" IF LOOPING ON A NEW RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" USING THE NAME OF THE NEW HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

2. IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE COMPLETE FSQ DATA FROM A PARENT INTERVIEW IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE:

- a. DISPLAY ALL NAMES COLLECTED AT FSQ.020.
- b. THE CURSOR SHOULD BEGIN IN THE COLUMN FOR THE RELATIONSHIP OF THE RESPONDENT TO THE CHILD.
- c. DISPLAY "your" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

CONSISTENCY CHECK: IF FSQ.040 = 1 (MALE) FOR THE SUBJECT OF THIS QUESTION, FSQ.130 SHOULD NOT EQUAL 1, 3, 5, 7, OR 9. ELSE, IF FSQ.040 = 2 (FEMALE) FOR THE SUBJECT OF THIS QUESTION, FSQ.130 SHOULD NOT EQUAL 2, 4, 6, 8, OR 10. IF ANY ANSWERS VIOLATE THESE RULES, DISPLAY MESSAGE: "THIS PERSON CANNOT BE CODED AS BOTH A {RELATIONSHIP FROM FSQ.130} AND A {SEX FROM FSQ.040}. PLEASE VERIFY INFORMATION AND CHANGE THE RELATIONSHIP OR SEX, AS NECESSARY."

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "7" OR "8" (GRANDMOTHER OR GRANDFATHER), SOFT AGE RANGE IS 30-120. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A GRANDPARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "5" (GIRLFRIEND OR FEMALE PARTNER OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A GIRLFRIEND OR FEMALE PARTNER OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "6" (BOYFRIEND OR MALE

PARTNER OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A BOYFRIEND OR MALE PARTNER OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

CONSISTENCY CHECK: IF [(A NEW HOUSEHOLD MEMBER IS ADDED WITH FSQ130=1 OR FSQ130=1 FOR AN OLD HOUSEHOLD MEMBER WITH A RELATIONSHIP CHANGE THIS ROUND (FSQ121 = 1 OR FSQ122 = 1 FOR THIS PERSON)) AND (THERE IS ALREADY SOMEONE IN THE HOUSEHOLD WITH FSQ130=1)] OR (TWO NEW HOUSEHOLD MEMBERS ARE ADDED WITH FSQ130=1), DISPLAY MESSAGE: "TWO MOTHER/FEMALE GUARDIANS ARE IN THE SAME HOUSEHOLD. IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHOOSE A DIFFERENT RELATIONSHIP CODE."

CONSISTENCY CHECK: IF [(A NEW HOUSEHOLD MEMBER IS ADDED WITH FSQ130=2 OR FSQ130=2 FOR AN OLD HOUSEHOLD MEMBER WITH A RELATIONSHIP CHANGE THIS ROUND (FSQ121 = 1 OR FSQ122 = 1 FOR THIS PERSON)) AND (THERE IS ALREADY SOMEONE IN THE HOUSEHOLD WITH FSQ130=2)] OR (TWO NEW HOUSEHOLD MEMBERS ARE ADDED WITH FSQ130=2), DISPLAY MESSAGE: "TWO FATHER/MALE GUARDIANS ARE IN THE SAME HOUSEHOLD. IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHOOSE A DIFFERENT RELATIONSHIP CODE."

FSQ140

HELP AVAILABLE

QUESTION TEXT:

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

HELP TEXT:

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

Adoptive Mother: The female who has taken the child into her own family by legal process to raise as her own child.

Step Mother: The female other than the child's mother who is married to the child's father.

Foster Mother: The female with whom the child is placed temporarily, usually through a social service agency and/or a court.

Female Guardian: The female legally placed in charge of the affairs of the child.

Other Female Parent or Guardian: This person acts as the mother of the child, but does not fit into one of the other categories. For example, in a household with two mothers, one of the mothers may not classify herself as biologically related and she may not be legally in charge of the affairs of the child even though she is another parent to the child. This category may also be used if a mother has a child through a surrogate mother, or with a donated egg, and does not classify the child as biologically related or adopted through a legal process.

CODES

1	Biological or birth mother,	BOX 4
2	Adoptive mother,	BOX 4
3	Step mother,	BOX 4
4	Foster mother or female guardian, or	BOX 4
5	Other female parent or guardian?	BOX 4
	REFUSED	BOX 4
	DON'T KNOW	BOX 4

PROGRAMMER INSTRUCTIONS:

DISPLAY “Biological or Birth Mother:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Adoptive Mother:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Step Mother:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Foster Mother:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Female Guardian:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Other Female Parent or Guardian:” IN THE HELP TEXT IN BOLD TEXT.

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

CONSISTENCY CHECK: IF FSQ.140 = 1, THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 50 YEARS OLDER THAN THE CHILD IN A SOFT RANGE CHECK. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE MOTHER WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY. ELSE, IF FSQ.140 = 2-5, THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 70 YEARS OLDER THAN THE CHILD. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE MOTHER OR FEMALE GUARDIAN WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

FSQ150

HELP AVAILABLE

QUESTION TEXT:

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

HELP TEXT:

Biological or Birth Father: Child's male biological parent. A father who used a surrogate mother to have his biological child is a biological or birth father and should be coded here.

Adoptive Father: The male who has taken the child into his own family by legal process to raise as his own child.

Step Father: The male other than the child's father who is married to the child's mother.

Foster Father: The male with whom the child is placed temporarily, usually through a social service agency and/or a court.

Male Guardian: The male legally placed in charge of the affairs of the child.

Other Male Parent or Guardian: This person acts as the father of the child, but does not fit into one of the other categories. For example, in a household with two fathers, one of the fathers may not classify himself as biologically related and he may not be legally in charge of the affairs of the child even though he is another parent to the child. This category may also be used if a father has a child through a surrogate mother, or with donated sperm, and does not classify the child as biologically related or adopted through a legal process.

CODES

1	Biological or birth father,	BOX 4
2	Adoptive father,	BOX 4
3	Step father,	BOX 4

4	Foster father or male guardian, or	BOX 4
5	Other male parent or guardian?	BOX 4
	REFUSED	BOX 4
	DON'T KNOW	BOX 4

PROGRAMMER INSTRUCTIONS:

DISPLAY “Biological or Birth Father:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Adoptive Father:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Step Father:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Foster Father:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Male Guardian:” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “Other Male Parent or Guardian:” IN THE HELP TEXT IN BOLD TEXT.

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

CONSISTENCY CHECK: IF FSQ.150 = 1-5, THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD’S AGE USING A SOFT EDIT. IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: THE FATHER OR MALE GUARDIAN WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY.

FSQ160

HELP AVAILABLE

QUESTION TEXT:

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

HELP TEXT:

Full Sister: A female with whom the child shares the same biological parents.

Half Sister: A female with whom the child shares one biological parent.

Step Sister: A female to whom the child is unrelated except by the marriage of one biological parent.

Adoptive Sister: A female to whom the child is unrelated except that they are in the same family in which she or the child has been legally adopted by the family.

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

CODES

1	Full sister,	BOX 4
2	Half sister,	BOX 4
3	Step sister,	BOX 4
4	Adoptive sister, or	BOX 4
5	Foster sister?	BOX 4
	REFUSED	BOX 4

PROGRAMMER INSTRUCTIONS:

DISPLAY "Full Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Half Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Step Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Adoptive Sister:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Foster Sister:" IN THE HELP TEXT IN BOLD TEXT.

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

FSQ170**HELP AVAILABLE****QUESTION TEXT:**

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

HELP TEXT:

Full Brother: A male with whom the child shares the same biological parents.

Half Brother: A male with whom the child shares one biological parent.

Step Brother: A male to whom the child is unrelated except by the marriage of one biological parent.

Adoptive Brother: A male to whom the child is unrelated except that they are in the same family in which he or the child has been legally adopted by the family.

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

CODES

1	Full brother,	BOX 4
2	Half brother,	BOX 4
3	Step brother,	BOX 4
4	Adoptive brother, or	BOX 4
5	Foster brother?	BOX 4
	REFUSED	BOX 4
	DON'T KNOW	BOX 4

PROGRAMMER INSTRUCTIONS:

DISPLAY "Full Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Half Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Step Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Adoptive Brother:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Foster Brother:" IN THE HELP TEXT IN BOLD TEXT.

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

FSQ180

HELP AVAILABLE

QUESTION TEXT:

CODE NON-RELATIVE RELATIONSHIP BELOW IF MORE DESCRIPTIVE.

HELP TEXT:

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

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

Female Guardian: The female legally placed in charge of the affairs of the child.

Male Guardian: The male legally placed in charge of the affairs of the child.

Daughter/son of CHILD's Parent's Partner: The child of the person who has a "partner-like" relationship with one of the child's parents or guardians.

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

Other Non-relative: If one of the codes for non-relative above does not better describe the relationship of the person to the child, and there is no family relationship through blood, marriage, adoption, or partnership (i.e., living together as married), use this code.

CODES

1	GIRLFRIEND OR FEMALE PARTNER OF {CHILD}'S PARENT/GUARDIAN	BOX4
2	BOYFRIEND OR MALE PARTNER OF {CHILD}'S PARENT/GUARDIAN	BOX4
3	FEMALE GUARDIAN	BOX4
4	MALE GUARDIAN	BOX4
5	DAUGHTER/SON OF {CHILD}'S PARENT'S PARTNER	BOX4
6	OTHER RELATIVE OF {CHILD}'S PARENT'S PARTNER	BOX4
91	OTHER NON-RELATIVE (SPECIFY)	FSQ181
	REFUSED	BOX 4
	DON'T KNOW	BOX 4

PROGRAMMER INSTRUCTIONS:

DISPLAY "Girlfriend or Female Partner of CHILD's Parent/Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Boyfriend or Male Partner of Child's Parent/Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Female Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Male Guardian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Daughter/son of CHILD's Parent's Partner:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Relative of CHILD's parent's partner:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Non-relative:" IN THE HELP TEXT IN BOLD TEXT.

IF FSQ.180 IS CODED 1 (GIRLFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 5.

IF FSQ.180 IS CODED 2 (BOYFRIEND), FLAG RESPONSE TO FSQ.130 AS CODE 6.

IF FSQ.180 IS CODED 3 (FEMALE GUARDIAN), FLAG RESPONSE TO FSQ.130 AS CODE 1 AND RESPONSE TO FSQ.140 AS CODE 4.

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

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "1" (GIRLFRIEND OR FEMALE PARTNER OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A GIRLFRIEND OR FEMALE PARTNER OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

CONSISTENCY CHECK: IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "2" (BOYFRIEND OR MALE PARTNER OF THE CHILD'S PARENT/GUARDIAN), SOFT AGE RANGE IS 15-100. IF AGE IS NOT IN THAT RANGE, DISPLAY MESSAGE: "UNLIKELY AGE FOR A BOYFRIEND OR MALE PARTNER OF THE CHILD'S PARENT. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY."

ELSE, IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "3", THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD AND AT MOST 70 YEARS OLDER THAN THE CHILD.

IF RELATIONSHIP OF NEW PERSON BEING ENTERED IS "4", THE SOFT RANGE FOR THE AGE OF THIS HOUSEHOLD MEMBER SHOULD BE AT LEAST 10 YEARS OLDER THAN THE CHILD.

IF NOT, DISPLAY MESSAGE: UNLIKELY ANSWER: {FATHER OR MALE GUARDIAN/MOTHER OR FEMALE GUARDIAN} WAS REPORTED TO BE {AGE FROM FSQ.030} YEARS OLD AND THE CHILD IS {CHILD AGE FROM FSQ.020} YEARS OLD. PLEASE CONFIRM INFORMATION AND CORRECT RELATIONSHIP OR AGE, IF NECESSARY. DISPLAY FATHER OR MALE GUARDIAN IF FSQ180=4; DISPLAY MOTHER OR FEMALE GUARDIAN IF FSQ180=3.

CONSISTENCY CHECK: IF ANY ANSWERS VIOLATE THE SEX AND RELATIONSHIP RULES, DISPLAY MESSAGE: "THIS PERSON CANNOT BE CODED AS BOTH A {RELATIONSHIP FROM FSQ.130} AND A {SEX FROM FSQ.040}. PLEASE VERIFY INFORMATION AND CHANGE THE RELATIONSHIP OR SEX, AS NECESSARY."

FSQ181

QUESTION TEXT:

SPECIFY OTHER NON-RELATIVE.

ENTER TEXT

Length

70

BOX 4

END LOOP 1.

ASK FSQ130 - FSQ180 FOR NEXT PERSON ON THE HOUSEHOLD ROSTER WHO IS NOT THE FOCAL CHILD.
IF NO NEXT PERSON, CONTINUE WITH BOX 4A.

BOX 4A

LOOP 2.

IF ANY FOCAL CHILD, RESPONDENT, MOTHER FIGURE, OR FATHER FIGURE, OR RESPONDENT AND RESPONDENT'S SPOUSE (IF NO MOTHER AND FATHER FIGURES) (NEW OR OLD HH MEMBERS) IS MISSING ETHNICITY OR RACE DATA, CONTINUE WITH FSQ.190.
OTHERWISE, GO TO BOX 4B.

FSQ190

HELP AVAILABLE

QUESTION TEXT:

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

CODE HISPANIC OR LATINO FOR NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS WITH MISSING DATA. IF NO NEW PERSONS OR OLD PERSONS WITH MISSING DATA, PRESS ENTER TO CONTINUE.

HELP TEXT:

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

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

IF THE PERSON BEING ASKED ABOUT IS NOT THE FOCAL CHILD, INCLUDE THE HOUSEHOLD MEMBER'S FIRST AND LAST NAME.

DISPLAY "Hispanic or Latino:" IN THE HELP TEXT IN BOLD TEXT.

CAPI MATRIX INSTRUCTIONS:

DISPLAY IN COLUMN 1 EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ.020) WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ.130 OR CODE '3' AT FSQ.180), OR FATHER FIGURE (CODE '2' AT FSQ.130 OR CODE '4' AT FSQ.180).

IF NO MOTHER AND FATHER FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH (A CODE '1' OR '2' AT FSQ.130) OR (CODE '3' OR '4' AT FSQ.180)), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

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

NOTE: DO NOT DISPLAY HOUSEHOLD MEMBERS CODED AS NOT LIVING IN THE HOUSEHOLD AT FSQ.010.

THE CURSOR SHOULD BE POSITIONED ON THE FIRST BLANK FIELD. IF NO BLANK FIELDS, THE CURSOR SHOULD BE POSITIONED ON THE LAST COMPLETED FIELD IN THE MATRIX.

IF, ACCORDING TO THE PRELOAD, A CASE HAD COMPLETE FSQ DATA IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE:

ASK ABOUT HISPANIC OR LATINO ONLY IF NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS MISSING DATA ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT, IF PREVIOUS HOUSEHOLD MEMBERS BECAME THE CHILD'S PARENTS OR THE RESPONDENT, OR IF THERE ARE NO PARENTS, THEN ASK ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW OR MISSING DATA). DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

IF, ACCORDING TO THE PRELOAD, A CASE DID NOT HAVE COMPLETE FSQ DATA IN FALL K, SPRING K, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE:

ASK ABOUT HISPANIC OR LATINO FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES. IF NO MOTHER AND FATHER FIGURES, THEN ASK ABOUT THE FOCAL CHILD, THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF ANY). DISPLAY "Are you" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON.

FSQ195

HELP AVAILABLE

QUESTION TEXT:

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

IF "HISPANIC" or "LATINO" PROBE: Is that White Hispanic, Black Hispanic, both, or something else?

IF RESPONDENT CONTINUES TO SAY "HISPANIC" or "LATINO" AFTER USING THE PROBE ABOVE, CODE AS "DON'T KNOW."

CODE ALL THAT APPLY.

HELP TEXT:

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.

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

Black or African American: A person having origins in any of the Black racial groups of Africa. It includes people who indicate their race as "Black or African American" or report entries such as "Kenyan, Nigerian, or Haitian."

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

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

CODES

- | | |
|---|-------------------------------------------|
| 1 | AMERICAN INDIAN OR ALASKA NATIVE |
| 2 | ASIAN |
| 3 | BLACK OR AFRICAN AMERICAN |
| 4 | NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER |
| 5 | WHITE |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

IF THE PERSON BEING ASKED ABOUT IS NOT THE FOCAL CHILD, INCLUDE THE HOUSEHOLD MEMBER'S FIRST AND LAST NAME.

DISPLAY "American Indian or Alaska Native:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Asian:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Black or African American:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Native Hawaiian or Other Pacific Islander:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "White:" IN THE HELP TEXT IN BOLD TEXT.

CAPI MATRIX INSTRUCTIONS:

DISPLAY IN COLUMN 1 EACH PERSON ENUMERATED ON THE HOUSEHOLD ROSTER (AT FSQ.020) WHO IS THE FOCAL CHILD, RESPONDENT, MOTHER FIGURE (CODE '1' AT FSQ.130 OR CODE '3' AT FSQ.180), OR FATHER FIGURE (CODE '2' AT FSQ.130 OR CODE '4' AT FSQ.180).

IF NO MOTHER AND FATHER FIGURES IN THE HOUSEHOLD (NO HOUSEHOLD MEMBERS WITH A CODE '1' OR '2' AT FSQ.130) OR (CODE '3' OR '4' AT FSQ.180), DISPLAY IN COLUMN 1 THE FOCAL CHILD, THE RESPONDENT, AND THE RESPONDENT'S SPOUSE/PARTNER (HOUSEHOLD MEMBER SELECTED AT FSQ.120, IF ANY).

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

NOTE: DO NOT DISPLAY HOUSEHOLD MEMBERS CODED AS NOT LIVING IN THE HOUSEHOLD AT FSQ.010.

IF THERE WAS COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE, ASK ABOUT RACE ONLY IF NEW HOUSEHOLD MEMBERS OR OLD HOUSEHOLD MEMBERS MISSING DATA ARE THE FOCAL CHILD'S PARENTS OR THE RESPONDENT, IF PREVIOUS HOUSEHOLD MEMBERS BECAME THE CHILD'S PARENTS OR THE RESPONDENT, OR IF THERE ARE NO PARENTS, THEN ABOUT THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF THEY ARE NEW OR MISSING DATA). DISPLAY "your," "you," "consider," AND "yourself" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}", "{NAME}", "considers" AND ("himself" OR "herself") USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. DISPLAY "himself" IF THE PERSON IS MALE AND "herself" IF THE PERSON IS FEMALE. IF SEX IS MISSING, DISPLAY "himself/herself."

IF THERE WAS NOT COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE ASK ABOUT RACE FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES. IF NO MOTHER AND FATHER FIGURES, THEN ASK ABOUT THE FOCAL CHILD, THE RESPONDENT AND RESPONDENT'S SPOUSE/PARTNER (IF ANY). DISPLAY "your," "you," "consider", AND "yourself" IF LOOPING ON THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}," "{NAME}," "considers" AND ("himself" OR "herself") USING THE NAME OF THE HOUSEHOLD MEMBER THAT IS BEING LOOPED ON. DISPLAY "himself" IF THE PERSON IS MALE AND "herself" IF THE PERSON IS FEMALE. IF SEX IS MISSING, DISPLAY "himself/herself."

BOX 4B

END LOOP 2.

ASK FSQ.190 – FSQ.195 FOR NEXT PERSON WHO IS THE FOCAL CHILD, MOTHER FIGURE, FATHER FIGURE, OR RESPONDENT OR RESPONDENT'S SPOUSE (IF NO MOTHER OR FATHER FIGURES) (NEW OR OLD HH MEMBERS) WHOSE ETHNICITY OR RACE DATA ARE MISSING.

IF NO NEXT PERSON, CONTINUE WITH FSQ196a IF, ACCORDING TO THE PRELOAD, THERE WAS NOT A COMPLETE OR PARTIALLY COMPLETE SPRING-THIRD GRADE OR SPRING-FOURTH GRADE INTERVIEW. ELSE GO TO FSQ.200a.

FSQ196a

QUESTION TEXT:

Though we may have asked you about {CHILD}'s ethnicity and race in the past, I do have a few more questions I'd like to ask about that now. Is {CHILD} a member of a Spanish, Hispanic, or Latino group?

IF THE PARENT COMMENTS THAT WE HAVE ASKED THIS IN THE PAST, SAY: While we asked about this in the past, I have some additional questions about {CHILD}'s ethnicity if {he/she} is Hispanic, Asian, or Pacific Islander.

CODES

1	YES	FSQ196b
2	NO	FSQ197a
	REFUSED	FSQ197a
	DON'T KNOW	FSQ197a

FSQ196b

QUESTION TEXT:

Which of the following Spanish, Hispanic, or Latino groups best describes {CHILD}'s origin? Is {he/she}...

CODE ALL THAT APPLY.

CODES	Code All That Apply
1	Mexican, Mexican American or Chicano,
2	Puerto Rican,
3	Cuban, or
4	Other Spanish/Hispanic/Latino group?
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

FSQ197a

QUESTION TEXT:

Is {CHILD} a member of an Asian group?

IF THE PARENT COMMENTS THAT WE HAVE ASKED THIS IN THE PAST, SAY: While we asked about this in the past, I have some additional questions about {CHILD}'s ethnicity if {he/she} is Hispanic, Asian, or Pacific Islander.

CODES

1	YES	FSQ197b
2	NO	FSQ198a
	REFUSED	FSQ198a
	DON'T KNOW	FSQ198a

FSQ197b

QUESTION TEXT:

Which of the following Asian groups best describes {CHILD}'s origin? Is {he/she}...

CODE ALL THAT APPLY.

CODES	Code All That Apply
1	Asian Indian,
2	Chinese,
3	Filipino,
4	Japanese,
5	Korean,

- 6 Vietnamese,
 - 7 Hmong, or
 - 8 Other Asian?
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

FSQ198a

QUESTION TEXT:

Is {CHILD} a member of a Pacific Islander group?

IF THE PARENT COMMENTS THAT WE HAVE ASKED THIS IN THE PAST, SAY: While we asked about this in the past, I have some additional questions about {CHILD}'s ethnicity if {he/she} is Hispanic, Asian, or Pacific Islander.

CODES

1	YES	FSQ198b
2	NO	FSQ200a
	REFUSED	FSQ200a
	DON'T KNOW	FSQ200a

FSQ198b

QUESTION TEXT:

Which of the following Pacific Islander groups best describes {CHILD}'s origin? Is {he/she}...

CODE ALL THAT APPLY.

CODES

Code All That Apply

1	Native Hawaiian,
2	Guamanian or Chamorro,
3	Samoan, or
4	Other Pacific Islander?
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

FSQ200a

DISPLAY INSTRUCTIONS:

Matrix in FSQ200b

QUESTION TEXT:

{FILL 1} currently married, separated, divorced, widowed, in a domestic partnership, or {FILL 2} never been married {FILL 3}?

PROBE: This question is about parents who live in the household.

CODES

- 1 MARRIED
- 2 SEPARATED
- 3 DIVORCED
- 4 WIDOWED
- 5 NEVER MARRIED
- 6 CIVIL UNIONS/DOMESTIC PARTNERSHIP
- REFUSED
- DON'T KNOW

FSQ200b

See matrix.

(FILL 1)	(FILL 2)	(FILL 3)	ParentIsR	BioMolnHH	BioFalnHH	AdopMolnHH	AdopFalnHH	OtherInHH	SameAdopinH	SameBioInHH
			The current roster shows a relationship of biological/adoptive mother or biological/adoptive father for the person flagged as the respondent for YES	The current roster shows the relationship of biological mother for at least one HH member (not the R) for YES	The current roster shows the relationship of biological father for at least one HH member (not the R) for YES	The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for YES	The current roster shows the relationship of adoptive father for at least one HH member (not the R) for YES	The current roster shows there is no biological/adoptive mother/father in the household for YES	The current roster shows there are same sex adoptive parents (one of them is not the R) for YES	The current roster shows there are same sex biological parents (one of them is not the R) for YES
Are you	have you		YES					YES		
Are you	have you							YES		
Are CHILD's biological parents	have they	to each other	NO	YES	YES			NO		
Are CHILD's biological parents	have they	to each other	NO					NO		YES
Is CHILD's biological mother	has she		NO	YES	NO			NO		
Is CHILD's biological father	has he		NO	NO	YES			NO		
Is CHILD's adoptive mother	has she		NO	NO	NO	YES	NO	NO		
Is CHILD's adoptive father	has he		NO	NO	NO	NO	YES	NO		
Are CHILD's adoptive parents	have they	to each other	NO	NO	NO	YES	YES	NO		
Are CHILD's adoptive parents	have they	to each other	NO	NO	NO			NO	YES	

BOX 5

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

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

2) IF A MOTHER (RELATION=1) IS IN THE HOUSEHOLD SHE SHOULD BE A KEY PARENT FIGURE; IF A FATHER (RELATION =2) IS IN THE HOUSEHOLD HE SHOULD BE A KEY PARENT FIGURE; IF THERE ARE TWO MOTHERS (RELATION=1), PICK THE MOTHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH MOTHER =1, ADOPTIVE MOTHER=2, STEPMOTHER=3, FOSTER MOTHER OR FEMALE GUARDIAN =4. OTHER TYPE OF MOTHER = 5. IF TWO MOTHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.140 WAS REFUSED OR DON'T KNOW, PICK ONE WITH LOWEST PERSON NUMBER. IF THERE ARE TWO FATHERS (RELATION=2), PICK THE FATHER WITH THE LOWER NUMBER RELATIONSHIP IN THE FOLLOWING SYSTEM: BIRTH FATHER =1, ADOPTIVE FATHER=2, STEPFATHER=3, FOSTER FATHER OR MALE GUARDIAN =4, AND OTHER TYPE OF FATHER = 5. IF TWO FATHERS HAVE SAME NUMBER RELATIONSHIP, OR IF THE RELATIONSHIP IN FSQ.150 WAS REFUSED OR DON'T KNOW, PICK ONE WITH LOWEST PERSON NUMBER. CHILDREN'S PARENTS WITH RELATION = 1 OR 2 SHOULD BE THE KEY PARENT FIGURES WHETHER OR NOT ONE OF THE PARENTS IS THE RESPONDENT.

3) IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THE MOTHER HAS A MALE (FSQ.140 =1) SPOUSE/PARTNER (SPOUSE/PARTNER, HERE AND IN OTHER PARTS OF THIS BOX, IS DEFINED AS A SPOUSE/PARTNER HAVING BEEN SELECTED AT FSQ.120), THE MOTHER SHOULD BE A KEY PARENT FIGURE AND THE MALE SPOUSE/PARTNER SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THERE ARE TWO MOTHERS IN THE HOUSEHOLD, THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND THE OTHER MOTHER IN THE HOUSEHOLD (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. ELSE, IF THERE IS A MOTHER (RELATION =1) BUT NO FATHER (RELATION=2) AND THE MOTHER HAS A SPOUSE/PARTNER WHO IS FEMALE (FSQ.140 =2), THE MOTHER (IDENTIFIED WITH THE SAME CRITERIA AS IN BULLET 2 IF THERE ARE TWO MOTHERS) SHOULD BE A KEY PARENT FIGURE AND HER FEMALE SPOUSE/PARTNER (WHO HAS A DIFFERENT PERSON NUMBER THAN THE MOTHER IDENTIFIED AS A KEY PARENT FIGURE) SHOULD BE A KEY PARENT FIGURE. IF THE SEX OF THE SPOUSE/PARTNER OF A PARENT (RELATION = 1 OR 2) IS UNKNOWN (FSQ140 = REF OR DK), THE PARENT AND THE SPOUSE/PARTNER OF THE PARENT SHOULD STILL EACH BE KEY PARENT FIGURES.

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

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

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

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

BOX 6

GO TO SECTION PLQ (PRIMARY LANGUAGE(S) SPOKEN).

Spring 2016 Parent Interview: ECLS-K:2011

Section PLQ [Primary Language(s) Spoken] Sequence: 3

PLQ020

HELP AVAILABLE

QUESTION TEXT:

Is any language other than English regularly spoken in your home?

HELP TEXT:

Regularly: A language, other than English, that is spoken on a regular basis (that is, occurring at least weekly) by at least one household member.

CODES

1	YES	
2	NO	BOX5
	REFUSED	BOX5
	DON'T KNOW	BOX5

PROGRAMMER INSTRUCTIONS:

DISPLAY "Regularly:" IN BOLDED TEXT IN HELP TEXT ONLY.

PLQ030

QUESTION TEXT:

Is English also spoken in your home?

CODES

1	YES	
2	NO	
	REFUSED	
	DON'T KNOW	

PLQ040

QUESTION TEXT:

What languages other than English are spoken in your home?

CODE ALL THAT APPLY.

CODES

- 1 ARABIC
- 2 CHINESE LANGUAGE/DIALECT
- 3 FILIPINO LANGUAGE
- 4 FRENCH
- 5 GERMAN
- 6 GREEK
- 7 ITALIAN
- 8 JAPANESE
- 9 KOREAN
- 10 POLISH
- 11 PORTUGUESE
- 12 SPANISH
- 13 VIETNAMESE
- 14 FARSI
- 15 HMONG
- 16 SIGN LANGUAGE
- 91 SOME OTHER LANGUAGE (SPECIFY)
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

ALLOW INTERVIEWER TO CHOOSE MORE THAN ONE RESPONSE.

Box 1

IF PLQ.040 = 91, GO TO PLQ.040OS. ELSE, GO TO BOX 2.

PLQ040OS

QUESTION TEXT:

[What languages other than English are spoken in your home?]

SPECIFY LANGUAGE.

ENTER TEXT

Length

25

Box 2

IF ONLY ONE LANGUAGE SPOKEN IN THE HOME ((PLQ.030 = 2, REF, OR DK) AND (ONLY ONE LANGUAGE IS CODED AT PLQ.040 OR PLQ.040 = REF OR DK)), GO TO PLQ.083. ELSE, ASK PLQ.060.

PLQ060**HELP AVAILABLE****QUESTION TEXT:**

What is the primary language spoken in your home?

CODE '17' IF TWO LANGUAGES ARE USED EQUALLY.

HELP TEXT:

Primary language: The language spoken most of the time by most of the household members.

CODES

0	ENGLISH
1	ARABIC
2	CHINESE LANGUAGE/DIALECT
3	FILIPINO LANGUAGE
4	FRENCH
5	GERMAN
6	GREEK
7	ITALIAN
8	JAPANESE
9	KOREAN
10	POLISH
11	PORTUGUESE
12	SPANISH
13	VIETNAMESE
14	FARSI
15	HMONG
16	SIGN LANGUAGE
17	TWO LANGUAGES ARE USED EQUALLY
91	SOME OTHER LANGUAGE (SPECIFY)
	REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY 'primary' IN QUESTION TEXT IN UNDERLINED TEXT.

DISPLAY "Primary language:" IN BOLDED TEXT IN HELP TEXT ONLY.

SOFT EDIT: IF ANY CATEGORY 1-16 IS ANSWERED IN PLQ.060, IT SHOULD HAVE BEEN A LANGUAGE MENTIONED IN CATEGORIES 1-16 IN PLQ.040. IF A NEW LANGUAGE IS CODED IN PLQ.060 THAT WAS NOT CODED IN PLQ.040, DISPLAY MESSAGE: "THE PRIMARY LANGUAGE IS NOT A LANGUAGE SPOKEN IN THE HOME ACCORDING TO PLQ.040. PLEASE CONFIRM." NOTE: THIS IS A SOFT EDIT BECAUSE A LANGUAGE NOTED IN THE "OTHER SPECIFY" IN PLQ.040 MAY HAVE ACTUALLY HAD A CODE THAT WAS NOT USED UNTIL PLQ.060.

Box 3

IF PLQ.060 = 91, GO TO PLQ.060OS. ELSE, GO TO PLQ.083.

PLQ060OS

QUESTION TEXT:

[What is the primary language spoken in your home?]

SPECIFY LANGUAGE.

ENTER TEXT

Length

25

PROGRAMMER INSTRUCTIONS:

DISPLAY 'primary' IN UNDERLINED TEXT.

PLQ083

QUESTION TEXT:

How often {do/does} {you/{NAME}} use {{NON-ENGLISH LANGUAGE}}/a language other than English} in speaking to {CHILD}? Would you say never, sometimes, often, or very often?

{PROBE: IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often {do/does} {you/{NAME}} use all languages, other than English, in speaking to {CHILD}??}

PROBE: We just need to know in general.

First Name	PLQ.083 VARIABLE NAME How often {do/does} {you/{NAME}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}? Would you say never, sometimes, often, or very often?
{Display HH Member	<input type="checkbox"/>
{Display HH Member	<input type="checkbox"/>

CODES

- 1 NEVER
- 2 SOMETIMES
- 3 OFTEN
- 4 VERY OFTEN
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "all" IN "use all languages" IN UNDERLINED TEXT.

REFUSED AND DON'T KNOW ALLOWED.

CAPI ROSTER INSTRUCTION:

DISPLAY IN COLUMN 1 PERSONS ENUMERATED ON THE HOUSEHOLD ROSTER WHO ARE KEY PARENT FIGURES (UP TO TWO PERSONS).

CAPI MATRIX INSTRUCTIONS:

1. THE FIRST COLUMN OF THE MATRIX (FIRST NAME) IS READ ONLY (SEE CAPI ROSTER INSTRUCTIONS ABOVE).
2. WHEN CURSOR IS POSITIONED IN THE SECOND COLUMN (PLQ.083), DISPLAY THE VARIABLE NAME FOR PLQ.083 AT THE TOP OF THE COLUMN AND THE FOLLOWING QUESTION TEXT AT THE TOP OF THE SCREEN: "How often {do/does} {you/{NAME}} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {CHILD}? Would you say never, sometimes, often, or very often?" DISPLAY "you" IF THE KEY PARENT FIGURE IS THE RESPONDENT TALKING TO THE CHILD. OTHERWISE, DISPLAY THE NAME OF THE KEY PARENT FIGURE.
3. ANOTHER COLUMN OF THE MATRIX IS USED TO ASK PLQ.090 (BELOW) THE CURSOR WILL MOVE FROM PLQ.083 TO PLQ.090 FOR THE SAME PERSON AND THEN WILL MOVE BACK TO PLQ.083 AND THEN PLQ.090 FOR THE SECOND PERSON.

4. INTERVIEWER CANNOT LEAVE THE MATRIX UNTIL ALL FIELDS ARE ACCOUNTED FOR.

IF ONLY ONE LANGUAGE IS RECORDED IN PLQ040 FOR CODES 1-16, DISPLAY THE LANGUAGE NAME FROM PLQ040 IN "NON-ENGLISH LANGUAGE." ELSE, IF (MORE THAN ONE LANGUAGE IS RECORDED IN PLQ040 FOR CODES 1-16 OR 91) OR (PLQ040=91 AND 91 IS THE ONLY LANGUAGE CHOSEN) OR (PLQ040=DK OR REF), DISPLAY "a language other than English".

DISPLAY THE PROBE, "{PROBE: IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often {do/does} {you/{NAME}} use all languages, other than English, in speaking to {CHILD}?" IF MORE THAN ONE LANGUAGE IS RECORDED IN PLQ040 FOR CODES 1-16 OR 91.

PLQ090

QUESTION TEXT:

How often does {CHILD} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? Would you say never, sometimes, often, or very often?

{PROBE: IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often does {CHILD} use all languages, other than English, in speaking to {you/{NAME}}?}

PROBE: We just need to know in general.

First Name	PLQ.090 VARIABLE NAME: How often does {CHILD} use {{NON- ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? Would you say never, sometimes, often, or very often?
{Display HH Member	__
{Display HH Member	__

CODES

- 1 NEVER
- 2 SOMETIMES
- 3 OFTEN
- 4 VERY OFTEN
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "all" IN "use all languages" IN UNDERLINED TEXT.

REFUSED AND DON'T KNOW ALLOWED.

CAPI ROSTER INSTRUCTION:

DISPLAY IN COLUMN 1 PERSONS ENUMERATED ON THE HOUSEHOLD ROSTER WHO ARE KEY PARENT FIGURES (UP TO TWO PERSONS).

CAPI MATRIX INSTRUCTIONS:

1. THE FIRST COLUMN OF THE MATRIX (FIRST NAME) IS READ ONLY (SEE CAPI ROSTER INSTRUCTIONS ABOVE).
2. WHEN CURSOR IS POSITIONED IN THE NEXT COLUMN {PLQ.090}, DISPLAY THE VARIABLE NAME FOR PLQ.090 AT THE TOP OF THE COLUMN AND THE FOLLOWING QUESTION TEXT AT THE TOP OF THE SCREEN: "How often does {CHILD} use {{NON-ENGLISH LANGUAGE}/a language other than English} in speaking to {you/{NAME}}? Would you say never, sometimes, often, or very often?" DISPLAY "you" IF THE KEY PARENT FIGURE IS THE RESPONDENT TO WHOM THE CHILD IS TALKING. OTHERWISE, DISPLAY THE NAME OF THE KEY PARENT FIGURE.
3. AFTER PLQ.090 IS COMPLETED FOR THE FIRST PERSON, THE CURSOR WILL MOVE BACK TO PLQ.083 FOR THE SECOND PERSON AND THEN TO PLQ.090 FOR THAT PERSON.
4. INTERVIEWER CANNOT LEAVE THE MATRIX UNTIL ALL FIELDS ARE ACCOUNTED FOR.

IF ONLY ONE LANGUAGE IS RECORDED IN PLQ040 FOR CODES 1-16, DISPLAY THE LANGUAGE NAME FROM PLQ040 IN "NON-ENGLISH LANGUAGE." ELSE, IF (MORE THAN ONE LANGUAGE IS RECORDED IN PLQ040 FOR CODES 1-16 OR 91) OR (PLQ040=91 AND 91 IS THE ONLY LANGUAGE CHOSEN) OR (PLQ040=DK OR REF), DISPLAY "a language other than English".

DISPLAY THE PROBE, "{PROBE: IF MORE THAN ONE NON-ENGLISH LANGUAGE SPOKEN, SAY: On average, how often does {CHILD} use all languages, other than English, in speaking to {you/{NAME}}?" IF MORE THAN ONE LANGUAGE IS RECORDED IN PLQ040 FOR CODES 1-16 OR 91.

BOX4

IF PLQ.020 = 1 AND [(PLQ.060 NE 0 (ENGLISH IS NOT THE PRIMARY LANGUAGE) OR (PLQ.060 WAS NOT ASKED BECAUSE ONLY ONE OTHER LANGUAGE WAS SPOKEN IN THE HOME)], GO TO PLQ.095.

ELSE, GO TO BOX5.

PLQ095

QUESTION TEXT:

This year, has it been harder for you to participate in activities at {CHILD}'s school because you or members of your family speak a language other than English and meetings are conducted only in English?

[Has that made it harder for you to participate in activities at {CHILD}'s school?]

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

BOX5

GO TO SECTION HEQ (HOME ENVIRONMENT, ACTIVITIES, AND COGNITIVE STIMULATION).

Spring 2016 Parent Interview: ECLS-K:2011

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

Sequence: 4

HEQ010c

HELP AVAILABLE

QUESTION TEXT:

Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?

Play games or do puzzles with {CHILD}?

PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?

HELP TEXT:

FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

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

CODES

- | | |
|---|-----------------------|
| 1 | NOT AT ALL, |
| 2 | ONCE OR TWICE A WEEK, |
| 3 | 3-6 TIMES A WEEK, OR |
| 4 | EVERY DAY? |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.
BOLD "FAMILY MEMBER:" IN THE HELP TEXT.
BOLD "Play games or do puzzles:" IN THE HELP TEXT.

HEQ010d

HELP AVAILABLE

QUESTION TEXT:

[Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?]

Talk about nature or do science projects with {CHILD}?

[PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?]

HELP TEXT:

FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

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

CODES

- 1 NOT AT ALL,
- 2 ONCE OR TWICE A WEEK,
- 3 3-6 TIMES A WEEK, OR
- 4 EVERY DAY?
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.
BOLD "FAMILY MEMBER:" IN THE HELP TEXT.
BOLD "Talk about nature or do science projects:" IN THE HELP TEXT.

HEQ010e

HELP AVAILABLE

QUESTION TEXT:

[Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?:]

Play a sport or exercise together?

[PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?]

HELP TEXT:

FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

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

CODES

- 1 NOT AT ALL,
- 2 ONCE OR TWICE A WEEK,
- 3 3-6 TIMES A WEEK, OR
- 4 EVERY DAY?
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.
BOLD "FAMILY MEMBER:" IN THE HELP TEXT.

HEQ01of

HELP AVAILABLE

QUESTION TEXT:

[Now I'd like to talk with you about {CHILD}'s activities with family members. In a typical week, how often do you or any other family members do the following things with {CHILD}?:]

Practice reading, writing or working with numbers?

[PROBE: Would you say not at all, once or twice a week, 3-6 times a week, or every day?]

HELP TEXT:

FAMILY MEMBER: A family member refers to any person who lives in the child's household and any relative of the child living outside the child's household.

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

CODES

- 1 NOT AT ALL,
 - 2 ONCE OR TWICE A WEEK,
 - 3 3-6 TIMES A WEEK, OR
 - 4 EVERY DAY?
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "week" in UNDERLINED TEXT.

BOLD "FAMILY MEMBER:" IN THE HELP TEXT.

BOLD "Practice reading, writing, or working with numbers:" IN THE HELP TEXT.

HEQ040

HELP AVAILABLE

QUESTION TEXT:

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

HELP TEXT:

Number of children's books: This item asks about the books that belong to the child, not all books in the home (e.g., not parents' books). Books shared by siblings may be counted. For example, if the children share 50 books, count all 50. Electronic books, or eBooks, may also be counted.

ENTER # OF BOOKS

ENTER NUMBER

Range

0 to 5000

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

HARD RANGE CHECK: 0-5000 BOOKS.

IF VALUE ENTERED IS GREATER THAN 5000, DISPLAY ERROR MESSAGE "Input invalid. Value not in range 0-5000."

BOLD "Number of children's books" IN HELP TEXT.

HEQ105

HELP AVAILABLE

QUESTION TEXT:

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

Visited a library or bookstore?

HELP TEXT:

Do not count visiting a library or bookstore online. We are asking about in-person visits to a library or bookstore.

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

HEQ130

QUESTION TEXT:

[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?:]

Gone to a play, concert, or other live show?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

DISPLAY "In the past month...{CHILD}?" IN SQUARE BRACKETS.

HEQ140

QUESTION TEXT:

[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?:]

Visited an art gallery, museum, or historical site?

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

DISPLAY "In the past month...{CHILD}?" IN SQUARE BRACKETS.

HEQ150

QUESTION TEXT:

[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?:]

Visited a zoo, aquarium, or petting farm?

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

DISPLAY "In the past month...{CHILD}?" IN SQUARE BRACKETS.

HEQ180

QUESTION TEXT:

[In the past month, that is, since {MONTH} {DAY}, has anyone in your family done the following things with {CHILD}?:]

Attended an athletic or sporting event in which {CHILD} was not a player?

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY PREVIOUS MONTH FOR "MONTH" AND DATE OF INTERVIEW FOR "DAY".

DISPLAY "In the past month...{CHILD}?" IN SQUARE BRACKETS.

HEQ210

QUESTION TEXT:

In the past week, how often did {CHILD} read to {himself/herself} or to others outside of school?

PROBE: Please include reading in any language.

Would you say ...

CODES

- | | | |
|---|-------------------------|--------|
| 1 | Never, | HEQ225 |
| 2 | Once or twice a week, | HEQ215 |
| 3 | 3 to 6 times a week, or | HEQ215 |
| 4 | Every day? | HEQ215 |
| | REFUSED | HEQ225 |
| | DON'T KNOW | HEQ225 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "past week" IN UNDERLINED TEXT.

HEQ215

QUESTION TEXT:

Generally, how many minutes did {CHILD} read at each of these times?

PROBE: Please include reading in any language.

ENTER MINUTES

ENTER NUMBER

- | | |
|------------|----------|
| Range | 1 to 240 |
| Soft Range | 1 to 120 |
| REFUSED | |

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF VALUE ENTERED IS 121 TO 240, DISPLAY ERROR MESSAGE "You have entered {DISPLAY RESPONSE AT HEQ.215}. Are you sure this is correct?"

IF VALUE ENTERED IS 0 OR GREATER THAN 240, DISPLAY ERROR MESSAGE "Input invalid. Value not in range 1-240."

HEQ225

HELP AVAILABLE

QUESTION TEXT:

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

Would you say...

HELP TEXT:

Electronic device: By electronic device, we mean any type of computer, cell phone, smart phone, iPod, reading device (such as Kindle or Nook), or game system (including those such as Wii, Xbox, DS, iTouch, and Playstation).

CODES

- 1 Never,
 - 2 Once or twice a week,
 - 3 3 to 6 times a week, or
 - 4 Every day?
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IN THE HELP TEXT DISPLAY "Electronic device:" IN BOLD TEXT.

HEQ226

HELP AVAILABLE

QUESTION TEXT:

Do you monitor how many hours {CHILD} spends online?

HELP TEXT:

Include monitoring hours the child spends looking at anything online, including websites, email, videos, movies, television shows, online games, and chat rooms, and picture or social media sites such as Instagram, Vine, Snapchat, YouTube, Twitter, and Facebook.

CODES

- 1 YES
 - 2 NO
- REFUSED
DON'T KNOW

HEQ227

QUESTION TEXT:

Do you monitor what {CHILD} looks at online, or what websites and accounts {CHILD} can join online? Include everything the child may look at online, such as websites, email, videos, movies, television shows, online games, chat rooms, and picture or social media sites such as Instagram, Vine, Snapchat, YouTube, Twitter, and Facebook.

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

HEQ228

QUESTION TEXT:

How many close friends does {CHILD} have?

PROBE: Your best guess is fine.

ENTER NUMBER OF FRIENDS.

ENTER NUMBER

- | | |
|------------|----------|
| Range | 0 to 100 |
| Soft Range | 0 to 50 |
| REFUSED | |
| DON'T KNOW | |

PROGRAMMER INSTRUCTIONS:

THE SOFT RANGE=0-50 friends. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT HEQ228}. Are you sure this is correct?"

HARD RANGE=0-100 friends. OTHERWISE DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0-100."

BOX1

IF HEQ228 > 0, GO TO HEQ229. ELSE, GO TO HEQ280.

HEQ229

QUESTION TEXT:

What kind of influence is {CHILD}'s {best} friend? Would you say always a good influence, usually a good influence, neither a good nor a bad influence, usually a bad influence, or always a bad influence?

IF THE CHILD DOES NOT HAVE A BEST FRIEND, CODE AS CATEGORY 6.

CODES

- | | |
|---|--------------------------------------------------|
| 1 | ALWAYS A GOOD INFLUENCE |
| 2 | USUALLY A GOOD INFLUENCE |
| 3 | NEITHER A GOOD NOR A BAD INFLUENCE |
| 4 | USUALLY A BAD INFLUENCE |
| 5 | ALWAYS A BAD INFLUENCE |
| 6 | DOES NOT APPLY/CHILD DOES NOT HAVE A BEST FRIEND |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

USE A NULL DISPLAY FOR "best" IF HEQ228=1. ELSE, DISPLAY "best."

HEQ280

QUESTION TEXT:

Is {CHILD} tutored on a regular basis, by someone other than you or a family member, in a specific subject, such as reading, math, science, or a foreign language?

CODES

- | | | |
|---|------------|--------|
| 1 | YES | |
| 2 | NO | HEQ300 |
| | REFUSED | HEQ300 |
| | DON'T KNOW | HEQ300 |

HEQ290

QUESTION TEXT:

Spring 2016 Parent Interview: ECLS-K:2011 :: HEQ

What is {CHILD} tutored in?

CODE ALL THAT APPLY.

PROBE: Anything else?

CODES

1	READING	HEQ300
2	MATH	HEQ300
3	SCIENCE	HEQ300
4	FOREIGN LANGUAGE	HEQ300
91	OTHER (SPECIFY)	HEQ290OS
	REFUSED	HEQ300
	DON'T KNOW	HEQ300

HEQ290OS

QUESTION TEXT:

[What is {CHILD} tutored in?]

SPECIFY SUBJECT(S).

ENTER TEXT

Length

50

HEQ300

HELP AVAILABLE

QUESTION TEXT:

Outside of school hours in the past year, has {CHILD} participated in:

Academic activities, like science, computers, math lab, or taking a class to learn a language other than English?

HELP TEXT: Include academic activities during the school year that take place before or after the regular school day or on weekends. Academic activities may take place inside or outside the school, and may be sponsored by the school or someone else. Some examples of academic activities are creative writing; poetry; learning about other countries; learning to use robots; using a computer; building with Legos; working on math or science projects; learning a foreign language; and being part of a team that competes in academic subjects or does creative problem solving activities.

Do not include tutoring; recreational programs, like scouts; music lessons, such as piano, instrumental music, or singing lessons; drama classes; art classes or lessons, such as painting, drawing, or sculpture; organized performing arts programs, such as children's choirs, dance programs, or theater performances; or religious

activities or instruction.

CODES

1	YES	
2	NO	HEQ310
	REFUSED	HEQ310
	DON'T KNOW	HEQ310

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

IN THE HELP TEXT, 'Include' in the first line should appear in bold text.

IN THE HELP TEXT, 'Do not include' in the second paragraph should appear in bold text.

HEQ301

HELP AVAILABLE

QUESTION TEXT:

Did {he/she} specifically learn about math, science, or technology in any of those academic activities?

HELP TEXT:

Include activities such as learning to use robots, using a computer, building with Legos, or working on math or science projects.

CODES

1	YES	
2	NO	
	REFUSED	
	DON'T KNOW	

HEQ305

QUESTION TEXT:

As part of {CHILD}'s participation in that activity, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?

CODES

1	YES	
2	NO	
	REFUSED	
	DON'T KNOW	

HEQ310

QUESTION TEXT:

Outside of school hours in the past year, has {CHILD} participated in:
Organized athletic activities, like basketball, soccer, baseball, or gymnastics?

CODES

- 1 YES
- 2 NO
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ320

QUESTION TEXT:

[Outside of school hours in the past year, has {CHILD} participated in:]
Organized clubs or recreational programs, like scouts?

CODES

- 1 YES HEQ325
- 2 NO HEQ330
REFUSED HEQ330
DON'T KNOW HEQ330

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ325

QUESTION TEXT:

As part of {CHILD}'s participation in that program, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?

CODES

- 1 YES
- 2 NO
REFUSED
DON'T KNOW

HEQ330

QUESTION TEXT:

Outside of school hours in the past year, has {CHILD} participated in:
Music lessons, for example, piano, instrumental music, or singing lessons?

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ340

QUESTION TEXT:

[Outside of school hours in the past year, has {CHILD} participated in:]
Drama classes?

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ350

QUESTION TEXT:

[Outside of school hours in the past year, has {CHILD} participated in:]
Art classes or lessons, for example, painting, drawing, or sculpture?

CODES

- | | |
|---|-----|
| 1 | YES |
| 2 | NO |

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ370

QUESTION TEXT:

[Outside of school hours in the past year, has {CHILD} participated in:]

Organized performing arts programs, such as children's choirs, dance programs, or theater performances?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

HEQ391

QUESTION TEXT:

[Outside of school hours in the past year, has {CHILD} participated in:]

Religious activities or instruction?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

BOX3

IF HEQ.300, HEQ.310, HEQ.320, HEQ330, HEQ.340, HEQ.350, HEQ.370 OR HEQ391 = 1, GO TO HEQ.393. ELSE, GO TO HEQ.520.

HEQ393

QUESTION TEXT:

Did {CHILD}'s participation in {academic activities /organized athletic activities/ organized clubs or recreational programs/ music lessons/ drama classes / art classes or lessons/ organized performing arts programs/ religious activities or instruction /any of these activities} help to cover the hours when you needed adult supervision for {him/her}?

CODES

- | | |
|---|------------|
| 1 | YES |
| 2 | NO |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

IF ONLY ONE OF THE ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) EQUALS 1 (YES), DISPLAY THE ACTIVITY LISTED AS SHOWN BELOW. ELSE, DISPLAY "any of these activities."

IF HEQ.300 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "academic activities."

ELSE, IF HEQ.310 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "organized athletic activities."

ELSE, IF HEQ.320 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.330, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "organized clubs or recreational programs."

ELSE, IF HEQ.330 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.340, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "music lessons."

ELSE, IF HEQ.340 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.350, HEQ.370, HEQ.391) NE 1, DISPLAY "drama classes."

ELSE, IF HEQ.350 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.370, HEQ.391) NE 1, DISPLAY "art classes or lessons."

ELSE, IF HEQ.370 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.391) NE 1, DISPLAY "organized performing arts programs."

ELSE, IF HEQ.391 = 1 AND THE OTHER ACTIVITY QUESTIONS (HEQ.300, HEQ.310, HEQ.320, HEQ.330, HEQ.340, HEQ.350, HEQ.370) NE 1, DISPLAY "religious activities or instruction."

HEQ520

HELP AVAILABLE

QUESTION TEXT:

Now, I have a question about meals. In a typical week, please tell me the number of days your family eats the evening meal together.

__
NUMBER OF DAYS

HELP TEXT:

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

ENTER NUMBER

Range

0 to 7

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "typical week" IN UNDERLINED TEXT.

IN HELP TEXT, DISPLAY "family" IN BOLD TEXT.

RANGE: 0 TO 7.

HEQ600a

QUESTION TEXT:

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

ENTER NUMBER OF HOURS.

ENTER NUMBER

Range	0 to 15
Soft Range	8 to 12
REFUSED	BOX4
DON'T KNOW	BOX4

PROGRAMMER INSTRUCTIONS:

WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY "ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER '0'. MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

DK AND REF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.

IF HOURS ARE REF/DK, GO TO BOX 4. ELSE, CONTINUE WITH MINUTES.

THE SOFT RANGE=8-12 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT HEQ600a}. Are you sure this is correct?"

HARD RANGE=0-15 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 0-15."

HEQ600b

QUESTION TEXT:

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

ENTER NUMBER OF MINUTES.

ENTER NUMBER

Range	0 to 59
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'

WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'On an average night, how many hours of sleep does {CHILD} get?' IN SQUARE BRACKETS.

DK AND REF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS. IF THE MINUTES FIELD IS EMPTY (INTERVIEWER DOES NOT ENTER ZERO OR MORE MINUTES), CODE THE MINUTES FIELD AS -1 (this is for data delivery purposes only).

HARD RANGE=0-59 minutes. OTHERWISE DISPLAY ERROR MESSAGE: " Input invalid. Value not in range 0-59."

BOX4

GO TO SECTION CFQ (CRITICAL FAMILY PROCESSES).

Spring 2016 Parent Interview: ECLS-K:2011

Section CFQ [Critical Family Processes]

Sequence: 5

BOX 1

IF (PERSON FLAGGED AS R SCORES '1' OR '2' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130) AND (FSQ110=1 (PARTNER CURRENTLY LIVING IN HOUSEHOLD)), AND FSQ120 (NAME OF SPOUSE/PARTNER) IS NOT EQUAL TO DK/REF), ASK CFQ100.
OTHERWISE, GO TO BOX 4.

CFQ100

QUESTION TEXT:

Now, I'd like to ask a question about your relationship with {NAME OF CURRENT PARTNER}. Would you say that your relationship is...

CODES

- 1 Very happy,
 - 2 Fairly happy, or
 - 3 Not too happy?
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY NAME OF PARTNER FROM FSQ.120.

BOX 4

GO TO SECTION CCQ (CHILD CARE).

Spring 2016 Parent Interview: ECLS-K:2011

Section CCQ

[Child Care]

Sequence: 6

CCQ005

QUESTION TEXT:

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

PRESS 1 AND ENTER TO CONTINUE.

PROGRAMMER INSTRUCTIONS:

DISPLAY "regular basis" IN UNDERLINED TEXT.

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

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

OTHERWISE, DISPLAY "{his/her} parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, STEP, OR FOSTER PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140 OR FSQ.150 = 1, 2, 3, 4, DK, OR REF).

DISPLAY "or {his/her} guardians" IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER). ELSE, USE A NULL DISPLAY.

CCQ010

HELP AVAILABLE

QUESTION TEXT:

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

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

HELP TEXT:

Care from a relative: Record care or programs provided by a relative other than the child's parents in a private home. The private home may be the child's home, the caregiver's home, or another home. In all cases, do not include care provided by a parent, even if they do not live in the household. (Do not include visitation with a separated or divorced parent who does not have custody.)

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

may also be regular care providers.

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

Relative care arrangements may or may not have a charge or fee.

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

CODES

1	YES	CCQ060
2	NO	CCQ115
	REFUSED	CCQ115
	DON'T KNOW	CCQ115

PROGRAMMER INSTRUCTIONS:

DISPLAY "Care from a relative:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If there is at least one parent in the household," IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If neither parent lives in the household," IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Relative care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular basis:" IN THE HELP TEXT IN BOLD TEXT.

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

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

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

OTHERWISE, DISPLAY "{CHILD}'s parents" IF AT LEAST ONE HH MEMBER, NOT THE RESPONDENT, IS A BIRTH, ADOPTIVE, STEP, OR FOSTER PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140 OR FSQ.150 = 1, 2, 3, 4, DK, OR REF).

DISPLAY "or {CHILD}'s guardians" IF THERE IS NO PARENT IN THE HOUSEHOLD (FSQ.130 NE 1 OR 2 FOR ANY HOUSEHOLD MEMBER). ELSE, USE A NULL DISPLAY.

CCQ060**HELP AVAILABLE**

QUESTION TEXT:

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

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

HELP TEXT:

Care from a relative: Record care or programs provided by a relative other than the child's parents in a private home. The private home may be the child's home, the caregiver's home, or another home. In all cases, do not include care provided by a parent, even if they do not live in the household. (Do not include visitation with a

separated or divorced parent who does not have custody.)

If there is at least one parent in the household, any relative living in the household is eligible to be counted as a care arrangement, if the care is provided on a regularly scheduled basis. Relatives outside the household may also be regular care providers.

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

Relative care arrangements may or may not have a charge or fee.

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

CODES

- | | |
|---|--------------|
| 1 | ONE |
| 2 | TWO |
| 3 | THREE |
| 4 | FOUR |
| 5 | FIVE OR MORE |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY "Care from a relative:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If there is at least one parent in the household," IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If neither parent lives in the household," IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Relative care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular care arrangements:" IN THE HELP TEXT IN BOLD TEXT.

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

CCQ065

QUESTION TEXT:

{Let's talk about the relative who provides the most care for {CHILD} now.} Who is the relative who cares for {CHILD}?

PROBE FOR RELATIONSHIP TO CHILD.

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD. ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

CODES

- | | |
|---|-------------|
| 1 | GRANDPARENT |
| 2 | AUNT |
| 3 | UNCLE |
| 4 | BROTHER |

- 5 SISTER
- 6 ANOTHER RELATIVE
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT. DISPLAY "{Let's talk about the relative who provides the most care for {CHILD} now.}" IF CCQ.060 = 2, 3, 4, 5, DK, OR REF. OTHERWISE, USE A NULL DISPLAY.

CCQ070

QUESTION TEXT:

Is the care provided by {{CHILD}'s {RELATIVE}}/that relative} in your home or another home?

CODES

- 1 OWN HOME
- 2 OTHER HOME
- 3 BOTH/VARIES
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "{CHILD}'s {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative".

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

CCQ075

QUESTION TEXT:

Does {CHILD} receive that care before school, after school, or on weekends?

CODE ALL THAT APPLY

CODES

Code All That Apply

- 1 BEFORE SCHOOL
- 2 AFTER SCHOOL
- 3 WEEKENDS
- REFUSED
- DON'T KNOW

CCQ080

HELP AVAILABLE

QUESTION TEXT:

Is the care that {CHILD} receives from {{his/her} {RELATIVE}/that relative} regularly scheduled at least once each week?

HELP TEXT:

Regularly Scheduled: Regularly scheduled at least once each week could mean every Wednesday, every Monday and Friday, everyday, or some other schedule, as long as it is at least once each week.

CODES

1	YES	
2	NO	BOX4
	REFUSED	BOX4
	DON'T KNOW	BOX4

PROGRAMMER INSTRUCTIONS:

DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative". FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

DISPLAY "regularly scheduled" AND "each" IN THE QUESTION TEXT IN UNDERLINED TEXT.

DISPLAY "Regularly scheduled:" AND "each week" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY THE FIRST "each" IN THE HELP TEXT IN UNDERLINED TEXT.

CCQ085

QUESTION TEXT:

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

ENTER # OF DAYS

ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

IF THE ANSWER IS 6 or 7, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS 0 OR GREATER THAN 7, DISPLAY THE HARD ERROR MESSAGE: "Input invalid. Value not in range 1 to 7."

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

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

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

CCQ090

QUESTION TEXT:

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

RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: IF CCQ.085 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.085 IS REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF CCQ.085 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 10 HOURS. OTHERWISE DISPLAY: "You have entered {DISPLAY RESPONSE AT CCQ090}. Are you sure this is correct?"

IF CCQ.085 IS NOT EQUAL TO REF/DK, THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.085 MULTIPLIED BY 24 HOURS. OTHERWISE DISPLAY: "Invalid response. Entry not in range 1- {DISPLAY RESPONSE AT CCQ085*24}. Please reenter."

IF CCQ085=RF/DK, THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ090}. Are you sure this is correct?"

IF CCQ085=RF/DK, HARD RANGE=1-70 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Invalid response. Entry not in range 1-70. Please reenter."

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

DISPLAY "{his/her} {RELATIVE}" IF CCQ.065 = 1, 2, 3, 4, OR 5. OTHERWISE, DISPLAY "that relative." FOR "{RELATIVE}", DISPLAY "grandparent" IF CCQ.065 = 1; DISPLAY "aunt" IF CCQ.065 = 2; DISPLAY "uncle" IF CCQ.065 = 3; DISPLAY "brother" IF CCQ.065 = 4; DISPLAY "sister" IF CCQ.065 = 5.

BOX4

IF THERE IS ONLY ONE CURRENT REGULAR RELATIVE CARE ARRANGEMENT FOR THE CHILD (CCQ.060 = 1 OR DK OR REF), GO TO CCQ.115.

OTHERWISE, CONTINUE WITH CCQ.110.

CCQ110**QUESTION TEXT:**

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

DO NOT INCLUDE CARE FROM A PARENT WHO LIVES IN OR OUTSIDE THE HOUSEHOLD.

ALSO, IF NO PARENTS LIVE WITH THE CHILD, DO NOT INCLUDE CARE FROM GUARDIANS WHO LIVE WITH THE CHILD.

ENTER "77" IF CHILD DID NOT HAVE CHILD CARE FROM OTHER RELATIVE(S) AT LEAST ONCE EACH WEEK.

ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

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

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

SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

IF THE ANSWER IS 51-70, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS NOT IN RANGE OF 1-70 OR 77, DISPLAY THE HARD ERROR MESSAGE: "Invalid response. Entry not in range 1-70 or 77. Please reenter."

IF NUMBER ENTERED IS "77", DISPLAY MESSAGE "You have entered 77, meaning that the child does not receive care from another relative at least once a week. Is this correct?"

CCQ115**HELP AVAILABLE****QUESTION TEXT:**

{Now I'd like to ask you about any care {CHILD} receives from nonrelatives in a private home, not including child care centers.} Is {CHILD} now receiving care in a private home on a regular basis from someone who is not related to {him/her} (including care provided before or after school)? This includes home child care

providers, regular sitters or neighbors. {It does not include child care centers.}

PROBE: This refers to care received from nonrelatives in a private home, including home child care providers, regular sitters, or neighbors. However, this does not include child care centers.

HELP TEXT:

Care from a nonrelative: Nonrelative care is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home.

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

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

Nonrelative care arrangements or programs may or may not have a charge or fee.

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

CODES

1	YES	CCQ165
2	NO	CCQ260
	REFUSED	CCQ260
	DON'T KNOW	CCQ260

PROGRAMMER INSTRUCTIONS:

DISPLAY "Care from a nonrelative:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY " If there is at least one parent in the household," IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If neither parent lives in the household," IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Nonrelative care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular Basis:" IN THE HELP TEXT IN BOLD TEXT.

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

DISPLAY "Now . . . centers" IF CCQ.010 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "It does not include child care centers." IF CCQ.010 NE 1. OTHERWISE, USE A NULL DISPLAY.

CCQ165

HELP AVAILABLE

QUESTION TEXT:

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

HELP TEXT:

Care from a nonrelative: Nonrelative care is provided by someone not related to the child and is located in a private home. The private home may be the child's home, the caregiver's home, or another home.

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

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

Nonrelative care arrangements or programs may or may not have a charge or fee.

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

CODES

- | | |
|---|--------------|
| 1 | ONE |
| 2 | TWO |
| 3 | THREE |
| 4 | FOUR |
| 5 | FIVE OR MORE |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY "Care from a nonrelative:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If there is at least one parent in the household," IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "If neither parent lives in the household," IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Nonrelative care arrangements" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular care arrangements:" IN THE HELP TEXT IN BOLD TEXT.

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

CCQ170

QUESTION TEXT:

{Let's talk about the nonrelative who provides the most care for {CHILD} now.} Is that care provided in your home or another home?

CODES

- | | |
|---|-------------|
| 1 | OWN HOME |
| 2 | OTHER HOME |
| 3 | BOTH/VARIES |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY "{Let's talk about the nonrelative who provides the most care for {CHILD} now.}" IF CCQ.165 = 2, 3, 4, 5, DK, OR REF. OTHERWISE, USE A NULL DISPLAY.

CCQ175

QUESTION TEXT:

Does {CHILD} receive that care before school, after school, or on weekends?

CODE ALL THAT APPLY

CODES

Code All That Apply

- 1 BEFORE SCHOOL
- 2 AFTER SCHOOL
- 3 WEEKENDS
- REFUSED
- DON'T KNOW

CCQ180

HELP AVAILABLE

QUESTION TEXT:

Is the care that {CHILD} receives from that person regularly scheduled at least once each week?

HELP TEXT:

Regularly Scheduled: Regularly scheduled at least once each week could mean every Wednesday, every Monday and Friday, everyday, or some other schedule, as long as it is at least once each week.

CODES

- 1 YES
- 2 NO BOX8
- REFUSED BOX8
- DON'T KNOW BOX8

PROGRAMMER INSTRUCTIONS:

DISPLAY "Regularly Scheduled:" AND "each week" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY THE FIRST "each" IN THE HELP TEXT IN UNDERLINED TEXT.

DISPLAY "regularly scheduled" AND "each" IN THE QUESTION TEXT IN UNDERLINED TEXT.

CCQ185

QUESTION TEXT:

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

ENTER # OF DAYS

ENTER NUMBER

- Range 1 to 7
- Soft Range 1 to 5

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

SOFT RANGE=1-5. OTHERWISE, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ185}. Are you sure this is correct?"

HARD RANGE=1-7. IF NUMBER OF DAYS ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 1 to 7."

CCQ190

QUESTION TEXT:

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

RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

RANGE CHECK: IF CCQ.185 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.185 IS REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF CCQ.185 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 10 HOURS. OTHERWISE DISPLAY: "You have entered {DISPLAY RESPONSE AT CCQ190}. Are you sure this is correct?"

IF CCQ.185 IS NOT EQUAL TO REF/DK, THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.185 MULTIPLIED BY 24 HOURS. OTHERWISE DISPLAY: "Invalid response. Entry not in range 1- {DISPLAY RESPONSE AT CCQ185*24}. Please reenter."

IF CCQ185=RF/DK, THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ190}. Are you sure this is correct?"

IF CCQ185=RF/DK, HARD RANGE=1-70 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Invalid response. Entry not in range 1-70. Please reenter."

BOX8

IF ONLY ONE CURRENT REGULAR NONRELATIVE CARE ARRANGEMENT FOR CHILD (CCQ.165 = 1 OR DK OR REF), GO TO CCQ.260.

OTHERWISE, CONTINUE WITH CCQ.205.

CCQ205

QUESTION TEXT:

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

ENTER "77" IF CHILD DID NOT HAVE CHILD CARE FROM OTHER NONRELATIVE(S) AT LEAST ONCE EACH WEEK.

ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

FOR "{NUMBER}", DISPLAY "1" IF CCQ.165 = 2; DISPLAY "2" IF CCQ.165 = 3; DISPLAY "3" IF CCQ.165 = 4; IF CCQ.165=5, USE A NULL DISPLAY.

IF CCQ.165 = 2, DISPLAY "nonrelative" AND "this nonrelative." OTHERWISE, DISPLAY "nonrelatives" AND "these nonrelatives."

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

SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

IF THE ANSWER IS 51-70, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS NOT IN RANGE OF 1-70 OR 77, DISPLAY THE HARD ERROR MESSAGE: "Invalid response. Entry not in range 1-70 or 77. Please reenter."

IF NUMBER ENTERED IS "77", DISPLAY MESSAGE "You have entered 77, meaning that the child does not receive care from another nonrelative at least once a week. Is this correct?"

CCQ260

HELP AVAILABLE

QUESTION TEXT:

{Now I'd like to ask you about any care {CHILD} receives from day care centers or before- or after-school programs.} Is {CHILD} now attending a day care center or a before- or after-school program at a school or in a center on a regular basis?

HELP TEXT:

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

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

CODES

1	YES	CCQ325
2	NO	CCQ376
	REFUSED	CCQ376
	DON'T KNOW	CCQ376

PROGRAMMER INSTRUCTIONS:

DISPLAY "Day Care Center or Before-or-After-School Program:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular Basis:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Now . . . programs" IF CCQ.115 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "now" and "regular basis" in UNDERLINED TEXT.

CCQ325

HELP AVAILABLE

QUESTION TEXT:

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

HELP TEXT:

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

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

CODES

1	ONE
2	TWO
3	THREE
4	FOUR
5	FIVE OR MORE

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Day Care Center or Before-or-After-School Program:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Regular Basis:" IN THE HELP TEXT IN BOLD TEXT.

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

CCQ330

QUESTION TEXT:

{Let's talk about the program where {CHILD} spends the most time now.} Is that program located in the school {CHILD} currently attends?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "now" IN UNDERLINED TEXT.

DISPLAY {Let's talk about the program where {CHILD} spends the most time now.} IF CCQ.325 = 2, 3, 4, 5, DK, OR REF. OTHERWISE, USE A NULL DISPLAY.

CCQ335

QUESTION TEXT:

Does {CHILD} go to that program before school, after school, or on weekends?

CODE ALL THAT APPLY

CODES

Code All That Apply

1	BEFORE SCHOOL
2	AFTER SCHOOL
3	WEEKENDS
	REFUSED
	DON'T KNOW

CCQ340

HELP AVAILABLE

QUESTION TEXT:

Does {CHILD} go to that program on a regularly scheduled basis at least once each week?

HELP TEXT:

Regularly Scheduled: Regularly scheduled at least once each week could mean every Wednesday, every Monday and Friday, everyday, or some other schedule, as long as it is at least once each week.

CODES

1	YES	
2	NO	BOX14
	REFUSED	BOX14
	DON'T KNOW	BOX14

PROGRAMMER INSTRUCTIONS:

DISPLAY "Regularly Scheduled:" AND BOTH INSTANCES OF "each week" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY THE FIRST "each week" IN THE HELP TEXT IN UNDERLINED TEXT.

DISPLAY "regularly scheduled" and "each" IN THE QUESTION TEXT IN UNDERLINED TEXT.

CCQ350

QUESTION TEXT:

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

ENTER # OF DAYS

ENTER NUMBER

Range	1 to 7
Soft Range	1 to 5
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

SOFT RANGE CHECK 1-5. HARD RANGE CHECK 1-7.

SOFT RANGE=1-5. OTHERWISE, DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ350}. Are you sure this is correct?"

HARD RANGE=1-7. IF NUMBER OF DAYS ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 1 to 7."

CCQ353

QUESTION TEXT:

As part of {CHILD}'s participation in that program, did {he/she} ever take a field trip focused on science activities, for example to a science museum or center, a science lab, a planetarium, or a nature center?

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

CCQ355

QUESTION TEXT:

Other than regular school hours, how many hours each week does {CHILD} go to that program?

RECORD THE HOURS EACH WEEK IN WHOLE HOURS.

ENTER # OF HOURS

ENTER NUMBER

- Range 1 to 70
- Soft Range 1 to 50
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

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

RANGE CHECK: IF CCQ.350 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 10 HOURS AND THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 24 HOURS. ELSE, IF CCQ.350 IS REF/DK, THE SOFT RANGE FOR HOURS IS 1-50 AND THE HARD RANGE FOR HOURS IS 1-70.

IF CCQ.350 IS NOT EQUAL TO REF/DK, THE SOFT RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 10 HOURS. OTHERWISE DISPLAY: "You have entered {DISPLAY RESPONSE AT CCQ355}. Are you sure this is correct?"

IF CCQ.350 IS NOT EQUAL TO REF/DK, THE HARD RANGE IS THE NUMBER OF DAYS REPORTED IN CCQ.350 MULTIPLIED BY 24 HOURS. OTHERWISE DISPLAY: "Invalid response. Entry not in range 1- {DISPLAY RESPONSE AT CCQ350 *24}. Please reenter."

IF CCQ350=RF/DK, THE SOFT RANGE=1-50 hours. OTHERWISE DISPLAY ERROR MESSAGE: "You have entered {DISPLAY RESPONSE AT CCQ355}. Are you sure this is correct?"

IF CCQ350=RF/DK, HARD RANGE=1-70 hours. OTHERWISE DISPLAY ERROR MESSAGE: "Invalid response. Entry not in range 1-70. Please reenter."

BOX14

IF ONLY ONE CURRENT REGULAR CENTER OR PROGRAM CARE ARRANGEMENT FOR CHILD (CCQ.325 = 1 OR DK OR REF), GO TO CCQ.376.

OTHERWISE, CONTINUE WITH CCQ.375.

CCQ375

QUESTION TEXT:

You said that {CHILD} attended {NUMBER} other day care {center/centers} or before- or after-school {program/programs} on a regular basis. How many hours each week does {CHILD} attend {this program/these programs}?

ENTER "77" IF CHILD DID NOT GO TO OTHER DAY CARE CENTER(S) OR BEFORE- OR AFTER-SCHOOL PROGRAM(S) AT LEAST ONCE EACH WEEK.

ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 50
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

FOR "{NUMBER}", DISPLAY "1" IF CCQ.325 = 2; DISPLAY "2" IF CCQ.325 = 3; DISPLAY "3" IF CCQ.325 = 4. IF CCQ.325 = 5, USE A NULL DISPLAY.

IF CCQ.325 = 2, DISPLAY "center," "program" AND "this program." OTHERWISE, DISPLAY "centers," "programs" AND "these programs."

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

SOFT RANGE CHECK 1-50. HARD RANGE CHECK 1-70, 77.

IF NUMBER ENTERED IS OUTSIDE OF THE SOFT RANGE AND BETWEEN 51 and 70, DISPLAY MESSAGE "You have entered {NUMBER ENTERED} hours. Are you sure this is correct?"

IF THE ANSWER IS NOT IN RANGE OF 1-70 OR 77, DISPLAY THE HARD ERROR MESSAGE: "Invalid response. Entry not in range 1-70 or 77. Please reenter."

IF NUMBER ENTERED IS "77", DISPLAY MESSAGE "You have entered 77, meaning that the child did not go to other day care center(s) or before- or after-school program(s) at least once a week. Are you sure this is correct?"

CCQ376

HELP AVAILABLE

QUESTION TEXT:

Sometimes children spend time caring for themselves, either at home or somewhere else, without an adult or older child responsible for them. Does {CHILD} spend time caring for {himself/herself} on a regular basis before or after school?

HELP TEXT:

Regular Basis: An arrangement or program occurring on a routine schedule (i.e., occurring at least weekly or on some other schedule). Do not include occasional times when child is left to care for him/herself.

CODES

1	YES	
2	NO	BOX15
	REFUSED	BOX15
	DON'T KNOW	BOX15

PROGRAMMER INSTRUCTIONS:

DISPLAY "regular basis" IN UNDERLINED TEXT.

DISPLAY "Regular Basis:" IN THE HELP TEXT IN BOLD TEXT.

CCQ377

QUESTION TEXT:

How many hours per week does {CHILD} take care of {himself/herself}?

|_|_|
ENTER # OF HOURS

ENTER NUMBER

Range	1 to 70
Soft Range	1 to 25
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

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

IF VALUE IS 26 TO 70, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS GREATER THAN 70, DISPLAY THE HARD ERROR MESSAGE: "Input invalid. Value not in range 1 to 70."

BOX15

GO TO SECTION NRQ (NON-RESIDENT PARENTS).

Spring 2016 Parent Interview: ECLS-K:2011

Section NRQ [Non-Resident Parents]

Sequence: 7

Box1

IF BOTH BIOLOGICAL PARENTS (CODED '1' AT FSQ.140 FOR AT LEAST ONE HOUSEHOLD MEMBER AND CODED '1' AT FSQ.150 FOR AT LEAST ONE HOUSEHOLD MEMBER) ARE CURRENTLY LIVING TOGETHER IN THE HOUSEHOLD, GO TO BOX 4.
OTHERWISE, CONTINUE WITH BOX 2.

Box2

LOOP 1

ASK NRQ.040 THROUGH BOX 4 ONE TIME FOR EACH BIOLOGICAL MOTHER, ADOPTIVE MOTHER, BIOLOGICAL FATHER, AND ADOPTIVE FATHER NOT LIVING IN THE HOUSEHOLD.

DETERMINING LOOPING ELIGIBILITY:

1. NO BIOLOGICAL/BIRTH MOTHER IN HH: IF NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.140 AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW, THEN ASK ABOUT BIOLOGICAL MOTHER.

2. NO ADOPTIVE MOTHER IN HH: IF NO BIOLOGICAL OR ADOPTIVE MOTHER IN HOUSEHOLD AND THERE IS ONLY ONE ADOPTIVE FATHER IN THE HOUSEHOLD; THAT IS, THERE IS NO HOUSEHOLD MEMBER WITH A CODE '1' OR '2' AT FSQ.140, AND ONLY ONE HOUSEHOLD MEMBER WITH A CODE '2' AT FSQ.150, AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW, THEN ASK ABOUT ADOPTIVE MOTHER.

3. NO BIOLOGICAL/BIRTH FATHER IN HH: IF NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.150 AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW, ASK ABOUT BIOLOGICAL FATHER.

4. NO ADOPTIVE FATHER IN HH: IF NO BIOLOGICAL OR ADOPTIVE FATHER IN HOUSEHOLD AND THERE IS ONLY ONE ADOPTIVE MOTHER IN THE HOUSEHOLD; THAT IS, THERE IS NO HOUSEHOLD MEMBER WITH CODE '1' OR '2' AT FSQ.150, AND ONLY ONE HOUSEHOLD MEMBER WITH A CODE '2' AT FSQ.140, AND THE CASE DOES NOT FIT THE CRITERIA FOR BEING INELIGIBLE ACCORDING TO #5 BELOW, THEN ASK ABOUT ADOPTIVE FATHER.

5. INELIGIBLE CASES: IF NRQ.030 = 2 NO ADOPTIVE NON-RESIDENT MOTHER/FATHER FROM FALL-K, DO NOT LOOP ON THAT ADOPTIVE NONRESIDENT PARENT.

ELSE, IF NRQ.040 = 5 (PARENT DECEASED), NRQ.040 = 6 (NO CONTACT SINCE ADOPTION), NRQ.040 = 7 (NO ADOPTIVE MOTHER/FATHER), OR NRQ.040 = 8 (PARENT UNKNOWN /WAS ONLY A DONOR) IN ANY PREVIOUS ROUND FOR A BIOLOGICAL OR AN ADOPTIVE NON-RESIDENT PARENT, DO NOT LOOP ON THIS PARENT.

ELSE, IF A BIOLOGICAL PARENT WAS NOT LIVING OR RESPONDENT DID NOT KNOW WHO THE BIOLOGICAL PARENT WAS IN THE FALL K INTERVIEW (FALL K HRQ.030=2 OR 3), DO NOT LOOP ON THIS PARENT.

ELSE, IF FSQ.015=4 (DECEASED) FOR A BIOLOGICAL OR ADOPTIVE PARENT IN THE CURRENT ROUND, SPRING-FOURTH GRADE, SPRING-THIRD GRADE, OR SPRING-SECOND GRADE, DO NOT LOOP ON THIS PARENT.

IF THERE ARE ANY ELIGIBLE CASES ACCORDING TO THE LOOPING RULES ABOVE, GO TO NRQ.040 FOR EACH ELIGIBLE CASE UNTIL ALL ELIGIBLES HAVE BEEN ASKED ABOUT IN THE QUESTIONS. ELSE, GO TO BOX 4.

NRQ040

QUESTION TEXT:

The next questions are about {CHILD}'s contact with {his/her}{biological/adoptive}{father/mother}.

[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 {his/her} biological parents. Any information you can provide will be helpful.]

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} {biological/adoptive} {father/mother}? Would you say ...

CODES

1	Less than one month,	
2	More than a month but less than a year,	Box4
3	More than a year, or	Box4
4	No contact since birth?	Box4
5	PARENT IS DECEASED	Box4
6	NO CONTACT SINCE ADOPTION	Box4
7	NO ADOPTIVE {MOTHER/FATHER}	Box4
8	PARENT UNKNOWN/WAS ONLY A DONOR	Box4
	REFUSED	Box4
	DON'T KNOW	Box4

PROGRAMMER INSTRUCTIONS:

DISPLAY "his" IF THE CHILD IS MALE. DISPLAY "her" IF THE CHILD IS FEMALE. ELSE, IF CHILD SEX IS MISSING, DISPLAY "his/her."

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE BIOLOGICAL MOTHER, "biological" AND "mother" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE BIOLOGICAL FATHER, DISPLAY "biological" AND "father" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE ADOPTIVE MOTHER, DISPLAY "adoptive" AND "mother" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE ADOPTIVE FATHER, DISPLAY "adoptive" AND

“father” FOR THE PARTICULAR LOOP RESPONDENT IS ON.

DISPLAY “[We...helpful.]” IF THERE ARE NO BIOLOGICAL PARENTS IN THE HOUSEHOLD (NO HOUSEHOLD MEMBER WITH A CODE '1' AT FSQ.140 OR FSQ.150). OTHERWISE, USE A NULL DISPLAY.

DISPLAY “for adoptive parents” IF THE RESPONDENT IS AN ADOPTIVE PARENT (FSQ.140 OR FSQ.150 IS CODED '2' FOR THE PERSON FLAGGED AS THE RESPONDENT).

NRQ123

QUESTION TEXT:

How many times have {CHILD} and {his/her} {biological/adoptive} {father/ mother} talked on the telephone or in a video call to each other, e-mailed, texted, or had some other type of contact that was not in person in the past 4 weeks?

|_|_|
NUMBER OF TIMES

ENTER NUMBER

Range 0 to 200
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY “his” IF THE CHILD IS MALE. DISPLAY “her” IF THE CHILD IS FEMALE. ELSE, IF CHILD SEX IS MISSING, DISPLAY “his/her.”

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE BIOLOGICAL MOTHER, DISPLAY “biological” AND “mother” FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE BIOLOGICAL FATHER, DISPLAY “biological” AND “father” FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE ADOPTIVE MOTHER, DISPLAY “adoptive” AND “mother” FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THE LOOP DEFINED IN NRQ BOX 2 IS ASKING ABOUT THE ADOPTIVE FATHER, DISPLAY “adoptive” AND “father” FOR THE PARTICULAR LOOP RESPONDENT IS ON.

RANGE: 0 TO 200.

Box4

ASK NRQ.040 TO NRQ.123 FOR THE NEXT NON-RESIDENTIAL PARENT. IF NO NEXT NON-RESIDENTIAL PARENT, GO TO SECTION COQ (COUNTRY OF ORIGIN FOR NON-RESIDENT BIOLOGICAL PARENTS).

Spring 2016 Parent Interview: ECLS-K:2011

Section	COQ	[Country of Origin for Non-Resident Biological Parents]	Sequence: 8
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BOX 1

IF BOTH BIOLOGICAL PARENTS (ACCORDING TO THE ROSTER, AT LEAST ONE HOUSEHOLD MEMBER IS A BIRTH MOTHER AND AT LEAST ONE HOUSEHOLD MEMBER IS A BIRTH FATHER) ARE CURRENTLY LIVING TOGETHER IN THE HOUSEHOLD, GO TO BOX 6. ELSE, GO TO BOX 2.

BOX2

IF NO HOUSEHOLD MEMBER IS A BIRTH MOTHER AND THE PRELOAD SHOWS THAT COQ WAS ALREADY ANSWERED FOR THE NONRESIDENT BIRTH MOTHER IN SPRING 2015 ((COQ005=1 IN SPRING 2015) OR (COQ010 =0-75 IN SPRING 2015)), SPRING 2014 ((COQ005=1 IN SPRING 2014) OR (COQ010 =0-75 IN SPRING 2014)), OR SPRING 2013 ((COQ005=1 IN SPRING 2013) OR (COQ010 =0-75 IN SPRING 2013)) GO TO BOX 4. ELSE, ASK COQ005-COQ010 IF NO HOUSEHOLD MEMBER IS A BIRTH MOTHER. OTHERWISE, GO TO BOX 4.

COQ005

QUESTION TEXT:

Now, we'd like to ask {another question} about {CHILD}'s biological mother. {I know you mentioned that {CHILD}'s biological mother is deceased, and I am sorry for this loss. We understand that it may be hard to talk about those who are no longer living, but I was hoping I could ask a couple quick background questions about where she was from.} In what country was {his/her} biological mother born?

IF RESPONDENT SAYS THAT THE MOTHER IS DECEASED, SAY: I'm sorry to hear that. We understand that it may be hard to talk about those who are no longer living. The only questions that I'll be asking about this parent are where she was from and, if it was not the U.S., when she first moved to the United States.

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT 'NOT ON LIST' IN THE LOOKUP FILE AND PRESS ENTER. USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

ENTER TEXT

Length 3
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "I know you mentioned... she was from." IF (NRQ.040=5 (DECEASED) FOR THE BIOLOGICAL MOTHER IN ANY ROUND) OR (FALL-KINDERGARTEN HRQ.030=2 (DECEASED) FOR THE BIOLOGICAL MOTHER) OR (FSQ.015=4 (DECEASED) FOR THE BIOLOGICAL MOTHER IN THE CURRENT ROUND, SPRING-SECOND, SPRING-THIRD, SPRING-FOURTH GRADE).

DISPLAY "another question" IF SECTION NRQ ASKED ABOUT THE BIOLOGICAL MOTHER. ELSE, USE A NULL DISPLAY.

DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

IF COUNTRY 233 IS CHOSEN, DISPLAY "YOU HAVE SELECTED "UNITED ARAB EMIRATES" RATHER THAN THE "UNITED STATES." IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHANGE CODE."

BOX 3

IF COQ005=0 (NOT ON LIST), CONTINUE WITH COQ 005OS.
IF COQ005=1, DK, OR RF, GO TO BOX 4.
OTHERWISE, CONTINUE WITH COQ010.

COQ005OS

QUESTION TEXT:

[In what country was {his/her} biological mother born?]

SPECIFY COUNTRY

ENTER TEXT

Length 50

COQ010

QUESTION TEXT:

How old was {CHILD}'s biological mother when she first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?

CONFIRM THAT THE AGE IS REPORTED IN YEARS. ENTER THE AGE IN YEARS.

IF BIOLOGICAL MOTHER NEVER MOVED TO THE UNITED STATES (ANY OF THE FIFTY STATES OR THE DISTRICT OF COLUMBIA), ENTER 95.

__|__|
AGE

ENTER NUMBER

Range 0 to 75
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "any of the fifty states or the District of Columbia" IF COQ.005 = 5, 90, 139, 179, 203, 235 (AMERICAN SAMOA, GUAM, MARIANA ISLANDS, PUERTO RICO, SOLOMON ISLANDS, OR US VIRGIN ISLANDS). ELSE, DISPLAY "the United States."

HARD RANGE CHECK 0-75, 95.

IF VALUE ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "INPUT INVALID. VALUE NOT IN RANGE 0-75 OR 95 (BIOLOGICAL MOTHER NEVER MOVED TO UNITED STATES)."

BOX 4

IF NO HOUSEHOLD MEMBER IS A BIRTH FATHER AND THE PRELOAD SHOWS THAT COQ WAS ALREADY ANSWERED FOR THE NONRESIDENT BIRTH FATHER IN SPRING 2015 ((COQ020=1 IN SPRING 2015) OR (COQ025 =0-75 IN SPRING 2015)), SPRING 2014 ((COQ020=1 IN SPRING 2014) OR (COQ025 =0-75 IN SPRING 2014)), OR SPRING 2013 ((COQ020=1 IN SPRING 2013) OR (COQ025 =0-75 IN SPRING 2013)), GO TO BOX 6. ELSE, ASK COQ020-COQ025 IF NO HOUSEHOLD MEMBER IS A BIRTH FATHER. OTHERWISE, GO TO BOX 6.

COQ020

QUESTION TEXT:

Now, we'd like to ask {another question} about {CHILD}'s biological father. {I know you mentioned that {CHILD}'s biological father is deceased, and I am sorry for this loss. We understand that it may be hard to talk about those who are no longer living, but I was hoping I could ask a couple quick background questions about where he was from.} In what country was {his/her} biological father born?

IF RESPONDENT SAYS THAT THE FATHER IS DECEASED, SAY: I'm sorry to hear that. We understand that it may be hard to talk about those who are no longer living. The only questions that I'll be asking about this parent are where he was from and, if it was not the U.S., when he first moved to the United States.

TO ACTIVATE LOOKUP, BEGIN TO TYPE COUNTRY OR TERRITORY. IF COUNTRY IS NOT ON THE LIST, HIGHLIGHT 'NOT ON LIST' IN THE LOOKUP FILE AND PRESS ENTER.

USE THE ARROW KEYS TO HELP YOU LOCATE A MATCH.

ENTER TEXT

Length 3
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "another question" IF SECTION NRQ ASKED ABOUT THE BIOLOGICAL FATHER. ELSE, USE A NULL DISPLAY.

DISPLAY "I know you mentioned... he was from." IF (NRQ.040=5 (DECEASED) FOR THE BIOLOGICAL FATHER IN ANY ROUND) OR (FALL-KINDERGARTEN HRQ.030=2 (DECEASED) FOR THE BIOLOGICAL FATHER) OR (FSQ.015=4 (DECEASED) FOR THE BIOLOGICAL FATHER IN THE CURRENT ROUND, SPRING-SECOND, SPRING-THIRD, OR SPRING-FOURTH GRADE).

DISPLAY COUNTRY LOOKUP FILE. ALLOW 3 SPACES IN THE RESPONSE FIELD FOR ENTERING RESPONSE CODES.

IF COUNTRY 233 IS CHOSEN, DISPLAY "YOU HAVE SELECTED "UNITED ARAB EMIRATES" RATHER THAN THE "UNITED STATES." IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHANGE CODE."

BOX5

IF COQ020=0 (NOT ON LIST), CONTINUE WITH COQ020OS.
IF COQ020=1 (UNITED STATES), DK, OR RF, GO TO BOX 6.
OTHERWISE, CONTINUE WITH COQ025.

COQ020OS

QUESTION TEXT:

[In what country was {his/her} biological father born?]
SPECIFY COUNTRY.

ENTER TEXT

Length 50

COQ025

QUESTION TEXT:

How old was {CHILD}'s biological father when he first moved to {any of the fifty states in the United States or the District of Columbia /the United States}?

CONFIRM THAT THE AGE IS REPORTED IN YEARS. ENTER THE AGE IN YEARS.

IF BIOLOGICAL FATHER NEVER MOVED TO THE UNITED STATES (ANY OF THE FIFTY STATES OR THE DISTRICT OF COLUMBIA), ENTER 95.

AGE

ENTER NUMBER

Range 0 to 75
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "any of the fifty states or the District of Columbia" IF COQ.020 = 5, 90, 139, 179, 203, 235 (AMERICAN SAMOA, GUAM, MARIANA ISLANDS, PUERTO RICO, SOLOMON ISLANDS, OR US VIRGIN ISLANDS). ELSE, DISPLAY "the United States."

HARD RANGE CHECK 0-75, 95.

IF VALUE ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "INPUT INVALID. VALUE NOT IN RANGE 0-75 OR 95 (BIOLOGICAL FATHER NEVER MOVED TO UNITED STATES)."

BOX 6

GO TO DISCIPLINE, WARMTH, AND EMOTIONAL SUPPORTIVENESS (DWQ).

Spring 2016 Parent Interview: ECLS-K:2011

Section DWQ

[Discipline, Warmth, and Emotional Supportiveness]

Sequence: 9

BOX 1

IF PERSON FLAGGED AS RESPONDENT SCORES '1' OR '2' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130, CONTINUE WITH DWQ.010. OTHERWISE, GO TO DWQ.081a.

DWQ010

QUESTION TEXT:

Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.

{CHILD} and I often have warm, close times together.

PROBE: Is it completely true, mostly true, somewhat true or not at all true?

CODES

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE
- REFUSED
- DON'T KNOW

DWQ015

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

Most of the time I feel that {CHILD} likes me and wants to be near me.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

CODES

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE
- REFUSED
- DON'T KNOW

DWQ025

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

Even when I'm in a bad mood, I show {CHILD} a lot of love.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

CODES

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE
- REFUSED
- DON'T KNOW

DWQ035

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I express affection by hugging, kissing, and holding {CHILD}.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

CODES

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE

- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE
- REFUSED
- DON'T KNOW

DWQ040

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

Being a parent is harder than I thought it would be.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

CODES

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE
- REFUSED
- DON'T KNOW

DWQ045

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

{CHILD} does things that really bother me.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

CODES

- 1 COMPLETELY TRUE
- 2 MOSTLY TRUE
- 3 SOMEWHAT TRUE
- 4 NOT AT ALL TRUE
- REFUSED
- DON'T KNOW

DWQ050

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I find myself giving up more of my life to meet {CHILD}'s needs than I ever expected.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

CODES

- | | |
|---|-----------------|
| 1 | COMPLETELY TRUE |
| 2 | MOSTLY TRUE |
| 3 | SOMEWHAT TRUE |
| 4 | NOT AT ALL TRUE |
| | REFUSED |
| | DON'T KNOW |

DWQ060

QUESTION TEXT:

[Now, I'm going to read some statements. Please tell me whether each statement is completely true, mostly true, somewhat true, or not at all true.]

I often feel angry with {CHILD}.

[PROBE: Is it completely true, mostly true, somewhat true or not at all true?]

CODES

- | | |
|---|-----------------|
| 1 | COMPLETELY TRUE |
| 2 | MOSTLY TRUE |
| 3 | SOMEWHAT TRUE |
| 4 | NOT AT ALL TRUE |
| | REFUSED |
| | DON'T KNOW |

DWQ070a

QUESTION TEXT:

Now I am going to read some additional statements.

Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.

Even if I am really busy, I make time to listen to {CHILD}. Would you say it's never true, sometimes true, often true, or very often true?

CODES

- 1 NEVER TRUE
- 2 SOMETIMES TRUE
- 3 OFTEN TRUE
- 4 VERY OFTEN TRUE
- REFUSED
- DON'T KNOW

DWQ07ob

QUESTION TEXT:

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

I discourage {CHILD} from talking about {his/her} worries because it upsets {him/her}.

CODES

- 1 NEVER TRUE
- 2 SOMETIMES TRUE
- 3 OFTEN TRUE
- 4 VERY OFTEN TRUE
- REFUSED
- DON'T KNOW

DWQ07oc

QUESTION TEXT:

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

I encourage {CHILD} to talk about {his/her} troubles.

CODES

- 1 NEVER TRUE
 - 2 SOMETIMES TRUE
 - 3 OFTEN TRUE
 - 4 VERY OFTEN TRUE
- REFUSED
DON'T KNOW

DWQ070d

QUESTION TEXT:

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

I encourage {CHILD} to tell me about {his/her} friends and activities.

CODES

- 1 NEVER TRUE
 - 2 SOMETIMES TRUE
 - 3 OFTEN TRUE
 - 4 VERY OFTEN TRUE
- REFUSED
DON'T KNOW

DWQ070e

QUESTION TEXT:

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

I encourage {CHILD} to express {his/her} opinions.

CODES

- 1 NEVER TRUE
- 2 SOMETIMES TRUE
- 3 OFTEN TRUE
- 4 VERY OFTEN TRUE
- REFUSED
- DON'T KNOW

DWQ07of

QUESTION TEXT:

[Now I am going to read some additional statements.]

[Please tell me whether each statement is never true for you, sometimes true for you, often true for you, or very often true for you.]

When I lose my patience with {CHILD}'s questions and demands, I just don't listen to {CHILD} anymore.

CODES

- 1 NEVER TRUE
- 2 SOMETIMES TRUE
- 3 OFTEN TRUE
- 4 VERY OFTEN TRUE
- REFUSED
- DON'T KNOW

DWQ075

QUESTION TEXT:

How often do you argue with {CHILD}? Please include major arguments as well as minor arguments, such as over homework or chores. Would you say never, almost never, sometimes, often, or always?

CODES

- 1 NEVER
- 2 ALMOST NEVER
- 3 SOMETIMES
- 4 OFTEN
- 5 ALWAYS
- REFUSED

DWQo77a

QUESTION TEXT:

The following are a number of statements about your family. Please tell me how often each typically occurs in your home.

You threaten to punish {CHILD} and then do not actually punish {him/her}. Would you say this occurs never, almost never, sometimes, often, or always?

CODES

- 1 NEVER
- 2 ALMOST NEVER
- 3 SOMETIMES
- 4 OFTEN
- 5 ALWAYS
- REFUSED
- DON'T KNOW

DWQo77b

QUESTION TEXT:

[The following are a number of statements about your family. Please tell me how often each typically occurs in your home.]

{CHILD} talks you out of being punished after {he/she} has done something wrong.

[PROBE: Would you say this occurs never, almost never, sometimes, often, or always?]

CODES

- 1 NEVER
- 2 ALMOST NEVER
- 3 SOMETIMES
- 4 OFTEN
- 5 ALWAYS
- REFUSED
- DON'T KNOW

DWQ077c

QUESTION TEXT:

[The following are a number of statements about your family. Please tell me how often each typically occurs in your home.]

You let {CHILD} out of a punishment early, like lift restrictions earlier than you originally said.

[PROBE: Would you say this occurs never, almost never, sometimes, often, or always?]

CODES

- | | |
|---|--------------|
| 1 | NEVER |
| 2 | ALMOST NEVER |
| 3 | SOMETIMES |
| 4 | OFTEN |
| 5 | ALWAYS |
| | REFUSED |
| | DON'T KNOW |

DWQ081a

QUESTION TEXT:

Now I'd like to ask some questions about the amount of time {CHILD} plays video games. We want you to include games played on systems like Playstation, Wii, or Xbox, or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, or cellphone, or games played on the computer.

On any given weekday, how much time does {CHILD} spend playing video games? Please do not include time {CHILD} spends on the computer doing educational activities or homework.

ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER 'o.' MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

ENTER NUMBER

Range	0 to 24
Soft Range	0 to 10
REFUSED	BOX2
DON'T KNOW	BOX2

PROGRAMMER INSTRUCTIONS:

DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

WHEN CURSOR IS ON THE HOUR FIELD, DISPLAY 'ENTER NUMBER OF HOURS. IF LESS THAN AN HOUR, ENTER 'o.' MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

DK AND REF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS.

IF HOURS ARE REF/DK, SKIP TO BOX2. ELSE, CONTINUE WITH MINUTES.

DISPLAY "plays video games" IN UNDERLINED TEXT.

IF THE VALUE ENTERED IS 11 TO 24, DISPLAY THE SOFT ERROR MESSAGE: "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

IF THE ANSWER IS GREATER THAN 24, DISPLAY THE HARD ERROR MESSAGE: "Invalid response. Value not in range 0-24. Please reenter."

IF HOURS ARE 24, SKIP TO BOX 2. ELSE, CONTINUE WITH MINUTES.

DWQo81b

QUESTION TEXT:

[Now I'd like to ask some questions about the amount of time {CHILD} plays video games. We want you to include games played on systems like Playstation, Wii, or Xbox, or on handheld devices such as a Nintendo DS, Sony PSP, iPod, iPad, or cellphone, or games played on the computer.]

[On any given weekday, how much time does {CHILD} spend playing video games? Please do not include time {CHILD} spends on the computer doing educational activities or homework.]

|_|_|

ENTER NUMBER OF MINUTES.

ENTER NUMBER

Range 0 to 59

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY THE FOLLOWING MATRIX IN THE RESPONSE FIELD:

WHEN CURSOR IS ON THE MINUTE FIELD, DISPLAY 'ENTER NUMBER OF MINUTES.'

WHEN CURSOR IS ON THE MINUTES FIELDS, DISPLAY 'Now... computer.' AND 'On any given... homework.' IN SQUARE BRACKETS.

DK AND REF ALLOWED AT ALL FIELDS. EMPTY IS ALLOWED FOR MINUTES, BUT NOT FOR HOURS. IF THE MINUTES FIELD IS EMPTY (INTERVIEWER DOES NOT ENTER ZERO OR MORE MINUTES), CODE THE MINUTES FIELD AS -1 (this is for data delivery purposes only).

DISPLAY "plays video games" IN UNDERLINED TEXT.

HARD RANGE = 0 – 59 FOR MINUTES.

IF THE MINUTES ENTERED EXCEED 59, DISPLAY "Input invalid. Value not in range 0 to 59."

Box 2

GO TO SECTION CHQ (CHILD HEALTH AND WELL-BEING).

Spring 2016 Parent Interview: ECLS-K:2011

Section CHQ [Child's Health and Well-Being]

Sequence: 10

CHQ010

QUESTION TEXT:

Now we'd like to discuss {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?

CODES

- | | |
|---|-----------------------------------------------------------|
| 1 | NEVER BEEN TO DENTIST OR DENTAL HYGIENIST FOR DENTAL CARE |
| 2 | LESS THAN 6 MONTHS |
| 3 | 6 MONTHS TO LESS THAN 1 YEAR |
| 4 | 1 YEAR TO 2 YEARS |
| 5 | MORE THAN 2 YEARS |
| | REFUSED |
| | DON'T KNOW |

CHQ020

QUESTION TEXT:

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?

PROBE: Routine health care may include check-ups or immunization appointments.

CODES

- | | |
|---|-------------------------------|
| 1 | NEVER HAD ROUTINE HEALTH CARE |
| 2 | LESS THAN 6 MONTHS |
| 3 | 6 MONTHS TO LESS THAN 1 YEAR |
| 4 | 1 YEAR TO 2 YEARS |
| 5 | MORE THAN 2 YEARS |
| | REFUSED |
| | DON'T KNOW |

CHQ021

QUESTION TEXT:

Has {CHILD} had an ear infection since last spring?

CODES

- | | | |
|---|------------|--------|
| 1 | YES | CHQ023 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

CHQ022

QUESTION TEXT:

Has {CHILD} had an ear ache since last spring?

CODES

- | | | |
|---|------------|--------|
| 1 | YES | CHQ024 |
| 2 | NO | CHQ026 |
| | REFUSED | CHQ026 |
| | DON'T KNOW | CHQ026 |

CHQ023

QUESTION TEXT:

Since last spring, how many times did a doctor, nurse, or other medical professional tell you that {CHILD} had an ear infection?

RECORD NUMBER OF TIMES.

NUMBER OF TIMES.

ENTER NUMBER

- | | |
|------------|---------|
| Range | 0 to 15 |
| REFUSED | |
| DON'T KNOW | |

PROGRAMMER INSTRUCTIONS:

IF THE ANSWER IS GREATER THAN 15, DISPLAY THE ERROR MESSAGE: "Input invalid. Value not in range 1 to

CHQ024**QUESTION TEXT:**

How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?

PROBE: Anything else?

CODE ALL THAT APPLY.

CODES	Code All That Apply
1	NO TREATMENT/ WATCH AND WAIT
2	DECONGESTANTS/ ANTIHISTAMINES/ ALLERGY MEDICATION
3	ANTIBIOTICS
4	WITH EAR TUBES
5	ANALGESICS (E.G., FEVER REDUCER OR PAIN RELIEVER)
6	EAR DROPS
7	FLUSHING THE EAR/ IRRIGATION/ EAR WAX REMOVAL
8	REMOVE TONSILS/ ADENOIDS
9	CHIROPRACTIC TREATMENTS
10	DID NOT GO TO DOCTOR, NURSE, OR MEDICAL PROFESSIONAL
91	OTHER (SPECIFY) REFUSED DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY “ear infections” IF CHQ.021 = 1. ELSE, DISPLAY “ear aches.”

BOX1

IF ONE OF THE CODES IN CHQ.024 = 91, GO TO CHQ.024OS. ELSE, GO TO BOX 2.

CHQ024OS

QUESTION TEXT:

[How have {CHILD}'s {ear infections/ear aches} been treated by your doctor, nurse, or other medical professional since last spring?]

SPECIFY TREATMENT.

ENTER TEXT

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY "ear infections" IF CHQ.021 = 1. ELSE, DISPLAY "ear aches."

BOX2

IF ONE OF THE CODES IN CHQ.024 = 4, GO TO CHQ.025. ELSE, GO TO CHQ.026.

CHQ025

QUESTION TEXT:

Since last spring, have ear tubes been placed in the right ear, left ear, or both ears when your child has had surgery to place tubes in {his/her} ears?

IF NEEDED: Please consider all surgeries since last spring if {CHILD} had more than one to place ear tubes.

CODES

- 1 RIGHT EAR
- 2 LEFT EAR
- 3 BOTH EARS
- REFUSED
- DON'T KNOW

CHQ026

QUESTION TEXT:

Has a doctor, nurse, or other medical professional ever told you that {CHILD} has asthma?

CODES

1	YES	
2	NO	CHQ060
	REFUSED	CHQ060
	DON'T KNOW	CHQ060

CHQ027

QUESTION TEXT:

Does {he/she} receive treatment for this condition?

CODES

1	YES	
2	NO	
	REFUSED	
	DON'T KNOW	

CHQ060

QUESTION TEXT:

In a typical week, on how many days does {CHILD} get exercise that causes rapid breathing, perspiration, and a rapid heartbeat for 20 continuous minutes or more?

ENTER # OF DAYS.

ENTER NUMBER

Range	0 to 7
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

IF THE ANSWER IS GREATER THAN 7, DISPLAY THE ERROR MESSAGE: "Input invalid. Value not in range 1 to 7."

CHQ095

QUESTION TEXT:

For the next set of questions, please base your answer on how {CHILD} compares to other children of the same age.

{CHILD} is independent and takes care of {himself/herself} ...

CODES

- 1 Better than other children {his/her} age,
 - 2 As well as other children,
 - 3 Slightly less well than other children, or
 - 4 Much less well than other children?
- REFUSED
DON'T KNOW

CHQ100

QUESTION TEXT:

Does {CHILD} pay attention

CODES

- 1 Better than other children {his/her} age,
 - 2 As well as other children,
 - 3 Slightly less well than other children, or
 - 4 Much less well than other children?
- REFUSED
DON'T KNOW

CHQ105

QUESTION TEXT:

Does {CHILD} learn, think, and solve problems ...

CODES

- 1 Better than other children {his/her} age,
 - 2 As well as other children,
 - 3 Slightly less well than other children, or
 - 4 Much less well than other children?
- REFUSED
DON'T KNOW

CHQ106

QUESTION TEXT:

Does {CHILD} show good coordination in moving {his/her} arms and legs? Would you say {he/she} does this ...

IF RESPONDENT REPORTS DIFFERENTIALLY FOR ARMS OR LEGS OR FOR SIDES OF THE BODY, SAY: Answer for the part of the body your child has the most difficulty using.

IF CHILD HAS EPISODIC TROUBLE, SAY: Answer for what you consider a typical day.

CODES

- 1 Better than other children {his/her} age,
 - 2 As well as other children,
 - 3 Slightly less well than other children, or
 - 4 Much less well than other children?
- REFUSED
DON'T KNOW

CHQ107

QUESTION TEXT:

Would you say {CHILD} behaves and relates to other children...

CODES

- 1 Better than other children {his/her} age,
 - 2 As well as other children,
 - 3 Slightly less well than other children, or
 - 4 Much less well than other children?
- REFUSED
DON'T KNOW

CHQ108

QUESTION TEXT:

Would you say {CHILD} behaves and relates to adults...

CODES

- 1 Better than other children {his/her} age,
 - 2 As well as other children,
 - 3 Slightly less well than other children, or
 - 4 Much less well than other children?
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "adults" IN UNDERLINED TEXT.

CHQ109

QUESTION TEXT:

Thinking about {CHILD}'s overall activity level, would you say {he/she} is...

CODES

- 1 Less active than other children {his/her} age,
 - 2 About as active,
 - 3 Slightly more active, or
 - 4 A lot more active than other children {his/her} age?
- REFUSED
DON'T KNOW
-

CHQ110

QUESTION TEXT:

Does {CHILD} have any emotional or psychological difficulties?

CODES

- 1 YES
 - 2 NO BOX5
- REFUSED BOX5
DON'T KNOW BOX5
-

CHQ111

QUESTION TEXT:

Do you think this is a mild problem, a moderate problem, or a severe problem?

CODES

- 1 MILD PROBLEM
- 2 MODERATE PROBLEM
- 3 SEVERE PROBLEM
- REFUSED
- DON'T KNOW

BOX5

IF (CHQ.095 = 3 OR 4) OR (CHQ.100 = 3 OR 4) OR (CHQ.105 = 3 OR 4) OR (CHQ.106 = 3 OR 4), OR (CHQ.107 = 3 OR 4) OR (CHQ.108 = 3 OR 4) OR (CHQ.109 = 4) OR (CHQ.110 = 1), GO TO CHQ.115. ELSE, GO TO CHQ.200.

CHQ115

HELP AVAILABLE

QUESTION TEXT:

{Since last spring, has {CHILD}}{Has {CHILD} ever} been evaluated by a professional because of an issue with {independence and taking care of {himself/herself} {or}/paying attention {or}/learning, thinking, and solving problems {or}/ coordination in moving {his/her} arms and legs {or}/behaving and relating to other children {or}/ behaving and relating to adults {or}/{his/her} overall activity level {or}/{his/her} emotional or psychological difficulties}?

HELP TEXT:

Professional: 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.

CODES

- 1 YES
- 2 NO CHQ200
- REFUSED CHQ200
- DON'T KNOW CHQ200

PROGRAMMER INSTRUCTIONS:

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Since last spring, has {CHILD}" IF SECTION CHQ WAS COMPLETED IN SPRING-FOURTH GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has {CHILD} ever."

DISPLAY ALL THE ISSUES THAT THE CHILD HAS ACCORDING TO THE INSTRUCTIONS BELOW. IF THERE IS MORE THAN ONE ISSUE, DISPLAY THE "or" FOLLOWING THE DISPLAY (E.G., IF A CHILD HAS PROBLEMS WITH BOTH PAYING ATTENTION AND BEHAVING AND RELATING TO ADULTS, THE DISPLAY WOULD BE "paying attention or behaving and relating to adults.").

IF CHQ.095 = 3 OR 4, DISPLAY "independence and taking care of {himself/herself}."

IF CHQ.100 = 3 OR 4, DISPLAY "paying attention."

IF CHQ.105 = 3 OR 4, DISPLAY "learning, thinking, and solving problems."

IF CHQ.106 = 3 OR 4, DISPLAY "coordination in moving {his/her} arms and legs."

IF CHQ.107 = 3 OR 4, DISPLAY "behaving and relating to other children."

IF CHQ.108 = 3 OR 4, DISPLAY "behaving and relating to adults."

IF CHQ.109 = 4, DISPLAY "{his/her} overall activity level."

IF CHQ.110 = 1, DISPLAY "{his/her} emotional or psychological difficulties."

CHQ120

HELP AVAILABLE

QUESTION TEXT:

{Since last spring, have you obtained/Did you obtain} a diagnosis or diagnoses of a problem from a professional?

HELP TEXT:

Professional: 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.

CODES

1	YES	
2	NO	CHQ200
	REFUSED	CHQ200
	DON'T KNOW	CHQ200

PROGRAMMER INSTRUCTIONS:

DISPLAY "of a problem" IN UNDERLINED TEXT.

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

"DISPLAY "Since ... obtained" IF SECTION CHQ WAS COMPLETED IN SPRING-FOURTH GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Did... obtain" FOR THE SECOND PART OF THE DISPLAY.

CHQ125

HELP AVAILABLE

QUESTION TEXT:

What was the diagnosis or were the diagnoses?

PROBE: Anything else?

CODE ALL THAT APPLY.

CODE DYSLEXIA AS "6." CODE DYSCALCULIA AS "7." CODE "LEARNING DISABILITY" (CODE 1) ONLY IF THE

CHILD HAS AN ADDITIONAL LEARNING DISABILITY THAT IS SEPARATE FROM OR IN ADDITION TO DYSLEXIA (CODE 6) OR DYSCALCULIA (CODE 7).

IF BOTH ADD (CODE 2) AND ADHD (CODE 3) ARE MENTIONED, CODE AS "3" FOR ADHD.

HELP TEXT:

Learning disability: This is a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which shows up as difficulty to listen, think, speak, read, write, spell, or do mathematical calculations. In some cases the child can perform at grade level, but only with special help. Some names of learning disabilities are dyslexia (CODE UNDER DYSLEXIA), dyscalculia (CODE UNDER DYSCALCULIA), developmental aphasia, minimal brain dysfunction, brain injury, and perceptual disabilities. The term does not include learning problems that are primarily the result of problems with seeing, hearing, or walking (or visual, hearing or motor disabilities); intellectual or severe cognitive disability/mental retardation; emotional disturbance; or environmental, cultural, or economic disadvantage. A commonly used acronym is "LD." "Specific learning disorder" should be coded here.

Attention Deficit Disorder (ADD): A childhood syndrome characterized by short attention span that is inappropriate for his/her age group.

Attention Deficit Hyperactivity Disorder (ADHD): The child displays signs of inattention, impulsivity, and hyperactivity that are inappropriate for his or her mental and chronological age. Adults in the child's environment, such as parents and teachers must report the signs. 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. Onset is typically before age seven and condition lasts at least six months.

Developmental delay: A condition in which a young child falls significantly behind his/her age-mates in physical, mental (cognitive), speech (communication), social/emotional, adaptive (behavioral) development. It does not simply mean that the child talked somewhat later than some children talked or was smaller than average. It is not to be confused with autism or pervasive developmental delay. If the child's social behavior and relationships with other people are generally consistent with his or her delayed cognitive development, then the classification of the condition as developmental delay is probably appropriate. If this is not the case, see the definitions of autism and pervasive developmental disorder or delay.

Autism: A developmental disability significantly affecting verbal and nonverbal communication as well as social interaction, generally evident before age three. Other 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). There is also often an insistence on sameness, as shown by stereotyped play, abnormal preoccupations, or resistance to change. With autism, the impaired social development and delayed or deviant language development are not merely predictable from the child's cognitive retardation. Some children with autism are actually advanced in their reading skills, memory skills, or musical abilities. The term autism does not apply if the child's educational performance is negatively affected primarily because the child has an emotional disturbance. Asperger's Disorder, Pervasive Developmental Disorder (PDD), or any other autism spectrum disorder may be coded here; the subtype will be captured in the next question. Pervasive developmental disorder or delay is also characterized by gross and sustained impairment in social relationships, but typically has an onset after 30 months of age. Other characteristics are sudden excessive anxiety, inappropriate affect or emotions, resistance to change in the environment, oddities of motor movement, abnormalities of speech, hypersensitivity to sensory stimuli, and self-mutilation. This condition generally does not involve delusions, hallucinations, incoherence, or bizarre associations. "Autism Spectrum Disorder (ASD)" should be coded here.

Dyslexia: A learning disability (see above definition) marked by impairment of the ability to recognize and comprehend the written word.

Dyscalculia: A learning disability (see above definition) marked by impairment in the ability to perform and remember calculations in mathematics.

Intellectual disability/Severe cognitive disability/Mental retardation: The child's mental development is significantly and noticeably behind what would ordinarily be expected for a child of his or her 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" should be coded here.

Orthopedic impairment: A bodily (or physical) impairment that is severe enough to negatively affect a child's educational performance. Disabling physical problems such as those resulting from poliomyelitis (often called polio or infantile paralysis), bone tuberculosis, cerebral palsy, amputations, and fractures or contractures (shortening of tissue) from burns would be considered as orthopedic impairments.

Serious Emotional Disturbance or SED: A condition that has 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 with peers and teachers; (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. The term includes schizophrenia but does not apply to children who are socially maladjusted, unless it is determined that they have a serious emotional disturbance.

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. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as 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 (injuries during birth). The term is used when an external force has caused the injury.

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.

Separation Anxiety Disorder: This is the fear a child has of being separated from his/her parents which is far more than would be expected for the child's developmental stage.

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.

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.

Other Anxiety Disorder: An anxiety disorder that is not one of the specific disorders in this list.

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.

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.

Speech Problems (such as articulation problems; communication problems; phonological problems; voice disorders; or stuttering): Speech problems include many types of issues a child may show when he or she talks. The listener may not hear the child (his/her voice may be inaudible), the child may not speak clearly (sounds are not crisp), or the child may use sounds or say words the listener is not familiar with. These problems are common in very young children as they learn to speak. However, as children age they are expected to speak with more clarity. Thus, a speech problem refers to speech that is not age appropriate. Articulation problems refer to an inability to make certain sounds. The child may say "wock" instead of "rock" or they may leave off a sound and say "tick or teat" instead of "trick or treat." These problems occur

when the child changes a sound, leaves off a sound, or adds a sound to familiar words. If a child cannot make particular sounds that children his/her age normally make, that may also be referred to as a phonological problem. Voice disorders refer to difficulty producing sound at all and is a problem with the vocal cords. A stuttering problem refers to difficulty producing fluent (flowing or effortless) speech. The child cannot speak sentences or groups of words with ease. Instead, the child hesitates before saying some words. They may seem as if they are mentally blocking on a word. This hesitation makes it hard for the listener to understand what the child is trying to say.

Sensory Deficit Disorder (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.

Oppositional Defiant Disorder (Oppositional Defiance 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 his or her 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.

CODES

- 1 LEARNING DISABILITY
- 2 ATTENTION DEFICIT DISORDER (ADD)
- 3 ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD)
- 4 DEVELOPMENTAL DELAY
- 5 AUTISM/ASPERGER'S DISORDER/PERVASIVE DEVELOPMENTAL DISORDER (PDD)/OTHER AUTISM SPECTRUM DISORDER
- 6 DYSLEXIA
- 7 DYSCALCULIA
- 8 INTELLECTUAL DISABILITY/SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION
- 9 ORTHOPEDIC IMPAIRMENT
- 10 SERIOUS EMOTIONAL DISTURBANCE
- 11 TRAUMATIC BRAIN INJURY
- 12 PANIC DISORDER
- 13 SEPARATION ANXIETY DISORDER
- 14 OBSESSIVE COMPULSIVE DISORDER
- 15 GENERALIZED ANXIETY DISORDER
- 16 OTHER ANXIETY DISORDER
- 17 BIPOLAR DISORDER
- 18 DEPRESSION

19	SPEECH PROBLEMS (SUCH AS ARTICULATION PROBLEMS; COMMUNICATION PROBLEMS; PHONOLOGICAL PROBLEMS; VOICE DISORDERS; OR STUTTERING)	
20	SENSORY DEFICIT DISORDER (SUCH AS SENSORY DEPRIVATION PROBLEMS; SENSORY PROCESSING PROBLEMS; SENSORY INTEGRATION PROBLEMS; OR SENSORY ORGANIZATION PROBLEMS)	
21	OPPOSITIONAL DEFIANT DISORDER/OPPOSITIONAL DEFIANCE DISORDER (ODD)	
91	OTHER (SPECIFY)	
	REFUSED	CHQ200
	DON'T KNOW	CHQ200

PROGRAMMER INSTRUCTIONS:

DISPLAY "Learning disability:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Specific learning disorder" IN THE HELP TEXT UNDER LEARNING DISABILITY IN BOLD TEXT.

DISPLAY "Attention Deficit Disorder (ADD):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Developmental delay:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Autism:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Autism spectrum disorder (ASD)" IN THE HELP TEXT UNDER AUTISM IN BOLD TEXT.

DISPLAY "Asperger's Disorder, Pervasive Developmental Disorder (PDD), or any other autism spectrum disorder may be coded here;" UNDER AUTISM IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Pervasive development disorder or delay:" AND "after" UNDER AUTISM IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Dyslexia:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Dyscalculia:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Intellectual disability/Severe cognitive disability/Mental retardation:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Intellectual developmental disorder" IN THE HELP TEXT UNDER INTELLECTUAL DISABILITY/SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION IN BOLD TEXT.

DISPLAY "Orthopedic impairment:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Serious Emotional Disturbance or SED:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Traumatic Brain Injury:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Panic Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Separation Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Obsessive Compulsive Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Generalized Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Other Anxiety Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bipolar Disorder:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Depression:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Speech Problems (such as articulation problems; communication problems; phonological problems; voice disorders; or stuttering):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Articulation problems," " phonological problem," "Voice disorders," and "stuttering problem" UNDER SPEECH PROBLEMS IN BOLD TEXT.

DISPLAY "Sensory Deficit Disorder (such as sensory deprivation problems; sensory processing problems; sensory integration problems; or sensory organization problems):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Oppositional Defiant Disorder/Oppositional Defiance Disorder (ODD):" IN THE HELP TEXT IN BOLD TEXT.

IF BOTH CODE 2 AND CODE 3 ARE ENTERED, DISPLAY THE ERROR MESSAGE "ADD (code 2) and ADHD (code 3) cannot be coded at the same time. If both ADD (CODE 2) and ADHD (CODE 3) are mentioned, code as "3" for ADHD."

BOX6

IF CHQ.125 = 91, GO TO CHQ.125OS. ELSE, GO TO BOX 7.

CHQ125OS

QUESTION TEXT:

[What was the diagnosis or were the diagnoses?]

SPECIFY DIAGNOSIS/DIAGNOSES.

ENTER TEXT

Length

50

BOX7

IF CHQ.125 HAS A CODE OF 5, GO TO CHQ.126. ELSE, GO TO BOX 8.

CHQ126

QUESTION TEXT:

What type of autism spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, something else, or was it identified generally as Autism Spectrum Disorder?

CODES

- 1 AUTISM
- 2 ASPERGER'S DISORDER
- 3 PERVASIVE DEVELOPMENTAL DISORDER (PDD)
- 4 AUTISM SPECTRUM DISORDER (ASD)
- 91 OTHER (SPECIFY)
REFUSED
DON'T KNOW

BOX7a

IF CHQ.126 = 91, GO TO CHQ.126OS. ELSE, GO TO BOX 8.

CHQ126OS

QUESTION TEXT:

[What type of autism spectrum disorder does {CHILD} have? Is it autism, Asperger's Disorder, Pervasive Developmental Disorder, something else, or was it identified generally as Autism Spectrum Disorder?]

SPECIFY TYPE OF AUTISM SPECTRUM DISORDER.

ENTER TEXT

Length

50

BOX8

LOOP 1

ASK CHQ.130, CHQ.131, CHQ.135a, CHQ.135b, CHQ.140, CHQ.155, AND CHQ.173 (IF APPLICABLE ACCORDING TO THE SKIPS BETWEEN THE ITEMS) FOR EACH DIAGNOSIS IN CHQ.125, UP TO 22 TIMES. THE DIAGNOSIS LISTED AS AN "OTHER SPECIFY" SHOULD ALSO BE PART OF THIS LOOP.

LOOPING ELIGIBILITY:

IF CHQ.125 = 1, ASK ABOUT A LEARNING DISABILITY.

IF CHQ.125 = 2, ASK ABOUT ATTENTION DEFICIT DISORDER (ADD).

IF CHQ.125 = 3, ASK ABOUT ATTENTION DEFICIT HYPERACTIVITY DISORDER (ADHD).

IF CHQ.125 = 4, ASK ABOUT DEVELOPMENTAL DELAY.

IF CHQ.125 = 5, ASK ABOUT AUTISM/ASPERGER'S DISORDER/PERVASIVE DEVELOPMENTAL DISORDER (PDD)/OTHER AUTISM SPECTRUM DISORDER.

IF CHQ.125 = 6, ASK ABOUT DYSLEXIA.

IF CHQ.125 = 7, ASK ABOUT DYSCALCULIA.

IF CHQ.125 = 8, ASK ABOUT INTELLECTUAL OR SEVERE COGNITIVE DISABILITY/MENTAL RETARDATION.

IF CHQ.125 = 9, ASK ABOUT ORTHOPEDIC IMPAIRMENT.

IF CHQ.125 = 10, ASK ABOUT SERIOUS EMOTIONAL DISTURBANCE.

IF CHQ.125 = 11, ASK ABOUT TRAUMATIC BRAIN INJURY.

IF CHQ.125 = 12, ASK ABOUT PANIC DISORDER.

IF CHQ.125 = 13, ASK ABOUT SEPARATION ANXIETY DISORDER.

IF CHQ.125 = 14, ASK ABOUT OBSESSIVE COMPULSIVE DISORDER.

IF CHQ.125 = 15, ASK ABOUT GENERALIZED ANXIETY DISORDER.

IF CHQ.125 = 16, ASK ABOUT OTHER ANXIETY DISORDER.

IF CHQ.125 = 17, ASK ABOUT BIPOLAR DISORDER.

IF CHQ.125 = 18, ASK ABOUT DEPRESSION.

IF CHQ.125 = 19, ASK ABOUT SPEECH PROBLEMS.

IF CHQ.125 = 20, ASK ABOUT SENSORY DEFICIT DISORDER.

IF CHQ.125 = 21, ASK ABOUT OPPOSITIONAL DEFIANT DISORDER.

IF CHQ.125 = 91, ASK ABOUT THE DIAGNOSIS AS LISTED IN THE OTHER SPECIFY TEXT OF CHQ.125OS.

CHQ130

QUESTION TEXT:

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)/a developmental delay/autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit disorder/oppositional defiant disorder {TEXT FROM OTHER SPECIFY}} was made?

ENTER AGE.

ENTER NUMBER

Range	0 to 23
REFUSED	CHQ140
DON'T KNOW	CHQ135a

PROGRAMMER INSTRUCTIONS:

DISPLAY THE FOLLOWING FOR THE PARTICULAR LOOP THE RESPONDENT IS ON:

IF CHQ.125 = 1, DISPLAY "a learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."
IF CHQ.125 = 4, DISPLAY "a developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "a panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech."
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

RANGE CHECK: 0-23. IF THE ANSWER IS GREATER THAN 23, DISPLAY THE ERROR MESSAGE: "Input invalid. Value not in range 0 to 23."

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ131

QUESTION TEXT:

[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)/a developmental delay/autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit disorder/oppositional defiant disorder/{TEXT FROM OTHER SPECIFY}} was made?]

ENTER UNIT.

CODES

1	MONTHS	CHQ140
2	YEARS	CHQ140
	REFUSED	CHQ140
	DON'T KNOW	CHQ135a

PROGRAMMER INSTRUCTIONS:

IF CHQ.125 = 1, DISPLAY "a learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."
IF CHQ.125 = 4, DISPLAY "a developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "a panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech."
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

RANGE CHECK: 0-23 IF MONTHS IS THE UNIT; 0-"CHILD'S CURRENT AGE" IF YEARS IS THE UNIT. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

CHQ135a

QUESTION TEXT:

What was the month and year when the diagnosis was made?

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|_|_|
ENTER MONTH.

ENTER NUMBER

Range	1 to 12
REFUSED	CHQ140
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 1-12 FOR MONTH, 2003-2016 FOR YEAR.

IF THE ANSWER IS GREATER THAN 12, DISPLAY THE ERROR MESSAGE: "Input invalid. Value not in range 0 to 12."

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ135b

QUESTION TEXT:

[What was the month and year when the diagnosis was made?]
IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?
IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.
|_|_|_|_|
ENTER YEAR.

ENTER NUMBER

- Range 2003 to 2016
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 1-12 FOR MONTH, 2003-2016 FOR YEAR.

IF THE ANSWER IS GREATER THAN 2016 or LESS THAN 2003, DISPLAY THE ERROR MESSAGE: "Input invalid. Value not in range 2003 to 2016."

DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ140

QUESTION TEXT:

Is {CHILD} now taking any prescription medicine for the condition related to {his/her} {learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/developmental delay/autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/intellectual disability, severe cognitive disability, or mental retardation/orthopedic impairment/serious emotional disturbance/traumatic brain injury/panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/{other} anxiety disorder/bipolar disorder/depression/speech problems/sensory deficit disorder/oppositional defiant disorder/{TEXT FROM OTHER SPECIFY}}?

CODES

- 1 YES
- 2 NO

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF CHQ.125 = 1, DISPLAY "learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."
IF CHQ.125 = 4, DISPLAY "developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "{other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech problems."
IF CHQ.125 = 20, DISPLAY "sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

BOX9

IF CHQ.140 = 1 AND CHQ.125 = 2 OR 3, GO TO CHQ.155. ELSE, IF CHQ.140 =1, GO TO CHQ.173. ELSE, GO TO BOX 11.

CHQ155

QUESTION TEXT:

Is {CHILD} medicated for ADD or ADHD at school, at home, or both?

CODES

1 AT SCHOOL
2 AT HOME
3 BOTH AT SCHOOL AND AT HOME
REFUSED
DON'T KNOW

CHQ173

QUESTION TEXT:

How long has {CHILD} taken such prescription medicine for {a learning disability/Attention Deficit Disorder (ADD)/Attention Deficit Hyperactivity Disorder (ADHD)/a developmental delay/autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder/dyslexia/dyscalculia/an intellectual disability, severe cognitive disability, or mental retardation/an orthopedic impairment/a serious emotional disturbance/a traumatic brain injury/a panic disorder/separation anxiety disorder/obsessive compulsive disorder/generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech problems/a sensory deficit disorder/oppositional defiant disorder/{TEXT FROM OTHER SPECIFY}}, in total?

CODES

- | | |
|---|----------------------|
| 1 | Less than one month, |
| 2 | Less than a year, |
| 3 | 1 to 2 years, |
| 4 | 3 to 4 years, or |
| 5 | 5 years or more? |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

```
IF CHQ.125 = 1, DISPLAY "a learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."
IF CHQ.125 = 4, DISPLAY "a developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other
autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "a panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR
CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech problems."
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.
```

SOFT RANGE CHECK: COMPARE CHILD'S PRELOADED AGE TO AGE AT DIAGNOSIS TO DETERMINE IF REPORT OF HOW LONG CHILD HAS TAKEN MEDICATION FOR A PARTICULAR PROBLEM IN CHQ125 IS LONGER THAN CHILD HAS BEEN DIAGNOSED WITH THE SAME PROBLEM NAMED IN CHQ125.

DEFINE CHILD'S AGE AS FOLLOWS: USE PRELOADED DATE OF BIRTH AND DATE OF INTERVIEW TO CALCULATE AGE IN YEARS.

DEFINE CHILD'S BIRTH YEAR AS FOLLOWS: USE PRELOADED DATE OF BIRTH YEAR.

FOR EACH LOOP FOR A PARTICULAR PROBLEM INDICATED IN CHQ.125, DO THE FOLLOWING:

IF (CHILD'S AGE IS NONMISSING) AND (CHQ.130 AND CHQ.131 NE DK) AND (CHQ.131 = 2), APPLY THE FOLLOWING CHECK:

1. IF THE DIFFERENCE BETWEEN THE AGE AND VALUE ENTERED IN CHQ.130 EQUALS 1 OR 2, VALUE FOR CHQ.173 CANNOT EQUAL 4 OR 5.
2. IF THE DIFFERENCE BETWEEN THE AGE AND VALUE ENTERED IN CHQ.130 EQUALS 3 OR 4, VALUE FOR CHQ.173 CANNOT EQUAL 5.
3. IF THE DIFFERENCE BETWEEN THE AGE AND VALUE ENTERED IN CHQ.130 EQUALS 0, VALUE FOR CHQ.173 CANNOT EQUAL 3, 4, 5.

IF 1, 2, OR 3 IS TRUE, DISPLAY ERROR MESSAGE: THE RESPONDENT HAS REPORTED THAT THE CHILD HAS TAKEN THIS MEDICATION LONGER THAN HE/SHE HAS BEEN DIAGNOSED WITH THIS ISSUE. PLEASE CONFIRM ANSWER.

PRESS G OR ENTER TO CHANGE ENTRY.

PRESS C OR ESCAPE TO CANCEL.

PRESS S TO SUPPRESS AND CONTINUE.

ELSE, IF (CHILD'S AGE IS NONMISSING) AND (CHQ.130 AND CHQ.131 NE DK) AND (CHQ.131 = 1), ALL ENTRIES POSSIBLE FOR CHQ.173.

IF (CHILD'S BIRTH YEAR IS NONMISSING) AND (CHQ.135b NE RF OR DK), APPLY THE FOLLOWING CHECK:

1. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 1 OR 2, VALUE FOR CHQ.173 CANNOT EQUAL 4 OR 5.
2. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 1, 2, 3 OR 4, VALUE FOR CHQ.173 CANNOT EQUAL 5.
3. IF THE DIFFERENCE BETWEEN THE CURRENT YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 0, THE VALUE FOR CHQ.173 CANNOT EQUAL 3, 4, OR 5.

IF 1, 2, OR 3 IS TRUE, DISPLAY ERROR MESSAGE: THE RESPONDENT HAS REPORTED THAT THE CHILD HAS TAKEN THIS MEDICATION LONGER THAN HE/SHE HAS BEEN DIAGNOSED WITH THIS ISSUE. PLEASE CONFIRM ANSWER.

PRESS G OR ENTER TO CHANGE ENTRY.

PRESS C OR ESCAPE TO CANCEL.

PRESS S TO SUPPRESS AND CONTINUE.

ELSE, ALL ENTRIES ACCEPTED.

Box11

END OF LOOP 1.

IF ALL CODES INDICATED IN CHQ.125 HAVE BEEN ASKED ABOUT IN LOOP 1 (ALL DIAGNOSES THE CHILD HAS HAVE BEEN ASKED ABOUT), GO TO CHQ.200. ELSE, GO BACK UP TO BOX 8 AND ASK ABOUT THE NEXT DIAGNOSIS.

CHQ200

QUESTION TEXT:

For the next question, please base your answer on how {CHILD} compares to other children of the same age. Does {CHILD} pronounce words, communicate with and understand others...

IF RESPONDENT INDICATES CHILD DIFFERS ON ANY OF THE AREAS (E.G., CAN UNDERSTAND BUT NOT PRONOUNCE), SAY: Answer for the area in which the child has the most difficulty.

CODES

- 1 Better than other children {his/her} age,
 - 2 As well as other children,
 - 3 Slightly less well than other children, or
 - 4 Much less well than other children?
- REFUSED
DON'T KNOW

BOX11a

IF CHQ.200 = 3, 4, RF, OR DK, GO TO CHQ.206e. ELSE, GO TO BOX11B.

CHQ206e

QUESTION TEXT:

Since last spring, has {CHILD} had a problem with stuttering?

CODES

- 1 YES
 - 2 NO
- REFUSED
DON'T KNOW

BOX11b

IF (CHQ.200 = 3 OR 4) OR (CHQ.206e = 1), GO TO CHQ.210. ELSE, GO TO CHQ.216.

CHQ210

HELP AVAILABLE

QUESTION TEXT:

{Since last spring, has {CHILD}/Has {CHILD} ever} been evaluated by a professional because of {his/her} ability to communicate?

HELP TEXT:

Professional: 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.

CODES

1	YES	
2	NO	CHQ216
	REFUSED	CHQ216
	DON'T KNOW	CHQ216

PROGRAMMER INSTRUCTIONS:

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Since last spring, has {CHILD}" IF SECTION CHQ WAS COMPLETED IN SPRING-FOURTH GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has {CHILD} ever."

CHQ215

HELP AVAILABLE

QUESTION TEXT:

Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a professional?

HELP TEXT:

Professional: 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.

CODES

1	YES	
---	-----	--

- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "of a problem" IN UNDERLINED TEXT.

CHQ216

QUESTION TEXT:

Which best describes {CHILD}'s hearing? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device. Would you say {CHILD} has...

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

- 1 Excellent hearing,
 - 2 Good hearing,
 - 3 A little trouble hearing,
 - 4 Moderate trouble hearing,
 - 5 A lot of trouble hearing, or
 - 6 Is {CHILD} deaf?
- | | |
|------------|--------|
| REFUSED | CHQ221 |
| DON'T KNOW | CHQ221 |

CHQ217

QUESTION TEXT:

Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

- 1 YES CHQ221
- 2 NO
- REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY “hear and understand” AND “whispers” IN UNDERLINED TEXT.

CHQ218

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	YES	CHQ221
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY “hear and understand” AND “talks in a normal voice” IN UNDERLINED TEXT.

CHQ219

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

1	YES	CHQ221
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY “hear and understand” AND “shouts” IN UNDERLINED TEXT.

CHQ220

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing. If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} ears or better ear.

IF NEEDED, SAY: These questions are routinely asked in studies like these to get a better understanding of how well a child can hear.

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY “hear and understand” AND “speaks loudly” IN UNDERLINED TEXT.

CHQ221

QUESTION TEXT:

Is {CHILD}'s hearing worse in one ear?

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

- 1 YES
- 2 NO CHQ235
- REFUSED CHQ235
- DON'T KNOW CHQ235

CHQ222

QUESTION TEXT:

Which best describes {CHILD}'s hearing in {his/her} worse ear? If {CHILD} has a hearing aid or other assistive device, please consider {his/her} hearing without the hearing aid or assistive device.

In {his/her} worse ear, would you say {CHILD} has...

NOTE: IF A RESPONDENT MENTIONS THE ECLS-K:2011 HEARING EVALUATION, INFORMATION FROM THAT EVALUATION CAN BE INCLUDED IN THIS ANSWER.

CODES

- 1 Excellent hearing,
 - 2 Good hearing,
 - 3 A little trouble hearing,
 - 4 Moderate trouble hearing,
 - 5 A lot of trouble hearing, or
 - 6 Is {CHILD} deaf?
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY FIRST AND SECOND "worse" IN UNDERLINED TEXT.

CHQ235

HELP AVAILABLE

QUESTION TEXT:

{{Besides the ECLS-K:2011 hearing evaluations done for this study, since last spring, has/ Besides the ECLS-K:2011 hearing evaluations done for this study, since the spring of 2014, has / Besides the ECLS-K:2011 hearing evaluations done for this study, since the spring of 2013, has/ Besides the ECLS-K:2011 hearing evaluations done for this study, since the fall of 2012, has/ Besides the ECLS-K:2011 hearing evaluations done for this study, has}} / {{Since last spring, has /Since the spring of 2014, has /Since the spring of 2013, has/Since the fall of 2012, has/Has}} {CHILD}'s hearing {ever} been evaluated by a professional?

HELP TEXT:

Professional: 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 pathologists, etc. Do not include teachers or some other non-health professional.

For the vision and hearing questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.

CODES

- 1 YES
 - 2 NO
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "vision and hearing questions" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "does" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "{Besides the ECLS-K:2011 hearing evaluations done for this study, since last spring, has/ Besides the ECLS-K:2011 hearing evaluations done for this study, since the spring of 2014, has/Besides the ECLS-K:2011 hearing evaluations done for this study, since the spring of 2013, has/ Besides the ECLS-K:2011 hearing evaluations done for this study, since the fall of 2012, has/ Besides the ECLS-K:2011 hearing evaluations done for this study, has}" IF THE PRELOAD INDICATES THAT ((HE_Status= 60 OR (80 THROUGH 88) IN FALL 2012 OR SPRING 2014), OR (HE_STATUS=10 IN SPRING 2016)) (CHILD IS IN THE HEARING SUBSAMPLE).

WITHIN THIS DISPLAY, IF (HE_STATUS=10 IN SPRING 2016) IN THE PRELOAD AND THE MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-FOURTH GRADE ACCORDING TO THE PRELOAD, DISPLAY "Besides the ECLS-K:2011 hearing evaluations done for this study, since last spring, has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT.

ELSE, IF (HE_Status= 60 OR (80 THROUGH 88) IN SPRING 2014) OR (HE_Status=10 IN SPRING 2016) IN THE PRELOAD AND THE MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-THIRD GRADE ACCORDING TO THE PRELOAD, DISPLAY "Besides the ECLS-K:2011 hearing evaluations done for this study, since the spring of 2014, has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT.

ELSE, IF (HE_Status= 60 OR (80 THROUGH 88) IN SPRING 2014) OR (HE_Status=10 IN SPRING 2016) IN THE PRELOAD AND THE MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-SECOND GRADE ACCORDING TO THE PRELOAD, DISPLAY "Besides the ECLS-K:2011 hearing evaluations done for this study, since the spring of 2013, has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT.

ELSE, IF (HE_Status= 60 OR (80 THROUGH 88) IN FALL 2012 OR SPRING 2014) OR (HE_Status=10 IN SPRING 2016) IN THE PRELOAD AND THE MOST RECENTLY COMPLETED SECTION CHQ WAS IN FALL-SECOND GRADE ACCORDING TO THE PRELOAD, DISPLAY "Besides the ECLS-K:2011 hearing evaluations done for this study, since the fall of 2012, has" AND USE A NULL DISPLAY FOR "ever" IN THE MAIN QUESTION TEXT.

ELSE, IF ((HE_Status= 60 OR (80 THROUGH 88) IN FALL 2012 OR SPRING 2014), OR (HE_STATUS=10 IN SPRING 2016)) IN THE PRELOAD, AND THE MOST RECENTLY COMPLETED CHQ WAS NOT IN SPRING-FOURTH GRADE, SPRING THIRD-GRADE, OR SPRING-SECOND GRADE, DISPLAY "Besides the ECLS-K:2011 hearing evaluations done for this study, has" IN THE MAIN QUESTION TEXT.

ELSE, DO THE FOLLOWING:

DISPLAY "Since last spring, has" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-FOURTH GRADE ACCORDING TO THE PRELOAD.

ELSE, DISPLAY "Since the spring of 2014" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING THIRD GRADE ACCORDING TO THE PRELOAD.

ELSE, DISPLAY "Since the spring of 2013" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING SECOND GRADE ACCORDING TO THE PRELOAD.

ELSE, DISPLAY "Since the fall of 2012 has" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN FALL-SECOND GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever."

BOX12

IF CHQ.235 = 1, GO TO CHQ.245. ELSE, IF CHQ215=1, GO TO BOX 13. ELSE, GO TO CHQ.285.

QUESTION TEXT:

Did you obtain a diagnosis of a problem from a professional?

HELP TEXT:

Professional: 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.

CODES

1	YES	
2	NO	BOX 13
	REFUSED	BOX 13
	DON'T KNOW	BOX 13

PROGRAMMER INSTRUCTIONS:

DISPLAY "of a problem" IN UNDERLINED TEXT.

DISPLAY "Professional:" IN THE HELP TEXT IN BOLD TEXT.

CHQ246**QUESTION TEXT:**

What was the diagnosis?

PROBE: Anything else?

CODE ALL THAT APPLY.

CODES

1	DUE TO EAR WAX (EXTERNAL EAR CANAL EAR WAX)
2	DUE TO EAR CANAL DEFORMITY ("ATRESIA" (EAR CANAL NOT NORMALLY FORMED), CRANIAL-FACIAL DISORDER, ETC.)
3	DUE TO EAR INFECTION (ACUTE OR RECURRENT EPISODES (INFECTION BEGINS AND PROGRESSES QUICKLY OR KEEPS COMING BACK) OFTEN WITH EAR ACHE AND FEVER – ACUTE OTITIS MEDIA)
4	DUE TO FLUID IN THE EAR (FLUID BEHIND THE EARDRUM, RUNNY EARS, FLUID OR PUS DRAINING FROM THE MIDDLE EAR SPACE, CHRONIC OTITIS MEDIA, GLUE EAR)
5	DUE TO EAR DRUM PROBLEM (INCLUDES PERFORATED/TORN/RUPTURED EARDRUM)

- 6 DUE TO ILLNESS (MENINGITIS, MEASLES, MUMPS, RUBELLA, SCARLET FEVER, ETC.)
- 7 DUE TO CMV (CYTOMEGALOVIRUS, A TYPE OF HERPES VIRUS)
- 8 DUE TO OTOTOXIC EXPOSURE TO DRUGS/MEDICINES (DAMAGE TO THE EARS BY DRUGS OR CHEMICALS. INCLUDES DAMAGE FROM MYCIN DRUGS, SUCH AS, STREPTOMYCIN, GENTAMYCIN, ETC., SALICYLATE, LASIX, CISPLATIN - MAY RESULT FROM TREATMENT OF RESPIRATORY PROBLEMS OF PRETERM
- 9 DUE TO NOISE EXPOSURE (FROM GUNFIRE, FIRE CRACKERS, ETC.)
- 10 DUE TO GENETIC CAUSE (INCLUDES CONGENITAL (THERE AT BIRTH) HEARING LOSS, HEREDITARY HEARING LOSS, SYNDROMAL HEARING LOSS – DOWN SYNDROME, USHER’S SYNDROME, ETC.)
- 11 DUE TO INJURY OR TRAUMA TO HEAD & NECK
- 12 DUE TO EAR OR FACIAL SURGERY
- 13 DUE TO NERVE DEAFNESS (NERVE HEARING LOSS OR SENSORINEURAL HEARING LOSS)
- 14 DUE TO CENTRAL AUDITORY PROCESSING DISORDER (PROBLEM WITH BEING ABLE TO RECOGNIZE, TELL THE DIFFERENCE BETWEEN, OR UNDERSTAND SOUNDS)
- 15 DEAF
- 16 HEARING LOSS, CAUSE UNKNOWN
- 17 AWAITING EVALUATION
- 91 OTHER (SPECIFY)
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

NOTE: Because of Specwriter string limits, this gets cut off in response option 8. The full text for response option 8 should be:

DUE TO OTOTOXIC EXPOSURE TO DRUGS/MEDICINES (DAMAGE TO THE EARS BY DRUGS OR CHEMICALS. INCLUDES DAMAGE FROM MYCIN DRUGS, SUCH AS, STREPTOMYCIN, GENTAMYCIN, ETC., SALICYLATE, LASIX, CISPLATIN – MAY RESULT FROM TREATMENT OF RESPIRATORY PROBLEMS OF PRETERM INFANTS, OR AS TREATMENTS DUE TO CHILDHOOD CANCER, ETC.)

BOX12a

IF CHQ.246 = 91, GO TO CHQ.2460S. ELSE, GO TO BOX13.

CHQ2460S

QUESTION TEXT:

[What was the diagnosis?]

SPECIFY DIAGNOSIS.

ENTER TEXT

Length

75

BOX13

IF THE CASE HAD A SPRING KINDERGARTEN, SPRING FIRST-GRADE, SPRING SECOND-GRADE, SPRING THIRD-GRADE, OR SPRING FOURTH-GRADE INTERVIEW, DETERMINE FROM THE PRELOAD IF CHQ.250A WAS ASKED IN EITHER SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE FOR ABILITY TO COMMUNICATE, HEARING, OR BOTH. IF SO, DETERMINE IF CHQ.250 WOULD BE ASKED ABOUT THE SAME CURRENT ISSUE(S) (E.G., CHILD HAD A HEARING DIAGNOSIS IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE AND GOT ANOTHER HEARING DIAGNOSIS IN SPRING FIFTH GRADE) ACCORDING TO THE DIRECTIONS BELOW. IF CHQ.250 WOULD BE ASKED ABOUT AN ISSUE THAT HAD BEEN ASKED ABOUT IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE, WE DO NOT NEED TO ASK ABOUT IT AGAIN IN SPRING FIFTH GRADE.

IF THE CURRENT DIAGNOSIS IS FOR THE SAME ISSUE AS IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE GO TO CHQ.255a. (NOTE: IF THERE WERE TWO ISSUES IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE (E.G., BOTH ABILITY TO COMMUNICATE AND HEARING WERE ASKED ABOUT IN ONE OF THE INTERVIEWS OR ABILITY TO COMMUNICATE WAS ASKED ABOUT IN ONE INTERVIEW AND HEARING WAS ASKED ABOUT IN ANOTHER INTERVIEW), BUT ONE ISSUE IN SPRING FIFTH (E.G., HEARING), GO TO CHQ.255a BECAUSE WE ALREADY ASKED ABOUT HEARING IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE. HOWEVER, IF ONE ISSUE WAS MENTIONED IN SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE AND IT WAS THE SAME ISSUE IN BOTH TIME PERIODS (E.G., HEARING) AND BOTH ISSUES ARE NOTED IN SPRING FIFTH GRADE (ABILITY TO COMMUNICATE AND HEARING), ASK ABOUT THE ONE THAT THE TWO TIME PERIODS DO NOT HAVE IN COMMON (ABILITY TO COMMUNICATE) BECAUSE THAT HAS NOT BEEN ASKED ABOUT BEFORE.)

ELSE, FOLLOW DIRECTIONS BELOW:

ASK CHQ.250a, CHQ.250b (IF APPLICABLE), CHQ.250c (IF APPLICABLE), AND CHQ.255a, CHQ.255b (IF APPLICABLE) FOR THE FOLLOWING:

IF CHQ.215 = 1 AND CHQ.245 NE 1, ASK ABOUT ABILITY TO COMMUNICATE.

IF CHQ.215 NE 1 AND CHQ.245 = 1, ASK ABOUT HEARING.

IF CHQ.215 = 1 AND CHQ.245 = 1, ASK ABOUT BOTH ABILITY TO COMMUNICATE AND HEARING SEPARATELY IN A LOOP.

ELSE, GO TO CHQ.285.

CHQ250a

QUESTION TEXT:

How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

CODES

1	MONTHS	CHQ250b
2	YEARS	CHQ250c
3	NO DIAGNOSIS HAS BEEN RECEIVED YET	Box14
	REFUSED	BOX14
	DON'T KNOW	CHQ255a

PROGRAMMER INSTRUCTIONS:

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

IF CHQ250a=3 (NO DIAGNOSIS HAS BEEN RECEIVED YET) AND CHQ246 IS NOT ANSWER 17 AND ONLY 17, DISPLAY ERROR MESSAGE "NO DIAGNOSIS' SHOULD ONLY BE ALLOWED IF CHQ.246=17 AND ONLY 17. Please verify your answer."

IF CHQ.246 IS SKIPPED, THE ERROR MESSAGE SHOULD BE "NO DIAGNOSIS SHOULD NOT BE ALLOWED IF CHQ.215=Yes. PLEASE VERIFY YOUR ANSWER." ELSE, IF CHQ250a=3 (NO DIAGNOSIS HAS BEEN RECEIVED YET) and CHQ246 IS SKIPPED, GO TO BOX 14.

CHQ250b

QUESTION TEXT:

[How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?]

ENTER NUMBER FOR AGE IN MONTHS.

|_|_|
MONTHS

ENTER NUMBER

Range	0 to 23
REFUSED	BOX14
DON'T KNOW	CHQ255a

PROGRAMMER INSTRUCTIONS:

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 0-23 FOR MONTHS. IF NUMBER OF MONTHS IS NOT IN THE RANGE, DISPLAY A MESSAGE: "Input invalid. Value not in range 0 to 23."

CHQ250c

QUESTION TEXT:

[How old was {CHILD} when the first diagnosis of a problem related to {his/her} {ability to communicate/hearing} was made?]
ENTER NUMBER FOR AGE IN YEARS
|_|_|
YEARS

ENTER NUMBER

- Range 0 to 13
- REFUSED BOX14
- DON'T KNOW CHQ255a

PROGRAMMER INSTRUCTIONS:

IF CHQ.215 =1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1-"CHILD'S CURRENT AGE." IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT RANGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

RANGE CHECK: 0-13 FOR YEARS. IF NUMBER OF YEARS IS NOT IN THE RANGE, DISPLAY A MESSAGE: "Input invalid. Value not in range 0 to 13."

BOX14

IF CHQ.215 = 1 AND CHQ.245 = 1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING AND CHQ.250a WAS NOT ASKED IN EITHER SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE FOR ABILITY TO HEAR, GO BACK TO CHQ.250a.

IF CHQ.215=1 AND CHQ.245=1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING AND CHQ.250a WAS ASKED IN EITHER SPRING KINDERGARTEN, SPRING FIRST GRADE, SPRING SECOND GRADE, SPRING THIRD GRADE, OR SPRING FOURTH GRADE FOR ABILITY TO HEAR, GO TO CHQ.255a AND ASK ABOUT HEARING.

ELSE, IF THE PRELOAD SHOWS THAT (CHQ256a or CHQ256b = 1 IN SPRING FOURTH, SPRING THIRD OR SPRING SECOND) OR (CHQ.256=1 IN FALL SECOND, SPRING FIRST OR SPRING KINDERGARTEN), GO TO CHQ.256a. ELSE, IF CHQ.245 = 1, GO TO CHQ.256b. ELSE, GO TO CHQ.285.

CHQ255a

QUESTION TEXT:

What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|_|_|

ENTER MONTH.

ENTER NUMBER

Range	1 to 12
REFUSED	Box 16
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

IF CHQ.215 = 1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1 to 12 FOR MONTH. IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 1 to 12."

RANGE CHECK: 1-"DATE." IF YEAR ENTERED IS LESS THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTH DATE AND LESS THAN OR EQUAL TO INTERVIEW DATE."

CHQ255b

QUESTION TEXT:

[What was the month and year the problem with {CHILD}'s {ability to communicate/hearing} was diagnosed?]

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

|_|_|_|_|

ENTER YEAR.

ENTER NUMBER

Range	2003 to 2016
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

IF CHQ.215 = 1 AND CHQ.245 NE 1, DISPLAY "ability to communicate." ELSE, IF CHQ.215 NE 1 AND CHQ.245 = 1, DISPLAY "hearing." ELSE, IF CHQ.215 = 1 AND CHQ.245 = 1 DISPLAY "ability to communicate" THE FIRST TIME THE LOOP IS ASKED AND DISPLAY "hearing" THE SECOND TIME THE LOOP IS ASKED.

RANGE CHECK: 1-"DATE." IF YEAR ENTERED IS LESS THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTH DATE AND LESS THAN OR EQUAL TO INTERVIEW DATE."

RANGE CHECK: 2003-2016 FOR YEAR. IF YEAR IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 2003 to 2016."

BOX16

IF CHQ.215 = 1 AND CHQ.245 = 1, AND THE FIRST LOOP IN BOX 13 FOR ABILITY TO COMMUNICATE HAS BEEN ANSWERED BUT NOT THE LOOP FOR HEARING, GO BACK TO CHQ.250a AND ASK ABOUT HEARING. ELSE, IF THE PRELOAD SHOWS THAT (CHQ256a or CHQ256b = 1 IN SPRING FOURTH GRADE) OR (CHQ256a or CHQ256b = 1 IN SPRING THIRD GRADE) OR (CHQ256a or CHQ.256b=1 IN SPRING SECOND GRADE) OR (CHQ256 = 1 IN FALL SECOND GRADE, SPRING FIRST GRADE, OR SPRING KINDERGARTEN), GO TO CHQ.256a. ELSE, IF CHQ.245 =1, GO TO CHQ.256b. ELSE, GO TO CHQ.285.

CHQ256a

HELP AVAILABLE

QUESTION TEXT:

Since last spring, has {CHILD} worn a hearing aid?

IF RESPONDENT SAYS "YES," ASK: "Does {CHILD} wear one now?"

IF THE CHILD WEARS ONE NOW, CODE AS 1 (YES, CURRENTLY).

HELP TEXT:

Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

CODES

1	YES, CURRENTLY	BOX16A
2	YES, SINCE LAST SPRING, BUT NOT CURRENTLY	BOX16A
3	NO	CHQ263
	REFUSED	CHQ263
	DON'T KNOW	CHQ263

PROGRAMMER INSTRUCTIONS:

DISPLAY "Hearing Aid:" IN THE HELP TEXT IN BOLD TEXT.

CHQ256b

HELP AVAILABLE

QUESTION TEXT:

Has {CHILD} ever worn a hearing aid?

IF RESPONDENT SAYS "YES," ASK: "Does {CHILD} wear one now?"

IF THE CHILD WEARS ONE NOW AND HAS WORN ONE IN THE PAST, CODE AS 1 (YES, CURRENTLY).

HELP TEXT:

Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

CODES

1	YES, CURRENTLY	
2	YES, IN THE PAST	
3	NO	CHQ263
	REFUSED	CHQ263
	DON'T KNOW	CHQ263

PROGRAMMER INSTRUCTIONS:

DISPLAY "Hearing Aid:" IN THE HELP TEXT IN BOLD TEXT.

BOX16a

IF CHQ.257a WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE GO TO BOX16A2. ELSE, GO TO CHQ.257a.

CHQ257a

HELP AVAILABLE

QUESTION TEXT:

At what age was the recommendation that {CHILD} wear a hearing aid first made?

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

|_|_|

ENTER NUMBER FOR AGE.

ENTER NUMBER

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 0-36 IF MONTHS IS THE UNIT. IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 36."

CHQ257b

HELP AVAILABLE

QUESTION TEXT:

[At what age was the recommendation that {CHILD} wear a hearing aid first made?]

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

CODES

1 MONTHS
2 YEARS
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

BOX16a2

IF CHQ.256a OR CHQ.256b=2, GO TO CHQ.270. ELSE, GO TO CHQ258.

CHQ258

QUESTION TEXT:

How often does {CHILD} use the hearing aid(s) in school? Would you say...

CODES

- 1 All of the time,
 - 2 Most of the time,
 - 3 Sometimes,
 - 4 Rarely, or
 - 5 Never?
- REFUSED
DON'T KNOW

CHQ259

QUESTION TEXT:

Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

CODES

- 1 YES CHQ270
 - 2 NO
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} hearing aid(s)," "hear and understand," AND "whispers" IN UNDERLINED TEXT.

CHQ260

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

CODES

- 1 YES CHQ270
 - 2 NO
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY “when wearing {his/her} hearing aid(s),” “hear and understand,” AND “talks in a normal voice” IN UNDERLINED TEXT.

CHQ261

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

CODES

- | | | |
|---|------------|--------|
| 1 | YES | CHQ270 |
| 2 | NO | |
| | REFUSED | |
| | DON'T KNOW | |

PROGRAMMER INSTRUCTIONS:

DISPLAY “when wearing {his/her} hearing aid(s),” “hear and understand,” AND “shouts” IN UNDERLINED TEXT.

CHQ262

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} hearing aid(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.

CODES

- | | | |
|---|------------|--------|
| 1 | YES | CHQ270 |
| 2 | NO | CHQ270 |
| | REFUSED | CHQ270 |
| | DON'T KNOW | CHQ270 |

PROGRAMMER INSTRUCTIONS:

DISPLAY “when wearing {his/her} hearing aid(s),” “hear and understand,” AND “speaks loudly” IN UNDERLINED TEXT.

DISPLAY “better” IF CHQ.221 = 1. ELSE, USE A NULL DISPLAY.

CHQ263

HELP AVAILABLE

QUESTION TEXT:

{Since last spring, has/Has} a doctor or other health care professional {ever} recommended that {CHILD} wear a hearing aid?

HELP TEXT:

Hearing Aid: A small electronic sound amplifier worn in or behind the ear that compensates for impaired hearing.

CODES

1	YES	
2	NO	CHQ270
	REFUSED	CHQ270
	DON'T KNOW	CHQ270

PROGRAMMER INSTRUCTIONS:

DISPLAY "Since last spring, has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN SPRING-FOURTH GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever."

DISPLAY "Hearing Aid" IN THE HELP TEXT IN BOLD TEXT.

CHQ264a

HELP AVAILABLE

QUESTION TEXT:

At what age was the recommendation that {CHILD} wear a hearing aid first made?

HELP TEXT: This question asks the age at which the recommendation to wear a hearing aid was first made, not the age at which the child first started wearing a hearing aid. Some children may have started wearing a hearing aid right after the recommendation was first made. For other children, there may have been a period of time between when the recommendation was first made and when the child started wearing a hearing aid.

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER NUMBER FOR AGE.

ENTER NUMBER

Range	0 to 36
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 0-36 IF UNIT IS MONTHS. IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 36."

CHQ264b

QUESTION TEXT:

[At what age was the recommendation that {CHILD} wear a hearing aid first made?]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

CODES

- 1 MONTHS
- 2 YEARS
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

CHQ270

HELP AVAILABLE

QUESTION TEXT:

Does {CHILD} have a cochlear implant?

PROBE: IF RESPONDENT SAYS "YES" BUT WHICH EAR IS NOT SPECIFIED, PROBE: Is the cochlear implant in the right or left ear or does {CHILD} have them in both ears?

HELP TEXT:

Cochlear Implants: An electronic device that is surgically placed in the inner ear which is designed to provide useful hearing and improved communication ability to individuals who are profoundly hearing impaired and unable to understand speech with hearing aids.

CODES

- 1 YES, ONE EAR ONLY – RIGHT EAR
- 2 YES, ONE EAR ONLY – LEFT EAR
- 3 YES, IN BOTH EARS
- 4 NO CHQ285
- REFUSED CHQ285
- DON'T KNOW CHQ285

PROGRAMMER INSTRUCTIONS:

DISPLAY "Cochlear Implants:" IN THE HELP TEXT IN BOLD TEXT.

BOX16b

IF CHQ.271 WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE AND [(CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE) AND SPRING-FIFTH GRADE = 1) OR (CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE) AND SPRING-FIFTH GRADE = 2)], GO TO CHQ.277.

ELSE, IF CHQ.273 WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE,

SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE AND [CHQ.270 IN (SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE) AND SPRING-FIFTH GRADE = 3], GO TO CHQ.277.

ELSE, IF CHQ.270 = 1 OR 2, GO TO CHQ.271. ELSE, IF CHQ.270 = 3, GO TO CHQ.273.

CHQ271

QUESTION TEXT:

In what year was it implanted?

|_|_|_|_|
ENTER YEAR.

ENTER NUMBER

Range	2003 to 2016
REFUSED	CHQ272a
DON'T KNOW	CHQ272a

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 2003-2016. IF YEAR IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 2003 to 2016."

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

ONCE YEAR IS ENTERED, SKIP TO CHQ.277.

CHQ272a

QUESTION TEXT:

How old was {CHILD} when it was implanted?

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

|_|_|
ENTER NUMBER FOR AGE.

ENTER NUMBER

Range	0 to 36
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 0-36 IF UNIT IS MONTHS. IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 36."

CHQ272b

QUESTION TEXT:

[How old was {CHILD} when it was implanted?]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

CODES

1	MONTHS	CHQ277
2	YEARS	CHQ277
	REFUSED	CHQ277
	DON'T KNOW	CHQ277

PROGRAMMER INSTRUCTIONS:

1- "CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT."

CHQ273

QUESTION TEXT:

In what years were they implanted?

PROBE: When was it implanted in the left ear?

ENTER YEAR FOR LEFT EAR.

ENTER NUMBER

Range	2003 to 2016
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 2003-2016. IF YEAR IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 2003 to 2016."

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

CHQ274

QUESTION TEXT:

[In what years were they implanted?]

PROBE: When was it implanted in the right ear?

|_|_|_|_|

ENTER YEAR FOR RIGHT EAR.

ENTER NUMBER

Range

2003 to 2016

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 2003-2016. IF YEAR IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 2003 to 2016."

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

BOX17

IF A YEAR WAS ENTERED FOR BOTH THE LEFT EAR AND THE RIGHT EAR (BOTH CHQ.274 AND CHQ.273 NE REFUSED OR DON'T KNOW), GO TO CHQ.277.

ELSE, IF (A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW)) OR A (YEAR WAS NOT ENTERED FOR EITHER THE LEFT EAR OR THE RIGHT EAR (BOTH CHQ.274 AND CHQ.273 EQ REFUSED OR DON'T KNOW), GO TO CHQ.275a.

ELSE, IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), GO TO CHQ.276a.

CHQ275a

QUESTION TEXT:

{How old was {CHILD} when it was implanted in the left ear?}{How old was {CHILD} when they were implanted?}

{PROBE: How old was {CHILD} when it was implanted in the left ear?}

|_|_|

ENTER NUMBER FOR AGE IN MONTHS OR YEARS FOR LEFT EAR.

ENTER NUMBER

Range

0 to 36

REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in

the left ear?}" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- "CHILD'S CURRENT AGE" IF UNIT IS YEARS.

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ275b

QUESTION TEXT:

[{How old was {CHILD} when it was implanted in the left ear?} {How old was {CHILD} when they were implanted?}]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

[PROBE: How old was {CHILD} when it was implanted in the left ear?]

ENTER UNIT FOR AGE IN MONTHS OR YEARS FOR LEFT EAR.

CODES

- | | |
|---|------------|
| 1 | MONTHS |
| 2 | YEARS |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the left ear?}" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- "CHILD'S CURRENT PRELOADED AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

BOX18

IF A YEAR WAS ONLY ENTERED FOR THE RIGHT EAR (CHQ.274 NE REFUSED OR DON'T KNOW) AND (CHQ.273 EQ REFUSED OR DON'T KNOW), GO TO CHQ.277. ELSE, GO TO CHQ. 276a.

CHQ276a

QUESTION TEXT:

{How old was {CHILD} when it was implanted in the right ear?} {[How old was {CHILD} when they were implanted?]}

{PROBE: How old was {CHILD} when it was implanted in the right ear?}

__

ENTER NUMBER FOR AGE IN MONTHS OR YEARS FOR RIGHT EAR.

ENTER NUMBER

Range 0 to 36
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the right ear?" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK: 0-36 IF UNIT IS MONTHS. IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 36."

THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN THE CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ276b

QUESTION TEXT:

[{How old was {CHILD} when it was implanted in the right ear?} {[How old was {CHILD} when they were implanted?}]

ALLOW RESPONSES IN MONTHS OR YEARS, BUT NOT BOTH.

[{PROBE: How old was {CHILD} when it was implanted in the right ear?}]

ENTER UNIT FOR AGE IN MONTHS OR YEARS FOR RIGHT EAR.

CODES

1 MONTHS
2 YEARS
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF A YEAR WAS ONLY ENTERED FOR THE LEFT EAR (CHQ.273 NE REFUSED OR DON'T KNOW) AND (CHQ.274 EQ REFUSED OR DON'T KNOW), DISPLAY THE FIRST DISPLAY "How old was {CHILD} when it was implanted in the right ear?" AND USE A NULL DISPLAY FOR THE SECOND DISPLAY AND THE PROBE. ELSE, USE A NULL DISPLAY FOR THE FIRST DISPLAY AND DISPLAY THE SECOND DISPLAY AND THE PROBE.

RANGE CHECK: 0-36 IF UNIT IS MONTHS. IF MONTH IS NOT IN RANGE, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 36."

1- "CHILD'S CURRENT PRELOADED AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: THE AGE OF DIAGNOSIS CANNOT BE GREATER THAN CHILD'S CURRENT AGE. VERIFY INFORMATION AND SUPPRESS IF CURRENT AGE IS INCORRECT.

CHQ277

QUESTION TEXT:

Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person whispers to {him/her} from across a quiet room.

CODES

1	YES	CHQ285
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} cochlear implant(s)," "hear and understand," AND "whispers" IN UNDERLINED TEXT.

CHQ278

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person talks in a normal voice to {him/her} from across a quiet room.

CODES

1	YES	CHQ285
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "when wearing {his/her} cochlear implant(s)," "hear and understand," AND "talks in a normal voice" IN UNDERLINED TEXT.

CHQ279

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person shouts to {him/her} from across a quiet room.

CODES

- 1 YES CHQ285
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY “when wearing {his/her} cochlear implant(s),” “hear and understand,” AND “shouts” IN UNDERLINED TEXT.

CHQ280

QUESTION TEXT:

[Please indicate whether the following statement describes {CHILD}'s hearing when wearing {his/her} cochlear implant(s).]

{CHILD} can usually hear and understand what a person says without seeing his or her face if that person speaks loudly into {his/her} {better} ear.

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY “when wearing {his/her} cochlear implant(s),” “hear and understand,” AND “speaks loudly” IN UNDERLINED TEXT.

DISPLAY “better” IF CHQ.221 = 1. ELSE, USE A NULL DISPLAY.

CHQ285

QUESTION TEXT:

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 or letters on paper?

CODES

- 1 YES
- 2 NO CHQ290

REFUSED
DON'T KNOW

CHQ290
CHQ290

CHQ286

QUESTION TEXT:

Is {CHILD}'s difficulty with seeing objects in the distance, things up close (like letters on paper), or both?

CODES

- | | |
|---|-------------------------------|
| 1 | SEEING THINGS UP CLOSE |
| 2 | SEEING THINGS IN THE DISTANCE |
| 3 | BOTH |
| | REFUSED |
| | DON'T KNOW |

CHQ290

HELP AVAILABLE

QUESTION TEXT:

{Since last spring, has/Has} {CHILD}'s vision {ever} been evaluated by an eye care professional?

HELP TEXT:

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.

For the vision and hearing questions, having been evaluated at the school by a health professional does count as being evaluated by a professional.

CODES

- | | | |
|---|------------|--------|
| 1 | YES | |
| 2 | NO | CHQ330 |
| | REFUSED | CHQ330 |
| | DON'T KNOW | CHQ330 |

PROGRAMMER INSTRUCTIONS:

DISPLAY "Eye Care Professional:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "vision and hearing questions" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "does" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Since last spring, has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN

CHQ300

QUESTION TEXT:

Did you obtain a diagnosis of a vision-related problem from an eye care professional?

CODES

1	YES	
2	NO	CHQ330
	REFUSED	CHQ330
	DON'T KNOW	CHQ330

PROGRAMMER INSTRUCTIONS:

DISPLAY "of a vision-related " IN UNDERLINED TEXT.

CHQ301

QUESTION TEXT:

What was the diagnosis?

PROBE: Anything else?

CODE ALL THAT APPLY.

CODES

1	NEARSIGHTEDNESS (MYOPIA)
2	FARSIGHTED (HYPEROPIA)
3	COLOR BLINDNESS OR DEFICIENCY
4	ASTIGMATISM
5	CROSSED OR WANDERING EYE (STRABISMUS)
6	AMBLYOPIA OR "LAZY EYE"
7	RETINOPATHY
8	BLINDNESS
9	CONDITION REQUIRING GLASSES - SPECIFIC CONDITION UNSPECIFIED
10	AWAITING EVALUATION
91	OTHER (SPECIFY) REFUSED DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF CHQ301=1 (NEARSIGHTEDNESS) AND CHQ286=1 (CHILD HAS PROBLEM WITH SEEING THINGS UP CLOSE),
DISPLAY A MESSAGE:

"CODE 1 FOR CHQ301 (NEARSIGHTEDNESS) DOES NOT MATCH THE EARLIER ANSWER OF CODE 1 FOR

CHQ286 (PROBLEM WITH SEEING THINGS UP CLOSE OR FARSIGHTEDNESS). CONFIRM ANSWER WITH RESPONDENT.

PRESS G TO RETURN TO CHQ286 IF THE CHILD IS NEARSIGHTED AND CHANGE THE ANSWER TO "2" FOR PROBLEM SEEING THINGS IN THE DISTANCE OR "3" FOR BOTH.

PRESS C OR ESCAPE TO CANCEL IF THE CHILD IS FARSIGHTED AND CHANGE THE ANSWER TO CHQ301 TO "2" FOR FARSIGHTED OR OTHER APPROPRIATE ANSWER.

PRESS S TO SUPPRESS AND CONTINUE."

ELSE IF CHQ301=2 (FARSIGHTED) AND CHQ286=2 (CHILD HAS PROBLEM WITH SEEING THINGS IN THE DISTANCE), DISPLAY A MESSAGE:

"CODE 2 FOR CHQ301 (FARSIGHTED) DOES NOT MATCH THE EARLIER ANSWER OF CODE 2 FOR CHQ286 (PROBLEM WITH SEEING THINGS IN THE DISTANCE OR NEARSIGHTEDNESS). CONFIRM ANSWER WITH RESPONDENT.

PRESS G TO RETURN TO CHQ286 IF THE CHILD IS FARSIGHTED AND CHANGE THE ANSWER TO "1" FOR PROBLEM SEEING THINGS UP CLOSE OR "3" FOR BOTH.

PRESS C OR ESCAPE TO CANCEL IF THE CHILD IS NEARSIGHTED AND CHANGE THE ANSWER TO CHQ301 TO "1" FOR NEARSIGHTED OR OTHER APPROPRIATE ANSWER.

PRESS S TO SUPPRESS AND CONTINUE."

BOX19

IF CHQ.301 = 91, CONTINUE WITH CHQ.301OS. OTHERWISE, GO TO BOX 20.

CHQ301OS

QUESTION TEXT:

[What was the diagnosis?]

SPECIFY DIAGNOSIS.

ENTER TEXT

Length

50

BOX20

IF CHQ.305a WAS ASKED IN SPRING-KINDERGARTEN, SPRING-FIRST GRADE, SPRING-SECOND GRADE, SPRING-THIRD GRADE, OR SPRING-FOURTH GRADE GO TO CHQ.311. ELSE, GO TO CHQ.305a.

CHQ305a

QUESTION TEXT:

How old was {CHILD} when the first diagnosis of a problem was made?

ALLOW RESPONSES IN YEARS OR MONTHS, BUT NOT BOTH.

ENTER AGE IN MONTHS OR YEARS.

|_|_|

ENTER NUMBER FOR AGE.

{ENTER 77 IF NO DIAGNOSIS HAS BEEN RECEIVED YET.}

ENTER NUMBER

Range	0 to 77
Soft Range	0 to 36
REFUSED	CHQ311
DON'T KNOW	CHQ310a

PROGRAMMER INSTRUCTIONS:

DISPLAY "ENTER 77 IF NO DIAGNOSIS HAS BEEN RECEIVED YET" ONLY WHEN CHQ.301=10 AND ONLY 10.

IF 77 IS ANSWERED, SKIP TO CHQ.311.

IF 77 IS ENTERED AND CHQ.301 DOES NOT EQUAL 10, DISPLAY "77 SHOULD ONLY BE ALLOWED IF CHQ.301=10 AND ONLY 10. PLEASE VERIFY ANSWER."

IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR MONTHS, DISPLAY MESSAGE "Input invalid. Value not in range 0 to 77."

CHQ305b

QUESTION TEXT:

[How old was {CHILD} when the first diagnosis of a problem was made?]

ALLOW RESPONSE IN YEARS OR MONTHS, BUT NOT BOTH.

ENTER UNIT FOR AGE.

CODES

1	MONTHS	CHQ311
2	YEARS	CHQ311
	REFUSED	CHQ311
	DON'T KNOW	CHQ310a

PROGRAMMER INSTRUCTIONS:

SOFT RANGE CHECK: 0-36 IF UNIT IS MONTHS; HARD RANGE CHECK: 0-77 IF UNIT IS MONTHS.

SOFT RANGE IS 1 - CHILD'S CURRENT AGE IF UNIT IS YEARS. HARD RANGE CHECK: 1-(2 YEARS GREATER THAN CHILD'S CURRENT AGE), 77 IF UNIT IS YEARS. IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR YEARS, DISPLAY MESSAGE "This answer is outside the accepted range. Please verify answer."

IF NUMBER ENTERED IS OUTSIDE OF THE SOFT RANGE FOR MONTHS OR YEARS, DISPLAY MESSAGE "You have entered {DISPLAY RESPONSE}. Are you sure this is correct?"

CHQ310a

QUESTION TEXT:

What was the month and year the diagnosis was made?

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

ENTER MONTH.

ENTER NUMBER

Range	1 to 12
REFUSED	CHQ311
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 1-12 FOR MONTH. IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR MONTHS, DISPLAY MESSAGE "Input invalid. Value not in range 1 to 12."

CHQ310b

QUESTION TEXT:

[What was the month and year the diagnosis was made?]

IF RESPONDENT DOESN'T KNOW MONTH, ASK: Do you remember the year?

IF THERE WAS MORE THAN ONE DIAGNOSIS, ASK FOR THE EARLIEST.

ENTER YEAR.

ENTER NUMBER

Range	2003 to 2016
Soft Range	2003 to 2016
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 2003-2016 FOR YEAR. IF NUMBER ENTERED IS OUTSIDE THE HARD RANGE FOR THE YEAR, DISPLAY MESSAGE "Input invalid. Value not in range 2003 to 2016."

IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S PRELOADED AGE, DISPLAY A MESSAGE: "DIAGNOSIS DATE MUST BE GREATER THAN OR EQUAL TO CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE."

PRESS G OR ENTER TO CHANGE ENTRY AT CHQ.310b.

PRESS S TO SUPPRESS AND CONTINUE.

CHQ311

QUESTION TEXT:

Has {CHILD} been prescribed glasses or contact lenses to improve {his/her} vision?

CODES

1	YES	
2	NO	CHQ330
	REFUSED	CHQ330
	DON'T KNOW	CHQ330

CHQ312

QUESTION TEXT:

How often does {CHILD} wear glasses or contact lenses?

CODES

1	All of the time,	CHQ314
2	Most of the time,	CHQ314
3	Sometimes,	CHQ314
4	Rarely, or	CHQ314
5	Never?	CHQ313
6	CHILD DOES NOT HAVE GLASSES OR CONTACTS	CHQ330
	REFUSED	CHQ330
	DON'T KNOW	CHQ330

CHQ313

QUESTION TEXT:

Does {CHILD} have glasses or contact lenses?

CODES

1	YES	
2	NO	CHQ330
	REFUSED	CHQ330
	DON'T KNOW	CHQ330

CHQ314

QUESTION TEXT:

Do {CHILD}'s glasses or contacts help {him/her} see things up close, see things in the distance, or both?

CODES

1	SEE THINGS UP CLOSE
2	SEE THINGS IN THE DISTANCE
3	BOTH
	REFUSED
	DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF CHQ314=1 (GLASSES OR CONTACTS HELP CHILD SEE UP CLOSE) AND CHQ286=2 (CHILD HAS PROBLEMS SEEING THINGS IN THE DISTANCE), DISPLAY A MESSAGE:
"CODE 1 FOR CHQ314 (GLASSES OR CONTACTS HELP CHILD SEE UP CLOSE) DOES NOT MATCH CODE 2 FOR CHQ286 (CHILD HAS PROBLEMS SEEING THINGS IN THE DISTANCE). CONFIRM ANSWER WITH RESPONDENT.

PRESS G TO RETURN TO CHQ286 IF THE CHILD HAS TROUBLE SEEING THINGS UP CLOSE AND CHANGE THE ANSWER TO "1" FOR PROBLEMS SEEING THINGS UP CLOSE OR "3" FOR BOTH. PRESS C OR ESCAPE TO CANCEL IF THE CHILD'S GLASSES OR CONTACTS HELP CHILD SEE IN THE DISTANCE AND CHANGE THE ANSWER TO CHQ314 TO "2" FOR GLASSES OR CONTACTS HELP CHILD SEE IN THE DISTANCE OR "3" FOR BOTH. PRESS S TO SUPPRESS AND CONTINUE."

ELSE IF CHQ314=2 (GLASSES OR CONTACTS HELP CHILD SEE THINGS IN THE DISTANCE) AND CHQ286=1 (CHILD HAS PROBLEMS SEEING THINGS UP CLOSE), DISPLAY A MESSAGE: "CODE 2 FOR CHQ314 (GLASSES OR CONTACTS HELP CHILD SEE THINGS IN THE DISTANCE) DOES NOT MATCH CODE 1 FOR CHQ286 (CHILD HAS PROBLEMS SEEING THINGS UP CLOSE). CONFIRM ANSWER WITH RESPONDENT.

PRESS G TO RETURN TO CHQ286 IF THE CHILD HAS TROUBLE SEEING THINGS IN THE DISTANCE AND CHANGE THE ANSWER TO "2" FOR PROBLEMS SEEING THINGS IN THE DISTANCE OR "3" FOR BOTH. PRESS C OR ESCAPE TO CANCEL IF THE CHILD'S GLASSES OR CONTACTS HELP CHILD SEE THINGS UP CLOSE AND CHANGE THE ANSWER TO CHQ314 TO "1" FOR GLASSES OR CONTACTS HELP CHILD SEE THINGS UP CLOSE OR

CHQ330

QUESTION TEXT:

Would you say {CHILD}'s health is ...

CODES

1	Excellent,
2	Very good,
3	Good,
4	Fair, or
5	Poor?
	REFUSED
	DON'T KNOW

BOX21

IF CHILD DOES NOT HAVE ANY DISABILITIES AND HIS OR HER HEALTH IS GOOD TO EXCELLENT, THAT IS:
CHQ.095=1, 2, 8, 9 (INDEPENDENCE)
AND
CHQ.100=1, 2, 8, 9 (ATTENTION)
AND
CHQ.105=1, 2, 8, 9 (THINK/LEARN/SOLVE)
AND
CHQ.106=1, 2, 8, 9 (COORDINATION)
AND
CHQ.107=1, 2, 8, 9 (BEHAVIOR WITH OTHER CHILDREN)
AND
CHQ.108=1, 2, 8, 9 (BEHAVIOR WITH ADULTS)
AND
CHQ.109=1, 2, 3, 8, 9 (HYPERACTIVE)
AND
CHQ.110=2, 8, 9 (EMOTIONAL/PSYCHOLOGICAL DIFFICULTIES)
AND
CHQ.200=1, 2, 8, 9 (COMMUNICATION)
AND
CHQ.216=1, 2, 8, 9 (HEARING)
AND
CHQ.285=2, 8, 9 (VISION)
AND
CHQ.330=1, 2, 3, 8, 9 (HEALTH),
GO TO BOX 23.
OTHERWISE, CONTINUE WITH CHQ.340.

QUESTION TEXT:

During this school year, has {CHILD} received therapy services or taken part in a program for children with disabilities?

HELP TEXT: Children with disabilities include children with developmental delays, communication impairments, or special health care needs.

CODES

1	YES	
2	NO	CHQ355
	REFUSED	CHQ355
	DON'T KNOW	CHQ355

PROGRAMMER INSTRUCTIONS:

DISPLAY "this school year" IN UNDERLINED TEXT.

CHQ350

QUESTION TEXT:

Did that therapy program ever involve {CHILD} playing or working with an animal as a way to help {him/her} {with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger’s Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury {or}/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an {other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}/ {TEXT FROM OTHER SPECIFY} {or}/ the diagnosis of difficulties with communication {or}/the diagnosis of hearing difficulties {or}/the diagnosis of vision difficulties}}? You may have heard this called Animal Assisted Therapy, or AAT.

CODES

1	YES	CHQ420
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

WITHIN THIS DISPLAY, DISPLAY ALL THE ISSUES THAT THE CHILD HAS ACCORDING TO THE INSTRUCTIONS BELOW. IF THERE IS MORE THAN ONE ISSUE, DISPLAY THE “or” FOLLOWING THE DISPLAY.

IF ((CHQ.125= 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, or 91) OR (CHQ215=1) OR (IF CHQ246 = 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, or 16) OR (CHQ301 IS 5, 6, 7, 8, 9, or 91)), DISPLAY “{with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger’s Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive

disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury {or}/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an {other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}/{TEXT FROM OTHER SPECIFY} {or}/the diagnosis of difficulties with communication {or}/the diagnosis of hearing difficulties {or}/the diagnosis of vision difficulties}}". ELSE, USE A NULL DISPLAY.

IF CHQ.125 = 1, DISPLAY "a learning disability."

IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."

IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."

IF CHQ.125 = 4, DISPLAY "a developmental delay."

IF CHQ.125 = 5, DISPLAY "autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."

IF CHQ.125 = 6, DISPLAY "dyslexia."

IF CHQ.125 = 7, DISPLAY "dyscalculia."

IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation."

IF CHQ.125 = 9, DISPLAY "an orthopedic impairment."

IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance."

IF CHQ.125 = 11, DISPLAY "a traumatic brain injury."

IF CHQ.125 = 12, DISPLAY "a panic disorder."

IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."

IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."

IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."

IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."

IF CHQ.125 = 17, DISPLAY "bipolar disorder."

IF CHQ.125 = 18, DISPLAY "depression."

IF CHQ.125 = 19, DISPLAY "speech."

IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder."

IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."

IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

IF CHQ215=1 DISPLAY "the diagnosis of difficulties with communication."

IF CHQ246= 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, or 16, DISPLAY "the diagnosis of hearing difficulties."

IF CHQ301=5, 6, 7, 8, 9, or 91, DISPLAY "the diagnosis of vision difficulties."

DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."

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

CHQ355

QUESTION TEXT:

Has a health professional ever recommended that {CHILD} play or work with an animal as a way to help {him/her} {with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury {or}/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an {other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}/{TEXT FROM OTHER SPECIFY} {or}/ the diagnosis of difficulties with communication {or}/the diagnosis of hearing difficulties {or}/the diagnosis of vision difficulties}}? For example, a health professional may recommend that a child have his or her own dog that is trained to provide emotional support or participate in an occupational therapy program that involves riding horses.

CODES

1	YES	
2	NO	CHQ420
	REFUSED	CHQ420
	DON'T KNOW	CHQ420

PROGRAMMER INSTRUCTIONS:

WITHIN THIS DISPLAY, DISPLAY ALL THE ISSUES THAT THE CHILD HAS ACCORDING TO THE INSTRUCTIONS BELOW. IF THERE IS MORE THAN ONE ISSUE, DISPLAY THE "or" FOLLOWING THE DISPLAY.

IF ((CHQ.125 = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, or 91) OR (CHQ215=1) OR (IF CHQ246 = 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, or 16) OR (CHQ301 IS 5, 6, 7, 8, 9, or 91)), DISPLAY "{with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury {or}/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an {other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}}{TEXT FROM OTHER SPECIFY} {or}/ the diagnosis of difficulties with communication {or}/the diagnosis of hearing difficulties {or}/the diagnosis of vision difficulties}}". ELSE, USE A NULL DISPLAY.

IF CHQ.125 = 1, DISPLAY "a learning disability."
IF CHQ.125 = 2, DISPLAY "Attention Deficit Disorder (ADD)."
IF CHQ.125 = 3, DISPLAY "Attention Deficit Hyperactivity Disorder (ADHD)."
IF CHQ.125 = 4, DISPLAY "a developmental delay."
IF CHQ.125 = 5, DISPLAY "autism, Asperger's Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder."
IF CHQ.125 = 6, DISPLAY "dyslexia."
IF CHQ.125 = 7, DISPLAY "dyscalculia."
IF CHQ.125 = 8, DISPLAY "an intellectual disability, severe cognitive disability, or mental retardation."
IF CHQ.125 = 9, DISPLAY "an orthopedic impairment."
IF CHQ.125 = 10, DISPLAY "a serious emotional disturbance."
IF CHQ.125 = 11, DISPLAY "a traumatic brain injury."
IF CHQ.125 = 12, DISPLAY "a panic disorder."
IF CHQ.125 = 13, DISPLAY "separation anxiety disorder."
IF CHQ.125 = 14, DISPLAY "obsessive compulsive disorder."
IF CHQ.125 = 15, DISPLAY "generalized anxiety disorder."
IF CHQ.125 = 16, DISPLAY "an {other} anxiety disorder" DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."
IF CHQ.125 = 17, DISPLAY "bipolar disorder."
IF CHQ.125 = 18, DISPLAY "depression."
IF CHQ.125 = 19, DISPLAY "speech."
IF CHQ.125 = 20, DISPLAY "a sensory deficit disorder."
IF CHQ.125 = 21, DISPLAY "oppositional defiant disorder."
IF CHQ.125 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.
IF CHQ215=1 DISPLAY "the diagnosis of difficulties with communication."
IF CHQ246= 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, or 16, DISPLAY "the diagnosis of hearing difficulties."
IF CHQ301=5, 6, 7, 8, 9, or 91, DISPLAY "the diagnosis of vision difficulties."

DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR "other."

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

CHQ360

QUESTION TEXT:

As a result of that recommendation, has {CHILD} ever played or worked with an animal to help {him/her} {with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger’s Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury {or}/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an {other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}}{TEXT FROM OTHER SPECIFY} {or}/ the diagnosis of difficulties with communication {or}/the diagnosis of hearing difficulties {or}/the diagnosis of vision difficulties}}?

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

WITHIN THIS DISPLAY, DISPLAY ALL THE ISSUES THAT THE CHILD HAS ACCORDING TO THE INSTRUCTIONS BELOW. IF THERE IS MORE THAN ONE ISSUE, DISPLAY THE “or” FOLLOWING THE DISPLAY.

IF ((CHQ.125 = 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, or 91) OR (CHQ215=1) OR (IF CHQ246 = 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, or 16) OR (CHQ301 IS 5, 6, 7, 8, 9, or 91)), DISPLAY “{with {a learning disability {or}/Attention Deficit Disorder (ADD) {or}/Attention Deficit Hyperactivity Disorder (ADHD) {or}/a developmental delay {or}/autism, Asperger’s Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder {or}/dyslexia {or}/dyscalculia {or}/an intellectual disability, severe cognitive disability, or mental retardation {or}/an orthopedic impairment {or}/a serious emotional disturbance {or}/a traumatic brain injury {or}/a panic disorder {or}/separation anxiety disorder {or}/obsessive compulsive disorder {or}/generalized anxiety disorder {or}/an {other} anxiety disorder {or}/bipolar disorder {or}/depression {or}/speech {or}/a sensory deficit disorder {or}/oppositional defiant disorder {or}}{TEXT FROM OTHER SPECIFY} {or}/ the diagnosis of difficulties with communication {or}/the diagnosis of hearing difficulties {or}/the diagnosis of vision difficulties}}”. ELSE, USE A NULL DISPLAY.

IF CHQ.125 = 1, DISPLAY “a learning disability.”

IF CHQ.125 = 2, DISPLAY “Attention Deficit Disorder (ADD).”

IF CHQ.125 = 3, DISPLAY “Attention Deficit Hyperactivity Disorder (ADHD).”

IF CHQ.125 = 4, DISPLAY “a developmental delay.”

IF CHQ.125 = 5, DISPLAY “autism, Asperger’s Disorder, Pervasive Developmental Disorder (PDD), or other autism spectrum disorder.”

IF CHQ.125 = 6, DISPLAY “dyslexia.”

IF CHQ.125 = 7, DISPLAY “dyscalculia.”

IF CHQ.125 = 8, DISPLAY “an intellectual disability, severe cognitive disability, or mental retardation.”

IF CHQ.125 = 9, DISPLAY “an orthopedic impairment.”

IF CHQ.125 = 10, DISPLAY “a serious emotional disturbance.”

IF CHQ.125 = 11, DISPLAY “a traumatic brain injury.”

IF CHQ.125 = 12, DISPLAY “a panic disorder.”

IF CHQ.125 = 13, DISPLAY “separation anxiety disorder.”

IF CHQ.125 = 14, DISPLAY “obsessive compulsive disorder.”

IF CHQ.125 = 15, DISPLAY “generalized anxiety disorder.”

IF CHQ.125 = 16, DISPLAY “an {other} anxiety disorder” DISPLAY “other” IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL DISPLAY FOR “other.”

IF CHQ.125 = 17, DISPLAY “bipolar disorder.”

IF CHQ.125 = 18, DISPLAY “depression.”

IF CHQ.125 = 19, DISPLAY “speech.”

IF CHQ.125 = 20, DISPLAY “a sensory deficit disorder.”

IF CHQ.125 = 21, DISPLAY “oppositional defiant disorder.”

IF CHQ.125 = 91, DISPLAY “{TEXT FROM OTHER SPECIFY}” FROM CHQ.125OS.

IF CHQ215=1 DISPLAY “the diagnosis of difficulties with communication.”

IF CHQ246= 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, or 16, DISPLAY "the diagnosis of hearing difficulties."
IF CHQ301=5, 6, 7, 8, 9, or 91, DISPLAY "the diagnosis of vision difficulties."

DISPLAY "other" IF (CHQ.125 = 12 OR CHQ.125 = 13 OR CHQ.125 = 14 OR CHQ.125 = 15). ELSE, USE A NULL
DISPLAY FOR "other."

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

CHQ420

QUESTION TEXT:

During this school year, did {CHILD} participate in a special education program?

CODES

1	YES	CHQ430
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY 'this school year' IN UNDERLINED TEXT.

BOX22

IF CHQ.340 OR CHQ.420=1, GO TO CHQ.430. ELSE GO TO BOX 23.

CHQ430

QUESTION TEXT:

Overall, how satisfied are you with the progress {CHILD} has made in the special services or special education program this school year? Are you...

CODES

1	Completely satisfied,
2	Very satisfied,
3	Fairly satisfied,
4	Somewhat dissatisfied, or
5	Very dissatisfied?
	REFUSED

DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY 'this school year' IN UNDERLINED TEXT.

BOX23

GO TO SECTION PPQ (PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH).

Spring 2016 Parent Interview: ECLS-K:2011

Section PPQ [Parent's Psychological Well-Being and Health] Sequence: 11

BOX1

IF PERSON FLAGGED AS RESPONDENT SCORES '1' OR '2' AT FSQ.130 OR IF NO HOUSEHOLD MEMBER SCORES '1' OR '2' AT FSQ.130, CONTINUE WITH PPQ.100. OTHERWISE, GO TO BOX 2.

PPQ100

QUESTION TEXT:

I'm going to read some statements that may relate to how you have felt about yourself and your life during the past week. For each statement I read, please indicate how often in the past week you felt or behaved this way. There are no right or wrong answers.

How often during the past week have you felt that you were bothered by things that don't usually bother you? Would you say never, some of the time, a moderate amount of the time, or most of the time?

CODES

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME
- REFUSED
- DON'T KNOW

PPQ110

QUESTION TEXT:

How often during the past week have you felt that you did not feel like eating, that your appetite was poor?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
 - 2 SOME OF THE TIME
 - 3 A MODERATE AMOUNT OF THE TIME
 - 4 MOST OF THE TIME
- REFUSED
DON'T KNOW

PPQ120

QUESTION TEXT:

How often during the past week have you felt that you could not shake off the blues even with help from your family or friends?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
 - 2 SOME OF THE TIME
 - 3 A MODERATE AMOUNT OF THE TIME
 - 4 MOST OF THE TIME
- REFUSED
DON'T KNOW

PPQ130

QUESTION TEXT:

How often during the past week have you felt that you had trouble keeping your mind on what you were doing?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
 - 2 SOME OF THE TIME
 - 3 A MODERATE AMOUNT OF THE TIME
 - 4 MOST OF THE TIME
- REFUSED
DON'T KNOW

PPQ140

QUESTION TEXT:

How often during the past week have you felt depressed?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME
- REFUSED
- DON'T KNOW

PPQ150

QUESTION TEXT:

How often during the past week have you felt that everything you did was an effort?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME
- REFUSED
- DON'T KNOW

PPQ160

QUESTION TEXT:

How often during the past week have you felt fearful?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
 - 2 SOME OF THE TIME
 - 3 A MODERATE AMOUNT OF THE TIME
 - 4 MOST OF THE TIME
- REFUSED
DON'T KNOW

PPQ170

QUESTION TEXT:

How often during the past week have you felt that your sleep was restless?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
 - 2 SOME OF THE TIME
 - 3 A MODERATE AMOUNT OF THE TIME
 - 4 MOST OF THE TIME
- REFUSED
DON'T KNOW

PPQ180

QUESTION TEXT:

How often during the past week have you felt that you talked less than usual?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
 - 2 SOME OF THE TIME
 - 3 A MODERATE AMOUNT OF THE TIME
 - 4 MOST OF THE TIME
- REFUSED
DON'T KNOW

PPQ190

QUESTION TEXT:

How often during the past week have you felt lonely?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
 - 2 SOME OF THE TIME
 - 3 A MODERATE AMOUNT OF THE TIME
 - 4 MOST OF THE TIME
- REFUSED
DON'T KNOW

PPQ200

QUESTION TEXT:

How often during the past week have you felt sad?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
 - 2 SOME OF THE TIME
 - 3 A MODERATE AMOUNT OF THE TIME
 - 4 MOST OF THE TIME
- REFUSED
DON'T KNOW

PPQ210

QUESTION TEXT:

How often during the past week have you felt that you could not get going?

[PROBE: Would you say never, some of the time, a moderate amount of the time, or most of the time?]

CODES

- 1 NEVER
- 2 SOME OF THE TIME
- 3 A MODERATE AMOUNT OF THE TIME
- 4 MOST OF THE TIME
- REFUSED
- DON'T KNOW

PPQ220

QUESTION TEXT:

Now, I would like to ask you about your health. In general, would you say that your health is...

CODES

- 1 Excellent,
- 2 Very good,
- 3 Good,
- 4 Fair, or
- 5 Poor?
- REFUSED
- DON'T KNOW

PPQ225

QUESTION TEXT:

During the past 12 months, would you say that you experienced a lot of stress, a moderate amount of stress, relatively little stress, or almost no stress at all?

CODES

- 1 A LOT OF STRESS
- 2 A MODERATE AMOUNT OF STRESS
- 3 RELATIVELY LITTLE STRESS
- 4 ALMOST NO STRESS AT ALL
- REFUSED
- DON'T KNOW

BOX2

GO TO SECTION FDQ (FOOD SECURITY).

Spring 2016 Parent Interview: ECLS-K:2011

Section FDQ [Food Security]

Sequence: 12

FDQ130a

QUESTION TEXT:

These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether 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}, 2015.

{I/We} worried whether {my/our} food would run out before {I/we} got money to buy more. Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?

CODES

- | | |
|---|----------------|
| 1 | OFTEN TRUE |
| 2 | SOMETIMES TRUE |
| 3 | NEVER TRUE |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY THE CURRENT MONTH IN {CURRENT MONTH} USING THE NAME OF THE MONTH NOT THE NUMBER OF THE MONTH.

DISPLAY "often," "sometimes," AND "never" IN THE MAIN QUESTION TEXT AND THE SUB-ITEM TEXT AS UNDERLINED.

USE "you," "I," AND "my" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household," "we," AND "our." NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ130b

QUESTION TEXT:

[These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether 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}, 2015.]

The food that {I/we} bought just didn't last, and {I/we} didn't have money to get more. Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?

CODES

- | | |
|---|----------------|
| 1 | OFTEN TRUE |
| 2 | SOMETIMES TRUE |
| 3 | NEVER TRUE |

REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY THE CURRENT MONTH IN {CURRENT MONTH} USING THE NAME OF THE MONTH NOT THE NUMBER OF THE MONTH.

DISPLAY "often," "sometimes," AND "never" IN THE MAIN QUESTION TEXT AND THE SUB-ITEM TEXT AS UNDERLINED.

USE "you" AND "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household" AND "we." NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ130c

QUESTION TEXT:

[These next questions are about whether your family is able to afford the food that you need. I am going to read you several statements that people have made about their food situation. For these statements, please tell me whether 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}, 2015.]

{I/We} couldn't afford to eat balanced meals.

[PROBE: Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?]

CODES

- | | |
|---|----------------|
| 1 | OFTEN TRUE |
| 2 | SOMETIMES TRUE |
| 3 | NEVER TRUE |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY THE CURRENT MONTH IN {CURRENT MONTH} USING THE NAME OF THE MONTH NOT THE NUMBER OF THE MONTH.

DISPLAY "often," "sometimes," AND "never" IN THE MAIN QUESTION TEXT AND PROBE AS UNDERLINED.

USE "you" AND "I" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "your household" AND "We". NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

BOX 1

IF (FDQ.130a = 1 OR 2) OR (FDQ.130b = 1 OR 2) OR (FDQ.130c = 1 OR 2), THEN GO TO FDQ.140. ELSE, GO TO FDQ.192a.

FDQ140

QUESTION TEXT:

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?

CODES

1	YES	
2	NO	FDQ160
	REFUSED	FDQ160
	DON'T KNOW	FDQ160

PROGRAMMER INSTRUCTIONS:

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "you or other adults in your household."
NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ150

QUESTION TEXT:

How often did this happen? Would you say...

CODES

1	Almost every month,
2	Some months, but not every month, or
3	In only 1 or 2 months?
	REFUSED
	DON'T KNOW

FDQ160

QUESTION TEXT:

In the last 12 months, did you ever eat less than you felt you should because there wasn't enough money for food?

CODES

1	YES
2	NO
	REFUSED

DON'T KNOW

FDQ170

QUESTION TEXT:

In the last 12 months, were you ever hungry but didn't eat because there wasn't enough money for food?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

FDQ180

QUESTION TEXT:

In the last 12 months, did you lose weight because there wasn't enough money for food?

CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

BOX 2

IF (FDQ.140=1) OR (FDQ.160 =1) OR (FDQ.170 = 1) OR (FDQ.180=1), ASK FDQ.190. OTHERWISE, GO TO FDQ.192a.

FDQ190

QUESTION TEXT:

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?

CODES

- 1 YES
- 2 NO FDQ192a
- REFUSED FDQ192a
- DON'T KNOW FDQ192a

PROGRAMMER INSTRUCTIONS:

DISPLAY "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER. OTHERWISE, DISPLAY "you or other adults in your household."
NOTE- HOUSEHOLD MEMBERS WITH AGE = DK/RF ARE COUNTED AS BEING AGE 18 OR OVER.

FDQ191

QUESTION TEXT:

How often did this happen? Would you say...

CODES

- 1 Almost every month,
- 2 Some months, but not every month, or
- 3 In only 1 or 2 months?
- REFUSED
- DON'T KNOW

FDQ192a

QUESTION TEXT:

Now I am going to read you several statements that people have made about the food situation of their children. For these statements, please tell me whether the statement was often true, sometimes true, or never true in the last 12 months, that is, since last {CURRENT MONTH}, 2015 for {your 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.

Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?

CODES

- 1 OFTEN TRUE
- 2 SOMETIMES TRUE

- 3 NEVER TRUE
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY THE CURRENT MONTH IN {CURRENT MONTH} USING THE NAME OF THE MONTH NOT THE NUMBER OF THE MONTH.

DISPLAY "often", "sometimes", AND "never" IN THE MAIN QUESTION TEXT AND PROBE AS UNDERLINED.

USE "I", "I was", and "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER OR WITH AN AGE OTHER THAN DK OR RF. OTHERWISE, DISPLAY "We", "we were", AND "your household".

DISPLAY "children living in the household who are under 18 years old" AND "the children" IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY "your child" AND "{CHILD}".

FDQ192b

QUESTION TEXT:

[Now I am going to read you several statements that people have made about the food situation of their children. For these statements, please tell me whether the statement was often true, sometimes true, or never true in the last 12 months, that is, since last {CURRENT MONTH}, 2015 for {your child/children living in the household who are under 18 years old}.]

{I/We} couldn't feed {{CHILD}/the children} a balanced meal because {I/we} couldn't afford that.

Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?

CODES

- 1 OFTEN TRUE
- 2 SOMETIMES TRUE
- 3 NEVER TRUE
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY THE CURRENT MONTH IN {CURRENT MONTH} USING THE NAME OF THE MONTH NOT THE NUMBER OF THE MONTH.

DISPLAY "often", "sometimes", AND "never" IN THE MAIN QUESTION TEXT AND PROBE AS UNDERLINED.

USE "I" AND "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER OR WITH AN AGE OTHER THAN DK OR RF. OTHERWISE, DISPLAY "We", "we", AND "your household".

DISPLAY "children living in the household who are under 18 years old" AND "the children" IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY "your child" AND "{CHILD}".

FDQ192c

QUESTION TEXT:

[Now I am going to read you several statements that people have made about the food situation of their children. For these statements, please tell me whether the statement was often true, sometimes true, or never true in the last 12 months, that is, since last {CURRENT MONTH}, 2015 for {your child/children living in the household who are under 18 years old}.]

{{CHILD} was/The children were} not eating enough because {I/we} just couldn't afford enough food.

[PROBE: Was that often true, sometimes true, or never true for {you/your household} in the last 12 months?]

CODES

- 1 OFTEN TRUE
- 2 SOMETIMES TRUE
- 3 NEVER TRUE
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY THE CURRENT MONTH IN {CURRENT MONTH} USING THE NAME OF THE MONTH NOT THE NUMBER OF THE MONTH.

DISPLAY "often", "sometimes", AND "never" IN THE MAIN QUESTION TEXT AND PROBE AS UNDERLINED.

USE "I" and "you" IF THE RESPONDENT IS THE ONLY HOUSEHOLD MEMBER AGE 18 OR OVER OR IF THERE ARE NO HOUSEHOLD MEMBERS 18 OR OVER OR WITH AN AGE OTHER THAN DK OR RF. OTHERWISE, DISPLAY "we" AND "your household".

DISPLAY "children living in the household who are under 18 years old" AND "The children were" IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY "your child" AND "{CHILD} was".

BOX 3

IF (FDQ.192a = 1 OR 2) OR (FDQ.192b = 1 OR 2) OR (FDQ.192c = 1 OR 2), GO TO FDQ.210. ELSE, GO TO BOX 4.

FDQ210

QUESTION TEXT:

In the last 12 months, that is, since last {CURRENT MONTH}, 2015, did you ever cut the size of {{CHILD}'s/any of the children's} meals because there wasn't enough money for food?

CODES

- 1 YES

- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY THE CURRENT MONTH IN {CURRENT MONTH} USING THE NAME OF THE MONTH NOT THE NUMBER OF THE MONTH.

DISPLAY “any of the children’s” IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY “{CHILD}’s.”

FDQ240

QUESTION TEXT:

In the last 12 months {was {CHILD}/were any of the children} ever hungry but you just couldn't afford more food?

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY “were any of the children” IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY “was {CHILD}.”

FDQ242

QUESTION TEXT:

In the last 12 months, did {{CHILD}/any of the children} ever skip a meal because there wasn't enough money for food?

CODES

- 1 YES
- 2 NO FDQ250
- REFUSED FDQ250
- DON'T KNOW FDQ250

PROGRAMMER INSTRUCTIONS:

DISPLAY “any of the children” IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY “{CHILD}.”

FDQ243

QUESTION TEXT:

How often did this happen? Would you say...

CODES

- 1 Almost every month,
 - 2 Some months, but not every month, or
 - 3 In only 1 or 2 months?
- REFUSED
DON'T KNOW

FDQ250

QUESTION TEXT:

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?

CODES

- 1 YES
 - 2 NO
- REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "any of the children" IF (NumberOfChildren > 1) OR (THERE ARE CHILDREN IN THE HOUSEHOLD AGE 17 OR YOUNGER OTHER THAN THE FOCAL CHILD). OTHERWISE, DISPLAY "{{CHILD}}."

BOX 4

GO TO SECTION PEQ (PARENT EDUCATION).

Spring 2016 Parent Interview: ECLS-K:2011

Section

PEQ

[Parent Education]

Sequence: 13

BOX1

ASK PEQ.020-PEQ.062 (IF APPLICABLE) FOR UP TO 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD. THIS PERSON OR PERSONS SHOULD BE CHOSEN AS DEFINED IN FSQ BOX 5.

AFTER THE KEY PARENT FIGURES HAVE BEEN ASKED ABOUT, GO TO BOX 3.

PEQ020

HELP AVAILABLE

QUESTION TEXT:

{Now I have a few questions about education.} What is the highest grade or year of school that {you/{NAME}} {have/has} completed?

HELP TEXT:

Highest Grade or Year of School Completed: For grades 1-11, enter the exact grade level. If the person you are asking about completed elementary school, find out the last grade completed. If the respondent says the person finished 12th grade, ask whether the person received a diploma or got the equivalent of a high school diploma.

Completing a given grade in school should be counted as the number of years it normally takes to complete that grade level of education, regardless of how many years it actually took the person to finish. This means that for persons who skipped or repeated grades in elementary school, you will enter the highest grade completed regardless of the number of years they were in school. This rule is true for elementary school through high school and is especially relevant to college.

12th grade but no diploma: The person completed the 12th grade, but did not earn a high school diploma or GED.

High school equivalent: This means that the person has a GED. The GED is an exam certified equivalent of a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

High school diploma: A certificate that verifies that a person has successfully completed the required courses of a high school curriculum and has actually graduated from high school rather than having a GED.

Vocational/technical program after high school but no voc/tech diploma: The person attended this type of program, but did not earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does 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.

Vocational/technical program after high school: The person attended this type of program and DID earn a degree/diploma/certificate of successful completion of the program. Vocational/trade school after high school refers to work or trade-related education received after completing high school, but does 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.

Some college but no degree: The person does not have a 4-year college (bachelor's) degree but has completed a class for credit at a college or university.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Graduate or professional school but no degree: The person attended a graduate or professional school that advanced him/her 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.

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

Doctorate degree (Ph.D., Ed.D.): Studies beyond a Master's degree that result in a doctorate degree.

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.

CODES

0	NEVER WENT TO SCHOOL	
1	1ST GRADE	
2	2ND GRADE	
3	3RD GRADE	
4	4TH GRADE	
5	5TH GRADE	
6	6TH GRADE	
7	7TH GRADE	
8	8TH GRADE	
9	9TH GRADE	
10	10TH GRADE	
11	11TH GRADE	
12	12TH GRADE BUT NO DIPLOMA	
13	HIGH SCHOOL EQUIVALENT/GED	PEQ030
14	HIGH SCHOOL DIPLOMA	PEQ030
15	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA	
16	VOC/TECH PROGRAM AFTER HIGH SCHOOL, DIPLOMA	
17	SOME COLLEGE BUT NO DEGREE	
18	ASSOCIATE'S DEGREE	
19	BACHELOR'S DEGREE	PEQ030
20	GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	PEQ030

21	MASTER'S (MA, MS)	PEQ030
22	DOCTORATE DEGREE (Ph.D., Ed.D.)	PEQ030
23	PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD, DENTISTRY/DDS, LAW/JD/LLB, ETC.)	PEQ030
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "Now I have... education." WHEN LOOPING ON THIS QUESTION FOR THE FIRST TIME. ELSE, USE A NULL DISPLAY.

DISPLAY "you" AND "have" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "{NAME}" AND "has" USING NAME OF THE KEY PARENT FIGURE.

DISPLAY "Highest Grade or Year of School Completed:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'normally' and 'regardless' IN THE HELP TEXT 'Highest Grade or Year of School Completed' IN UNDERLINED TEXT.

DISPLAY "12th grade but no diploma:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "High school equivalent:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "High school diploma:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Vocational/technical program after high school but no voc/tech diploma:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'no' IN THE HELP TEXT "Vocational/technical program after high school but no voc/tech diploma" IN UNDERLINED TEXT.

DISPLAY "Vocational/technical program after high school:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Some college but no degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Associate's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bachelor's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Graduate or professional school but no degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY 'beyond' IN THE HELP TEXT 'Graduate or professional school but no degree' IN UNDERLINED TEXT.

DISPLAY "Master's (MA, MS):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Doctorate degree (Ph.D., Ed.D.):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Professional degree after bachelor's degree (Medicine/MD, Dentistry/DDS, Law/JD/LLB):" IN THE HELP TEXT IN BOLD TEXT.

PEQ021

QUESTION TEXT:

{Do/Does} {you/{NAME}} have a high school diploma, or its equivalent, such as a GED, or neither?

CODES

- 1 HIGH SCHOOL DIPLOMA
- 2 HIGH SCHOOL EQUIVALENT (GED)
- 3 NO HIGH SCHOOL DIPLOMA/EQUIVALENT
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Do you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Does {NAME}" USING NAME OF THE KEY PARENT FIGURE.

PEQ030

QUESTION TEXT:

{Are you/Is {NAME}} currently attending or enrolled in any courses from a school, college, or university?

CODES

- 1 YES
- 2 NO PEQ050
- REFUSED PEQ050
- DON'T KNOW PEQ050

PROGRAMMER INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTER.

PEQ040

HELP AVAILABLE

QUESTION TEXT:

{Are you/Is {NAME}} currently taking courses full-time or part-time?

HELP TEXT:

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.

CODES

- 1 FULL-TIME
- 2 PART-TIME
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTER.

DISPLAY "Full-time:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Part-time:" IN THE HELP TEXT IN BOLD TEXT.

PEQ050

HELP AVAILABLE

QUESTION TEXT:

{Are you/Is {NAME}} currently participating in a job training or on the job training program? Please do not report participation in any vocational or technical programs taken at a college or university that you just told me about.

HELP TEXT:

Job-training/On-the-job-training program: Job training includes activities that qualify someone to work in a particular occupation, such as a carpenter, a cook, or an electrician. Do not include 2-year colleges (A.A. degree), 4-year college degree (B.A.) or high school equivalency degrees (GED). On-the-job training includes activities at the work site to help the learner develop job-related skills while doing work at the same time. This also includes apprenticeships.

CODES

1	YES	
2	NO	BOX2
	REFUSED	BOX2
	DON'T KNOW	BOX2

PROGRAMMER INSTRUCTIONS:

DISPLAY "Are you" IF LOOPING ON RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}" USING NAME OF THE KEY PARENT FIGURE .

DISPLAY "Job-training/On-the-job-training program:" IN THE HELP TEXT IN BOLD TEXT.

PEQ060

QUESTION TEXT:

About how many hours a week {do/does} {you/{NAME}} spend in that program? Please include hours spent on homework for the training program.

|_|_|_|_|

ENTER HOURS PER WEEK

ENTER NUMBER

Range	0 to 80
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

RANGE CHECK 0-80.

DISPLAY "do you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "Does {NAME}" USING NAME OF THE KEY PARENT FIGURE.

BOX2

IF PEQ040=1 or 2 OR PEQ.050 = 1, GO TO PEQ.062. ELSE, GO TO BOX 3.

PEQ062**HELP AVAILABLE****QUESTION TEXT:**

What type of school or job training {are you/Is {NAME}} currently in?

CODE ALL THAT APPLY.

HELP TEXT:

Basic skills or high school/GED completion classes: These are classes taken to learn basic skills such as writing or math. In some cases, they may be taken to complete high school or earn a high school equivalent or GED. A GED is an exam certified equivalent of a high school diploma received when the person has not actually received a degree from attending high school, but has acquired his/her GED (high school equivalency based on passing the GED exam).

Vocational/technical program: Refers to work or trade-related education received after completing high school, but does not include college. Examples include secretarial school, mechanical or computer training school, etc. Some community colleges offer vocational training, but this would be considered "associate's degree" and not vocational or trade school.

Associate's degree: A 2-year college degree typically earned at a community college (rather than a trade school).

Bachelor's degree: A 4-year college degree earned at a university or 4-year college. It is sometimes called an "undergraduate degree."

Master's (MA, MS): Studies beyond a bachelor's degree, but not a Ph.D. or Ed.D.

Doctorate degree (Ph.D., Ed.D.): Studies beyond a Master's degree that result in a doctorate degree.

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.

On-the-job-training: On-the-job training includes activities at the work site to help the learner develop job-related skills while doing work at the same time. This also includes apprenticeships. Do not include high school equivalency degrees (GED), 2-year colleges (A.A. degree), 4-year college degree (B.A.), master's, doctorates, or professional degree programs after a bachelor's degree (MA, MS, Ph.D., Ed.D., MD, DDS, LAW/JD/LLB).

Job training: Job training includes activities that qualify someone to work in a particular occupation, such as a carpenter, a cook, or an electrician. Do not include high school equivalency degrees (GED), 2-year colleges (A.A. degree), 4-year college degree (B.A.), master's, doctorates, or professional degree programs after a bachelor's degree (MA, MS, Ph.D., Ed.D., MD, DDS, LAW/JD/LLB).

CODES	Code All That Apply
1	BASIC SKILLS OR HIGH SCHOOL/GED COMPLETION CLASSES
2	VOCATIONAL OR TECHNICAL DEGREE PROGRAM
3	ASSOCIATE'S DEGREE PROGRAM
4	BACHELOR'S DEGREE PROGRAM
5	MASTER'S (MA, MS) DEGREE PROGRAM
6	DOCTORATE DEGREE (PHD, EDD) PROGRAM
7	PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE PROGRAM (MEDICINE/MD, DENTISTRY/DDS, LAW/JD/LLB, ETC.)
8	ON-THE-JOB TRAINING AT CURRENT JOB TO GET NEW SKILLS
9	JOB TRAINING TO GET A JOB/LEARN NEW JOB REFUSED DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "are you" IF LOOPING ON RESPONDENT (PERSONTYPE = R). OTHERWISE, DISPLAY "is {NAME}" USING NAME OF MOTHER/FATHER FIGURE OR RESPONDENT'S SPOUSE FROM HH ROSTER.

DISPLAY "Basic skills or high school/GED completion classes:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Vocational/technical program:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Associate's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Bachelor's degree:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Master's (MA, MS):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Doctorate degree (Ph.D., Ed.D.):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Professional degree after bachelor's degree (Medicine/MD, Dentistry/DDS, Law/JD/LLB):" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "On-the-job-training:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "Job training:" IN THE HELP TEXT IN BOLD TEXT.

BOX3

ASK PEQ.020-PEQ.062 (IF APPLICABLE) FOR NEXT "KEY" PARENT FIGURE IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5. IF NO NEXT "KEY" PARENT, GO TO SECTION EMQ (PARENT EMPLOYMENT).

Spring 2016 Parent Interview: ECLS-K:2011

Section EMQ [Parent Employment]

Sequence: 14

BOX1

ASK EMQ.020 - EMQ.215 FOR UP TO 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5.

EMQ020

HELP AVAILABLE

QUESTION TEXT:

During the past week, did {you/{NAME}} work at a job for pay?

IF RESPONDENT OR SPOUSE/PARTNER IS SELF-EMPLOYED, CODE AS YES.

HELP TEXT:

Job for pay: Paid work for wages, salary, commission, or pay 'in kind.' Examples of 'pay in kind' include meals, living quarters, or supplies provided in place of wages. This definition of employment includes work in the person's own business, professional practice, or farm, paid leave of absence (including vacations and illnesses), and work without pay in a family business or farm run by a relative. This definition excludes unpaid volunteer work (such as for a church or charity), unpaid leaves of absence, temporary layoffs (such as a strike), and work around the house.

CODES

1	YES	EMQ040
2	NO	
	REFUSED	
	DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

IN THE HELP TEXT, DISPLAY "Job for pay:" IN BOLD TEXT.

IN THE HELP TEXT, DISPLAY "includes" IN BOLD TEXT.

IN THE HELP TEXT, DISPLAY "excludes" IN BOLD TEXT.

EMQ030

QUESTION TEXT:

{Were you/Was {NAME}} on leave or vacation from a job?

CODES

- 1 YES
- 2 NO EMQ060
- REFUSED EMQ060
- DON'T KNOW EMQ060

PROGRAMMER INSTRUCTIONS:

DISPLAY "Were you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "Was {NAME}".

FOR "Was {NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

EMQ040

QUESTION TEXT:

How many jobs {do you/does {NAME}} have now?

ENTER # OF JOBS

ENTER NUMBER

- Range 1 to 6
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "do you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "does {NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

RANGE=1-6. IF NUMBER OF TIMES ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range 1 to 6".

EMQ050

QUESTION TEXT:

About how many total hours per week {do you/does {NAME}} usually work for pay {, counting {all/both} {# of jobs from EMQ.040, IF MORE THAN TWO} jobs}?

IF HOURS VARY, PROBE FOR AVERAGE HOURS PER WEEK.

ENTER # OF WEEKLY HOURS

ENTER NUMBER

Range o to 8o
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "do you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "does {NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

IF NUMBER OF JOBS IS GREATER THAN ONE IN EMQ.o4o, DISPLAY "counting... jobs". ELSE, USE A NULL DISPLAY.

IF NUMBER OF JOBS = 2 IN EMQ.o4o, DISPLAY "both" AND USE A NULL DISPLAY FOR "# of jobs... TWO". ELSE, DISPLAY "all" AND THE NUMBER OF JOBS IN EMQ.o4o.

DISPLAY "all", "both" and "# of jobs from EMQ.o4o, IF MORE THAN TWO" IN UNDERLINED TEXT.

RANGE=o-8o. IF NUMBER OF TIMES ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "Input invalid. Value not in range o to 8o".

BOX1A

GO TO BOX 4.

EMQo6o

QUESTION TEXT:

{Have you/Has {NAME}} been actively looking for work in the past 4 weeks?

By actively looking for work, we mean activities such as checking with a public employment agency, a private employment agency, or an employer directly; checking about jobs with friends or relatives; placing or answering ads; sending a resume; contacting a school or university employment center; or checking a union or professional register.

CODES

1	YES	
2	NO	EMQo8o
	REFUSED	EMQo8o
	DON'T KNOW	EMQo8o

PROGRAMMER INSTRUCTIONS:

DISPLAY "Have you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "Has {NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

DISPLAY "in the past 4 weeks" IN UNDERLINED TEXT.

DISPLAY THE SECOND INSTANCE OF "actively looking for work" (THAT IS, THE INSTANCE THAT APPEARS AFTER "By") IN UNDERLINED TEXT.

EMQ070

QUESTION TEXT:

What {have you/has {NAME}} been doing in the past 4 weeks to find work?

CODE ALL THAT APPLY

CODES

- | | |
|----|---------------------------------------------------|
| 1 | CHECKED WITH PUBLIC EMPLOYMENT AGENCY |
| 2 | CHECKED WITH PRIVATE EMPLOYMENT AGENCY |
| 3 | CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME |
| 4 | CHECKED WITH FRIENDS OR RELATIVES |
| 5 | PLACED OR ANSWERED ADS/SENT RESUME/APPLICATIONS |
| 6 | CONTACTED SCHOOL/UNIVERSITY EMPLOYMENT CENTER |
| 7 | CHECKED A UNION REGISTER OR PROFESSIONAL REGISTER |
| 8 | ATTENDED JOB TRAINING |
| 9 | READ WANT-ADS/INTERNET SEARCH |
| 91 | SOMETHING ELSE |
| | REFUSED |
| | DON'T KNOW |

PROGRAMMER INSTRUCTIONS:

DISPLAY "have you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "has {NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

DISPLAY "in the past 4 weeks" IN UNDERLINED TEXT.

BOX2

IF ANY CATEGORY IN EMQ.070 BETWEEN "1" AND "7" IS ENTERED WITH OR WITHOUT ANY OTHER ANSWERS OF 91 (OTHER), 8, OR 9, GO TO EMQ.100. ELSE, IF ("8" IS ENTERED BY ITSELF IN EMQ.070 BUT "91" IS NOT) OR ("9" IS ENTERED BY ITSELF IN EMQ.070 BUT "91" IS NOT), OR (BOTH "8" AND "9" ARE ENTERED BY THEMSELVES IN EMQ.070 BUT "91" IS NOT), GO TO EMQ.080. ELSE, IF "91" IS ENTERED IN EMQ.070, CONTINUE WITH EMQ.070OS. OTHERWISE, GO TO EMQ.080.

EMQ070OS

QUESTION TEXT:

[What {have you/has {NAME}} been doing in the past 4 weeks to find work?]

SPECIFY ACTIVITIES.

ENTER TEXT

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY "have you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "has {NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

DISPLAY "in the past 4 weeks" IN UNDERLINED TEXT.

EMQ080

QUESTION TEXT:

What {were you/was {NAME}} doing most of last week? Would you say ...

CODES

1	Keeping house, or caring for children or other family members,	BOX3
2	Going to school,	BOX3
3	Retired,	BOX3
4	Unable to work, or	BOX3
91	Something else? What was that? (SPECIFY)	
	REFUSED	BOX3
	DON'T KNOW	BOX3

PROGRAMMER INSTRUCTIONS:

DISPLAY "last week" in UNDERLINED TEXT.

DISPLAY "were you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "was {NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

EMQ080OS

QUESTION TEXT:

[What {were you/was {NAME}} doing most of last week? Would you say ...]

SPECIFY ACTIVITY.

ENTER TEXT

Length

50

PROGRAMMER INSTRUCTIONS:

DISPLAY "last week" in UNDERLINED TEXT.

DISPLAY "were you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "was {NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

BOX3

IF DOING SOMETHING ELSE IN THE PAST 4 WEEKS (EMQ.070 = 91), CONTINUE WITH EMQ.100.

OTHERWISE, GO TO BOX 4.

(NOTE: EMQ.100 IS ASKED IF A PERSON IS ACTIVELY LOOKING FOR WORK (ANY CATEGORY IN EMQ.070 BETWEEN "1" AND "7" IS ENTERED OR IF EMQ.070 = 91). EMQ.100 IS NOT ASKED FOR THOSE WHO ARE EMPLOYED (EMQ.020 = 1), ON LEAVE OR VACATION (EMQ.030 = 1), OR LOOKING FOR WORK BUT ONLY THROUGH ATTENDING JOB TRAINING OR READING WANT-ADS OR DOING INTERNET SEARCHES (EMQ.070 = 8 or 9 AND EMQ.070 IS NOT EQUAL TO 91).

EMQ100

QUESTION TEXT:

Could {you/{NAME}} have taken a job last week if one had been offered?

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

BOX4

IF WORKED AT A JOB FOR PAY (EMQ.020=1)
OR
WAS ON LEAVE OR VACATION (EMQ.030=1)
OR
WAS ACTIVELY LOOKING FOR WORK (EMQ.060=1),
CONTINUE WITH EMQ.120.

OTHERWISE, GO TO EMQ.210.

EMQ120

QUESTION TEXT:

For whom {do/does/did} {you/{NAME}} work {when {you/{he/she}} last worked}?

PROBE FOR: NAME OF THE COMPANY, BUSINESS, ORGANIZATION, OR OTHER EMPLOYER. IF MORE THAN ONE CURRENT JOB, ASK ABOUT THE ONE AT WHICH THE PERSON SPENDS THE MOST TIME.

ENTER EMPLOYER NAME

ENTER TEXT

Length 100
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "do" IF EMQ.020 = 1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "does" IF EMQ.020 = 1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT. DISPLAY "did" IF EMQ.060 = 1.

DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

DISPLAY "when {you/{he/she}} last worked" IF EMQ.060 = 1. OTHERWISE, USE A NULL DISPLAY.

DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{he/she}".

EMQ130

QUESTION TEXT:

What kind of business or industry {is/was} this?
PROBE: What do they make or do?
PROBE: For example, TV and radio manufacturing, retail shoe store, state labor department, farming.

ENTER INDUSTRY DESCRIPTION

ENTER TEXT

Length 75
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "is" IF EMQ.020 = 1 OR EMQ.030 = 1. OTHERWISE, DISPLAY "was".

EMQ140

QUESTION TEXT:

What kind of work {are/is/were/was} {you/{NAME}} doing?
PROBE: What {is/was} {your/{NAME}'s} job called?
PROBE: For example, electrical engineer, stock clerk, administrative assistant, or farmer.

ENTER JOB TITLE

ENTER TEXT

Length 100
REFUSED
DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IN THE FIRST SENTENCE, DISPLAY "are" IF EMQ.020 = 1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. IN THE FIRST SENTENCE AND THE FIRST PROBE, DISPLAY "is" IF EMQ.020 =1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT. IN THE FIRST SENTENCE DISPLAY "were" IF EMQ.060 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. IN THE FIRST SENTENCE AND THE FIRST PROBE DISPLAY "was" IF EMQ.060 =1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT.

IN THE FIRST SENTENCE, DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, IN THE FIRST SENTENCE DISPLAY "{NAME}".

IN THE FIRST PROBE, DISPLAY "is" IF EMQ.020 =1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. IN THE FIRST PROBE, DISPLAY "was" IF EMQ.060 =1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT.

IN THE PROBE, DISPLAY "your" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, IN THE FIRST PROBE DISPLAY "{NAME}'s".

FOR "{NAME}", IN THE FIRST SENTENCE OR "{NAME}'s" IN THE FIRST PROBE, DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

EMQ150

QUESTION TEXT:

What {are/were} {your/{NAME}'s} most important activities or duties on this job? What {do/does/did} {you/{NAME}} actually do at this job?

PROBE: For example, word processing, keeping account books, filing, selling cars, operating a printing press, finishing concrete.

ENTER JOB DUTIES

ENTER TEXT

Length	75
REFUSED	
DON'T KNOW	

PROGRAMMER INSTRUCTIONS:

DISPLAY "are" IF EMQ.020 = 1 OR EMQ.030 = 1. ELSE DISPLAY "were" IF EMQ.060 = 1.

IN FIRST SENTENCE, DISPLAY "your" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s". IN SECOND SENTENCE, DISPLAY "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}".

FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

DISPLAY "do" IF EMQ.020 = 1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "does" IF EMQ.020 = 1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT. DISPLAY "did" IF EMQ.060 = 1.

EMQ210

QUESTION TEXT:

{Since last spring/Since the spring of 2014/Since {CHILD} was born}, {have you/has {NAME}} served on active duty in the U.S. Armed Forces, military Reserves, or National Guard?

Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for the war in Afghanistan.

CODES

1	YES	
2	NO	BOX 5
	REFUSED	BOX 5
	DON'T KNOW	BOX 5

PROGRAMMER INSTRUCTIONS:

DISPLAY "Since last spring " IF EMQ210=1 OR 2 IN SPRING FOURTH GRADE FOR THIS KEY PARENT FIGURE ACCORDING TO THE PRELOAD.

ELSE, IF EMQ210 IS NOT EQUAL TO 1 OR 2 IN SPRING FOURTH GRADE FOR THIS KEY PARENT FIGURE ACCORDING TO THE PRELOAD, AND EMQ210=1 OR 2 FOR THIS KEY PARENT FIGURE IN SPRING THIRD GRADE ACCORDING TO THE PRELOAD, DISPLAY "Since the spring of 2014".

ELSE, DISPLAY "Since {CHILD} was born."

DISPLAY "have you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "has {NAME}."

FOR "has {NAME}," DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

DISPLAY "Active duty does not include training for the Reserves or National Guard, but does include activation, for example, for the war in Afghanistan." IN BRACKETS FOR THE SECOND KEY PARENT FIGURE.

"does" SHOULD BE UNDERLINED IN THE LINE THAT INCLUDES "... but does include activation..."

EMQ215

HELP AVAILABLE

QUESTION TEXT:

{Are you/Is {NAME}} currently on active duty in the U.S. Armed Forces, military Reserves, or National Guard?

HELP TEXT: Active duty does not include training for the Reserves or National Guard, but DOES include activation, for example, for the war in Afghanistan.

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

DISPLAY "Are you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "Is {NAME}."

FOR "Is {NAME}," DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

BOX5

ASK EMQ.020 - EMQ.215 FOR NEXT "KEY" PARENT FIGURE IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5. IF NO NEXT "KEY" PARENT, GO TO WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

Spring 2016 Parent Interview: ECLS-K:2011

Section WPQ

[Welfare and Other Public Transfers]

Sequence: 15

WPQ100

QUESTION TEXT:

In the past 12 months, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called {TANF or/TANF} {STATE TANF PROGRAM NAME}?

PROBE: TANF was formerly known as Aids to Families with Dependent Children, or AFDC.

IF NEEDED:

TANF: Temporary Assistance for Needy Families (TANF) {or {STATE TANF PROGRAM NAME} in {STATE}} is a government program that provides cash benefits to low-income families with children. Many states provide TANF money through an Electronic Benefits Transfer (EBT) card that is like a debit or ATM card.

Past 12 Months: For this question, consider whether or not TANF (or AFDC) was received in the past 12 calendar months, not the last calendar year.

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{TANF or}." ELSE, DISPLAY "TANF or" AND STATE TANF PROGRAM NAME. ELSE, IF STATE PROGRAM NAME IS MISSING, DISPLAY "TANF."

IF ACCORDING TO THE LOOKUP FILE THE STATE PROGRAM NAME BEGINS WITH "TANF," USE A NULL DISPLAY FOR "{or {STATE TANF PROGRAM NAME} IN {STATE}}."

DISPLAY "TANF: " IN UNDERLINED TEXT.

DISPLAY "Past 12 Months: " IN UNDERLINED TEXT.

WPQ110

HELP AVAILABLE

QUESTION TEXT:

In the past 12 months, have you or anyone in your household received food stamps, also called SNAP (the Supplemental Nutrition Assistance Program), or food benefits on EBT (Electronic Benefit Transfer)?

HELP TEXT:

Food Stamps or SNAP (Supplemental Nutrition Assistance Program): A government program that provides plastic cards that can be used to buy food. In the past, SNAP was called the Food Stamp Program and gave people benefits in paper coupons or food stamps.

Past 12 Months: For this question, consider whether or not food stamps were received in the past 12 calendar months, not the last calendar year.

CODES

- 1 YES
- 2 NO
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IN THE HELP TEXT, DISPLAY "Food Stamps or SNAP (Supplemental Nutrition Assistance Program):" IN BOLD TEXT.

IN THE HELP TEXT, DISPLAY "Past 12 Months:" IN BOLD TEXT.

WPQ170

QUESTION TEXT:

Does {CHILD} receive complete school lunches for free or reduced price at school?

PROBE: By complete school lunch, I 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} brought from home.

CODES

- 1 YES WPQ180
- 2 NO BOX1
- REFUSED BOX1
- DON'T KNOW BOX1

PROGRAMMER INSTRUCTIONS:

DISPLAY "free" AND "reduced price" IN UNDERLINED TEXT.

WPQ180

QUESTION TEXT:

Are these lunches free or reduced price?

CODES

- 1 FREE
- 2 REDUCED PRICE
- REFUSED
- DON'T KNOW

BOX1

GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

Spring 2016 Parent Interview: ECLS-K:2011

Section PAQ [Parent Income and Assets]

Sequence: 16

PAQ100

QUESTION TEXT:

In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

CODES

1	\$25,000 or less, or	
2	More than \$25,000?	
	REFUSED	PAQ140
	DON'T KNOW	PAQ140

PAQ110

QUESTION TEXT:

Was it...

CODES

1	\$5,000 or less
2	\$5,001 to \$10,000
3	\$10,001 to \$15,000
4	\$15,001 to \$20,000
5	\$20,001 to \$25,000
6	\$25,001 to \$30,000
7	\$30,001 to \$35,000
8	\$35,001 to \$40,000
9	\$40,001 to \$45,000
10	\$45,001 to \$50,000
11	\$50,001 to \$55,000
12	\$55,001 to \$60,000
13	\$60,001 to \$65,000
14	\$65,001 to \$70,000
15	\$70,001 to \$75,000

- 16 \$75,001 to \$100,000
- 17 \$100,001 to \$200,000, or
- 18 \$200,001 or more
- REFUSED
- DON'T KNOW

PROGRAMMER INSTRUCTIONS:

IF PAQ.100=1, DISPLAY SET 1. IF PAQ.100=2, DISPLAY SET 2.

[SET 1]

- \$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

[SET 2]

- \$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 or more..... 18

BOX2

IF PAQ.110 (SET 1 OR SET 2) IS RF/DK, GO TO PAQ.140.

PAQ.120 IS ASKED IF THE HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW.

ASK PAQ.120 IF

- (NUMBER IN HH = 1 AND PAQ.110 < 6) OR
 - (NUMBER IN HH = 2 AND PAQ.110 < 8) OR
 - (NUMBER IN HH = 3 AND PAQ.110 < 9) OR
 - (NUMBER IN HH = 4 AND PAQ.110 < 11) OR
 - (NUMBER IN HH = 5 AND PAQ.110 < 13) OR
 - (NUMBER IN HH = 6 AND PAQ.110 < 14) OR
 - (NUMBER IN HH = 7 AND PAQ.110 < 16) OR
 - (NUMBER IN HH = 8 AND PAQ.110 < 17) OR
 - (NUMBER IN HH g.e. 9 AND PAQ.110 < 17).
- ELSE, GO TO PAQ.140.

PAQ120

IF PAQ.140=91, CONTINUE WITH PAQ.140OS. OTHERWISE, GO TO BOX 4.

PAQ140OS

QUESTION TEXT:

[What is your current housing situation?]

SPECIFY TYPE OF ARRANGEMENT.

ENTER TEXT

Length

50

PROGRAMMER INSTRUCTIONS:

DK AND REF DISALLOWED.

BOX4

GO TO SECTION CMQ (MOBILITY AND TRACKING UPDATES).

Spring 2016 Parent Interview: ECLS-K:2011

Section CMQ [Mobility and Tracking Updates]

Sequence: 17

CMQ010

QUESTION TEXT:

Have you moved since {DATE OF LAST INTERVIEW}?

CODES

1	YES	
2	NO	Boxo
	REFUSED	Boxo
	DON'T KNOW	Boxo

CMQ020

QUESTION TEXT:

Why did you move?

PROBE: Any other reason?

CODE ALL THAT APPLY.

CODES

1	SO CHILD COULD GO TO A BETTER SCHOOL
2	BOUGHT A HOUSE
3	MOVED TO BE NEARER JOB; JOB-RELATED REASONS
4	MOVED TO NICER APARTMENT/HOUSE
5	MOVED TO SAFER AREA; CRIME-RELATED REASONS
6	MOVED TO LESS EXPENSIVE LIVING QUARTERS
7	BANK HAD TO BUY BACK THE HOME (FORECLOSED)
8	WAS EVICTED, COULD NOT PAY RENT IN PREVIOUS RESIDENCE
9	OLD HOUSE/APARTMENT WAS DAMAGED
10	MOVED DUE TO CHANGE IN MARITAL (OR PARTNER) RELATIONSHIP: MARRIAGE, DIVORCE, SEPARATION, DEATH IN FAMILY

- 11 HOUSE WAS SOLD, NO NEW HOUSE BOUGHT
- 12 LEASE RAN OUT
- 13 MOVED OUT OF RELATIVE'S HOME/ON-OWN
- 14 TO BE CLOSER TO FAMILY
- 91 OTHER (SPECIFY)
REFUSED
DON'T KNOW

BOXo

IF CMQ.020=91, GO TO CMQ.020OS. ELSE, GO TO CMQ680.

CMQ020OS

QUESTION TEXT:

[Why did you move?]

SPECIFY OTHER REASON.

ENTER TEXT

Length

50

CMQ680

QUESTION TEXT:

WAS THIS INTERVIEW CONDUCTED BY TELEPHONE OR IN-PERSON?

CODES

- 1 TELEPHONE
- 2 IN-PERSON

CMQ690

QUESTION TEXT:

WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?

CODES

1	ENGLISH	BOX4
2	SPANISH	BOX4
3	CHINESE LANGUAGE	BOX4
4	VIETNAMESE	BOX4
91	ANOTHER LANGUAGE	

CMQ690OS

QUESTION TEXT:

[WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, VIETNAMESE, OR ANOTHER LANGUAGE?]

SPECIFY OTHER LANGUAGE.

ENTER TEXT

Length

25

BOX4

IF CMQ680=2, GO TO CMQ695. ELSE, GO TO BOX 5.

CMQ695

QUESTION TEXT:

Spring 2016 Parent Interview: ECLS-K:2011 :: CMQ

WHERE WAS THIS INTERVIEW CONDUCTED?

CODES

- 1 CHILD'S HOME
- 2 CHILD'S SCHOOL
- 3 SOMEWHERE ELSE

BOX5

SET FINAL DISPOSITION CODE:

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 60.

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 61.

IF CMQ.680=1 (TELEPHONE) AND CMQ.690=3 (CHINESE), SET DISPOSITION CODE TO 66.

IF CMQ.680=1 (TELEPHONE) AND (CMQ.690=4 (VIETNAMESE) OR CMQ.690=91 (ANOTHER LANGUAGE)), SET DISPOSITION CODE TO 62.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=1 (ENGLISH), SET DISPOSITION CODE TO 63.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=2 (SPANISH), SET DISPOSITION CODE TO 64.

IF CMQ.680=2 (IN-PERSON) AND CMQ.690=3 (CHINESE), SET DISPOSITION CODE TO 67.

IF CMQ.680=2 (IN-PERSON) AND (CMQ.690=4 (VIETNAMESE) OR CMQ.690=91 (ANOTHER LANGUAGE)), SET DISPOSITION CODE TO 65.

CMQ700

QUESTION TEXT:

Thank you very much for your cooperation and for taking the time to participate in the Early Childhood Longitudinal Study.

We really appreciate the time you have taken over the past 6 years to talk to us. You and others who have participated in the study have given us a wealth of information for researchers and policymakers to use to learn more about children's educational experiences. At this time we do not have plans to contact you next year, but someone may follow up with you in the future to see how {CHILD} is doing. If you want to know more about the study, please go to nces.ed.gov/ecls.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length

1

BOX6

GO TO CMQ.720.

CMQ701

QUESTION TEXT:

We would like to call the parent or guardian for {CHILD} at the household where {he/she} lives. Could you please give me the name and telephone number for the home that I should call?

AFTER EXITING ON THE NEXT SCREEN, ENTER CONTACT INFORMATION FOR CHILD'S RESIDENCE INTO THE ELECTRONIC RECORD OF CALLS.

[AFTER THAT, SAY:] Thank you for your time.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length

1

BOX7

GO TO CMQ.720.

CMQ702

QUESTION TEXT:

We would like to call back when {this person/{CHILD}'s parent or guardian} is available. Please tell me when we should call back.

AFTER EXITING ON THE NEXT SCREEN, ENTER CALL BACK TIME INTO THE ELECTRONIC RECORD OF CALLS.

[AFTER THAT, SAY:] Thank you for your time.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length

1

PROGRAMMER INSTRUCTIONS:

IF (INQ020=4 and INQ025=2), THEN DISPLAY "this person." ELSE, DISPLAY "{CHILD}'s parent or guardian."

BOX8

GO TO CMQ.720.

CMQ703

QUESTION TEXT:

Thank you.

AFTER EXITING ON THE NEXT SCREEN, ENTER INTO THE ELECTRONIC RECORD OF CALLS WHETHER YOU SPOKE TO THE CONTACT PERSON AND ANY INFORMATION YOU HAVE ABOUT WHY AN APPROPRIATE RESPONDENT WAS NOT AVAILABLE, NOT IN THE HOUSEHOLD, OR THE INFORMATION WAS REFUSED/DON'T KNOW.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length

1

CMQ720

QUESTION TEXT:

PRESS 1 AND ENTER TO SAVE AND EXIT THIS CASE.