

**APPENDIX B**

**SPRING SECOND-GRADE  
PARENT INTERVIEW**

**Early Childhood Longitudinal Study, Kindergarten Class of 2010-11  
(ECLS-K:2011)**

**Spring Second-Grade National Data Collection, Third-Grade Tracking  
and Recruitment, Fourth-Grade Tracking**

**OMB Clearance Package  
# 1850-0750 v.12**

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## Spring 2013 Parent Interview: ECLS-K: 2011

Section INQ [Introduction]

Sequence: 1

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### INQ005

#### 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}, we spoke with {NAME OF RESPONDENT} who took part in the Early Childhood Longitudinal Study, Kindergarten Class of 2010-2011 on {DATE OF LAST INTERVIEW}. Am I talking to the same person?

VERIFY NAME, AGE AND RELATIONSHIP WITH RESPONDENT:

NAME: {FIRST NAME} {LAST NAME}.

AGE: {APPROXIMATELY {UPDATED AGE FROM PRELOAD} YEARS OLD/UNKNOWN}

RELATIONSHIP TO CHILD: {RELATIONSHIP TO CHILD/UNKNOWN}.

ENTER "1" FOR YES EVEN IF THE AGE LISTED IS A YEAR OR TWO DIFFERENT FROM THE AGE OF THE RESPONDENT IF YOU HAVE CONFIRMED IT IS THE SAME PERSON.

#### CODES

1	YES	INQ090
2	NO	INQ010
3	YES, SAME PERSON BUT CHILD LIVES ELSEWHERE NOW	CMQ701

#### PROGRAMMER INSTRUCTIONS:

ACCORDING TO THE PRELOAD, DISPLAY "In the fall of 2010" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE FALL OF KINDERGARTEN. DISPLAY "In spring of 2011" IF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED PARENT INTERVIEW WAS IN THE SPRING OF KINDERGARTEN. 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 DATE OF MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., August 12th, 2005).

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

FOR "FIRST NAME" AND "LAST NAME" DISPLAY MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED ROUND RESPONDENT'S FIRST AND LAST NAME FROM THE PRELOAD.

IF AGE IS NOT ONE OF THESE MISSING VALUES (MISSING, REFUSED, OR DON'T KNOW), DISPLAY "APPROXIMATELY... OLD". FOR "UPDATED AGE FROM PRELOAD" DISPLAY AGE OF MOST RECENT ROUND RESPONDENT FROM PRELOAD. IF AGE IS MISSING, REFUSED, OR DON'T KNOW, DISPLAY "UNKNOWN".

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.

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**INQ010****QUESTION TEXT:**

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

NOTE: IF THIS 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.

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**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", 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 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  
DON'T KNOW

INQ020  
INQ020

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## 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

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## 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

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## 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.

#### 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 RELATIONSHIP OR AGE 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 BECAUSE THERE IS ONLY FALL-FIRST GRADE DATA, 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, OR FALL-SECOND 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, OR SPRING-FIRST 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, OR SPRING-FIRST 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.

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## INQ060

### QUESTION TEXT:

{[}May I have your name, please?{]}

ENTER THE RESPONDENT'S FIRST NAME.

VERIFY SPELLING.

### ENTER TEXT

Length

25

### PROGRAMMER INSTRUCTIONS:

CAPI INSTRUCTION: DISPLAY "[" AND "]" IF INQ.030 WAS ASKED. ELSE, USE A NULL DISPLAY.

CAPI INSTRUCTION: REFUSED AND DON'T KNOW DISALLOWED.

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## INQ070

### QUESTION TEXT:

[May I have your name, please?]

ENTER LAST NAME.

VERIFY SPELLING.

### ENTER TEXT

Length

25

### PROGRAMMER INSTRUCTIONS:

CAPI INSTRUCTION: REFUSED AND DON'T KNOW DISALLOWED.

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## INQ080

### QUESTION TEXT:

(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

young children and how their early 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

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**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

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**BOX1**

FOR NEW SPRING SECOND GRADE RESPONDENTS IN HOUSEHOLDS THAT HAD INQ DATA FROM A COMPLETE OR PARTIALLY COMPLETE FALL-KINDERGARTEN, SPRING-KINDERGARTEN, FALL-FIRST GRADE, SPRING-FIRST GRADE, OR FALL-SECOND GRADE INTERVIEW, GO TO INQ130.

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**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}, 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 young children and how their early 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.

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**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

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**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 50  
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).

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.

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**BOX2**

IF CHILD'S SEX IS MISSING IN THE PRELOAD, GO TO INQ. 160. ELSE, GO TO BOX 3.

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**INQ160**

**QUESTION TEXT:**

ASK IF NOT OBVIOUS: {I have {CHILD} recorded as {male/female}. Is that correct?}/{Is {CHILD} male or female?}

{MAKE CORRECTIONS TO SEX BELOW OR PRESS ENTER TO ACCEPT CURRENT SEX.}

{Current Info: [MALE/FEMALE]}

**CODES**

1 MALE  
2 FEMALE  
REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY CORRECTED INFORMATION ABOUT CHILD'S SEX FROM PRELOAD. IF SEX IS NONMISSING IN THE PRELOAD, DISPLAY "I have...{male/female}. Is that correct?" AND "MAKE CORRECTIONS TO SEX BELOW OR PRESS ENTER TO ACCEPT CURRENT SEX." DISPLAY "male" IF THE PRELOAD SHOWS THAT THE CHILD IS MALE, DISPLAY "female" IF THE PRELOAD SHOWS THAT THE CHILD IS FEMALE, AND NEXT TO "CURRENT INFO" BELOW, DISPLAY "MALE" IF THE CHILD IS MALE ACCORDING TO THE PRELOAD AND DISPLAY "FEMALE" IF THE CHILD IS FEMALE. ELSE, IF SEX IS MISSING IN THE PRELOAD, DISPLAY "Is {CHILD}...female?" AND USE A NULL DISPLAY FOR "MALE/FEMALE" AND DO NOT DISPLAY "CURRENT INFO".

REFUSED AND DON'T KNOW ALLOWED.

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**BOX3**

IF CHILD'S DATE OF BIRTH IS MISSING IN THE PRELOAD, GO TO INQ.170. ELSE, GO TO BOX 5.

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**INQ170a**

**QUESTION TEXT:**

{I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?/What is {CHILD}'s date of birth?}  
{MAKE CORRECTIONS TO DATE OF BIRTH BELOW OR PRESS ENTER TO ACCEPT CURRENT DATE OF BIRTH.}  
{CURRENT INFO: [DATE OF BIRTH]}  
|\_|\_|/|\_|\_|/|\_|\_|||\_|\_|}  
ENTER DATE OF BIRTH (MONTH/DAY/YEAR)

**ENTER NUMBER**

Range 1 to 12  
REFUSED  
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY INFORMATION ABOUT CHILD'S DATE OF BIRTH FROM PRELOAD. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., August 12th, 2005).

IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, ENTRY FOR DATE OF BIRTH IS REQUIRED. REFUSED AND DON'T KNOW ALLOWED IF THERE ARE NO PRELOADED DATA. IF THERE ARE PRELOADED DATA DO NOT ALLOW THEM TO BE OVERWRITTEN BY REFUSED/DON'T KNOW.

IF A DATE OF BIRTH IS AVAILABLE FOR THE FOCAL CHILD FROM THE PRELOAD, DISPLAY "I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?" AND "MAKE CORRECTIONS ... BIRTH."

ALSO, IF DATE OF BIRTH IS AVAILABLE IN THE PRELOAD, DISPLAY IT NEXT TO "CURRENT INFO" BELOW. OTHERWISE, IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, DISPLAY "What is {CHILD}'s date of birth?" AND USE A NULL DISPLAY FOR DATE OF BIRTH AND DO NOT DISPLAY "CURRENT INFO". RANGE CHECK: 1-12 FOR MONTH, 1-31 FOR DAY, 2003-2007 FOR YEAR. IF MONTH IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY MONTH SHOULD BE BETWEEN 1 AND 12." IF DAY IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY DAY SHOULD BE BETWEEN 1 AND 31." IF YEAR IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY YEAR SHOULD BE IN THE RANGE OF 2003 – 2007 . CONFIRM THE YEAR THE CHILD WAS BORN AND, IF STILL NOT IN RANGE, ENTER "DON'T KNOW" AND A COMMENT." IF DAY DOES NOT FIT WITH MONTH (e.g. February 30th), DISPLAY ERROR MESSAGE: "THE DATE ENTERED IS NOT POSSIBLE WITH THIS MONTH. CORRECT THE MONTH OR THE DATE." HARD RANGE CHECK: 2003-8/31/2007. IF DATE ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "INPUT INVALID. VALUE NOT IN RANGE 2003-8/31/2007."

## INQ170b

### QUESTION TEXT:

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{I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?/What is {CHILD}'s date of birth?}

{MAKE CORRECTIONS TO DATE OF BIRTH BELOW OR PRESS ENTER TO ACCEPT CURRENT DATE OF BIRTH.}

{CURRENT INFO: [DATE OF BIRTH]}

|_|_|/|_|_|/|_|_||_|_|}
ENTER DATE OF BIRTH (MONTH/DAY/YEAR)
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### ENTER NUMBER

Range	1 to 31
REFUSED	
DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

DISPLAY INFORMATION ABOUT CHILD'S DATE OF BIRTH FROM PRELOAD. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., August 12th, 2005).

IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, ENTRY FOR DATE OF BIRTH IS REQUIRED. REFUSED AND DON'T KNOW ALLOWED IF THERE ARE NO PRELOADED DATA. IF THERE ARE PRELOADED DATA DO NOT ALLOW THEM TO BE OVERWRITTEN BY REFUSED/DON'T KNOW.

IF A DATE OF BIRTH IS AVAILABLE FOR THE FOCAL CHILD FROM THE PRELOAD, DISPLAY "I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?" AND "MAKE CORRECTIONS ... BIRTH."

ALSO, IF DATE OF BIRTH IS AVAILABLE IN THE PRELOAD, DISPLAY IT NEXT TO "CURRENT INFO" BELOW. OTHERWISE, IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, DISPLAY "What is {CHILD}'s date of birth?" AND USE A NULL DISPLAY FOR DATE OF BIRTH AND DO NOT DISPLAY "CURRENT INFO". RANGE CHECK: 1-12 FOR MONTH, 1-31 FOR DAY, 2003-2007 FOR YEAR. IF MONTH IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY MONTH SHOULD BE BETWEEN 1 AND 12." IF DAY IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY DAY SHOULD BE BETWEEN 1 AND 31." IF YEAR IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY YEAR SHOULD BE IN THE RANGE OF 2003 – 2007 . CONFIRM THE YEAR THE CHILD WAS BORN AND, IF STILL NOT IN RANGE, ENTER "DON'T KNOW" AND A COMMENT." IF DAY DOES NOT FIT WITH MONTH (e.g. February 30th), DISPLAY ERROR MESSAGE: "THE DATE ENTERED IS NOT POSSIBLE WITH THIS MONTH. CORRECT THE MONTH OR THE DATE." HARD RANGE CHECK: 2003-8/31/2007. IF DATE ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "INPUT INVALID. VALUE NOT IN RANGE 2003-8/31/2007."

**QUESTION TEXT:**

{I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?/What is {CHILD}'s date of birth?}  
{MAKE CORRECTIONS TO DATE OF BIRTH BELOW OR PRESS ENTER TO ACCEPT CURRENT DATE OF BIRTH.}  
{CURRENT INFO: [DATE OF BIRTH]}  
|\_|\_|/|\_|\_|/|\_|\_||\_|\_|}  
ENTER DATE OF BIRTH (MONTH/DAY/YEAR)

**ENTER NUMBER**

Range 2003 to 2007  
REFUSED  
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY INFORMATION ABOUT CHILD'S DATE OF BIRTH FROM PRELOAD. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., August 12th, 2005).

IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, ENTRY FOR DATE OF BIRTH IS REQUIRED. REFUSED AND DON'T KNOW ALLOWED IF THERE ARE NO PRELOADED DATA. IF THERE ARE PRELOADED DATA DO NOT ALLOW THEM TO BE OVERWRITTEN BY REFUSED/DON'T KNOW.

IF A DATE OF BIRTH IS AVAILABLE FOR THE FOCAL CHILD FROM THE PRELOAD, DISPLAY "I have recorded that {CHILD} was born on {DATE OF BIRTH}. Is that correct?" AND "MAKE CORRECTIONS ... BIRTH."

ALSO, IF DATE OF BIRTH IS AVAILABLE IN THE PRELOAD, DISPLAY IT NEXT TO "CURRENT INFO" BELOW. OTHERWISE, IF DATE OF BIRTH IS NOT AVAILABLE IN THE PRELOAD, DISPLAY "What is {CHILD}'s date of birth?" AND USE A NULL DISPLAY FOR DATE OF BIRTH AND DO NOT DISPLAY "CURRENT INFO".  
RANGE CHECK: 1-12 FOR MONTH, 1-31 FOR DAY, 2003-2007 FOR YEAR. IF MONTH IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY MONTH SHOULD BE BETWEEN 1 AND 12." IF DAY IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY DAY SHOULD BE BETWEEN 1 AND 31." IF YEAR IS OUT OF RANGE, DISPLAY ERROR MESSAGE "THE BIRTHDAY YEAR SHOULD BE IN THE RANGE OF 2003 - 2007 . CONFIRM THE YEAR THE CHILD WAS BORN AND, IF STILL NOT IN RANGE, ENTER "DON'T KNOW" AND A COMMENT." IF DAY DOES NOT FIT WITH MONTH (e.g. February 30th), DISPLAY ERROR MESSAGE: "THE DATE ENTERED IS NOT POSSIBLE WITH THIS MONTH. CORRECT THE MONTH OR THE DATE." HARD RANGE CHECK: 2003-8/31/2007. IF DATE ENTERED NOT IN RANGE, DISPLAY ERROR MESSAGE: "INPUT INVALID. VALUE NOT IN RANGE 2003-8/31/2007."

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**BOX4**

IF ANY FIELD IN DATE OF BIRTH VARIABLE INQ.170a OR INQ.170b OR INQ.170c = REFUSED OR DK, GO TO INQ.176.  
ELSE, CONTINUE WITH INQ.175.

## INQ175

### QUESTION TEXT:

So {CHILD} is {AGE CALCULATED FROM DATE OF BIRTH AT INQ.170} years old. Is that correct?

IF THE CHILD'S AGE IS INCORRECT, GO BACK TO INQ.170 AND CORRECT THE DATE OF BIRTH.  
IF THE CHILD'S AGE IS STILL INCORRECT, ANSWER "NO" TO THIS QUESTION (INQ.175).

### CODES

1	YES	BOX5
2	NO	ERRORMSG
	REFUSED	INQ176
	DON'T KNOW	INQ176

### PROGRAMMER INSTRUCTIONS:

CAPI INSTRUCTIONS: USE ERROR MESSAGE THAT SAYS: IF THE CHILD'S AGE IS INCORRECT, CORRECT DATE OF BIRTH.

1. PRESS G or ENTER TO REENTER DATE OF BIRTH.
2. PRESS C OR ESCAPE TO CANCEL.  
"S" FOR SUPPRESS SHOULD ALSO BE AN OPTION ON THIS SCREEN, IN ADDITION TO G FOR "GO TO" AND "C" FOR CLOSE.

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## INQ176

### QUESTION TEXT:

How old is {CHILD}?

### ENTER NUMBER

Range	5 to 10
REFUSED	
DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK 5-10.  
IF DK OR RF, DISPLAY "YOU MUST ENTER AN AGE FOR THE CHILD IF DATE OF BIRTH IS MISSING. IF THEIR RESPONDENT DOESN'T KNOW THE AGE, ASK FOR HIS/HER BEST GUESS. IF THE RESPONDENT REFUSES TO PROVIDE AN AGE, ENTER YOUR BEST GUESS OR A '7' IF YOU CAN'T GUESS AT THE CHILD'S AGE."

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## BOX5

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

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## INQ180

### QUESTION TEXT:

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

STREET ADDRESS1: [\_\_\_\_\_]

STREET ADDRESS2: [\_\_\_\_\_]

CITY: [\_\_\_\_\_]

STATE: [\_\_\_\_\_]

ZIP CODE: [\_\_\_\_\_]

Is this still correct?

### CODES

1	YES, CORRECT ADDRESS	BOX6
2	YES, SAME ADDRESS - MINOR CORRECTIONS	INQ190
3	NO, NEW ADDRESS	INQ190
	REFUSED	BOX6
	DON'T KNOW	BOX6

### PROGRAMMER INSTRUCTIONS:

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

IF REFUSED OR DON'T KNOW, GO TO BOX 7.

---

## 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 CODE]

STREET ADDRESS1: [\_\_\_\_\_]

STREET ADDRESS2: [\_\_\_\_\_]

CITY: [\_\_\_\_\_]

STATE: [\_\_\_\_\_]

ZIP CODE: [\_\_\_\_\_]

**ENTER TEXT**

REFUSED  
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

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

IF INQ.180 = 2 OR 3, 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 FIELD WILL BE BLANK.

REFUSED AND DON'T KNOW ALLOWED AT ALL FIELDS.

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.

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

**BOX6**

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	BOX7
2	YES, SAME TELEPHONE NUMBER - MINOR CORRECTIONS	INQ205
3	NO, NEW TELEPHONE NUMBER	INQ205
	REFUSED	BOX7
	DON'T KNOW	BOX7

**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.}

IF NO TELEPHONE, ENTER '000'.

[CURRENT TELEPHONE NUMBER]

TELEPHONE NUMBER: [\_\_\_\_\_]

REFUSED

DON'T KNOW

### PROGRAMMER INSTRUCTIONS:

IF TELEPHONE NUMBER WAS MISSING IN PRELOAD, DISPLAY "What is...number?". ELSE, USE A NULL DISPLAY.

IF INQ.200 = 2 OR 3, 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.

REFUSED AND DON'T KNOW ALLOWED AT ALL FIELDS.

DISPLAY CURRENT TELEPHONE NUMBER IN THE RESPONSE FIELD.

---

## BOX7

IF THE PRELOAD SHOWS THAT INQ. 300 WAS ASKED IN THE SPRING OF FIRST GRADE OF THE SPRING OF KINDERGARTEN, GO TO BOX 10. 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	BOX10
2	NO	INQ310
	REFUSED	BOX10
	DON'T KNOW	BOX10

---

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

---

**BOX8**

IF INQ.310 = 0 (NOT ON LIST), CONTINUE WITH INQ.312OS. OTHERWISE, GO TO INQ.320.

---

**INQ312os**

**QUESTION TEXT:**

What is {CHILD}'s country of birth?

SPECIFY COUNTRY

ENTER TEXT

Length

25

---

## INQ320

**QUESTION TEXT:**

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

ENTER TEXT

Length

4

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: THE YEAR CHILD CAME TO U.S. CANNOT BE EARLIER THAN 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."

---

## BOX9

IF INQ.310 = 90, 139, 179, 203, 235 (GUAM, MARIANA ISLAND, PUERTO RICO, SOLOMON ISLANDS, US VIRGIN ISLANDS), GO TO BOX 10.  
OTHERWISE, CONTINUE WITH INQ.330.

---

## INQ330

**QUESTION TEXT:**

Is {CHILD} a U.S. citizen?

**CODES**

1 YES

2 NO

REFUSED

DON'T KNOW

**BOX10**

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

---

## Spring 2013 Parent Interview: ECLS-K: 2011

Section PIQ [Parent's Involvement with Child's School]

Sequence: 2

---

### 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 THE 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?

|\_|\_|\_|

TIMES

**ENTER NUMBER**

Range

1 to 180

REFUSED

DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE: 1 TO 180.

---

**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

## PIQ490b

### QUESTION TEXT:

Is {CHILD} attending a different school than {he/she} was at the time of our interview {on {DATE OF SPRING-FIRST GRADE INTERVIEW}/last spring}?

### CODES

- |   |            |        |
|---|------------|--------|
| 1 | YES        | PIQ491 |
| 2 | NO         | PIQ510 |
|   | REFUSED    | PIQ510 |
|   | DON'T KNOW | PIQ510 |

### PROGRAMMER INSTRUCTIONS:

DISPLAY "on {DATE OF SPRING-FIRST GRADE INTERVIEW}" FROM THE PRELOAD IF THIS DATE IS NOT MISSING. ELSE, DISPLAY "last spring".

## PIQ491

### QUESTION TEXT:

About how far would you say it is from your home to the school {CHILD} attends?

### CODES

- |   |   |        |
|---|---|--------|
| 1 | LESS THAN 1/8TH MILE (LESS THAN 3 BLOCKS)               | PIQ492 |
| 2 | 1/8TH MILE TO 1/4 MILE (3-5 BLOCKS)                     | PIQ492 |
| 3 | MORE THAN 1/4 MILE, BUT LESS THAN 1/2 MILE (6-9 BLOCKS) | PIQ492 |
| 4 | 1/2 MILE TO LESS THAN 1 MILE (10-19 BLOCKS)             | PIQ492 |
| 5 | ONE MILE TO 2.5 MILES (LESS THAN 5 MINUTE DRIVE)        | PIQ492 |
| 6 | 2.6 MILES TO 5 MILES (BETWEEN 5-10 MINUTE DRIVE)        | PIQ492 |
| 7 | 5.1 MILES TO 7.5 MILES (BETWEEN 11 AND 15 MINUTE DRIVE) | PIQ492 |
| 8 | 7.6 MILES TO 10 MILES (BETWEEN 16 AND 20 MINUTE DRIVE)  | PIQ492 |
| 9 | 10.1 MILES OR MORE (MORE THAN 20 MINUTE DRIVE)          | PIQ492 |

91	OTHER (SPECIFY)	PIQ491OS
	REFUSED	PIQ492
	DON'T KNOW	PIQ492

## PIQ491OS

### QUESTION TEXT:

[About how far would you say it is from your home to the school {CHILD} attends?]

SPECIFY DISTANCE

## PIQ492

### QUESTION TEXT:

How does {CHILD} usually get to school in the morning?

### CODES

1	SCHOOL BUS	PIQ510
2	PARENT DRIVES (HIM/HER)	PIQ510
3	CARPOOL	PIQ510
4	WALK	PIQ510
5	RIDES A BIKE OR SCOOTER	PIQ510
6	SOMEONE OTHER THAN PARENT DRIVES/ TAKES CHILD TO SCHOOL	PIQ510
91	OTHER (SPECIFY)	PIQ492OS
	REFUSED	PIQ510
	DON'T KNOW	PIQ510

## PIQ492OS

**QUESTION TEXT:**

[How does {CHILD} usually get to school in the morning?]

SPECIFY

---

**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 1**

IF PIQ.510 = 2, 3, 4 OR 5, GO TO PIQ.520. ELSE, GO TO BOX 2.

---

**PIQ520**

**QUESTION TEXT:**

During this school year, how often did you or someone else help {him/her} 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 {him/her} with {his/her} homework {DISPLAY RESPONSE AT PIQ.520}."

---

**BOX 2**

GO TO SECTION FSQ (FAMILY STRUCTURE).

---

# Spring 2013 Parent Interview: ECLS-K: 2011

Section FSQ [Family Structure]

Sequence: 3

---

## BOX 1

IF THE CASE HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, OR SPRING-FIRST GRADE, GO TO FSQ010. (NOTE: THIS DOES NOT INCLUDE CASES THAT ONLY HAVE FALL-FIRST GRADE DATA 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, OR SPRING-FIRST 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.

---

## 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?

### CODES

1	YES	STILL HERE
2	NO	FSQ015

### PROGRAMMER INSTRUCTIONS:

1. DISPLAY '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, OR SPRING-FIRST 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, INQ.160, AND AGE QUESTIONS (IF INQ.175 = 1, CALCULATE AGE FROM BIRTHDATE IN INQ.170. ELSE, GET FROM INQ.176) SHOULD SHOW UP ON THE MATRIX AT FSQ.010. CHANGES MADE AT INQ.060, INQ.070, INQ.112, AND INQ.116, 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 R4B 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 R4B 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 R4B 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 AN "RESPONDENT" IN THEIR ROSTER SPOT.

iv. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF (THE R4B RESPONDENT IS NOT THE SAME AS THE R4A RESPONDENT) AND THE R4B 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 R4B RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

v. IF THE MOST RECENT ROUND FOR THE CASE WAS R3A: IF (THE R4B RESPONDENT IS NOT THE SAME AS THE R3A RESPONDENT) AND THE R4B 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 R4B 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 R4B RESPONDENT IS NOT THE SAME AS THE R2 RESPONDENT) AND THE R4B 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 R4B RESPONDENT SHOULD BE DESIGNATED WITH A "RESPONDENT" IN THEIR ROSTER SLOT.

vii. IF THE MOST RECENT ROUND FOR THE CASE WAS R4A: IF (THE R4B RESPONDENT IS NOT THE SAME AS THE R4A RESPONDENT) AND THE R4B 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 R4B RESPONDENT. THE R4B 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 R4B RESPONDENT IS NOT THE SAME AS THE R3A RESPONDENT) AND THE R4B 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 R4B RESPONDENT. THE R4B 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 R4B RESPONDENT IS NOT THE SAME AS THE R2 RESPONDENT) AND THE R4B 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 R4B RESPONDENT. THE R4B 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'. DISPLAY 'Y' IF PERSON STILL LIVES IN THE HOUSEHOLD AND 'N' IF THE PERSON DOES NOT (BASED ON HOW FSQ010 IS CODED).

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 IN HH' COLUMN IS CODED 'NO', THE CURSOR SHOULD MOVE RIGHT TO THE 'REASON LEFT' COLUMN. IF THE 'STILL IN HH' 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).
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 -<br>RELATED REASONS |
| 4  | DECEASED   |
| 5  | MOVED ON/MOVED ELSEWHERE                             |
| 6  | ROSTER ERROR   |
| 7  | MOVED BACK WITH PARENTS                              |
| 8  | IN JAIL OR PRISON                                    |
| 9  | RESPONDENT MOVED OUT OF THIS PERSON'S<br>HOUSEHOLD   |
| 91 | SOME OTHER REASON (SPECIFY)<br>REFUSED<br>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 MOVING TO THE NEXT PERSON ON THE MATRIX.

---

## 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 'WHY 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, OR SPRING-FIRST 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-FIRST GRADE, SPRING-KINDERGARTEN OR FALL-KINDERGARTEN) OR UPDATED IN SPRING-SECOND GRADE INQ (INQ.060, INQ.070, INQ.112, INQ.116, INQ.130, INQ.160), AND AGE VARIABLES ((IF INQ.175 = 1, CALCULATE AGE FROM BIRTHDATE IN INQ.170. ELSE, GET FROM INQ.176)) 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", AND THE "NEW" IN THAT SCREEN INSTRUCTION.

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, OR SPRING-FIRST 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, INQ070, INQ.112, OR INQ.116). DISPLAY 'RESPONDENT' 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 AGE (IF INQ.175 = 1, CALCULATE AGE FROM BIRTHDATE IN INQ.170. ELSE, GET FROM INQ.176) AND SEX (INQ.160) 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

## 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

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## 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

---

## FSQ110

### QUESTION TEXT:

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

### CODES

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

---

## 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 OVER 16 YEARS OF AGE 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, OR SPRING-FIRST GRADE AND THE RESPONDENT HAD ONE OF THE FOLLOWING RELATIONSHIPS TO THE CHILD IN THE MOST RECENT INTERVIEW: 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, 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, OR SPRING-FIRST 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".

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## BOX 2A

IF THE CASE HAD COMPLETE FSQ DATA PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST GRADE AND THE SPOUSE OR PARTNER IS THE SAME AS IN MOST RECENT FSQ DATA AND THE SPOUSE OR PARTNER 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.

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## FSQ122

### QUESTION TEXT:

During our last interview, 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, OR SPRING-FIRST 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".

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### BOX 3

IF IT IS [A CASE THAT HAD COMPLETE FSQ DATA FROM PARENT INTERVIEW IN FALL K, SPRING K, OR SPRING-FIRST 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, OR SPRING-FIRST GRADE INTERVIEW), GO TO LOOP1.

ELSE, GO TO BOX 4A.

LOOP 1

IF A CASE WITHOUT COMPLETE FSQ DATA IN FALL-KINDERGARTEN, SPRING-KINDERGARTEN, OR SPRING-FIRST 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 K, SPRING K, OR SPRING-FIRST GRADE, 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))].

**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.

Grandfather: The male parent of the child's biological or adoptive mother or father.

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, niece, or nephew.

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, she 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 “girlfriend or female partner of child's parent/guardian” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “ brother” IN THE HELP TEXT IN BOLD TEXT.

DISPLAY “ boyfriend or female 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 and non-relative” IN THE HELP TEXT IN BOLD TEXT.

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

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.

**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 of 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.

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**FSQ150****HELP AVAILABLE****QUESTION TEXT:**

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

**HELP TEXT:**

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

**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, or	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 of 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.

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## 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
	DON'T KNOW	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.

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## 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" OR "2" (GIRLFRIEND OR BOYFRIEND 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 BOYFRIEND 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" OR "4", 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: {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.

---

## 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 OR 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:**

DISPLAY "hispanic or latino" IN THE HELP TEXT IN BOLD TEXT.

**CAPRI 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 OR 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, OR SPRING-FIRST 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, OR SPRING-FIRST GRADE:

ASK ABOUT HISPANIC OR LATINO FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES. IF NO MOTHER OR 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.

**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.

**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:**

DISPLAY "american-indian or alaska native" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "asain" 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.

**CAPRI 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 OR 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, OR SPRING-FIRST 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, OR SPRING-FIRST GRADE, ASK ABOUT RACE FOR THE FOCAL CHILD, RESPONDENT, MOTHER AND FATHER FIGURES. IF NO MOTHER OR 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 FSQ.200a.

---

## 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}	ParentsR The current roster shows a relationship of biological/adoptive mother or biological/adoptive father for the person flagged as the respondent for YES	BioMolnHH The current roster shows the relationship of biological mother for at least one HH member (not the R) for YES	BioFalnHH The current roster shows the relationship of biological father for at least one HH member (not the R) for YES	AdopMolnHH The current roster shows the relationship of adoptive mother for at least one HH member (not the R) for YES	AdopFalnHH The current roster shows the relationship of adoptive father for at least one HH member (not the R) for YES	OtherinHH The current roster shows there is no biological/adoptive mother/father in the household for YES	SameAdopinHH The current roster shows there are same sex adoptive parents (one of them is not the R) for YES	SameBioinHH The current roster shows there are same sex biological parents (one of them is not the R) for YES
Are you	have you		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

IF THE PRELOAD SHOWS THAT SPRING-KINDERGARTEN DATA FOR FSQ.212-FSQ.213 ARE MISSING FOR ONE OR BOTH OF THE CURRENT 2 “KEY” PARENT FIGURES), ASK FSQ.212-FSQ.213 FOR 2 “KEY” PARENT FIGURES, AS DEFINED IN BOX 5 ABOVE. ELSE, GO TO BOX 8.

---

## FSQ212

### QUESTION TEXT:

Now I have a few questions about {your/{NAME}'s} country of birth. In what country {were/was} {you/{NAME}} 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.

### PROGRAMMER INSTRUCTIONS:

DISPLAY "your", "were" AND "you" IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY "{NAME}" (AND THAT PERSON'S FIRST NAME), "was" and "{NAME}" (AND THAT PERSON'S FIRST NAME AGAIN), IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

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

IF COUNTRY 1 IS CHOSEN, DISPLAY “YOU HAVE SELECTED “UNITED ARAB EMIRATES” RATHER THAN “THE UNITED STATES.” IF THIS IS CORRECT, CONTINUE. OTHERWISE, CHANGE CODE.

---

## BOX 7

IF FSQ.212 = 0 (NOT ON LIST), CONTINUE WITH FSQ.212OS.  
IF FSQ.212 = 1 (UNITED STATES), DK, OR RF, GO TO BOX 8.  
OTHERWISE, CONTINUE WITH FSQ.213.

---

## FSQ212OS

### QUESTION TEXT:

[In what country {were/was} {you/{NAME}} born?]

SPECIFY COUNTRY.

### ENTER TEXT

Length

25

### PROGRAMMER INSTRUCTIONS:

DISPLAY “were” AND “you” IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY “was” and “{NAME}” (AND THAT PERSON'S FIRST NAME) IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

---

## FSQ213

### QUESTION TEXT:

How old {was/were} {you/{NAME}} when {you/{he/she}} first moved to {any of the fifty states in the United States or the District of Columbia/the United States}?

AGE

### ENTER NUMBER

Range

0 to 75

REFUSED

DON'T KNOW

### PROGRAMMER INSTRUCTIONS:

DISPLAY “were”, “you”, AND “you” IF CURRENT CYCLE OF LOOP IS ASKING ABOUT THE RESPONDENT. DISPLAY “was”, “{NAME}” (AND THAT PERSON'S FIRST NAME), AND “he” FOR A MALE/”she” FOR A FEMALE/”he/she” IF SEX IS MISSING IF CURRENT CYCLE OF LOOP IS ASKING ABOUT A HOUSEHOLD MEMBER WHO IS NOT THE RESPONDENT.

DISPLAY “any of the fifty states in the United States or the District of Columbia” IF FSQ.212 = 5, 90, 139, 179, 203, 235 (AMERICAN SAMOA, GUAM, MARIANA ISLAND, PUERTO RICO, SOLOMON ISLANDS, OR US VIRGIN ISLANDS). ELSE, DISPLAY “the United States.”

RANGE CHECK: 0 – 75 YEARS OLD. UNLESS AGE IN HOUSEHOLD ROSTER = DK OR RF, AGE ENTERED AT THIS ITEM SHOULD BE CHECKED IN A SOFT RANGE AGAINST THIS PERSON'S AGE IN THE HOUSEHOLD ROSTER. OTHERWISE, DISPLAY ERROR MESSAGE: "THIS AGE CANNOT BE GREATER THAN PERSON'S CURRENT AGE. PLEASE CONFIRM ANSWER."

- 1.PRESS G TO REENTER ANSWER.
- 2.PRESS C TO ESCAPE OR CANCEL.

3.PRESS S TO ACCEPT ANSWER ABOUT AGE WHEN FIRST MOVED TO THE UNITED STATES. ADD COMMENT ABOUT THE PERSON'S CURRENT AGE.”

---

## **BOX 8**

ASK FSQ.212-FSQ.213 FOR THE NEXT APPROPRIATE KEY PARENT FIGURE IDENTIFIED IN BOX 6. IF THERE IS NOT AN APPROPRIATE KEY PARENT FIGURE LEFT TO BE ASKED ABOUT, GO TO PLQ.

---

## Spring 2013 Parent Interview: ECLS-K: 2011

Section PLQ [Primary Language(s) Spoken]

Sequence: 4

---

### BOX 1

IF THE PRELOAD SHOWS THAT ONLY ENGLISH WAS SPOKEN IN THE HOME IN THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WITH PLQ DATA ((PLQ020 = 2 IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE) OR (SPQ155 = 2 IN SPRING-KINDERGARTEN)) OR THAT A LANGUAGE OTHER THAN ENGLISH WAS SPOKEN IN THE HOME IN THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WITH PLQ DATA (PLQ040 NE -7, -8, -9, OR -1 IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE ), GO TO PLQ.005. ELSE, GO TO PLQ.020.

---

### PLQ005

HELP AVAILABLE

#### QUESTION TEXT:

I have recorded that {NON-ENGLISH LANGUAGE/a language other than English/English is the only language that} is regularly spoken in your home. Is this still correct?

#### 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	PLQ020
	REFUSED	
	DON'T KNOW	

#### PROGRAMMER INSTRUCTIONS:

IF PLQ040 IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE SHOWS THAT (MORE THAN ONE LANGUAGE WAS SPOKEN) OR (ONLY ONE LANGUAGE WAS SPOKEN BUT IT WAS "OTHER"), DISPLAY " a language other than English." ELSE, IF PLQ040 IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE SHOWS THAT ONLY ONE LANGUAGE WAS SPOKEN, DISPLAY THAT LANGUAGE IN "NON-ENGLISH LANGUAGE." ELSE, IF ONLY ENGLISH WAS SPOKEN IN THE HOME ((PLQ020 = 2 IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE) OR (SPQ155 = 2 IN SPRING-KINDERGARTEN)), DISPLAY "English is the only language that".

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

---

### BOX 2

IF THE PRELOAD SHOWS THAT ENGLISH WAS THE ONLY LANGUAGE SPOKEN IN THE HOME IN THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WITH PLQ OR SPQ DATA IN SPRING-FIRST GRADE, SPRING-KINDERGARTEN, OR FALL-KINDERGARTEN ((PLQ020 = 2 IN FALL-KINDERGARTEN OR SPRING-FIRST GRADE) OR (SPQ155 = 2 IN SPRING-KINDERGARTEN)) AND PLQ.005 = 1, GO TO BOX 6.

ELSE, IF THE PRELOAD SHOWS ONLY ONE LANGUAGE WAS SPOKEN IN THE HOME IN THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WITH PLQ DATA IN SPRING-FIRST GRADE OR FALL-KINDERGARTEN (PLQ030 = 2, 8, OR 9 AND ONLY ONE LANGUAGE WAS CODED AT PLQ040 AND PLQ040 NE -7, -8, -9, OR -1), GO TO PLQ010.

ELSE, IF THE PRELOAD SHOWS THAT A PRIMARY LANGUAGE WAS CHOSEN IN THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW WITH PLQ DATA IN SPRING-FIRST GRADE, SPRING-KINDERGARTEN, OR FALL-KINDERGARTEN ((IN SPRING-FIRST GRADE, IF PLQ060 WAS ASKED, PLQ060 NE 16, -7, -8, OR -9) OR (IN SPRING-KINDERGARTEN, IF SPQ157 WAS ASKED, SPQ157 NE 16 OR 91) OR ((IN FALL KINDERGARTEN, IF PLQ060 WAS ASKED, PLQ060 NE 16, 17, -7, -8, OR -9) OR (IN FALL-KINDERGARTEN, IF PLQ041 WAS ASKED AND PLQ060 WAS NOT ASKED, PLQ041 FOR THE RESPONDENT NE 16, -7, -8, OR -9))), GO TO PLQ.010. ELSE, GO TO PLQ.020.

---

## PLQ010

HELP AVAILABLE

### QUESTION TEXT:

I have recorded that {LANGUAGE} is the primary language spoken in your home. Is this still correct?

Help Text:

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

### CODES

1	YES	BOX 6
2	NO	PLQ060
	REFUSED	BOX 6
	DON'T KNOW	BOX 6

### PROGRAMMER INSTRUCTIONS:

DISPLAY THE ONLY OR PRIMARY LANGUAGE FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW IN SPRING-FIRST GRADE, SPRING-KINDERGARTEN, OR FALL-KINDERGARTEN (FROM SPRING-FIRST GRADE, IF PLQ060 WAS ASKED DISPLAY THE LANGUAGE FROM PLQ060. IF PLQ060 = 91 (OTHER), DISPLAY THE OTHER SPECIFY STRING. ELSE, IF PLQ060 WAS NOT ASKED AND PLQ030 = 2, 8, OR 9 AND ONLY ONE LANGUAGE WAS CODED AT PLQ040, DISPLAY THE ANSWER FROM PLQ040; IF PLQ040 = 91 (OTHER), DISPLAY THE OTHER SPECIFY STRING; FROM SPRING-KINDERGARTEN, DISPLAY THE ANSWER FROM SPQ157. IF SPQ157 = 91 (OTHER), DISPLAY THE OTHER SPECIFY STRING. FROM FALL KINDERGARTEN IF PLQ060 WAS ASKED, DISPLAY THE ANSWER FROM PLQ060. IF PLQ060 = 91 (OTHER), DISPLAY THE OTHER SPECIFY STRING. IF PLQ060 WAS NOT ASKED AND PLQ041 WAS ASKED, DISPLAY THE ANSWER FROM PLQ041. IF PLQ041 = 91 (OTHER), DISPLAY THE OTHER SPECIFY STRING. ELSE, IF PLQ041 WAS NOT ASKED AND PLQ030 = 2, 8, OR 9 AND ONLY ONE LANGUAGE WAS CODED AT PLQ040, DISPLAY THE ANSWER FROM PLQ040. IF PLQ040 = 91 (OTHER), DISPLAY THE OTHER SPECIFY STRING.)

DISPLAY "Primary Language:" IN THE HELP TEXT IN BOLD TEXT.

---

## 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         | BOX6 |
|   | REFUSED    | BOX6 |
|   | DON'T KNOW | BOX6 |

**PROGRAMMER INSTRUCTIONS:**

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

**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

---

**BOX 3**

IF PLQ.040 = 91, GO TO PLQ.040OS. ELSE, GO TO BOX 4.

---

**PLQ040OS**

**QUESTION TEXT:**

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

SPECIFY LANGUAGE.

**ENTER TEXT**

Length

25

---

**Box 4**

IF ONLY ONE LANGUAGE SPOKEN IN THE HOME ((PLQ.030 = 2, REF, OR DK) OR (ONLY ONE LANGUAGE IS CODED AT PLQ.040 OR PLQ.040 = REF OR DK)), GO TO BOX 5. ELSE, GO TO PLQ.060.

---

## PLQ060

HELP AVAILABLE

### QUESTION TEXT:

What is the primary language spoken in your home?

### HELP TEXT:

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

CODE '17' IF TWO LANGUAGES ARE USED EQUALLY.

### 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 THE HELP TEXT IN BOLD TEXT.

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 5

IF PLQ.060 = 91, GO TO PLQ.060OS. ELSE, GO TO BOX6.

---

## 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.

---

## BOX 6

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

---

## Spring 2013 Parent Interview: ECLS-K: 2011

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

Sequence: 5

---

### HEQ010a

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}?

Tell stories to {CHILD}? 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.

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

#### 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.
- DISPLAY "FAMILY MEMBER" in BOLD TEXT.
- DISPLAY "Tell stories:" in BOLD TEXT.

---

### HEQ010b

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}?]

Help {CHILD} to do arts and crafts?

[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.

**Help child with arts and crafts:** Arts and crafts may include making seasonal decorations, making cutouts or

drawing pictures, painting or finger-painting, whittling wood, etc. It also includes helping the child with arts and crafts projects assigned by school, but done at home.

**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.  
DISPLAY "FAMILY MEMBER" in BOLD TEXT.  
DISPLAY "Help child with arts and crafts:" in BOLD TEXT.  
DISPLAY "PROBE..... every day?" IN SQUARE BRACKETS.  
DISPLAY "Now ..... {CHILD}?" IN SQUARE BRACKETS

**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.  
DISPLAY "FAMILY MEMBER" in BOLD TEXT.  
DISPLAY "Play games or do puzzles:" in BOLD TEXT.  
DISPLAY "PROBE..... every day?" IN SQUARE BRACKETS.  
DISPLAY "Now ..... {CHILD}?" IN SQUARE BRACKETS

**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.
- DISPLAY "FAMILY MEMBER" in BOLD TEXT.
- DISPLAY "Talk about nature or do science projects:" in BOLD TEXT.
- DISPLAY "PROBE..... every day?" IN SQUARE BRACKETS.
- DISPLAY "Now ..... {CHILD}?" IN SQUARE BRACKETS

**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.  
 DISPLAY "FAMILY MEMBER" in BOLD TEXT.  
 DISPLAY "Play a sport or exercise together:" in BOLD TEXT.  
 DISPLAY "PROBE..... every day?" IN SQUARE BRACKETS.  
 DISPLAY "Now ..... {CHILD}?" IN SQUARE BRACKETS

**HEQ010f**

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.  
 DISPLAY "FAMILY MEMBER" in BOLD TEXT.  
 DISPLAY "Practice reading, writing, or working with numbers:" in BOLD TEXT.  
 DISPLAY "PROBE..... every day?" IN SQUARE BRACKETS.  
 DISPLAY "Now ..... {CHILD}?" IN SQUARE BRACKETS

**HEQ030**

HELP AVAILABLE

**QUESTION TEXT:**

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

**HELP TEXT:**

Read books: Include only times family members have read books to the child. Do not include times when the child reads or looks at books by him or herself.

**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.  
DISPLAY "Read books:" IN BOLD TEXT.

**BOX 1**

IF (PLQ.010 = 1, 2, RF, OR DK) OR PLQ.020=1 CONTINUE WITH HEQ.035. ELSE, GO TO HEQ.105.

**HEQ035**

**QUESTION TEXT:**

In a typical week, how often do you or any other family members read books to {CHILD} in {PRIMARY LANGUAGE/a language other than English}. Would you say...

**CODES**

- 1 Not at all,
  - 2 Once or twice a week,
  - 3 3-6 times a week, or
  - 4 Every day?
- REFUSED HEQ105  
DON'T KNOW HEQ105

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "week" IN UNDERLINED TEXT.

IF PLQ.010=1, RF, OR DK, DISPLAY THE NAME OF THE LANGUAGE USED IN PLQ.010 IN "{PRIMARY LANGUAGE}". ELSE, IF PLQ.060 NE 91, RF OR DK, DISPLAY THE NAME OF THE LANGUAGE ENTERED IN

PLQ.060 IN "{PRIMARY LANGUAGE}".  
ELSE, IF PLQ.060=91, DISPLAY THE NAME OF THE LANGUAGE ENTERED IN PLQ.060OS IN "{PRIMARY LANGUAGE}".  
ELSE, IF PLQ.040 SHOWS ONE LANGUAGE SELECTED THAT HAS A CODE FROM 1 TO 15, DISPLAY THE NAME OF THE LANGUAGE IN "{PRIMARY LANGUAGE}". ELSE IF PLQ.040 = 91, 88, OR 99, OR IF THERE ARE TWO OR MORE LANGUAGES IN PLQ.040, DISPLAY "a language other than English".

---

## 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} is 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?  
Would you say ...

**CODES**

1	Never,	HEQ220
2	Once or twice a week,	HEQ215
3	3 to 6 times a week, or	HEQ215
4	Every day?	HEQ215
	REFUSED	HEQ220
	DON'T KNOW	HEQ220

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "past week" IN UNDERLINED TEXT.

---

**HEQ215**

**QUESTION TEXT:**

Generally, how long did {CHILD} read to {himself/herself} at each of these times?  
PROBE: Please include reading in any language.  
|\_|\_|  
ENTER MINUTES

**ENTER NUMBER**

Range	1 to 100
Soft Range	1 to 60
REFUSED	
DON'T KNOW	

---

**HEQ220**

HELP AVAILABLE

**QUESTION TEXT:**

Do you have a home computer or other electronic device that {CHILD} uses?

**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 HEQ280
- REFUSED
- DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Electronic device" IN BOLD TEXT.

**HEQ225**

**HELP AVAILABLE**

**QUESTION TEXT:**

In an average week, how often does {CHILD} use the 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 EVERYDAY
- REFUSED
- DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Electronic device" IN BOLD TEXT.

**HEQ260**

**HELP AVAILABLE**

**QUESTION TEXT:**

Does {CHILD} use the computer or other electronic device to get on the Internet?

**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
- REFUSED
- DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Electronic device" IN BOLD TEXT.

**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:**

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.

### ENTER TEXT

Length

50

---

## HEQ300

### 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?

### CODES

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

### PROGRAMMER INSTRUCTIONS:

DISPLAY "year" IN UNDERLINED TEXT.

---

## 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 |
| 2 | NO  |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "year" IN UNDERLINED TEXT.

---

## 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.

**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.

I |

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.

---

**BOX4**

GO TO SECTION CCQ (CHILD CARE).

---

## Spring 2013 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 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, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140 OR FSQ.150 = 1, 2, 3, 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, OR STEP PARENT OR THE RELATIONSHIP IS DK OR RF (FSQ.140 OR FSQ.150 = 1, 2, 3, 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, 8, OR 9. 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 "regularly scheduled," AND "each week" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY THE FIRST "each" IN THE HELP TEXT 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.

DISPLAY "regularly scheduled" AND "each" 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.

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**

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.

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 8 OR 9), 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.

---

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

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

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

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

Regular Basis: An arrangement or program occurring on a routine schedule (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	
2	NO	CCQ260
	REFUSED	CCQ260
	DON'T KNOW	CCQ260

**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.

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

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

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

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

Regular 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.

---

## 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, 8, OR 9. 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 "regularly scheduled at least one week" IN BOLD TEXT

DISPLAY "each week" 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.

---

**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**

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.

**BOX8**

IF ONLY ONE CURRENT REGULAR NON RELATIVE CARE ARRANGEMENT FOR CHILD (CCQ.165 = 1 OR 8 OR 9), 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 = 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.

**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	
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.

**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 "currently" AND "regular" 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, 8, OR 9. 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 "each week" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "regularly scheduled" and "each" 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.

---

**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**

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.

**BOX14**

IF ONLY ONE CURRENT REGULAR CENTER OR PROGRAM CARE ARRANGEMENT FOR CHILD (CCQ.325 = 1 OR REF/DK), 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.

**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 babysitting or "back up" arrangements that are just used once in a while.

**CODES**

1	YES	
2	NO	BOX15
	REFUSED	BOX15
	DON'T KNOW	BOX15

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "regular basis" IN UNDERLINED TEXT.

**CCQ377**

**QUESTION TEXT:**

How many hours per week does {CHILD} take care of {himself/herself}?

ENTER # HOURS

**ENTER NUMBER**

Range	0 to 70
Soft Range	0 to 25
REFUSED	
DON'T KNOW	

**PROGRAMMER INSTRUCTIONS:**

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

**BOX15**

GO TO SECTION NRQ (NON-RESIDENT PARENT).

---

## Spring 2013 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 A 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, 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	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 THERE IS A BIRTH FATHER IN THE HOUSEHOLD, DISPLAY "biological" AND "mother" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THERE IS A BIRTH MOTHER IN THE HOUSEHOLD, DISPLAY "biological" AND "father" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THERE IS AN ADOPTIVE FATHER IN THE HOUSEHOLD, DISPLAY "adoptive" AND "mother" FOR THE PARTICULAR LOOP RESPONDENT IS ON.

IF THERE IS AN ADOPTIVE MOTHER IN THE HOUSEHOLD, DISPLAY "adoptive" AND "father" FOR THE



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## Spring 2013 Parent Interview: ECLS-K: 2011

Section COQ [Country if Origin for Non-Resident Biological Parents]

Sequence: 8

---

### 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

ASK COQ005-COQ010 IF NO HOUSEHOLD MEMBER IS A BIRTH MOTHER. OTHERWISE, GO TO BOX 4.

---

### COQ005

#### QUESTION TEXT:

{Earlier we asked about where people in your household were born.} Now, we'd like to ask {another question} about {CHILD}'s biological mother. 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

#### PROGRAMMER INSTRUCTIONS:

DISPLAY Earlier... born IF FSQ.212 WAS ASKED. ELSE, USE A NULL DISPLAY.

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.

---

### 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}?

|\_|\_|  
AGE

CONFIRM THAT THE AGE IS REPORTED IN YEARS. ENTER THE AGE IN YEARS.

**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,

Spring 2013 Parent Interview: ECLS-K: 2011 :: COQ

DISPLAY “the United States.”

---

## BOX 4

ASK COQ020-COQ025 IF NO HOUSEHOLD MEMBER IS A BIRTH FATHER.  
OTHERWISE, GO TO BOX 6.

---

## COQ020

### QUESTION TEXT:

{Earlier we asked about where people in your household were born.} Now, we’d like to ask {another question} about {CHILD}’s biological father. 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

### PROGRAMMER INSTRUCTIONS:

DISPLAY “Earlier... born” IF FSQ.212 WAS ASKED AND COQ.005 WAS NOT ASKED. ELSE, USE A NULL DISPLAY.  
DISPLAY “another question” IF SECTION NRQ ASKED ABOUT THE BIOLOGICAL FATHER. ELSE, USE A NULL DISPLAY.

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

---

## BOX5

IF COQ020=0 (NOT ON LIST), CONTINUE WITH COQ0200S.  
IF COQ020=1 (UNITED STATES), DK, OR RF, GO TO BOX 6.  
OTHERWISE, CONTINUE WITH COQ025.

## COQ0200S

### 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}?

|\_|\_|  
AGE

CONFIRM THAT THE AGE IS REPORTED IN YEARS. ENTER THE AGE IN YEARS.

### ENTER NUMBER

Range

0 to 75

### 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."

---

## BOX 6

GO TO DISCIPLINE, WARMTH, AND EMOTIONAL SUPPORTIVENESS (DWQ).

---

## Spring 2013 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.070a. OTHERWISE, GO TO BOX 2.

---

### DWQ070a

#### QUESTION TEXT:

Now I am going to read some 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      |

---

### DWQ070b

#### QUESTION TEXT:

[Now I am going to read some 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

---

**DWQ070c**

**QUESTION TEXT:**

[Now I am going to read some 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 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

---

**DWQ070e**

**QUESTION TEXT:**

[Now I am going to read some 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

---

**DWQ070f**

**QUESTION TEXT:**

[Now I am going to read some 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

---

**DWQ080a**

**QUESTION TEXT:**

Now I'd like to ask some questions about {CHILD}'s television viewing. We want you to include television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone; but not games played on gaming systems like Playstation, Wii, Xbox or handheld devices.

On any given weekday, how many hours of television, videotapes, or DVDs on average does {CHILD} watch?

HELP TEXT:Blu-Ray is also included, as are downloaded or streaming videos or movies.

[\_] [\_] ENTER NUMBER OF HOURS.

**ENTER NUMBER**

Range	0 to 24
REFUSED	DWQo81a
DON'T KNOW	DWQo81a

**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."

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

WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'Now... Xbox' AND 'On... watch?' IN SQUARE BRACKETS.

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

IF HOURS ARE REF/DK, SKIP TO DWQ.o81a. ELSE, CONTINUE WITH MINUTES.

DISPLAY "television viewing" IN UNDERLINED TEXT.

HARD RANGE = 0 – 24 FOR HOURS; 0 – 59 FOR MINUTES. THE HOURS AND MINUTES TOGETHER SHOULD NOT EXCEED 24 HOURS. OTHERWISE, DISPLAY ERROR MESSAGE: "The total amount of time exceeds 24 hours! Please correct the entries."

**DWQo8ob**

**QUESTION TEXT:**

[Now I'd like to ask some questions about {CHILD}'s television viewing. We want you to include television shows, videos, or DVDs watched on a TV, computer, or handheld device like an iPad or cellphone; but not games played on gaming systems like Playstation, Wii, Xbox or handheld devices.]

[On any given weekday, how many hours of television, videotapes, or DVDs on average does {CHILD} watch?]

[HELP TEXT:Blu-Ray is also included, as are downloaded or streaming videos or movies.]

[\_] [\_] ENTER NUMBER OF MINUTES.

**ENTER NUMBER**

Range	0 to 59
-------	---------

**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."

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

WHEN CURSOR IS ON THE MINUTES FIELD, DISPLAY 'Now... Xbox' AND 'On... watch?' IN SQUARE BRACKETS.

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

IF HOURS ARE REF/DK, SKIP TO DWQ.081a. ELSE, CONTINUE WITH MINUTES.

DISPLAY "television viewing" IN UNDERLINED TEXT.

HARD RANGE = 0 – 24 FOR HOURS; 0 – 59 FOR MINUTES. THE HOURS AND MINUTES TOGETHER SHOULD NOT EXCEED 24 HOURS. OTHERWISE, DISPLAY ERROR MESSAGE: "The total amount of time exceeds 24 hours! Please correct the entries."

---

## 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 the child spends on the computer doing educational activities or homework.

\_\_|\_\_|  
ENTER NUMBER OF HOURS.

### ENTER NUMBER

Range	0 to 24
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.

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 RF 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.

HARD RANGE = 0 – 24 FOR HOURS; 0 – 59 FOR MINUTES. THE HOURS AND MINUTES TOGETHER SHOULD NOT EXCEED 24 HOURS. OTHERWISE, DISPLAY ERROR MESSAGE: "The total amount of time exceeds 24 hours! Please correct the entries."

**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 the child spends on the computer doing educational activities or homework.]

ENTER NUMBER OF MINUTES.

**ENTER NUMBER**

Range

0 to 59

**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 '0.' MINUTES CAN BE ENTERED ON THE NEXT SCREEN.

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 RF 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.

HARD RANGE = 0 - 24 FOR HOURS; 0 - 59 FOR MINUTES. THE HOURS AND MINUTES TOGETHER SHOULD NOT EXCEED 24 HOURS. OTHERWISE, DISPLAY ERROR MESSAGE: "The total amount of time exceeds 24 hours! Please correct the entries."

---

**Box 2**

GO TO SECTION CHQ (CHILD HEALTH AND WELL-BEING).

---

## Spring 2013 Parent Interview: ECLS-K: 2011

Section CHQ [Child's Health and Well-Being]

Sequence: 10

---

### CHQ010

**QUESTION TEXT:**

Now we'd like to discuss the 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 | SIX 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 | SIX 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 |         |

---

## 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 FOR 1-9 AND 91.

### CODES

- |    |  |
|----|--|
| 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)<br>REFUSED<br>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:**

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	CHQ040a
	REFUSED	CHQ040a
	DON'T KNOW	CHQ040a

---

**CHQ027**

**QUESTION TEXT:**

Does {he/she} receive treatment for this condition?

**CODES**

1	YES	
2	NO	
	REFUSED	
	DON'T KNOW	

---

**CHQ040a**

**QUESTION TEXT:**

What kind of health insurance or health care coverage does {CHILD} have? By health insurance I mean any kind of coverage that pays for health care expenses. Please do not include private plans that only provide extra cash while hospitalized.

Does {he/she} have a private health insurance plan (from employer, workplace, or purchased directly or through a state or local government program or community program).

**CODES**

1	YES	
2	NO	
	REFUSED	
	DON'T KNOW	

---

**CHQ040b**

**QUESTION TEXT:**

[What kind of health insurance or health care coverage does {CHILD} have? By health insurance I mean any kind of coverage that pays for health care expenses. Please do not include private plans that only provide extra cash while hospitalized.]

Does {he/she} have a public health insurance plan, such as Medicaid, the Children's Health Insurance Program (CHIP), or health care through the military?

**CODES**

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

---

**BOX3**

IF ANY CHQ.040a AND CHQ.040b EQUAL 1, AUTOCODE CHQ.040c=2 AND GO TO CHQ.060. ELSE, GO TO CHQ.040c.

---

**CHQ040c**

**QUESTION TEXT:**

[What kind of health insurance or health care coverage does {CHILD} have? By health insurance I mean any kind of coverage that pays for health care expenses. Please do not include private plans that only provide extra cash while hospitalized.]

Does {he/she} have any health insurance?

**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

---

**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 of {his/her} age,
- 2 About as active,
- 3 Slightly more active, or
- 4 A lot more active than other children of {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:

Spring 2013 Parent Interview: ECLS-K: 2011 :: CHQ

{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-FIRST GRADE ACCORDING TO THE PRELOAD. ELASE, 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  
DON'T KNOW

CHQ200  
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-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Did... obtain" FOR THE SECOND DISPLAY.

DISPLAY "of a problem" IN UNDERLINED TEXT."

---

**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."

**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.

**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.

**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.

## 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) |
| 91 | OTHER (SPECIFY)  |

REFUSED  
DON'T KNOW

CHQ200  
CHQ200

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "Learning disability:" IN THE HELP TEXT 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 "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 "asperger's disorder, pervasive developmental disorder (pdd), or any other autism spectrum disorder may be coded here:" IN THE HELP TEXT IN BOLD TEXT.

DISPLAY "pervasive development disorder or delay:" AND "after " 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 "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.

---

**BOX6**

IF CHQ.125 = 91, GO TO CHQ.125OS. ELSE, GO TO BOX 7.

---

## CHQ125OS

### QUESTION TEXT:

[What {was the diagnosis/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, or something else?

### CODES

- 1 AUTISM
- 2 ASPERGER'S DISORDER
- 3 PERVASIVE DEVELOPMENTAL DISORDER (PDD)
- 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 {was the diagnosis/were the diagnoses?}]

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 21 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 = 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/a generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit 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 "a 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 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

RANGE CHECK: 0-23.

## 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/a generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech/a sensory deficit 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 "a 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 = 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 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.

---

## 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  
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 1-12 FOR MONTH, 2003-2013 FOR YEAR.  
YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN 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 2013  
REFUSED  
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 1-12 FOR MONTH, 2003-2013 FOR YEAR.  
YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN 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/{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 = 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/a generalized anxiety disorder/an {other} anxiety disorder/bipolar disorder/depression/speech problems/a sensory deficit 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      |

**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 "a 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 = 91, DISPLAY "{TEXT FROM OTHER SPECIFY}" FROM CHQ.125OS.

```

SOFT RANGE CHECK: COMPARE CHILD'S 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 CALCULATED AGE IN INQ175 IF INQ175=1. ELSE, IF THAT IS MISSING, USE AGE FROM INQ176. ELSE, IF THAT IS MISSING, USE PRELOADED DATE OF BIRTH AND DATE OF INTERVIEW TO CALCULATE AGE IN YEARS.

DEFINE CHILD'S BIRTH YEAR AS FOLLOWS: USE BIRTH YEAR FROM INQ170C IF INQ175=1. ELSE, IF THAT IS MISSING, USE PRELOADED DATE OF BIRTH YEAR.

FOR EACH LOOP FOR A PARTICULAR PROBLEM INDICATED IN CHQ125, 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.

IF 1 OR 2 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.130 AND CHQ.131 NE DK) AND (CHQ.135b NE RF OR DK), APPLY THE FOLLOWING CHECK:

1. IF THE DIFFERENCE BETWEEN THE BIRTH 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 BIRTH YEAR AND THE VALUE ENTERED IN CHQ.135b EQUALS 3 OR 4, VALUE FOR CHQ.173 CANNOT EQUAL 5.

IF 1 OR 2 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 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 THE PRELOAD INDICATES THAT SECTION CHQ WAS ASKED IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, GO TO BOX 11b. ELSE, IF CHQ.200 = 3 OR 4, GO TO CHQ.206a. ELSE, GO TO CHQ.205.

---

## CHQ205

### QUESTION TEXT:

When {CHILD} was younger, did {he/she} ever have unusual difficulty pronouncing words, communicating with, or understanding others, as compared to other children {his/her} age?

### CODES

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

---

## CHQ206a

### QUESTION TEXT:

Did or does {CHILD} have any of the following?

Problem with talking too loudly

### CODES

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

---

## CHQ206b

### QUESTION TEXT:

[Did or does {CHILD} have any of the following?]

Problem with talking too softly

### CODES

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

---

## CHQ206c

### QUESTION TEXT:

[Did or does {CHILD} have any of the following?]

A problem chewing

### CODES

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

REFUSED  
DON'T KNOW

---

## CHQ206d

### QUESTION TEXT:

[Did or does {CHILD} have any of the following?]

A problem swallowing

### CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

---

## CHQ206e

### QUESTION TEXT:

[Did or does {CHILD} have any of the following?]

A problem with stuttering

### CODES

1	YES
2	NO
	REFUSED
	DON'T KNOW

---

## CHQ206f

### QUESTION TEXT:

[Did or does {CHILD} have any of the following?]

A cleft lip and/or palate

**CODES**

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

---

**CHQ206g**

**QUESTION TEXT:**

[Did or does {CHILD} have any of the following?]

Abnormalities of the face or head

**CODES**

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

---

**CHQ206h**

**QUESTION TEXT:**

[Did or does {CHILD} have any of the following?]

Malformation of the ear

**CODES**

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

---

**BOX11b**

IF (THE PRELOAD INDICATES THAT SECTION CHQ WAS ASKED IN SPRING-KINDERGARTEN AND SPRING-FIRST

GRADE) AND (THE CURRENT ROUND CHQ.200 = 3 OR 4), GO TO CHQ.210. ELSE, IF THE PRELOAD INDICATES THAT SECTION CHQ WAS ASKED IN SPRING-KINDERGARTEN AND SPRING-FIRST GRADE, GO TO CHQ.216.

ELSE, IF (CHQ.200 = 3 OR 4) OR (CHQ.205 = 1) OR (ANY CHQ.206a-h = 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-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has {CHILD} ever".

---

## CHQ215

### QUESTION TEXT:

Did you obtain a diagnosis or diagnoses of a problem related to {his/her} ability to communicate from a 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...

### CODES

1	excellent hearing,	CHQ221
2	good hearing,	CHQ221
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.

### 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.

**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.

**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.

**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?

**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...

**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 "worse" IN UNDERLINED TEXT.

---

**CHQ235**

HELP AVAILABLE

**QUESTION TEXT:**

{Since last spring has/Since last fall 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 "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF MOST RECENTLY COMPLETED SECTION CHQ WAS IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Since last fall 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.

**CHQ245**

**QUESTION TEXT:**

Did you obtain a diagnosis of a problem from a professional?

**CODES**

- 1 YES
- 2 NO BOX 13

REFUSED  
DON'T KNOW

BOX 13  
BOX 13

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "of a problem" IN UNDERLINED 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
- 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.246OS. ELSE, GO TO BOX13.

**CHQ246OS**

**QUESTION TEXT:**

[What was the diagnosis?]

SPECIFY DIAGNOSIS.

**ENTER TEXT**

Length

75

**BOX13**

IF THE CASE HAD A SPRING KINDERGARTEN OR SPRING FIRST GRADE INTERVIEW, DETERMINE FROM THE PRELOAD IF CHQ.250a WAS ASKED IN EITHER SPRING-KINDERGARTEN OR SPRING-FIRST 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 OR SPRING-FIRST GRADE AND GOT ANOTHER HEARING DIAGNOSIS IN SPRING-SECOND GRADE) ACCORDING TO THE DIRECTIONS BELOW. IF CHQ.250 WOULD BE ASKED ABOUT AN ISSUE THAT HAD BEEN ASKED ABOUT IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, WE DO NOT NEED TO ASK ABOUT IT AGAIN IN SPRING-SECOND GRADE. IF THE CURRENT DIAGNOSIS IS FOR THE SAME ISSUE AS IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, GO TO CHQ.255.

(NOTE: IF THERE WERE TWO ISSUES IN SPRING-KINDERGARTEN OR SPRING-FIRST 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-SECOND (E.G., HEARING), GO TO CHQ.255 BECAUSE WE ALREADY ASKED ABOUT HEARING IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE. HOWEVER, IF ONE ISSUE WAS MENTIONED IN SPRING-K OR SPRING-FIRST GRADE AND IT WAS THE SAME ISSUE IN BOTH TIME PERIODS (E.G., HEARING) AND BOTH ISSUES ARE NOTED IN SPRING-SECOND 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.255 (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.

CAPI 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.

### CODES

1	MONTHS	CHQ250b
2	YEARS	CHQ250c

REFUSED  
DON'T KNOW

BOX14  
CHQ255a

---

## 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.

---

## 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

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 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.

## 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, GO BACK TO CHQ.250a AND ASK ABOUT HEARING. ELSE, IF THE PRELOAD SHOWS THAT CHQ256 = 1 IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, 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  
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: 1-12 FOR MONTH, 2003-2013 FOR YEAR.

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE 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 2013  
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: 1-12 FOR MONTH, 2003-2013 FOR YEAR.

EDIT: YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

---

**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 CHQ256 = 1 IN FALL-SECOND GRADE OR SPRING-KINDERGARTEN OR SPRING-FIRST GRADE, 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 fall /Since last spring/Since the spring of 2011}, 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 FALL/SINCE LAST SPRING/SINCE THE SPRING OF 2011}, 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.

DISPLAY "Since last fall" IN THE QUESTION TEXT AND "SINCE LAST FALL" IN RESPONSE CATEGORY 2 IF CHQ.256=1 IN FALL-SECOND GRADE ACCORDING TO THE PRELOAD. DISPLAY “Since last spring” IN THE QUESTION TEXT AND "SINCE LAST SPRING" IN RESPONSE CATEGORY 2 IF CHQ.256=1 IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY “Since the spring of 2011” IN THE QUESTION TEXT AND "SINCE THE SPRING OF 2011" IN RESPONSE CATEGORY 2 IF CHQ.256=1 IN SPRING-KINDERGARTEN.

**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 BOLD TEXT.

**BOX16a**

IF CHQ.257a WAS ASKED IN SPRING-KINDERGARTEN OR SPRING-FIRST 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; 1-“CHILD’S CURRENT AGE” IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD’S 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.

---

**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 |

---

**BOX16a2**

IF CHQ.256a OR CHQ.256b=2, GO TO CHQ.270.

## 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  |        |

**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-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever".

### CHQ264a

**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 NUMBER FOR AGE

**ENTER NUMBER**

- Range 0 to 36
- REFUSED
- DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1-"CHILD'S CURRENT AGE" IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S 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.

### 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

---

**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 OR SPRING-FIRST GRADE AND [(CHQ.270 IN (SPRING-KINDERGARTEN OR SPRING-FIRST GRADE) AND SPRING-SECOND GRADE = 1) OR (CHQ.270 IN (SPRING-KINDERGARTEN OR SPRING-FIRST GRADE) AND SPRING-FIRST GRADE = 2)], GO TO CHQ.277.

ELSE, IF CHQ.273 WAS ASKED IN SPRING-KINDERGARTEN OR SPRING-FIRST GRADE AND CHQ.270 IN (SPRING-KINDERGARTEN OR SPRING-FIRST GRADE) AND SPRING-FIRST 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 (CHQ277)

### ENTER NUMBER

Range	2003 to 2013
REFUSED	CHQ272a
DON'T KNOW	CHQ272a

### PROGRAMMER INSTRUCTIONS:

RANGE CHECK: 2003-2013.

YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

---

## 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; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S 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.

---

## 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:**

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S 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 2013
REFUSED	
DON'T KNOW	

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 2003-2013.  
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 2013
-------	--------------

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 2003-2013.  
YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO



**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 AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S 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; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S 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.

---

## 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; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S 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  |

### 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    | CHQ290 |
|   | DON'T KNOW | 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 A DISTANCE |
| 3 | BOTH                        |
|   | REFUSED                     |

---

**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 "Since last spring has" AND USE A NULL DISPLAY FOR "ever" IF SECTION CHQ WAS COMPLETED IN SPRING-FIRST GRADE ACCORDING TO THE PRELOAD. ELSE, DISPLAY "Has" AND "ever".

---

**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 problem" 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
- 91 OTHER (SPECIFY)  
REFUSED  
DON'T KNOW

---

**BOX19**

IF CHQ.301 = 91, CONTINUE WITH CHQ.3010S. OTHERWISE, GO TO BOX 20.

---

**CHQ3010S**

**QUESTION TEXT:**

[What was the diagnosis?]

SPECIFY DIAGNOSIS.

**ENTER TEXT**

Length

50

---

**BOX20**

IF CHQ.305a WAS ASKED IN SPRING-KINDERGARTEN OR SPRING-FIRST 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 NUMBER**

Range

0 to 36

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S 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.

---

**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:**

RANGE CHECK: 0-36 IF UNIT IS MONTHS; 1- CHILD'S CURRENT AGE IF UNIT IS YEARS. IF NUMBER OF YEARS IS GREATER THAN THE CHILD'S 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.

---

**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  
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 1-12 FOR MONTH, 2003-2013 FOR YEAR.  
  
EDIT: YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

---

**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 2013  
REFUSED  
DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

RANGE CHECK: 1-12 FOR MONTH, 2003-2013 FOR YEAR.  
  
YEAR ENTERED MUST BE EQUAL TO OR GREATER THAN CHILD'S BIRTHDATE AND LESS THAN OR EQUAL TO INTERVIEW DATE.

---

## 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                 |

---

## 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 DIFICULTIES)  
AND  
CHQ.200=1, 2, 8, 9 (COMMUNICATION)  
AND  
CHQ205=2, 8, 9, OR -1 (COMMUNICATION WHEN YOUNGER).  
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.

---

## CHQ340

HELP AVAILABLE

### 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         |
|   | REFUSED    |
|   | DON'T KNOW |

### PROGRAMMER INSTRUCTIONS:

DISPLAY "this school year" IN UNDERLINED TEXT.

---

## 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 VIQ (PEER VICTIMIZATION).

---

## Spring 2013 Parent Interview: ECLS-K: 2011

Section VIQ [Peer Victimization]

Sequence: 11

---

### VIQ010

**QUESTION TEXT:**

Now, I have some questions about problems {CHILD} may have had with other children.

During this school year have other children ever teased, made fun of, or called {CHILD} names?

**CODES**

1	YES	
2	NO	VIQ030
	REFUSED	VIQ030
	DON'T KNOW	VIQ030

---

### VIQ020

**QUESTION TEXT:**

How often has this happened? Would you say ...

**CODES**

1	Rarely,
2	Sometimes,
3	Often, or
4	Very often?
	REFUSED
	DON'T KNOW

---

### VIQ030

**QUESTION TEXT:**

During this school year have other children ever pushed, shoved, slapped, hit, or kicked {CHILD}?

**CODES**

1	YES	
2	NO	VIQ050
	REFUSED	VIQ050
	DON'T KNOW	VIQ050

---

**VIQ040**

**QUESTION TEXT:**

How often has this happened? Would you say ...

**CODES**

1	Rarely
2	Sometimes,
3	Often, or
4	Very often?
	REFUSED
	DON'T KNOW

---

**VIQ050**

**QUESTION TEXT:**

During this school year have other children ever intentionally excluded or left {CHILD} out from playing with them?

**CODES**

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

---

**VIQ060**

**QUESTION TEXT:**

How often has this happened? Would you say ...

**CODES**

- 1 Rarely,
  - 2 Sometimes,
  - 3 Often, or
  - 4 Very often?
- REFUSED  
DON'T KNOW

---

**BOX1**

GO TO PPQ (PARENT'S PSYCHOLOGICAL WELL-BEING AND HEALTH).

---

## Spring 2013 Parent Interview: ECLS-K: 2011

Section PPQ [Parent's Psychological Well-Being and Health]

Sequence: 12

---

### 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.220. OTHERWISE, GO TO BOX 2.

---

### 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

---

### BOX2

GO TO SECTION PEQ (PARENT EDUCATION).

---

## Spring 2013 Parent Interview: ECLS-K: 2011

Section      PEQ [Parent Education]

Sequence: 14

---

### BOX1

IF RESPONDENT IS THE BIOLOGICAL MOTHER OR FATHER, GO TO PEQ.140.  
OTHERWISE, GO TO BOX 2.

---

### PEQ140

#### QUESTION TEXT:

What is the highest grade or year of regular school your father completed?

#### CODES

0	NEVER WENT TO SCHOOL
1	1ST GRADE
2	2ND GRADE
3	3RD GRADE
4	4TH GRADE
5	5TH GRADE
6	6TH GRADE
7	7TH GRADE
8	8TH GRADE
9	9TH GRADE
10	10TH GRADE
11	11TH GRADE
12	12TH GRADE BUT NO DIPLOMA
13	HIGH SCHOOL EQUIVELENT/GED
14	HIGH SCHOOL DIPLOMA
15	VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA
16	VOC/TECH PROGRAM AFTER HIGH SCHOOL, DIPLOMA
17	SOME COLLEGE BUT NO DEGREE
18	ASSOCIATE'S DEGREE
19	BACHELOR'S DEGREE

- 20 GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE
- 21 MASTER'S (MA, MS)
- 22 DOCTORATE DEGREE (PHD, EDD)
- 23 PROFESSIONAL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)
- REFUSED
- DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "father" IN UNDERLINED TEXT.

**PEQ150**

**QUESTION TEXT:**

What is the highest grade or year of regular school your mother completed?

**CODES**

- 0 NEVER WENT TO SCHOOL
- 1 1ST GRADE
- 2 2ND GRADE
- 3 3RD GRADE
- 4 4TH GRADE
- 5 5TH GRADE
- 6 6TH GRADE
- 7 7TH GRADE
- 8 8TH GRADE
- 9 9TH GRADE
- 10 10TH GRADE
- 11 11TH GRADE
- 12 12TH GRADE BUT NO DIPLOMA
- 13 HIGH SCHOOL EQUIVALENT/GED
- 14 HIGH SCHOOL DIPLOMA
- 15 VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA
- 16 VOC/TECH PROGRAM AFTER HIGH SCHOOL , DIPLOMA
- 17 SOME COLLEGE BUT NO DEGREE
- 18 ASSOCIATE'S DEGREE
- 19 BACHELOR'S DEGREE
- 20 GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE
- 21 MASTER'S (MA, MS)
- 22 DOCTORATE DEGREE (PHD, EDD)

23            PROFESSIONAL DEGREE AFTER BACHELOR'S  
                 DEGREE (MEDICINE/MD; DENTISTRY/DDS;  
                 LAW/JD/LLB; ETC)  
                 REFUSED  
                 DON'T KNOW

**PROGRAMMER INSTRUCTIONS:**

DISPLAY "mother" IN UNDERLINED TEXT.

---

**BOX2**

GO TO SECTION EMQ (PARENT EMPLOYMENT).

---

# Spring 2013 Parent Interview: ECLS-K: 2011

Section      EMQ [Parent Employment]

Sequence: 15

---

## BOX1

LOOP 1  
ASK EMQ.010/EMQ.020 - EMQ.150 FOR 2 "KEY" PARENT FIGURES IN THE HOUSEHOLD AS DEFINED IN FSQ, BOX 5.

AFTER DETERMINING FOR WHOM THE EMPLOYMENT SECTION WILL BE ASKED, CHECK PRELOAD TO DETERMINE IF EACH PERSON WAS EMPLOYED OR ON LEAVE FROM A JOB IN ROUND 1. IF SO, AND WE HAVE NONMISSING ROUND 1 DATA FOR EMPLOYER NAME (EMQ120) AND JOB TITLE (EMQ140) (NOT DK, RF, EMPTY, NOT ASCERTAINED), WE WILL ONLY VERIFY EMPLOYMENT STATUS FROM ROUND 1 FOR THIS PERSON AND GO TO EMQ.010.

OTHERWISE, ASK EMQ.020 - EMQ.150 FOR EACH APPROPRIATE PERSON.

---

## EMQ010

### QUESTION TEXT:

Since {DATE OF INTERVIEW}, has {your/{NAME}'s}} job title, place of, or type of employment changed?

PROBE: During another interview, we recorded that {you/{NAME}} worked for {EMPLOYER NAME} as a {JOB TITLE}.

### CODES

1	YES	EMQ020
2	NO	EMQ040
	REFUSED	EMQ020
	DON'T KNOW	EMQ020

### PROGRAMMER INSTRUCTIONS:

FROM THE PRELOAD, DISPLAY THE DATE OF THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED INTERVIEW IN WHICH THE EMQ SECTION WAS COLLECTED. DISPLAY THE NAME OF THE MONTH, NOT THE NUMBER OF THE MONTH, FOLLOWED BY THE DAY WITH THE APPROPRIATE LETTERS AT THE END TO GO WITH THE DATE, AND THEN THE YEAR (E.G., September 12th, 2010).

FROM PRELOAD, DISPLAY EMPLOYER NAME FROM EMQ.120 AND JOB TITLE FROM EMQ.140.

DISPLAY "your" and "you" IF PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. OTHERWISE, DISPLAY "{NAME}'s" and {NAME}.  
FOR "{NAME}", DISPLAY THE PERSON'S FIRST NAME WHO IS CURRENTLY BEING LOOPED ON.

---

**QUESTION TEXT:**

During the past week, did {you/{NAME}} work at a job for pay?

IF SELF-EMPLOYED, CODE AS YES.

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.

---

## 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 0 to 80  
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.040, DISPLAY "counting... jobs". ELSE, USE A NULL DISPLAY.

IF NUMBER OF JOBS = 2 IN EMQ.040, DISPLAY "both" AND USE A NULL DISPLAY FOR "# of jobs... TWO". ELSE, DISPLAY "all" AND THE NUMBER OF JOBS IN EMQ.040.

DISPLAY "all", "both" and "# of jobs from EMQ.040, IF MORE THAN TWO" IN UNDERLINED TEXT.

## BOX1A

IF EMQ.010=2, GO TO BOX 5.

OTHERWISE, GO TO BOX 4.

---

## EMQ060

### 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	EMQ080
	REFUSED	EMQ080
	DON'T KNOW	EMQ080

### 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
- 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, GO TO EMQ.100. ELSE, IF "8" OR "9" IS ENTERED 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.

---

## EMQo8o

### 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.

---

## EMQo8oOS

### 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.

---

## EMQ100

### QUESTION TEXT:

Could {you/{NAME}} have taken a job last week if one had been offered?

### CODES

- |   |                             |
|---|-----------------------------|
| 1 | YES                         |
| 2 | NO<br>REFUSED<br>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 BOX 5.

---

## 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:**

DISPLAY "are" IF EMQ.020 = 1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "is" IF EMQ.020 =1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT. DISPLAY "were" IF EMQ.060 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "was" IF EMQ.060 =1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT.  
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.

---

**EMQ150**

**QUESTION TEXT:**

What {are/is/were/was} {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 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "is" IF EMQ.020 =1 OR EMQ.030 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT. DISPLAY "were" IF EMQ.060 = 1 AND PERSON CURRENTLY BEING LOOPED ON IS THE RESPONDENT. DISPLAY "was" IF EMQ.060 =1 AND PERSON CURRENTLY BEING LOOPED ON IS NOT THE RESPONDENT.  
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.

---

## **BOX5**

END LOOP 1

ASK EMQ.010/EMQ.020 - EMQ.150 FOR NEXT PERSON.

IF NO NEXT PERSON, GO TO WPQ (WELFARE AND OTHER PUBLIC TRANSFERS).

---

## Spring 2013 Parent Interview: ECLS-K: 2011

Section WPQ [Welfare and Other Public Transfers]

Sequence: 16

---

**WPQ100**

HELP AVAILABLE

**QUESTION TEXT:**

In the past 12 months, have you or anyone in your household received Temporary Assistance for Needy Families, sometimes called {TANF or} {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" UNDER "IF NEEDED:" IN BOLD TEXT.

DISPLAY "Past 12 Months:" IN BOLD 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:**

IF, ACCORDING TO THE PRELOAD, THERE ARE PREVIOUS WPQ DATA FOR THE WHOLE WPQ SECTION FROM THE MOST RECENTLY COMPLETED OR PARTIALLY COMPLETED SPRING-FIRST OR SPRING-KINDERGARTEN INTERVIEW,

DISPLAY "HELP TEXT:" IN BOLD TEXT.

DISPLAY "Food Stamps or SNAP (Supplemental Nutrition Assistance Program):" IN BOLD 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
- 2 NO BOX 2
- REFUSED BOX 2
- DON'T KNOW BOX 2

**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

---

**BOX2**

GO TO SECTION PAQ (PARENT INCOME AND ASSETS).

---

## Spring 2013 Parent Interview: ECLS-K: 2011

Section PAQ [Parent Income and Assets]

Sequence: 17

---

### 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
- 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.

IF PAQ.090 WAS NOT ASKED, 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 < 7) 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 < 12) 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.

ELSE, IF PAQ.090= 1, A PRELOADED VALUE OF THE INCOME RANGE IN PAQ.110 FROM A PREVIOUS INTERVIEW IS USED TO DETERMINE IF HOUSEHOLD IS AT 200 PERCENT OF POVERTY OR BELOW:

ASK PAQ.120 IF

(NUMBER IN CURRENT HH = 1 AND PRELOADED VALUE OF PAQ.110 < 6) OR

(NUMBER IN CURRENT HH = 2 AND PRELOADED VALUE OF PAQ.110 < 7) OR

(NUMBER IN CURRENT HH = 3 AND PRELOADED VALUE OF PAQ.110 < 9) OR



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 2013 Parent Interview: ECLS-K: 2011

Section CMQ [Mobility and Tracking Updates]

Sequence: 18

---

### CMQ010

**QUESTION TEXT:**

Have you moved since {DATE OF LAST INTERVIEW}?

**CODES**

1	YES	
2	NO	Box1
	REFUSED	Box1
	DON'T KNOW	Box1

---

### CMQ020

**QUESTION TEXT:**

Why did you move?

PROBE: Any other reason?

CODE ALL THAT APPLY.

**CODES**

**Code All That Apply**

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 BECAUSE OF MARITAL SEPARATION, DIVORCE, DEATH IN FAMILY
91	OTHER (SPECIFY)

REFUSED  
DON'T KNOW

---

**BOX0**

IF CMQ.020=91, GO TO CMQ.020OS. ELSE, GO TO BOX1.

---

**CMQ020OS**

**QUESTION TEXT:**

[Why did you move?]

SPECIFY OTHER REASON.

**ENTER TEXT**

Length

50

---

**BOX1**

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING- FIRST GRADE CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING- FIRST GRADE GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING- FIRST GRADE), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND (THERE WAS A TELEPHONE NUMBER IN SPRING-KINDERGARTEN CMQ.100 THAT WAS CORRECT (CMQ.100=1) OR A TELEPHONE NUMBER IN SPRING-KINDERGARTEN GIVEN IN CMQ.140) AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), GO TO CMQ.100.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THERE IS A TELEPHONE NUMBER FOR CMQ.080) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN), GO TO CMQ.100.

ELSE, CONTINUE WITH CMQ.060.

---

## CMQ060

### QUESTION TEXT:

Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you.

Is there a second phone number, such as a work number, a friend or relative's number, or a beeper or cell phone number, where you can sometimes be reached?

### CODES

1	YES	CMQ140
2	NO	BOX2
	REFUSED	BOX2
	DON'T KNOW	BOX2

---

## CMQ100

### QUESTION TEXT:

Just to make sure I can reach you for the next interview, which will take place next school year, I'd like to ask a few questions about how to find you. I have recorded {PHONE NUMBER} as a second phone number where you can sometimes be reached. Is this the right number?

### CODES

1	YES	BOX2
2	NO	CMQ140
	REFUSED	BOX2
	DON'T KNOW	BOX2

### PROGRAMMER INSTRUCTIONS:

USING THE PRELOAD, DISPLAY SECOND PHONE NUMBER FROM (SPRING-FIRST GRADE CMQ.100 IF SPRING-FIRST GRADE CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING- FIRST GRADE CMQ.140). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY (SPRING-K CMQ.100 IF SPRING-K CMQ.100=1) OR (TELEPHONE NUMBER IN SPRING-K CMQ.140). IF SPRING-K INFORMATION IS MISSING, DISPLAY FALL-K TELEPHONE NUMBER FROM FALL K CMQ.o80.

---

## CMQ140

### QUESTION TEXT:

What is that telephone number?

ENTER {NEW} SECOND PHONE NUMBER.

|\_|\_|\_|-|\_|\_|\_|-|\_|\_|\_|\_|  
SECOND TELEPHONE NUMBER

\_\_\_\_\_  
EXTENSION

**ENTER TEXT**

Length	20
REFUSED	BOX2
DON'T KNOW	BOX2

**PROGRAMMER INSTRUCTIONS:**

DISPLAY 'NEW' IF CMQ.100=2. OTHERWISE, USE A NULL DISPLAY.

EXTENSION FIELD SHOULD BE LIMITED TO TEN NUMBERS.

---

## CMQ150

**QUESTION TEXT:**

Where is that telephone located?

**CODES**

1	OFFICE/PLACE OF BUSINESS	BOX2
2	RELATIVE (SPECIFY)	CMQ155
3	NEIGHBOR (SPECIFY)	CMQ155
4	FRIEND (SPECIFY)	CMQ155
5	BEEPER NUMBER	BOX2
6	CELL PHONE	BOX2
7	HOME	BOX2
91	OTHER (SPECIFY)	CMQ155
	REFUSED	BOX2
	DON'T KNOW	BOX2

---

## CMQ155

**QUESTION TEXT:**

[Where is that telephone located?]

\_\_\_\_\_  
SPECIFY {RELATIVE / NEIGHBOR / FRIEND / OTHER}.

**ENTER TEXT**

Length

50

**PROGRAMMER INSTRUCTIONS:**

- DISPLAY 'RELATIVE' IF CMQ.150=2.
- DISPLAY 'NEIGHBOR' IF CMQ.150=3.
- DISPLAY 'FRIEND' IF CMQ.150=4.
- DISPLAY 'OTHER' IF THE CMQ.150=91.

---

**BOX2**

IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-FIRST GRADE INTERVIEW) AND (THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-FIRST GRADE CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-FIRST GRADE GIVEN OR CORRECTED IN CMQ.384) AND (THE RESPONDENT IS THE SAME AS IN SPRING-FIRST GRADE), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE SPRING-KINDERGARTEN INTERVIEW) AND (THERE WAS AN E-MAIL ADDRESS GIVEN IN SPRING-KINDERGARTEN CMQ.382 THAT WAS CORRECT (CMQ.382=1) OR (AN E-MAIL ADDRESS IN SPRING-KINDERGARTEN GIVEN OR CORRECTED IN CMQ.384) AND (THE RESPONDENT IS THE SAME AS IN SPRING-KINDERGARTEN), CONTINUE WITH CMQ.382.

ELSE, IF (THE HOUSEHOLD PARTICIPATED IN THE FALL-KINDERGARTEN INTERVIEW) AND (THERE IS AN EMAIL ADDRESS FOR CMQ.092) AND (THE RESPONDENT IS THE SAME AS IN FALL-KINDERGARTEN), CONTINUE WITH CMQ.382.

ELSE, GO TO CMQ.383.

---

**CMQ382**

**QUESTION TEXT:**

I have also recorded that your e-mail address is {EMAIL ADDRESS}. Is that correct?

**CODES**

- |   |                                 |        |
|---|---------------------------------|--------|
| 1 | YES -- NO CORRECTION NEEDED     | CMQ680 |
| 2 | YES -- MINOR CORRECTIONS NEEDED | CMQ384 |
| 3 | NO                              | CMQ383 |
|   | REFUSED                         | CMQ680 |
|   | DON'T KNOW                      | CMQ680 |

**PROGRAMMER INSTRUCTIONS:**

DISPLAY E-MAIL ADDRESS FROM (SPRING-FIRST GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-FIRST GRADE CMQ.384). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-K CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-K CMQ.384). ELSE, IF

---

## CMQ383

### QUESTION TEXT:

Is there an e-mail address where we could reach you?

### CODES

1	YES	
2	NO	CMQ680
	REFUSED	CMQ680
	DON'T KNOW	CMQ680

---

## CMQ384

### QUESTION TEXT:

What is your e-mail address?

IF EMAIL ADDRESS WILL NOT FIT THE SPACE PROVIDED, ENTER IT IN COMMENTS.

{CORRECT / ENTER NEW} E-MAIL ADDRESS.

{IF FIELD IS INCOMPLETE, ASK FOR NEW INFORMATION.}

---

ENTER E-MAIL ADDRESS

### ENTER TEXT

Length	70
REFUSED	
DON'T KNOW	

### PROGRAMMER INSTRUCTIONS:

IN THE RESPONSE FIELD: DISPLAY E-MAIL ADDRESS FROM (SPRING-FIRST GRADE CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-FIRST GRADE CMQ.384). ELSE, IF SPRING-FIRST GRADE INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM (SPRING-K CMQ.382 IF CMQ.382=1) OR (E-MAIL ADDRESS IN SPRING-K CMQ.384). ELSE, IF SPRING-K INFORMATION IS MISSING, DISPLAY E-MAIL ADDRESS FROM FALL K CMQ.092. ELSE, USE A NULL DISPLAY.

IF CMQ.382=2, DISPLAY 'CORRECT.' IF CMQ382=3, DISPLAY 'ENTER NEW.'

IF CMQ.382=2, DISPLAY 'IF FIELD... INFORMATION.'  
OTHERWISE, USE A NULL DISPLAY.

ALLOW 70 TOTAL CHARACTERS FOR THE E-MAIL ADDRESS.

IF THE EMAIL ADDRESS DOES NOT CONTAIN THE "@" SIGN, DISPLAY THE FOLLOWING MESSAGE "THE

EMAIL ADDRESS SHOULD CONTAIN THE “@” SIGN. PLEASE CONFIRM AND CHANGE.”

IF THE EMAIL ADDRESS DOES NOT CONTAIN A “.” (PERIOD), DISPLAY THE FOLLOWING MESSAGE ”THE EMAIL ADDRESS SHOULD CONTAIN AT LEAST ONE PERIOD. PLEASE CONFIRM AND CHANGE.”

---

## 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, OR ANOTHER LANGUAGE?

### CODES

- |    |                  |      |
|----|------------------|------|
| 1  | ENGLISH          | BOX3 |
| 2  | SPANISH          | BOX3 |
| 3  | CHINESE LANGUAGE | BOX3 |
| 91 | ANOTHER LANGUAGE |      |

---

## CMQ690OS

### QUESTION TEXT:

[WAS THIS INTERVIEW CONDUCTED IN ENGLISH, SPANISH, A CHINESE LANGUAGE, OR ANOTHER LANGUAGE?]

\_\_\_\_\_  
SPECIFY OTHER LANGUAGE.

### ENTER TEXT

Length

25

## BOX3

IF CMQ680=2, GO TO CMQ695. ELSE, FO TO BOX 4.

---

## CMQ695

### QUESTION TEXT:

WHERE WAS THIS INTERVIEW CONDUCTED?

### CODES

- |   |                |
|---|----------------|
| 1 | CHILD'S HOME   |
| 2 | CHILD'S SCHOOL |
| 3 | SOMEWHERE ELSE |

---

## BOX4

### 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=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=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.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length

1

---

## BOX5

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.

PRESS 1 AND ENTER TO CONTINUE.

ENTER TEXT

Length

1

---

## BOX6

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.

PRESS 1 AND ENTER TO CONTINUE.

**ENTER TEXT**

Length

1

**PROGRAMMER INSTRUCTIONS:**

IF (INQ042=4 and INQ043=2) OR (INQ020=4 and INQ025=2), THEN DISPLAY "this person". ELSE, DISPLAY "{CHILD}'s parent or guardian".

---

**BOX7**

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.