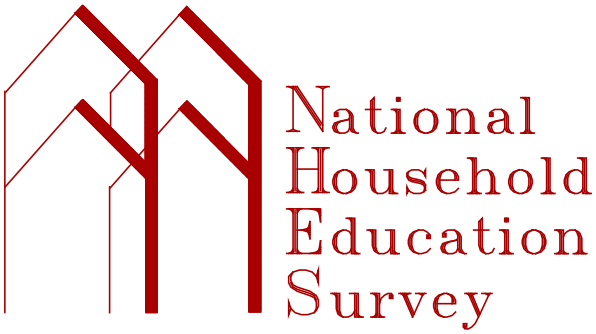
NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual August 1994

National Household Education Survey of 1993

School Readiness Data File User's Manual



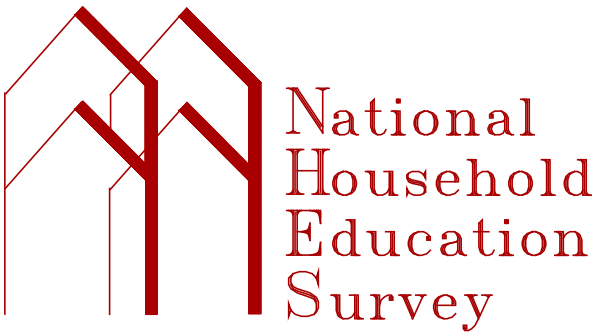
U.S. Department of Education
Office of Educational Research and Improvement NCES 94-193

NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual **August 1994**

National Household Education Survey of 1993

School Readiness Data File User's Manual



J. Michael Brick, Project Director
Mary A. Collins, Associate Project Director
Mary Joe Nolin
Peter C. Ha
Mary Levinsohn
Westat, Inc.

Kathryn Chandler, NHES Project Officer
Jeffrey Owings, Chief, Longitudinal and Household Studies Branch

U.S. Department of Education
Office of Educational Research and Improvement **NCES 94-193**

U.S. Department of Education
Richard W. Riley
Secretary

Office of Educational Research and Improvement
Sharon P. Robinson
Assistant Secretary

National Center for Education Statistics
Emerson J. Elliott
Commissioner

National Center for Education Statistics

"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."--Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

July 1994

Contact:
Kathryn Chandler
(202) 219-1767

CONTENTS

CONTENTS--Continued

Page

LIST OF TABLES

Table

LIST OF FIGURES

Figure

1. INTRODUCTION

This manual provides documentation and guidance for users of the public release data file for the School Readiness (SR) component of the 1993 National Household Education Survey (NHES:93). Information about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures is contained in this manual.

The NHES:93 was a random digit dial (RDD) telephone survey of households developed by the National Center for Education Statistics (NCES) and conducted by Westat, Inc. For the SR component, interviews were conducted with 10,888 parents -- 4,423 parents of preschool children, 2,126 parents of kindergarten children, 4,277 parents of primary school children, and 62 parents of home school children. Data were collected from January through April 1993.

1.1 Background of Study

The legislative mandate of NCES is to collect and report information on the condition of education in the United States. In responding to this mandate, NCES has collected data primarily from teachers, students, schools, school districts, and state education agencies. The National Household Education Survey is a data collection mechanism that permits NCES to go beyond its traditional, school-based data collection systems to a household-based data collection, thereby greatly enhancing the scope of issues that can be covered by the data collection activities of the Center. A household survey has the potential to provide data needed to address many current issues in education such as preprimary education, school safety and discipline, adult education, and activities related to citizenship.

The Field Test of the NHES was conducted by Westat for NCES in the fall of 1989. This first effort, which included the screening of about 15,000 households, comprised two topical components: school dropouts (interviews were conducted with adult household respondents and 14- to 21-year-old youths) and early childhood education (interviews were conducted with parents/guardians of 3- to 5-year-olds).

The first full-scale implementation of the NHES was conducted in the spring of 1991 (NHES:91). The topical components in the survey were early childhood education for 3- to 8-year-olds and participation in adult education. For the NHES:91, more than 60,000 households were screened, nearly 14,000 early childhood education interviews were conducted with the parents/guardians of eligible children, and about 12,500 interviews were conducted with adults regarding participation in adult education activities.

1.2 NHES:93 Survey Topics

The NHES:93 addressed readiness for school and safety and discipline in school. These topics are related to Goal 1 and Goal 6, two of the six National Education Goals. Specifically, Goal 1 states that "By the year 2000, all children in America will start school ready to learn." Goal 6 states that

"By the year 2000, every school in America will be free of drugs and violence and will offer a safe, disciplined environment conducive to learning."

School Readiness Component

As noted above, the NHES has included topical components related to early childhood education beginning with the 1989 Field Test. The NHES:93 early childhood component focused on readiness for school in a broad sense and examined several relevant issues. The SR component covered experience in early childhood programs, the child's accomplishments and difficulties in several developmental domains, school adjustment and related problems, delayed kindergarten entry, and early primary school experiences such as repeating grades, the child's general health and nutritional status, home activities, and family characteristics including stability and economic risk factors. This approach, which encompasses a variety of characteristics important to school readiness, is referred to as a "whole child" approach. Altogether, 10,888 children aged 3 through 7 or in 2nd grade or below were sampled. Interviews were conducted with 4,423 parents of preschool children, 2,126 parents of kindergartners, 4,277 parents of primary school children, and 62 parents of home school children.

School Safety and Discipline Component

The School Safety and Discipline (SS&D) component of the NHES:93 addressed a new topic for the NHES. It focused on four areas: school environment, school safety, school discipline policy, and alcohol/other drug use and education. Parents of 12,680 children in 3rd through 12th grades were interviewed, as were 6,504 students in 6th through 12th grades. For further information on the content of the SS&D component, see the School Safety and Discipline Data File User's Manual.

1.3 Overview of Design

The NHES:93 was developed to provide reliable estimates for each of the two different components described above. The inclusion of two survey components made the overall survey more cost effective, thus allowing for larger sample sizes and more precise estimates. This strategy was key to the NHES design. By including more than one topic within the framework of a single survey, the cost of screening households to find those eligible for the study could be partitioned over the component surveys.

Another general feature of the NHES was developed in response to concerns about the potential demands placed upon those who respond to multiple survey components. With the introduction of multiple surveys within a single framework, the possibility of increasing response burden on the members of the sampled households arose. It is possible that the same household member could be selected to respond to more than one interview and/or that more than one household member could be sampled. For the SR interview, if there were one or two eligible children in the household, interviews were conducted for those children. If the household included more than two eligible children, two children were randomly sampled from that household. For the SS&D interview, if a household had one eligible youth, that youth was selected with a probability that depended on his/her grade (students in grades 3 through 5 were selected with a lower probability than those in grades 6 through 12). If a

household had two or more eligible youths, the sampling depended upon the number of youths in the household in each of the two grade categories. A maximum of two youths was selected from any household for the SS&D component, one from the lower grades and one from the upper grades.

Even though sampling methods reduced the number of interviews per household, the length of the interview was considered to be a critical factor in obtaining high response rates and reliable estimates. Therefore, the number of items included in the NHES:93 was limited in order to help improve response rates and reduce the demands made on survey respondents.

Because of the above requirements, complex sampling techniques, and the need for quick and accurate administration, the NHES:93 was conducted using computer assisted telephone interviewing (CATI) technology. Some of the advantages of CATI for the NHES:93 included improved project administration, online sampling and eligibility checks, scheduling of interviews according to a priority scheme to improve response rates, managing data quality by controlling skip patterns and checking responses online for range and consistency, and an online "help" function to answer interviewers' questions.

Three different interview instruments were used in the NHES:93. These instruments were the Screener, the SR interview, and the SS&D interview. Items within each of the three instruments were programmed so that the appropriate items appeared on the interviewer's computer screen corresponding to the respondent's answers to previous queries. The Screener and SR instrument are discussed in detail in chapter 2. A separate Data File User's Manual has been prepared for the SS&D component.

Table 1-1 summarizes the number of completed interviews and response rates for the Screener, SR, and SS&D components. More details on the computation of these rates are given in chapter 4.

Flow of the Interviews

Figure 1-1 shows the flow of the NHES:93 interviews. Each household contact began with a Screener, during which basic household, enrollment, and grade information for children and youth were obtained.

If the household contained any 3- to 7-year-olds (or children in 2nd grade or below), up to two extended SR interviews were conducted with the parent or guardian most knowledgeable about each child's care and education. Parents of youth in grades 3 through 12 and youth in grades 6 through 12 were eligible for the SS&D extended interview. The parent interview was conducted with the parent or guardian most knowledgeable about the youth's care and education. If a youth was sampled for an interview, the parent interview about the sampled youth had to be completed before the youth could be interviewed.

Whenever possible, all interviews with household members were conducted during the same telephone call as the Screener, starting with any extended interviews for which the Screener respondent was the appropriate extended interview respondent. Followup calls were made to complete interviews that were not completed during the initial contact.

Table 1-1.--Summary of completed interviews and response rates

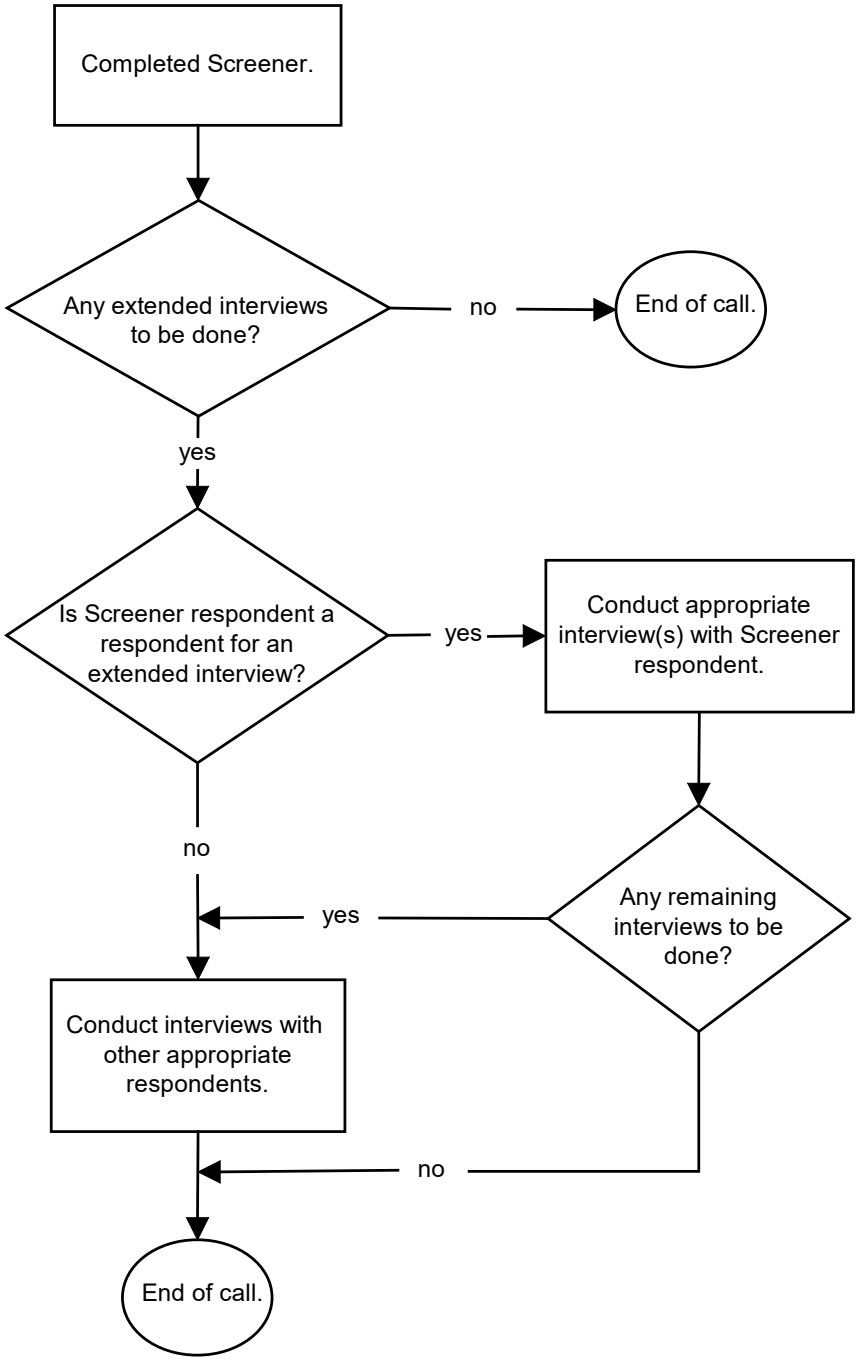
Interview type	Number of completed interviews	Completion rate[1]	Response rate[2]
Screener	63,844	82.1%	82.1%
School Readiness	10,888	89.6	73.6
parents of preschool children	4,423	90.4	74.2
parents of children in kindergarten	2,126	89.8	73.7
parents of children in primary or home school	4,339	88.6	72.7
School Safety and Discipline	19,184	-[3]	-[3]
parents of 3rd through 5th graders	2,563	89.4	73.4
parents of 6th through 12th graders	10,117	89.6	73.6
6th through 12th grade students	6,504	83.0	68.1

[1] Completion rate is the percentage of sampled units who completed the interview.

[2] Response rate is the product of the Screener completion rate and the completion rate for the extended interview. It is an overall response rate.

[3] Response and completion rates are not meaningful for the combined SS&D file because they involve interviews with both parents and youth.

Figure 1-1.--Flow of the interviews



Contents of Manual

The chapters that follow provide additional information about the survey instruments (chapter 2), the sample design and estimation procedures (chapter 3), data collection and response rates (chapter 4), data preparation (chapter 5), and the use of the SR data file and codebook (chapter 6). Anomalies identified in the data are highlighted in chapter 7. The appendices provide a copy of the Screener and the SR questionnaire, the list of variables, a guide to using SAS and SPSS-X, the SAS code used to create composite variables, and the codebook for the SR data file.

2. DESCRIPTION OF DATA COLLECTION INSTRUMENTS

The sections that follow describe the instruments used to collect data for the SR component of the NHES:93. Included are descriptions of the Screener and the SR interview. Appendix A contains a copy of each instrument.

2.1 The NHES:93 Screener

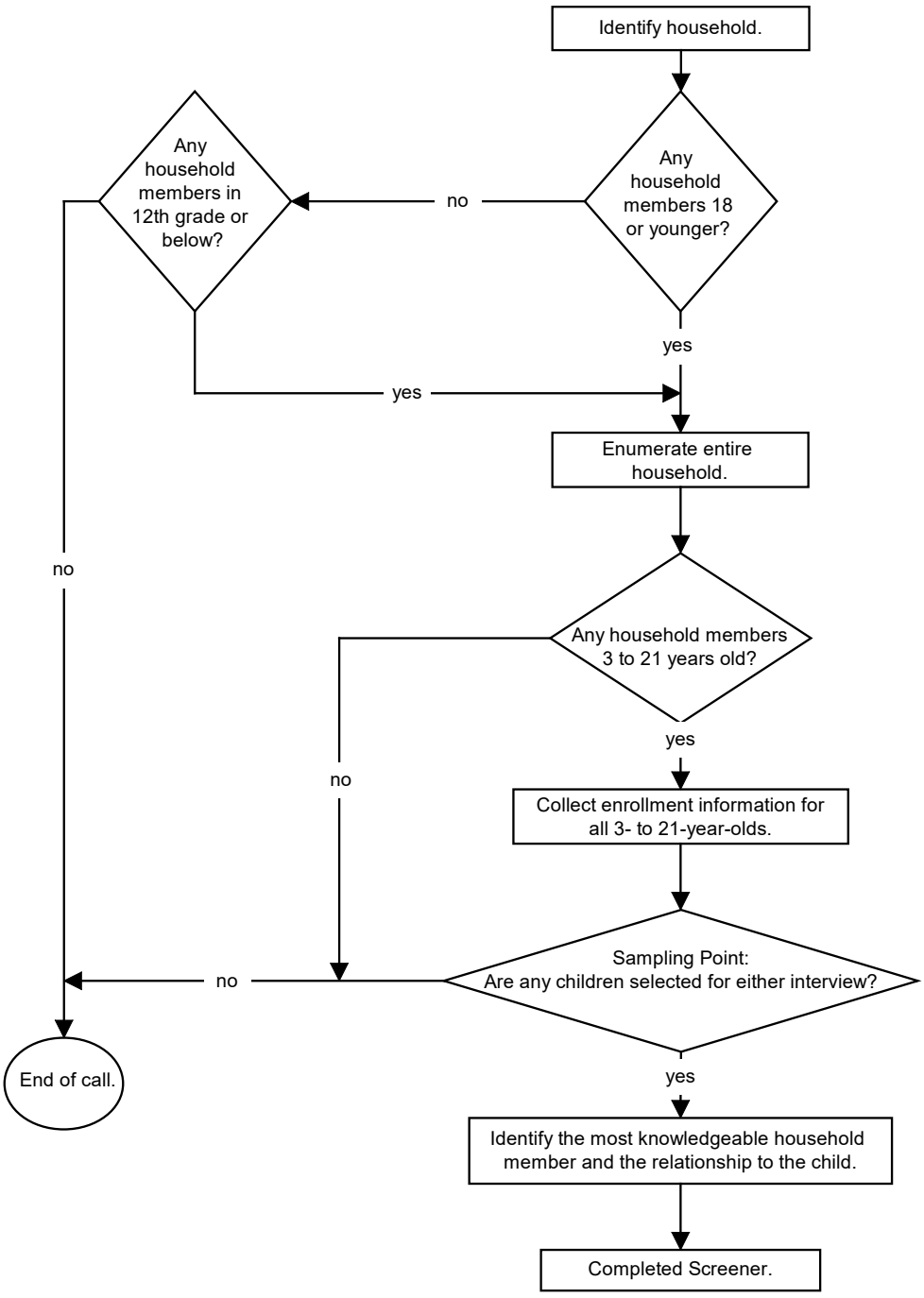
The purposes of the NHES:93 Screener were to determine whether the sampled telephone number belonged to a household, to identify those households eligible for the study, and to collect information required for sampling household members for extended interviews. The Screener was designed to accomplish these tasks efficiently, placing minimum burden on the respondent (figure 2-1).

The Screener questionnaire was designed to flow smoothly through the following steps:

- Explain the purpose of the call;
- Determine if the number reached was used for residential or both residential and business purposes;
- Verify that the Screener respondent was an adult member of the household;
- Determine whether any household members were 18 years old or younger, or enrolled full time in the 12th grade or below;
- For households meeting the eligibility criteria, identify all persons who resided in the household and obtain their age and gender;
- Gather school enrollment information for all household members from 3 through 21 years of age; and
- Determine the adult household member most knowledgeable about each sampled child, and determine the relationship of that person to the child.

The first series of questions in the Screener determined whether the phone number was residential and whether the person on the telephone was eligible to answer the questions. If it was determined that the phone number was used for business only, the call was terminated. The survey continued for numbers that were for household use or for both business and household use.

Figure 2-1.--Flow of the Screener



If the person who answered the telephone was not a household member or was a household member under 18 years of age, an appropriate Screener respondent was requested. If no member of the household was 18 years or older, a person designated as the male or female head of household was eligible to be the Screener respondent. The next series of Screener items determined if any household member was eligible to be the subject of an interview. The Screener was terminated if no one in the household was eligible. If there were any household members who were either 18 years old or younger, or enrolled in the 12th grade or below, the entire household was enumerated. Otherwise, the Screener was terminated at this point.

The enumeration involved collecting the first name, age, and gender for each household member. The next series of Screener items determined whether children or youth ages 3 to 21 in the household were enrolled in or attending a school or an alternative educational program, and the grade or year of school in which they were enrolled. If no household members were eligible for either the SR interview (ages 3 to 7 or in second grade or below) or the SS&D interview (attending or enrolled in 3rd through 12th grade and age 21 or younger, not in home school), the screening was terminated.

The next series of questions recorded the parent or guardian in the household who was the most knowledgeable about the sampled child's care and education, and that person's relationship to the sampled child. The parent or guardian who was identified as the most knowledgeable was designated the respondent for the interview about the sampled child. In households where a youth eligible for the SS&D survey resided but where there was no adult acting in a caretaking position for him or her, the youth was designated as an emancipated youth and as the respondent to the extended SS&D interview.

2.2 School Readiness Interview

In the NHES:93 SR component, data were collected about children aged 3 through 7 or in second grade or below. Those children who were 8 or 9 years old, but who were enrolled in first or second grade, were also eligible for the SR survey. Also, those children who were 7 or younger but enrolled in third grade qualified for this survey. The age-eligibility was determined by the child's age on December 31, 1992.

Table 2-1 shows the overall structure of the interview and the distribution of topics among the three major groups of children that were of interest in this survey. The respondent was the adult living in the household who was the most knowledgeable about the child's care and education. Typically, this was the mother of the child; however, depending on the situation, the respondent could be a father, stepparent, adoptive parent, foster parent, grandparent, another relative, or nonrelative guardian. For simplicity, when referring to the most knowledgeable respondent in the manual, this person will be called the parent/guardian.

In the SR interview, subjects were routed to one of four questionnaire paths: preschool, kindergarten, primary school, or home school. The **preschool path** was for those children who were not yet enrolled in or attending kindergarten or primary school. This included children currently attending or enrolled in nursery school, prekindergarten, Head Start, or day care, as well as those not participating in any early childhood programs. These children were typically 3 to 5 years old. Information was

Table 2-1.--NHES:93 School Readiness interview content by population

Preschoolers	Kindergartners	Primary Students
Introductory information: month and year of birth, race/ethnicity, enrollment, grade, household relationships	Introductory information: month and year of birth, race/ethnicity, enrollment, grade, household relationships	Introductory information: month and year of birth, race/ethnicity, enrollment, grade, household relationships
Developmental profile		
Participation in center-based programs	Past participation in center-based programs	Past participation in center-based programs
	School adjustment and teacher feedback	School adjustment and teacher feedback
Planned kindergarten enrollment delayed entry, and beliefs about readiness	Kindergarten enrollment, delayed entry, repeating kindergarten, transitional grades	School enrollment in kindergarten, primary grades, repeating grades, skipping grades
Home activities	Home activities	Reading/television
Health and nutrition	Health and nutrition*	Health and nutrition*
	Experiences prior to fifth birthday/present	Experiences prior to fifth birthday
Parent and household information	Parent and household information	Parent and household information

* A subset of the items was asked of these respondents.

collected about the preschooler's accomplishments and difficulties in several developmental domains (cognitive, motor, speech, social, and emotional); participation in various center-based early childhood programs such as Head Start, day care centers, nursery school, and preschool; parental expectations for kindergarten enrollment and delayed entry; items about home activities; health and nutritional status; and parent and household characteristics.

The **kindergarten path** was for those children currently enrolled in or attending kindergarten, including transitional kindergarten and prefirst grade. As defined in the NHES, transitional kindergarten is a program before regular kindergarten for children who are old enough for kindergarten but not yet ready to start. Prefirst grade is an extra year between kindergarten and first grade. These children are typically 5 or 6 years old. In the kindergarten path, data were collected about past participation in center-based, early childhood programs prior to starting kindergarten; adjustment to kindergarten; parental reports of teacher feedback; kindergarten enrollment, delayed entry, repeating kindergarten, and transitional grades; home activities; family experiences prior to the child's fifth birthday; health and nutrition; and parent and household characteristics.

The **primary path** was for those children currently enrolled in or attending first grade or above and whose age fit the eligibility requirement. These children were typically 6 or 7 years old; however, 8- or 9-year-olds still in first or second grade were also eligible. In the primary path, data were collected about past participation in center-based early childhood programs, adjustment to school, parental reports of teacher feedback, school enrollment items on kindergarten, primary grades, and skipping or repeating grades, reading activity, television viewing, family experiences prior to the child's fifth birthday, health and nutrition, and parent and household characteristics.

The **home school path** was administered for those children who were not enrolled in or attending school but were being instructed at home or were attending an alternative program with a grade equivalent of kindergarten through second grade. (Those with a grade equivalent of nursery school were assigned to the preschool path.) This path was generally for children who were 5, 6, or 7 years old. Data were collected about early childhood program participation, home activities, television viewing, reading activity, health and nutrition, and parent and household characteristics. There were very few such cases (62 completed interviews).

Parent and household information was collected in the first interview conducted in each household. To avoid redundancy and increased response burden, parent and household information was collected only once per household unless sampled children had different parents.

2.3 Authorship of the School Readiness Questionnaire

The SR questionnaire was designed by Nicholas Zill, Mary Collins, and Mike Brick of Westat, Sandra Hofferth of the Urban Institute, and Kathryn Chandler and Jerry West of NCES. They received advice and guidance from a Technical Review Panel. Panel members were Steven Barnett, Rutgers University; Rosalind Bruno, U.S. Bureau of the Census; Doris Roberts Entwisle, Johns Hopkins University; Marilyn Ayenue Hosea, Director of Child Services, Volunteers of America; Luis Laosa, Educational Testing Service; Douglas Powell, Department of Child Development and Family Studies,

Purdue University; Carolyn Snyder, Office of Elementary and Secondary Education, U.S. Department of Education; Jeff Evans, Center for Population Research, National Institute of Child Health and Human Development, U.S. Department of Health and Human Services; and Gerry Hendershot, National Center for Health Statistics, U.S. Department of Health and Human Services. The questionnaire design was also guided by principles set forth by the Goal One Resource Group of the National Education Goals Panel, chaired by Ernest Boyer.

The developmental profile section of the preschool path of the questionnaire was based in part on parent report items developed by Samuel J. Meisels of the University of Michigan and on an analysis of these items done by Laura Whelchel Henderson as part of a doctoral dissertation for the University of Michigan School of Education.

The school adjustment section of the kindergarten and primary student paths was based on parent report items developed by Deborah Stipek of the University of California at Los Angeles and on analyses of those items supplied by Professor Stipek. The teacher feedback section of the kindergarten and primary student paths was based in part on scales developed by Nicholas Zill for the National Survey of Children and modified and analyzed by Doris Entwisle and Karl Alexander for the Baltimore Beginning School Study.

3. SAMPLE DESIGN AND IMPLEMENTATION

This chapter describes the sample design for the NHES:93, including a number of special features of the design. Also presented are the procedures for weighting to national estimates, imputation for items that had missing values, and variance estimation.

3.1 Sampling Households

The sampling method used for the NHES is a variant of random digit dialing (RDD) procedures described in Waksberg (1978). The original Mitofsky-Waksberg method produces an equal probability sample of households with telephones and requires a smaller number of telephone calls than the sampling procedures previously used for RDD. A time-saving variant of this method, referred to as the "modified Waksberg procedure," was used for the NHES:93. The modified method is described in Brick and Waksberg (1991).

The first step in the sampling process was to form a list of all existing telephone area codes and prefix numbers for the 50 States and the District of Columbia. A prefix number is a three-digit telephone exchange. The list used for this survey was the October 1992 Bellcore tape. All possible combinations of two-digit numbers were then added to these numbers to create a list of all the possible first 8 digits of the 10 digits in telephone numbers. These eight-digit numbers were treated as Primary Sampling Units (PSUs), or telephone clusters.

A random sample of PSUs was selected. A prime telephone number was formed by adding a random two-digit number to the eight-digit cluster. The prime number was then dialed to determine if it was residential. If it was residential, the PSU was retained in the sample. If the prime number was not residential, then the PSU was rejected and no further calls within the PSU were made. Additional PSUs were selected in the same way.

A random sample of telephone numbers within each of the retained "residential" PSUs was selected by adding random two-digit combinations to the original eight numbers. Interviews were attempted at the prime number and at as many additional numbers required to obtain the desired expected sample size. The total expected sample size was $m(k+1)$, where m was the number of residential PSUs and $k+1$ was the number of telephone numbers sampled in each PSU.

The households were sampled within clusters in order to effect a significant cost savings. With this method of cluster sampling, the number of telephone numbers that need to be dialed is at least 50 percent less than what would be needed if all telephone numbers were dialed at random. However, the variances of the estimates were increased slightly due to the clustering of the sampled households within the PSUs. This variance increase is discussed later.

The sampling method for the NHES:93 used a fixed number of telephone numbers per PSU, rather than a fixed number of households per PSU, as used in the Mitofsky-Waksberg method. This sampling method was also used in the NHES:91. The statistical properties of this method are described in

detail by Brick and Waksberg (1991). The main advantage of this method is that it does not require sequential modification to the within-PSU sample size.

A sample of 18,318 prime telephone numbers was selected. It was expected to yield about 4,000 residential numbers that would serve as PSUs. However, the residence rate was higher than expected and 4,577 (m) residential phone numbers were actually identified. The larger number of clusters has the effect of slightly reducing the variance due to clustering, since fewer completed interviews are done in each PSU.

The number of households targeted to complete the Screener interview for the NHES:93 was 64,000. This sample size was determined to satisfy the precision requirements of the SR and the SS&D components. To achieve this number, either 26 or 32 additional telephone numbers (k) were sampled in each PSU. The number varied due to the unplanned release of an additional six telephone numbers in 1,039 of the PSUs.

In the total, 129,813 telephone numbers were sampled in the 4,577 PSUs. Based on the assumption that residence rate would be 62 percent and the response rate would be 80 percent, the sample was expected to yield 64,000 completed Screener interviews. In the NHES:93, the residence rate was 59 percent and the response rate was 82 percent, yielding 63,844 completed Screeners. More details on the survey operations are given later.

Before describing the sampling of members within the sampled households for extended interviews, the procedures used to oversample clusters to improve the precision for estimates of blacks and Hispanics are described.

Oversampling Households for Blacks and Hispanics

One of the goals of the NHES:93 was to produce reliable estimates for subdomains defined by race and ethnicity. In fact, estimates by race and ethnicity were key in developing the sample sizes for each of the components of the NHES:93. In a 64,000-household design in which every household has the same probability of being included, the number of completed interviews would not be large enough to produce reliable estimates of many characteristics of black and Hispanic youth. Therefore, blacks and Hispanics had to be sampled at higher rates to improve the reliability of estimates for these subpopulations.

In the NHES:91 and the Field Test of 1989, a particular method of oversampling blacks and Hispanics was employed that was successful in reducing the variances for estimates of characteristics of blacks and Hispanics by approximately 20 to 30 percent over a range of statistics examined (Mohadjer and West, 1992). The decreases in precision for estimates of the groups that were not oversampled and for estimates of totals were modest, ranging from about 5 to 15 percent. Similar procedures were used in the NHES:93, as described below.

A Donnelley Marketing Information Services computer file containing 1990 census characteristics for telephone exchanges was used to stratify telephone prefixes into low and high minority

concentration strata. The Bellcore list of all prefixes in the country was matched on the Donnelley file, and any prefix not found on the Donnelley file was assigned to the low minority concentration stratum.

The specific design defined high minority concentration areas as exchanges having at least 20 percent of either black, Hispanic, or Asian/Pacific Islander persons living in the area. The telephone exchanges in the two strata were identified and a systematic sample was drawn in each stratum. The sampling rate used in the **high minority concentration stratum** was double the rate used in the low minority concentration stratum. As a result 6,636 prime numbers were sampled from the high minority concentration stratum; 2,119 of these numbers (32 percent) were residential. The sample size in the **low minority concentration stratum** was 11,682, and 2,458 numbers (21 percent) were residential.

Oversampling by the characteristics of the prefix area had two effects. First, the oversampling increased the sample sizes for minorities because they were more heavily concentrated in the prefix areas that were oversampled. Therefore, the sampling errors for estimates of these groups were reduced due to the increased sample size. On the other hand, not all minorities were found in the oversampled prefix areas. Thus, differential sampling rates were applied to persons depending on their telephone prefix. Using differential rates increased the sampling errors of the estimates. These increases partially offset the benefit of the larger minority sample sizes.

When making overall national estimates from the survey data, weights were applied to adjust for the oversampling of minorities (see below).

3.2 Sampling Within Households

Once the enumeration of the household members was completed in the Screener, the sampling of members for the extended interviews was done by computer. The interviews for the SR component were conducted with the parent/guardian of children 3 years or older who were not yet in the third grade and any children 7 or younger regardless of grade. If there were one or two eligible children in a household, each was selected with certainty. If there were more than two eligible children in the household, two were randomly sampled from the household. This was done to limit the burden on the respondent. Despite this, three SR interviews were completed in two households because children sampled for SS&D interviews turned out to be eligible for the SR interview instead. The weights used in making national estimates adjust for the sampling of children in larger families (see below).

Estimates from the March 1991 Current Population Survey (CPS) indicated that the percentage of all households with exactly one 3- to 7-year-old child was 11.8 percent, and the percentage of all households with two or more 3- to 7-year-olds was 4.5 percent. Based on these estimates, a sample of about 13,300 (11.8% x 64,000 + 4.5% x 2 children x 64,000) was expected from 64,000 screened households. Assuming an SR interview completion rate of about 94 percent, the expected number of completed interviews for the SR component would be about 12,500.

In the data collection for the NHES:93, the number of completed SR interviews was 10,888. The sample yield was lower than expected for three reasons. First, the number of children sampled was 12,905, about 400 less than expected. This happened because the percentage of households with exactly

one child sampled for the survey was 11.2 percent, about 0.5 percent less than the CPS estimate. The percentage of households with two children sampled was equal to the CPS estimate of 4.5 percent. The difference in the percentage of households with exactly one child between the two surveys could have been due to the sampling errors in the estimates from both surveys and the time difference between the March 1991 CPS and the spring 1993 NHES.

The second reason for the difference between the planned and actual number of interviews was the exclusion of over 600 sampled children who were not eligible for the survey. In the screening of the household, the age and grade of each household member was obtained from the adult answering the screening items. These items were used for sampling members for the extended interview. The first items asked in the extended interview were the month and year of birth of the sampled child. Children were eligible for the SR extended interview if they were 3 years old on or before December 31, 1992. Nearly all of the ineligible children were only 2 years old as of the last day of 1992, although they were reported as being 3 years old and many were 3 years old at the time of the interview.

The third major reason for the difference was the lower than expected completion rate. The completion rate for the SR component was 89.6 percent (an unweighted completion rate of 89.1 percent), while the planned completion rate was 94 percent. This accounts for a shortfall from the plan of more than 600 completed interviews. Reasons for parents not completing the interview are discussed in chapter 4. Together, these three reasons account for the difference between the planned number of completed interviews (12,500) and the actual yield (10,888).

3.3 Weighting Procedures

The objective of the NHES:93 is to make inferences about the entire civilian, noninstitutionalized population for the domains of interest. Although only telephone households were sampled, the estimates were adjusted to totals of both telephone and nontelephone households derived from the October 1992 CPS to achieve this goal. Any undercoverage in the CPS of special populations, such as the homeless, would be reflected in these totals.

The first step was the weighting associated with the sample of telephone numbers. For this, a household weight was developed to account for the RDD sampling of telephone numbers, including the sampling rate differences by minority concentration strata. This weight was also adjusted for households that had more than one telephone number, hence more than one chance of being included in the sample. The household weight was used as a base weight for the subsequent weighting steps.

The next weighting procedures resulted in person-level weights, i.e., weights used to estimate the number of persons. These methods included the adjustment of the estimates to independent totals from the October 1992 CPS. The person-level weighting procedures are described below.

Person Weights

As described earlier, every household with children in the eligible age and grade ranges was sampled. All children between the ages of 3 and 7 years old were eligible. In addition, children in second

grade or less were eligible for the survey even if they were 8 or 9 years old. The sampling was done using information collected in the screening interview from the adult household member answering the telephone, and the eligibility of the sampled children was later verified or updated when the parent/guardian most knowledgeable about the child responded to the extended interview. For sampling and weighting purposes, sampling eligibility is defined in terms of the data collected at the Screener.

The sampling of children within the household was done at the time of the screening interview. If only one or two children eligible for SR sampling lived in the household, each child was included in the sample. The vast majority of households with any eligible children (96.4 percent) met this condition. For the remaining households, only two children were sampled. Since two of the children eligible for sampling were chosen randomly in these households, the base weight for these sampled children was adjusted by multiplying it by the ratio of the number of eligible children in the household divided by 2 (the number of children sampled in the household). The maximum number of children eligible for sampling in any screened household was 5, so the maximum adjustment was 2.5. This adjusted base weight reflected all the stages of sampling for the children for the SR component.

Since the data for sampling were collected from a person who may not have been very knowledgeable about the specific ages and grades of all members of the household, some children may have been misclassified for sampling. For example, a 7-year-old in third grade may have been reported as (or erroneously recorded as) being 8 years old. In such a case, the child was not eligible for sampling for the SR component. However, these types of misclassifications would have made the child eligible for the SS&D component of the NHES:93.

If a misclassified child was sampled for the SS&D interview, the parent/guardian most knowledgeable about the care and education of the child was interviewed and asked identical questions about the age and grade of the child. At this point, the child would be recognized as being appropriate for the SR interview and that interview would be conducted rather than the SS&D interview. The same type of procedure led to SS&D extended interviews for children sampled for SR who were over 7 and turned out to be enrolled in third grade or beyond.

Any child with a Screener age and grade combination greater than the SR criteria was eligible for sampling for the SS&D component, so no undercoverage bias was introduced by this type of misclassification error in the screening interview. However, if a child was misreported as being less than 3 years old, the child was not eligible for sampling and some bias could be incurred. There is no direct evidence from this survey to indicate the size of this measurement error, but results from the NHES:91 study suggest this type of misclassification is rare.

The weighting steps for children misclassified and sampled for SS&D followed the same type of procedures as for the SR component. The household base weight was formed as described above. This base weight was then adjusted by the inverse of the probability of sampling the child from the children in the household who were eligible for the SS&D component according to information obtained in the Screener. At this point, all the children for the SR component had an adjusted base weight accounting for all the stages of sampling.

The next step was to further adjust the weights to account for nonresponse to the extended interview. Six age categories (based on the age obtained in the screening interview and thus available for all

the sampled children) were used to define the nonresponse adjustment cells. The nonresponse adjustment was the sum of the adjusted base weights for all sampled children in the cell divided by the sum of the adjusted base weights for the respondents in the same cell. These adjustments varied from 1.09 to 1.14 across the six cells. The nonresponse-adjusted person weight is the nonresponse adjustment multiplied by the adjusted base weight.

The final stage of weighting involved raking the nonresponse-adjusted person weights to known totals computed from the October 1992 CPS. Raking is an iterative procedure that ensures that the survey weights sum to known population totals. It is closely related to poststratification. The main purpose of raking was to adjust the weights for the undercoverage of households without telephones.

The control totals used for raking are given in table 3-1. Three dimensions were used in the raking. The first dimension is defined by the cross-classification of home type (owned or not) and Census region. The second dimension is the cross of race/ethnicity and household income. The last dimension is defined by age and grade. The sum of the raked weights is 20,112,639. The final raked person weight for each sampled child with a completed SR interview is contained in the variable FWGT0 in the data file.

3.4 Computing Sampling Errors

Direct estimates of the sampling errors from the SR component, assuming a simple random sample of children, will typically underestimate the variability in the estimates. The NHES:93 sample design and estimation include procedures such as oversampling areas with higher concentrations of minorities, clustering to sample of persons within households, sampling with differential probabilities, and raking to control totals, which deviates from the assumption of simple random sampling.

One method for computing sampling errors to reflect these aspects of the sample design and estimation is the replication method. Using replication involves splitting the entire sample into a set of groups or replicates based on the actual sample design of the survey. The survey estimates can then be estimated for each of the replicates by creating replicate weights that mimic the actual sample design and estimation procedures used in the full sample. The variation in the estimates computed from the replicate weights can then be used to approximately estimate the sampling errors of the estimates from the full sample.

A total of 60 replicates were defined for the NHES:93 based on the sampling of clusters of telephone numbers. A total of 60 replicates were created to provide reliable estimates of sampling errors within reasonable data processing costs. The specific type of replication procedure used for the NHES:93 is a jackknife replication method.[1] It involves dividing the sample into pairs of PSUs for the computation of the replicate weights. Replicate weights were created for each of the 60 replicates using the same estimation procedures used for the full sample. These replicate weights are included in the data file as FWGT1 to FWGT60. The computation of the sampling errors using these replicate weights can be done easily using the SAS software WESVAR, with the JK2 option.

[1] Kirk Wolter (1985). Introduction to Variance Estimation, Springer-Verlag, New York, Chapter 4.

Table 3-1.--NHES:93 control totals for School Readiness raking

Control characteristics		Control totals
Home type	**Census region**	
Owned or other	Northeast	2,400,545
Owned or other	Midwest	3,202,557
Owned or other	South	4,116,866
Owned or other	West	2,589,938
Rented	Northeast	1,448,553
Rented	Midwest	1,651,182
Rented	South	2,764,945
Rented	West	1,938,053
Race/ethnicity	**Household income**	
Hispanic	Less than $10,000	818,994
Hispanic	$10,000 - $24,999	904,880
Hispanic	$25,000 or more	685,193
Black, non-Hispanic	Less than $10,000	1,360,091
Black, non-Hispanic	$10,000 - $24,999	997,013
Black, non-Hispanic	$25,000 or more	792,487
Other	Less than $10,000	1,514,364
Other	$10,000 - $24,999	3,610,969
Other	$25,000 or more	9,428,649
Age	**Grade**	
3		3,905,387
4		3,806,845
5		3,832,330
6		3,763,999
7		3,809,885
8 and older	Second grade or less	994,193

NOTE: Details do not add to the same total due to rounding.

SOURCE: U.S. Bureau of the Census, Current Population Survey, October 1992.

Another approach to the valid estimation of sampling errors for complex sample designs is to use a Taylor series approximation to compute sampling errors. The software available to compute sampling errors using this method typically requires that two variables, stratum and PSU, be available for all the completed interviews. To support users with this type of software, the stratum and PSU variables were computed based on the sample design and have been included in the data file as STRATUM and PSU. The full sample weight to be used for analysis is FWGT0.

Data users should be aware that the use of different approaches or software packages in the calculation of standard errors may result in somewhat different standard errors than those produced using WESVAR.

Approximate Sampling Errors

Although the methods of directly calculating the sampling errors using the methods described above are recommended for many applications, simple approximations of the sampling errors may be valuable for some purposes. One such approximation is discussed below.

Most statistical software packages compute standard errors of the estimates based upon simple random sampling assumptions. The standard error from this type of statistical software can be adjusted for the complexity of the sample design to approximate the standard error of the estimate under the actual sample design used in the survey. For example, the variance of an estimated proportion in a simple random sample is the estimated proportion (p) times its complement (1-p) divided by the sample size. The standard error is the square root of this quantity. This estimate can be adjusted to more closely approximate the standard error for the estimates from the NHES:93.

A simple approximation of the impact of the sample design on the estimates of the standard errors of the estimates that has proved useful in previous NHES surveys and in many other surveys is to adjust the simple random sample standard error estimate by the root design effect (DEFT). The DEFT is the ratio of the standard error of the estimate computed using the replication method discussed above to the standard error of the estimate under the assumptions of simple random sampling. A mean DEFT is computed by estimating the DEFT for a relatively large number of estimates and then averaging these DEFTs. A standard error for an estimate can then be approximated by multiplying the simple random sample standard error estimate by the mean DEFT.

In complex sample designs, like the NHES:93, the DEFT is typically greater than unity due to the clustering of the sample and the differential weights attached to the observations. In the NHES:93 both of these factors contributed to making the mean DEFT greater than unity.

The mean DEFT for the SR file was 1.2, where the average was computed over a range of estimated proportions. The standard deviation of the DEFTs for these selected estimates was about 0.2. The estimated DEFT computed for a particular estimate was typically between 1.0 and 1.5.

The mean DEFT did not vary considerably for subgroups defined by the size of the estimate or the path (kindergarten, preschool, or primary school). The mean DEFT for estimates by race and

ethnicity were generally slightly higher. The mean DEFT for estimates restricted to a particular race or ethnic group ranged from 1.25 to 1.30.

To be conservative, **we recommend using a mean DEFT of 1.3** for approximating the standard error of the estimates. This value should result in approximate standard errors that are larger than the actual standard errors in most cases. Direct computation of the standard errors is recommended when the statistical significance of statements would be affected by small differences in the estimated standard errors.

The mean DEFT can be used to quickly approximate the standard error for an estimate. For example, if 60 percent of all children are estimated to have a certain characteristic (for example, suppose that they had mothers who worked full time), then an approximate standard error can be developed in a few steps. First, the simple random sampling standard error for an estimate of 60 percent from a sample of 10,888 is 0.47 (the square root of the quantity 60 x 40/10,888). The approximate standard error of the estimate from the NHES:93 is this quantity (the simple random sample standard error) multiplied by the mean DEFT of 1.3. In the example, the estimated standard error would be 0.61 percent (1.3 x 0.47).

The approximate standard error for other types of statistics, such as the mean number of minutes spent watching television, can also be computed using this approach. First, the simple random sample standard error is estimated using an unweighted analysis from a standard statistical package, like SAS and SPSS. Second, the standard error from this package is multiplied by the mean DEFT of 1.3 to approximate the standard error of the estimate under the NHES:93 design. For example, suppose that the estimated mean number of minutes spent watching television was 60 and the simple random sampling standard error for this estimate was 5 minutes. Then, the approximate standard error for the estimate would be 6.5 minutes (5 x 1.3).

3.5 Imputation

In the NHES:93, as in most surveys, the responses to some data items are not obtained for all interviews. There are numerous reasons for item nonresponse. Some respondents do not know the answer for the item or do not wish to respond for other reasons. Some item nonresponse arises when an interview is interrupted and not continued later, leaving items at the end of the interview blank. Item nonresponse may also be encountered because responses provided by the respondent are not internally consistent, and this inconsistency is not discovered until after the interview is completed. In these cases, the items that were not internally consistent were set to missing.

For most of the data items collected in the NHES:93, the item response rate was very high. (The item response rates are discussed in detail in chapter 4.) Despite the high item response rate, **all data items with missing data on the file were imputed**. The imputations were done for two reasons. First, complete responses were needed for any of the variables used in developing the sampling weights. Second, users will be computing estimates in a variety of methods and complete responses should aid their analysis.

A hot-deck procedure was used to impute missing responses. In this approach, the entire file was sorted into cells defined by characteristics of the respondents. The variables used in the sorting were general descriptors of the interview and also included any variables involved in the skip pattern for the items. The standard set of sort order variables for items with an item response rate greater than 95 percent consisting of MAINRSLT, GRADE, SEX, FAMSIZE, RACEETH, and HINCMRNG. MAINRSLT (main result) is the final completion code for an extended interview. FAMSIZE is a variable classifying respondents into 1) two-parent/guardian or 2) one-parent/guardian households. RACEETH is a variable classifying respondents as 1) Hispanic, 2) black, non-Hispanic, or 3) other. HINCMRNG is a variable identifying household income as 1) less than or equal to $25,000 or 2) greater than $25,000.

All of the observations were sorted into cells defined by the responses to the sort variables, and then divided into two classes within the cell depending on whether or not the item was missing. For an observation with a missing value, a value from a randomly selected donor (observation in the same cell but with the item completed) was imputed for the missing value. After the imputation was completed, edit programs were run to ensure the imputed responses did not violate edit rules.

Because editing was being finished at the same time as imputation was occurring, there were some logically inconsistent values, newly missing values, and imputed values that were out of range. These values were set to missing during editing. Further imputations were then necessary. A simplified manual imputation was used for these missing values. The distribution of the completed data was used to draw donors for the missing items. Thus, for these newly missing values, the standard sort variables were not used to control the process.

The general hot-deck procedures were not used for several variables that were collected once per household or involved complex relationships. The AGE1 through AGE9, SEX1 through SEX9, RELATN1 through RELATN9, and CRELN1 through CRELN9 household membership items discussed in section 6.1.2 fall into this group. Values were imputed for 25 of the AGE1 through AGE2 items, 3 of the SEX1 items, 26 of the RELATN1 through RELATN5 items, and 38 of the CRELN1 through CRELN7 items.

ZIP Code values were imputed at the household level for the SR and the SS&D files together. Two hundred sixty-three records were missing the household ZIP Code, and another 12 did not match ZIP Codes on the 1990 Census of Population Summary Tape File (STF3B) used to create derived variables (discussed in section 6.1.4). These ZIP Codes, which affected 390 households, were imputed by replacing them with ZIP Codes that were on the STF3B file.

Where the hot-deck imputation procedures were completed, only three items had item response rates of less than 95 percent. These items were MOMKIDMO, MOMKIDYR, and MOMMTHS. To improve the imputation for items with higher item nonresponse rates, a search was conducted to find correlated variables that could be used in place of the standard sort variables. If useful correlates were identified, they were used in the hot-deck imputation for these items.

For each data item for which any values were imputed, an imputation flag variable was created. If the response for this item was imputed, the imputation flag was set equal to 1; otherwise it was set to 0. There were no imputation flags created for AGE92, GRADE, DPAFRAID, and HNPUBL4 since there was no imputation done for these variables. The flag was created to enable users to identify

imputed values. Users can employ the imputation flag to delete the imputed values, use alternative imputation procedures, or account for the imputation in computation of the reliability of the estimates produced from the data set. The imputation flags are discussed in chapter 6.

References

Brick, J.M., and Waksberg, J. (1991). "Avoiding Sequential Sampling With Random Digit Dialing," *Survey Methodology.*

Mohadjer, L., and West, J. (1992). "Effectiveness of Oversampling Blacks and Hispanics in the NHES Field Test," U.S. Department of Education.

Waksberg, J. (1978). "Sampling Methods for Random Digit Dialing," *Journal of the American Statistical Association.*

4. DATA COLLECTION METHODS AND RESPONSE RATES

4.1 Data Collection Procedures

The following sections discuss the procedures used in the data collection phase of the NHES:93, including the use of computer assisted telephone interviewing (CATI), staff training, interviewer assignments and contact procedures, and quality control.

4.1.1 CATI System Applications

The use of a CATI system for the NHES:93 included a number of applications that facilitated the implementation of the survey. Briefly, the most salient features of the CATI system for the NHES:93 were as follows:

- **Sampling:** The use of online sampling through CATI eliminated the need for separate screening and interviewing calls, reducing the cost and the burden on respondents.

- **Scheduling:** The CATI system was used to feed telephone numbers to the interviewers, maintain a schedule of callback appointments, and reschedule unsuccessful contact attempts to the appropriate day and time.

- **Skip Patterns:** The CATI system was programmed to automatically guide interviewers through the complex skip patterns in the questionnaire, reducing the potential for interviewer error and shortening the questionnaire administration time.

- **Copying Responses:** The CATI system was used to copy responses from one interview to another to prevent unnecessary repetition of questions. For example, when two children with the same parents were sampled in a household, the parent characteristics series and household information items were asked only once. This helped to reduce response burden.

- **Receipt Control:** The CATI system was programmed to provide automatic receipt control in a flexible manner that was used to produce status reports throughout data collection. This allowed ongoing monitoring of the survey's progress.

- **Online Help:** The CATI system was programmed to provide an online help screen for each screen in the extended interviews. These screens, which could be accessed with a keystroke by the interviewer, clarified terminology, explained the intent of questions, and helped the interviewer obtain correct information.

4.1.2 Interviewer Training

Interviewer training was conducted over a 3-week period in late January and early February 1993. More than 450 interviewers were trained for the study, in groups of about 30. Each group received 16 hours of training related to the conduct of the NHES:93, in addition to basic training in general interviewing techniques and the use of the CATI system. This was followed by a scheduled 4-hour "live" session that was closely monitored by training staff and telephone interviewing supervisors.

Interviewer training was conducted using the CATI system. The trainees entered information in the CATI system during training presentations, providing them with hands-on experience prior to beginning data collection. The topics covered in the training session included an introduction to the study, interactive lectures based on each of the survey questionnaires, details about survey procedures, and techniques for refusal avoidance. Prior to live interviewing, trainees practiced in pairs using several role-play scripts.

The survey staff included 12 bilingual interviewers. These interviewers received the same English training as all other interviewers, worked on the study conducting interviews in English for a minimum of 4 weeks, and were then trained to conduct the interviews in Spanish. All of the CATI screens were translated into Spanish, and these screens were available to bilingual interviewers at a keystroke.

4.1.3 Interviewing Procedures

The CATI system scheduled cases automatically, based on an algorithm that was customized for the NHES:93 survey. The system assigned cases to interviewers in the following order of priority:

- Cases that had specific appointments;
- Cases that had unspecified appointment/general callback times for the time period;
- Cases that had resulted in busy signals 15 minutes earlier;
- Cases that had not been contacted and had not been attempted during the time frame; and
- Cases that were new and had never been worked.

A least seven attempts were made by NHES interviewers to screen households in order to determine the presence of eligible household members, that is, an eligible child or youth. These calls were staggered on different days of the week and at different times of the day over a period of at least 2 weeks. This included at least two daytime calls, three evening calls, and two weekend calls, with at least one weekday call per week and one weekend call per weekend. Cases that were coded as a problem were

referred to a telephone supervisor to discuss appropriate methods of completing an interview (e.g., holding a case for some time and releasing it for additional attempts later in the data collection period).

The NHES:93 was conducted primarily in English, but provisions were made to interview persons who spoke only Spanish. The questionnaires were translated into Spanish, Spanish versions of the CATI instruments were programmed, and bilingual interviewers were trained to complete the interview in either English or Spanish.

When the person answering the telephone was not able to speak English, and the interviewer was not bilingual and was not able to identify an English-speaking household member, the interviewer coded the case as a "language problem" and further specified the case as either "hearing/speech problem," "Spanish," or "language other than English or Spanish." Bilingual interviewers were the only ones who could access these "language problem" cases for followup. If a bilingual interviewer encountered a Spanish-speaking respondent, the interviewer could immediately begin to conduct the interview in Spanish without ever coding the case as a language problem. This occurred 33 times, and 30 of these cases were eventually completed.

There were 831 Screeners that were classified by at least one interviewer as a hearing or speech problem. About two-thirds of these cases were eventually completed, either because another household member answered the phone or because the interviewer initially misclassified the case. Of the 566 hearing/speech problem Screeners that were completed, 27 were completed in Spanish.

A total of 1,569 cases were classified by the initial interviewer as Spanish-speaking. Eventually, 1,269 of these cases were completed, nearly 85 percent of which were completed in Spanish. About 81 percent of all Spanish-classified, language-problem cases were finalized as completes, approximately the same completion rate as the overall rate for the Screener.

For the cases with respondents identified by the initial interviewer as speaking some language other than English or Spanish, only about one-third were completed. There were 806 cases in this category; 137 were completed in English and 127 were completed in Spanish.

Refusal conversion efforts were used to obtain responses from households or individual respondents who had initially refused to complete an interview. However, if the interviewer indicated that the initial response was "hostile" (e.g., profane or abusive), the case was reviewed by a supervisor to determine whether another attempt should be made. Occasionally, a supervisor assessed a refusal coded "mild" or "firm" to be a "hostile" refusal. One refusal conversion attempt was made for each Screener or extended interview refusal, with the exception of these "hostile" cases. For most of the field period, a 14-day hold was placed on initial refusals before a conversion attempt was made. This period was decreased near the end of data collection to facilitate survey close-out while maximizing response rates.

The NHES data collection strategy calls for a case to be coded as a final refusal if a second refusal was obtained when a refusal conversion attempt was made. However, because of concerns about the Screener response rate, an additional refusal conversion attempt was made for a subset of second Screener refusals. The cases included in this effort were those for which the interviewers indicated on both attempts that the refusal was "mild," and those for which one refusal was rated "mild" and the other

rated "firm, but not hostile." No cases rated as "firm" on both refusals were selected for an additional attempt, nor were any cases rated as "hostile." All refusals were considered to be final if a third contact with the household resulted in a code of refusal. For extended interviews, cases were coded as final refusals if the first conversion attempt resulted in a second refusal.

Another effort to increase the Screener response rate was the release of "maximum calls" cases, in which a person had answered on at least one of the seven previous attempts. The cases were held for a period of time and released for additional attempts during the last 3 weeks of the data collection period. No maximum number of calls was set for Screeners, and the cases continued to be worked until the data collection period was over. A similar approach was used for the "residential answering machine" cases that had received the maximum number of calls.

There were some numbers at which no answer was ever received during the seven attempts. In the NHES:91, telephone company business office checks indicated that approximately 40 percent of such cases were residential. Based on this information, the noncontact cases were proportionally allocated to residential and nonresidential status in the calculation of final response rates.

4.1.4 Data Collection Quality Control

Data collection quality control efforts began during the CATI development period. As the CATI system was programmed, extensive testing of the system was conducted. This testing included review by project research staff, telephone interviewing staff, data preparation staff, statistical staff, and the programmers themselves. The testing by staff members representing different aspects of the project was designed to ensure that the system was working properly from all of these perspectives. A live pretest was conducted in households between December 3 and 7, 1992, and about 275 extended interviews were completed. The purpose of this field test was to shake down the CATI system as a further effort to ensure that the system was working properly. Modifications to the instruments to address some administrative problems were also made at this time.

Quality control activities continued during training and data collection. During interviewer training, interviewers were paired with one another and they conducted role-play interviews on telephones monitored by supervisors. When interviewers began actual data collection, they were monitored on an ongoing basis by telephone center supervisors. Project research staff also monitored the interviewers occasionally. Data preparation staff reviewed the cases from the CATI system as they were completed and referred problems to the project staff for resolution. Interviewer memos were posted and distributed when any recurring problems were identified. Additional training was provided as necessary.

At least once a week, the CATI management system produced computer-generated reports that displayed response rates, refusal rates, and refusal conversion rates for each NHES:93 interviewer. These reports assisted telephone center supervisors in identifying interviewer performance problems that might not be detected through monitoring. Throughout data collection, supervisors and telephone monitors (experienced telephone interviewers who were trained for monitoring) monitored the interviews by listening for about 15 minutes at a time to the interviewers from either a monitoring room or from a carrel on the floor of the telephone center.

The monitor completed a special monitoring form that covered five major areas of telephone interviewing:

- Reading and general skills;
- Listening skills and probing;
- Recording;
- Handling refusals and questions; and
- Telephone manner and relationship with respondent.

The monitors recorded their impressions of the interviewer's skills and abilities for 22 items within these five major areas using three categories: "no problem," "minor difficulty," and "major difficulty." If a skill was not rated during the monitoring session, a not applicable (N/A) code was used. Because very few monitors identified major difficulties, the minor and major difficulty categories were combined for analysis.

The percentage of sessions in which the interviewer was reported as having some difficulty was generally small, 6 percent or less for all but 3 of the 22 skills that were rated. The highest reported percentage was difficulty with handling refusals and questions. Extensive training in this area was conducted for the NHES:93 because this is a common problem in random digit dial or cold-call surveys.

When viewed over the data collection period, the general pattern showed that interviewers had the most difficulty early in the period and then the problems dropped dramatically. Some increase in difficulties was also noted at the end of the interview period, due mainly to the change in the composition of the work, which was then almost all refusal conversion.

The estimated percentage of sessions in which the interviewer had difficulty was relatively consistent for the vast majority of the skills. The problems noted by the monitors typically involved handling respondent queries in the initial stages of the screening interview. This skill is the most critical to gaining the cooperation of the respondent to complete the rest of the interview, and interviewers received feedback and retraining to improve their skills as appropriate.

The sessions that involved refusal conversions generally had fewer reported difficulties than the sessions that did not involve refusal conversion. Since interviewers were trained for refusal conversion if their performance on the regular work was above average, this result is understandable.

For most skills, the language-problem sessions had somewhat smaller estimates of percentage with difficulties than did the sessions that did not include language problems. However, the monitors reported that interviewers conducting language-problem sessions had a higher percentage of difficulty with remaining neutral and refraining from opinions.

4.1.5 School Readiness Reinterview

A random sample of respondents who had already completed the survey was called and re-asked a subsample of items from the original interviews to check item reliability. In all, 882 reinterviews were completed for the SR component. The purpose of the reinterview was to:

- Identify survey items that were not reliable;
- Quantify the magnitude of the response variance for groups of items collected from the same respondent at two different times; and
- Provide feedback to improve the design of questionnaire items for future surveys.

A random sample of completed interviews was selected for reinterview. Only interviews that had never been coded a refusal were eligible. The respondent who completed the original interview was recontacted about 2 weeks after the initial interview. In order to limit the burden placed on the respondent, only a subset of items was included in the reinterview and only one reinterview per household was conducted. To avoid differential sampling of the children within the SR paths, the sampling within these groups was proportional to their representation in the full sample. No home schoolers were sampled for the reinterview. Completed reinterviews numbered 364 for preschool children, 163 for kindergarten children, and 355 for primary school children.

The reinterviews for the NHES:93 were conducted using CATI, beginning the first week of March. All of the scheduled interviews in a household must have been completed in order for any of them to have been eligible for the reinterview. Households were sampled weekly for the reinterview. Efforts were made to complete the reinterview about 2 weeks after the original interview. This lag time had to be reduced somewhat near the end of data collection in order to complete all of the reinterviews.

The findings from the reinterview will be available in a Technical Report planned for release in 1994. A memorandum report with findings on the items is available from NCES by request.

4.1.6 Recorded Interviews

During late February and early March, 70 extended interviews from both components of the NHES:93 were tape recorded for data quality control analysis. After the household was screened and sampled for an extended interview, respondents were asked for permission to record the interview. Twenty-five interviews were recorded for SR.

A coding scheme was developed to assess interviewer and respondent behavior during the interview, particularly in terms of interview delivery and respondent comprehension of questions. Two coders were trained in the coding scheme, and one-quarter of the interviews were coded by both coders. Intercoder reliability was high. The results of the analysis are contained in a memorandum report available from NCES by request.

4.2 Response Rates

A response rate is the ratio of the number of units with completed interviews (the units could be telephone numbers, households, or persons) to the number of units sampled and eligible to complete the interview. In some cases, these rates are easily defined and implemented, while in other cases the numerators or denominators of the ratio must be estimated.

The "response rate" is the percentage of possible interviews completed, taking all survey stages into account, and the "completion rate" is used to measure the ability to complete interviews for a specific component of the survey. For example, household members are identified for extended interviews in a two-stage process: first, Screener interviews are conducted to enumerate and sample household members, and then interviews are conducted for the sampled members using extended questionnaires. The failure to complete the first stage Screener means that it is not possible to enumerate and interview any members of the household. The completion rate for the second stage is the percentage of sampled persons with completed interviews. The response rate is the product of the first- and second-stage completion rates.

Response rates and completion rates are identical for the first stage of the sampling and interviewing. For the NHES:93, the first stage is the Screener. The next section discusses the response rate (which is also the completion rate) for the Screener and provides a profile of the characteristics of the respondents. The response and completion rates for the extended interviews are given in the following sections.

All of the response rates are weighted to account for different probabilities of selection. The weighting gives a more accurate representation of the proportion of the population that responded than unweighted response rates.

4.2.1 Screener Response Rates

The first panel of table 4-1 gives the disposition of the 129,813 telephone numbers that were sampled for the NHES:93. The three major categories of response status are 1) those identified as numbers for residential households, 2) those identified as nonresidential numbers (primarily nonworking and business telephone numbers), and 3) those numbers that, despite numerous attempts, could not be identified as residential or nonresidential.

In the lower part of the table, the estimated response rate of 82.1 (business office method) for the Screener is shown. The numerator is the number of telephone numbers in households that participated in the survey (63,844) weighted by the probability of selecting the telephone number. The denominator is the total number of residential telephone numbers plus the 40 percent of numbers with unknown residential status that are assumed to be residential also weighted by the probability of selecting the telephone number. The 40 percent estimate was based on a special study from the NHES:91 survey in which telephone business offices were contacted to provide the status of a sample of telephone numbers that had unresolved residency status. If the raw count of telephone numbers was not weighted, the Screener response rate using the business office method would have been 82.0 percent.

Table 4-1.--Number of telephone numbers dialed, by residential status and Screener response rate

Screener response category	Number	Percent of all numbers	Percent of residential numbers
Total	129,813	100.0	
Identified as residential	76,093	58.6	100.0
Participating	63,844	49.2	83.9
Not participating	12,249	9.4	16.1
Identified as nonresidential	49,258	38.0	
Unknown residential status	4,462	3.4	
Screener response rates*	**Rate (Percent)**		
Estimated response rate (using business office method)	82.1		
CASRO response rate	81.0		
Conservative response rate	79.3		
Liberal response rate	83.9		

*All the response rates use the estimated number of participating households as the numerator. The denominators vary but are all estimated totals: for the estimated response rate using the business office method, the proportion of unknown residential status numbers included in the denominator was based upon the proportion identified in checks with telephone business offices; for the CASRO (Council of American Survey Research Organizations) responses rate, the proportion of unknown residential status numbers included in the denominator was based upon the residency rate for the numbers with known residential status; for the conservative response rate, all of the unknown residential status numbers were included; for the liberal response rate, none of the unknown residential status numbers were included.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

Other estimates of the response rates were developed, based on different means of allocating the telephone numbers with unknown residential status. The footnote to table 4-1 explains four different schemes for estimating the response rate. It is reasonable to say that the Screener response rate is between 79 and 84 percent, and the best estimate is 82.1 percent. The variability in the estimates arises because it is not possible to identify precisely the residency status for each telephone number.

The Screener response rate varied somewhat by region of the country (based on Census region). The Screener response rates in the Northeast and West regions are about 5 percent lower than those in the Midwest and South. There were no important differences in response rates between the high and low minority areas, as defined for sampling purposes. The Screener response rates for these variables are shown in table 4-2.

4.2.2 Extended Interview Response Rates

The number of children enumerated and sampled, and those with completed parent interviews for the SR component of the NHES:93, are given in table 4-3. Approximately 5 percent of all the children identified and sampled for the SR in the Screener were determined to be ineligible when the extended interview was conducted. Nearly all of these children were ineligible because they were not yet 3 years old by December 31, 1992. SR interviews were not conducted for ineligible children.

Interviews were completed for 10,888 eligible children for a completion rate of 90 percent.[1] The main reason an interview was not completed was because the parent/guardian refused to respond to the interview (59 percent of the nonresponse). The other major reason for nonresponse was inability to contact and interview the appropriate parent/guardian of the child (29 percent of the nonresponse).

When the completion rate for the extended interview is multiplied by the Screener response rate, the overall response rate for the SR is obtained. The overall response rate was 74 percent (73.6 percent = 89.6 percent times 82.1 percent).

The completion rates for the SR extended interview are shown in table 4-3 by Census region, age of the child, and grade of the child. The age and grade of the child are the data reported in the Screener. The variation in the completion rates by Census region, age, and grade is not very large. The only exceptions are for categories (age 9 years or more, and other grade) that do not contain many cases.

[1] The number of SR completed interviews (10,888) includes 21 completed interviews for children sampled for SS&D who were actually eligible for the SR component. The number sampled (12,905) only includes those sampled for SR.

Table 4-2.--Number of telephone numbers dialed in the Screener, by response status and weighted response rate

	Total	Participating	Not participating	Nonresidential	Unknown residential status	Estimated response[1] rate (%)
Total	129,813	63,844	12,249	49,258	4,462	82.1
Census region						
Northeast	24,780	11,810	2,697	9,169	1,104	79.4
Midwest	27,540	13,953	2,364	10,308	915	84.0
South	48,189	24,609	3,885	18,280	1,415	84.7
West	29,304	13,472	3,303	11,501	1,028	78.5
Minority concentration						
Low minority	69,834	35,234	6,524	25,554	2,522	82.4
High minority	59,979	28,610	5,725	23,704	1,940	81.5

[1]The estimated response rate is the number of completed interviews divided by the sum of the number of completed interviews, nonresponses, and 40 percent of the not resolved telephone numbers, weighted by the probability of selection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

Table 4-3.--Number of sampled School Readiness interviews, by response status and completion rates

Respondent characteristic	Total	Complete[2]	Nonresponse	Ineligible	Estimated completion rate (%)
Total	12,905	10,888	1,405	612	89.6
Census region					
Northeast	2,191	1,869	231	91	91.0
Midwest	2,851	2,443	275	133	90.6
South	4,823	4,082	508	233	89.5
West	3,040	2,494	391	155	87.5
Age (Screener)					
3	2,312	1,527	201	584	91.7
4	2,296	2,046	234	16	90.1
5	2,358	2,088	266	4	89.2
6	2,257	1,970	285	2	88.1
7	2,381	2,110	267	4	89.3
8	1,213	1,077	134	2	89.9
9 or greater	88	70	18	0	76.3
Grade (Screener)					
Not enrolled	3,263	2,453	319	491	90.5
Nursery/Preschool	2,372	2,024	235	113	90.3
Kindergarten	2,256	2,006	246	4	89.8
1st grade	2,437	2,135	301	1	88.5
2nd grade or higher	2,419	2,137	281	1	88.8
Other[1]	158	133	23	2	86.9

[1]Other includes transitional kindergarten, prefirst, special education, and ungraded.

[2]The number of completed interviews includes those who completed the SR component, even if they were sampled for the SS&D component.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

4.3 Item Response in the School Readiness Interview

For nearly all of the 294 items in the SR interview, item response rates were very high. Nonresponse included "don't know," "refused," and "not ascertained." Most of the items in the interview (94 percent) had response rates of 95 percent or more. There were three items with item response rates of less than 95 percent (MOMKIDMO, MOMKIDYR, and MOMMTHS). Sixty-five percent of the SR items had response rates of more than 98 percent. Table 4-4 shows the item response rates for a representative group of items. The items included were selected to represent key items, to represent the range of item response rates, and to examine any differences in response rates to items appearing early in the interview versus those appearing later. The number of cases for which each item was attempted and the percentage of cases for which a valid response was obtained are shown.

When an interview was broken off after a major portion of the questions were answered and it was not possible to recontact the respondent to complete the remaining questions, the case was coded a "partial complete." In the SR interview, this occurred if the interview was completed through question R91. There were 148 SR interviews coded as partial completes. The item response rates do not decrease appreciably after R91.

Table 4-4.--Item response rates for selected items in the School Readiness interview

Item	Number attempted	Percent response
Developmental Profile		
Child recognizes letters of the alphabet	4,423	99.7
Child buttons clothes	4,423	99.3
Child fusses when left with sitter	4,423	96.9
Child has temper tantrums	4,423	99.7
Child has short attention span	4,423	99.2
Early childhood programs		
Child attending Head Start	4,423	99.8
Child ever attended Head Start	10,497	99.5
Child attending nursery school, pre-K, preschool, or day care	4,423	99.9
Did the Head Start, nursery school, pre-K, preschool, or day care have an educational program	2,400	97.7
Adjustment to school		
Did child complain about school	6,403	99.7
Did child pretend to be sick	6,403	99.8
Did child look forward to school	6,403	99.5
Teacher feedback		
Is child doing really well in school	6,403	99.8
Does child not pay attention	6,403	99.7
Is child enthusiastic about school	6,403	99.4
Does child express ideas in class	6,403	97.9
Parents met with teacher this school year	6,403	99.8
Primary items		
School public/private	4,277	99.9
Attend school with same kids as K	1,082	98.7
Misbehavior interfered with learning	6,403	98.5
Home activity		
Child able to read	10,888	99.7
Child watches Sesame Street	6,549	98.6
Parent told child a story in past week	6,584	99.1
Did parent visit a library with child in past month	6,584	99.4
Health and nutrition		
Regular care provider	4,423	89.9
When child last saw a doctor	10,888	99.2
Number of days child ate breakfast	10,888	99.0
Number of days dinner was prepared	4,423	98.8
Experience < age 5		
Did child live apart from birth mother	6,403	98.9
Child lives in single-parent household	5,934	98.5
Did mother work outside of the house	5,934	98.4
Family has serious financial problems	6,403	98.4
Mom married when child was born	10,888	95.2
Parent items		
Mother worked for pay last week	10,643	98.8
Highest grade mother completed	10,643	98.7
Father worked for pay last week	8,526	98.8
Highest grade father completed	8,526	98.4
Household income	10,888	92.9

NOTE: The percent response rate is given as 99.9 when the number of missing values is less than 0.1 percent, rather than rounding the percent responses to 100 percent. This designation is used to distinguish such variables (which usually have fewer than 10 missing values) from those that have no missing values.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1993.

5. DATA PREPARATION

5.1 Coding and Editing Specifications

Most of the NHES:93 interview data were coded by the interviewers during the interview using the CATI system. As the interviewers entered the number of the response option given by the respondent, this number was written to the data file. Range and logic edits were developed for relevant items to maximize coding accuracy.

5.1.1 Range Specifications

The ranges of most of the items were determined by the codes available for the responses, since most were closed ended. For open-ended items that required an entry by the interviewer (for example, ages, dates, and the number of hours each week the child attends a day care center) there were not specific sets of responses; therefore, reasonable ranges were defined.

Range checks included both hard- and soft-range edits. A "soft range" is one that represents the reasonable expected range of values but does not include all possible values. Responses outside the soft range were confirmed with the respondent and had to be entered a second time. For example, the age at which a child first attended any Head Start program had a soft range of 3 to 5. A value outside this range could be entered and confirmed as correct by the interviewer as long as it was within the "hard range" of values (2 to current age). "Hard ranges" are those that have a finite set of parameters for the values that can be entered into the CATI system. Out-of-hard-range values for either open- or closed-ended questions were not accepted. If the respondent insisted that a response outside the hard range was correct, the interviewer could enter the information in an electronic comments notebook. These comments were reviewed by data preparation and project staff. Out-of-hard-range values were accepted if the comments supported the response.

After data collection was completed, range edits were rerun against the entire database to ensure that no outliers were inadvertently introduced during the post-data-collection updating process.

5.1.2 Consistency Checks (Logic Edits)

Consistency or logic checks examine the relationships between responses to ensure that they do not conflict with one another or that the response to one item does not make the response to another unlikely. Many of the logic specifications for the NHES:93 interviews were contained within the CATI system. For example, the CATI system was programmed to control skip patterns so that inappropriate items were not asked. Additional consistency (logic) checks for the NHES:93 interviews were also included. For example, a child could not be reported as repeating a grade higher than the one in which he or she was enrolled. If the logic check was violated, a special screen appeared that explained the discrepancy by reporting both of the inconsistent answers and allowed the interviewer to enter a correction. If the interviewer passed through the check screen once and information was still inconsistent,

the interviewer was asked to reverify the information. After the second attempt, the inconsistent information was accepted.

5.1.3 Structural Edits

Because of the survey's complexity, the CATI database was a highly complex, hierarchical file. The relationships of database records were often dependent on values of variables contained in other database records; therefore, structural edit specifications were developed to check the structural integrity of the database. This ensured that all variables that should exist did exist, and those that should not exist did not exist in the database. For example, if there is a completed SR interview for a preschooler, the data record that contains the developmental profile items must exist in the database. Structural edits were run against the entire database during data preparation.

5.1.4 Frequency and Cross-Tabulation Review

The frequencies of responses to all data items (both individual and in conjunction with related data items) were reviewed to ensure that appropriate skip patterns were followed. Members of the data preparation team checked each item to make sure the correct number of responses was represented for all items. If a discrepancy was discovered, the problem case was identified and reviewed. If necessary, the audit trail for the interview, which provided a keystroke-by-keystroke record of the interview, was retrieved to determine the appropriate response. If the audit trail revealed no additional information, either a data retrieval effort was made or the item was coded as "not ascertained" and later imputed.

5.1.5 Frequency Review of Text Items

The "other, specify" open-ended text responses were reviewed to determine if they should be coded into one of the existing code categories. When a respondent selected an "other" response, the interviewer entered text into a "specify" overlay that appeared on the screen. The "specify" responses were reviewed by the data preparation staff and, where appropriate, coded into one of the existing response categories.

6. GUIDE TO THE DATA FILE AND CODEBOOK

6.1 Content and Organization of the Data File

This section describes the content of the public release data file constructed for the NHES:93 SR component. This file contains data from all completed SR interviews. There is one record for each SR interview completed, so the file contains 10,888 records. The file is organized so that logically related sets of variables are grouped together. The data items are listed in the file in the following order: system variables, household membership information, questionnaire item variables, derived variables, weighting and variance estimation variables, and imputation flag variables.

A list of all the variables contained in the data file is shown in appendix B. The variable name column (VARIABLE) displays the unique identifier in the data file. The data format column (TYPE) indicates if a variable is a numeric variable ("Num") or a character variable ("Char"). The length column (LEN) indicates the length of the variable by the number of characters for a character variable and the number of digits for a numeric variable. The length descriptor also includes the number of digits found after the decimal point for noninteger numeric variables (i.e., weight variables). The position number column (POS) indicates the position in the data file where the variable begins. This number, added to the length, indicates where the variable ends. The format column (FORMAT) describes the format of the variable. The variable label column (LABEL) displays a short label associated with the variable as it appears in the SAS system file.

The public use tape includes SAS and SPSS-X control cards for file creation (see appendix C for guidelines for using SAS and SPSS-X). An Electronic CodeBook (ECB) is also planned for the NHES:93 files. The ECB will include the entire data file and allow users to select variables and sets of variables for analysis using PC-SAS or SPSS-PC. The ECB is planned for release in 1994.

6.1.1 System Variables

System variables are created during the conduct of an interview and are instrumental in the successful administration of the interview. Their creation is transparent to the interviewer and to the respondent. System variables fall into two categories: linking variables (record identifiers, or IDs) and interview status variables. Linking variables are record identifiers that provide a link to other interviews completed in the same household and about the same subject. Status variables are set at the completion of each interview to define completion status.

ENUMID is the 10-digit identifier variable for the subject of the interview. It is composed of the eight-digit household identifier and the two-digit household member number of the subject of the interview. For example, for a household (ID=12345678) composed of MOM (person 01), DAD (person 02), sampled CHILD1 (person 03), and sampled CHILD2 (person 04), there will be one interview record on the SR file with ENUMID = 1234567803 and one other interview record in the file with ENUMID = 1234567804. The first eight digits of the ENUMID provide the link between household members.

MAINRSLT (main result) is the variable that holds the final completion code for the interview.

The values for MAINRSLT are:

CN = Complete SR interview about a preschooler
CK = Complete SR interview about a kindergartner
CS = Complete SR interview about a primary school student
CH = Complete SR interview about a home schooled child

ENGLSPAN is the variable that indicates whether the interview was conducted in English or in Spanish.

The values for ENGLSPAN are:

1 = Interview was conducted in English
2 = Interview was conducted in Spanish

6.1.2 Household Membership Variables

Information about the relationships of other household members to the sampled child was collected in both the Screener and the extended interviews. All household members were enumerated in the Screener. Data collected included age and sex (S6), the most knowledgeable respondent for the extended interview about the child (S11), and the relationship of the extended respondent to the child (S12). If the respondent relationship was recorded as mother or father, an additional question (S13) was asked to gather the specific parent relationship (birth, adoptive, step, or foster).

In the extended interview, the relationships of all other household members were collected (R10). Like the Screener, if the relationship was recorded as mother or father, an additional question (R11 or R12) was asked to gather the specific parent relationship. The information collected in this sequence was used in conjunction with the respondent relationship collected in the Screener (S12 and S13) to determine if the child had a mother figure (birth, adoptive, step, or foster mother) or father figure (birth, adoptive, step, or foster father) living in the household. If the relationship collected was brother/sister, an additional question (R13) was asked to gather the specific sibling relationship (full, half, step, adoptive, or foster).

The gender data collected during the household enumeration in the Screener (S6) were used to drive the gender-based wording of subsequent questions throughout the extended interview. The age of the subject was verified in the extended interview by collecting the month and year of birth (R1).

The household member information is stored on the public release data file in the following order: information about the subject of the interview (the sampled child), information about the respondent to the interview (the most knowledgeable parent/guardian), mother information, father information, and information on all other household members (other than the subject, the mother, and the

father). Please note that the extended respondent information is repeated in one of two places. If the extended respondent is the mother or the father, that information will be repeated in the mother or father section. If the extended respondent is someone other than the mother or the father, that information will be contained in both the extended respondent section and the other household member section (other household members appear in ascending order by age). The variables appear on the data file as follows:

AGE92 is the subject's age as of December 31, 1992.

SEX is the subject's sex.

ERESPAGE is the extended respondent's age.

ERESPSEX is the extended respondent's sex.

ERESRELN is the extended respondent's relationship to the subject.

EPARTYPE is the extended respondent's specific parental relationship to the subject, if the extended respondent is a parent.

MOMAGE is the mother's age.

MOMTYPE is the type of mother (birth, adoptive, step, or foster).

DADAGE is the father's age.

DADTYPE is the type of father (birth, adoptive, step, or foster).

AGE1 is the age of the youngest household member other than the subject child and parents.

SEX1 is the sex of the youngest household member other than the subject child and parents.

RELATN1 is the relationship of the other household members to the subject child.

CRELN1 is the specific relationship to the subject for siblings.

DETRELN1 is the detail of the person's relationship to the child incorporating both relationship and gender.

AGE, SEX, RELATN, CRELN, and **DETRELN** are then repeated for each other household member using sequential numbers, i.e., AGE2, SEX2, and so on up to a maximum of nine other household members.

6.1.3 Questionnaire Item Variables

The questionnaire item variables appear on the file in the same order as they were asked. Refer to the questionnaires in appendix A for the order. The items on enrollment and grade in school were asked in both the Screener and extended SR interviews. The extended interview responses have been retained, since they are responses given by the person most knowledgeable about the child. In about 85 percent of SR interviews, the Screener respondent and extended interview respondent were the same person, so the items were asked only once.

The code -1 indicates a legitimate skip, that is, that the item was not applicable to the case. For example, if the child attended a public school, the question about whether a private school was affiliated with a religion would equal -1, since the child did not attend a private school.

RREPT2 (R82), RSUGGES2 (R83), RAGREE2 (R84), and RIDEA2 (R85) were removed from the file. These items pertain to repetition of third grade. No children for whom SR interviews were completed had repeated third grade, so there were no observations in these items. In addition, RSKIP, RSKIP1, and RSKIP2 were eliminated because only two children had skipped any grades. Some variables were excluded from the file for confidentiality reasons. These include the names of household members, verbatim string responses that might identify persons or places, and the individual ZIP Codes (HZIPCODE). Some additional variables collected only for weighting or methodological reasons, including the presence of other telephones in the household (HPHONE, HPHONCNT) or interruptions in telephone service (HPHNSVC, HPHONNUM, HPHONUNT), were also removed from the file.

"Code all that apply" questions allowed the respondent to select more than one of the answer categories given. As the responses were given, the interviewer coded the number appearing on the screen that corresponded to each response given. The numbered responses were recoded into one variable for each response category as "yes/no" codes. If the respondent gave the particular response, the associated variable was coded "yes." Otherwise, the associated variable was coded "no." The "code all that apply" questions in the SR survey are R82, "What grade or grades did (CHILD) repeat?" R121, "With whom did (CHILD) live when (he/she) was not living with [you/(his/her) birth mother]?" R144, "What (have you/has she) been doing in the past 4 weeks to find work?" and R155, "What (have you/has he) been doing in the past 4 weeks to find work?"

6.1.4 Derived Variables

Derived variables were developed and included in the public use data file to aid in analysis for users. The derived variables fall into three categories: questionnaire item variables, counter variables, and variables linked to other data sources. Questionnaire item-derived variables were created by combining two or more items from the questionnaire. Counter-derived variables were created by counting the number of persons enumerated in the household with specific characteristics. Linked-derived variables were created by using the respondent's ZIP Code or telephone number to extract data from other data sources, most notably the 1990 Census of Population Summary Tape File 3B (STF3B).

The derived variables are on the file in alphabetical order. They are listed below in the same order with an explanation of how they were derived. All of the variables that begin with the prefix ZIP

were taken from the 1990 Census of Population Summary Tape File 3B. All unique NHES:93 ZIP Codes were matched to ZIP Codes on the STF3B to extract urbanicity, percent black or Hispanic, and percent of persons under age 18 living in poverty.

ALLGRADE is created using GRADE (R6), the grade for children in graded schools, and GRADEEQ (R7), the grade equivalent for children in ungraded schools or special education programs.

The values for ALLGRADE are:

0 = Not enrolled
N = Nursery/prekindergarten/Head Start
T = Transitional kindergarten
K = Kindergarten
P = Prefirst/transitional first
1 = First grade or equivalent
2 = Second grade or equivalent
3 = Third grade or equivalent

BIRTHDAD indicates whether the birth father resides in the household with the subject of the interview. It is created using DADTYPE.

The values for BIRTHDAD are:

1 = Yes (Birth father resides in the household)
-1 = No (Birth father does not reside in the household)

BIRTHMOM indicates whether the birth mother resides in the household with the subject of the interview. It is created using MOMTYPE.

The values for BIRTHMOM are:

1 = Yes (Birth mother resides in the household)
-1 = No (Birth mother does not reside in the household)

BIRTHORD shows the subject child's birth order among children currently living in household. Only full and half siblings are included in birth order designations. This variable is derived from CRELN1-9. If the Screener respondent is the child's sibling, and the specific relationship was not collected, then the relationship was imputed to be a full sibling to the subject child. For a detailed discussion of this procedure, please see section 7.3.

The values for BIRTHORD are:

1 = Firstborn or only child
2 = Later born

CENREG is a linked-derived variable that identifies Census region for each record. It was created by linking states and telephone area codes of the sampled numbers. Once the link between states and numbers was established, the Census regions were assigned as given below.

The following states and the District of Columbia are in each Census region:

Northeast: PA, NY, NJ, CT, RI, MA, VT, NH, ME
South: OK, TX, MS, AL, TN, KY, WV, MD, DE, DC, VA, NC, SC, GA, FL, LA, AR
Midwest: ND, SD, NE, KS, MN, IA, MO, WI, IL, MI, IN, OH
West: WA, OR, CA, NV, AZ, NM, UT, CO, WY, ID, MT, AK, HI

The values for CENREG are:

1 = Northeast
2 = South
3 = Midwest
4 = West

CENTER designates preschoolers who are enrolled in a center-based program, either Head Start or a nursery school, preschool, prekindergarten, or day care center. This is determined from the variables HEADSTRT (R32) and PREKIND (R36). This item is inapplicable if the child is not a preschooler.

The values for CENTER are:

1 = Attending center-based program
2 = Not attending center-based program
-1 = Not a preschooler

CENTEVER identifies preschoolers who have ever attended a center-based program, including Head Start or a nursery school, preschool, prekindergarten, or day care center, either currently or in the past. This is created from the variables HEADSTRT (R32), HEADEVR (R33), PREKIND (R36), and PREKEVR (R37). This item is inapplicable if the child is not a preschooler.

The values for CENTEVER are:

1 = Ever attended
2 = Never attended
-1 = Not a preschooler

CENTPAST identifies kindergarten and primary school students who attended a center-based program, including Head Start or a nursery school, preschool, prekindergarten, or day care center, prior to starting kindergarten or first grade. This variable was constructed using HEADEVR (R33) and PREKEVR (R37). This item is inapplicable for preschoolers and home schoolers.

The values for CENTPAST are:

1 = Ever attended
2 = Never attended
-1 = Preschooler or homeschooler

DADEMPLD is the work status of the father (birth father/adoptive father/stepfather/foster father/male guardian) of the subject of the interview in the household. It was constructed from DADWORK (R151), the work status in the previous week, and DADHOURS (R153), the number of hours usually worked for pay each week. Cases in which the father/male guardian was on leave, DADLEAVE (R152), were included. Cases in which he was looking for work, DADLOOK (R154), using appropriate methods to find employment, as indicated by DADPUBL (R155), DADPRIV (R155), DADEMPL (R155), DADREL (R155), or DADANSAD (R155), were also classified by this variable. This variable is inapplicable if the child's father/male guardian does not live in the household.

The values for DADEMPLD are:

1 = Working 35 hours per week or more
2 = Working less than 35 hours per week
3 = Looking for work
4 = Not in labor force
-1 = No father/male guardian for the subject in household

DADLABOR classifies the father (birth father/adoptive father/stepfather/foster father/male guardian) of the subject of the interview in terms of his labor force participation and, if not in the labor force, his primary activity as measured by what he was doing during most of the week before the questionnaire was administered. This variable was constructed using DADWORK (R151), DADLEAVE (R152), DADLOOK (R154), DADPUBL (R155), DADPRIV (R155), DADEMPL (R155), DADREL (R155), DADANSAD (R155), and DADACTY (R156). This variable is inapplicable if the child's father/male guardian does not live in the household.

The values for DADLABOR are:

1 = Working for pay
2 = Unemployed and looking for work
3 = Keeping house/caring for children
4 = Going to school
5 = Retired/unable to work
6 = Doing something other than working, looking for work, keeping house, going to school, or retired/unable to work
-1 = No father/male guardian for the subject in household

FAMILY creates a set of family type categories using both parent and sibling information. This has been created from HHPARN1 and SIBLINGS, other derived variables. This includes all kinds of parents (birth, adoptive, step, foster), and all kinds of siblings (full, half, adoptive, step, foster). Nonparent guardians are included in the "other" category.

The values for FAMILY are:

1 = Two parents and siblings
2 = Two parents, no siblings
3 = One parent and siblings
4 = One parent, no siblings
5 = Other

HHDAD indicates whether the birth, adoptive, step, or foster father of the subject resides in the household with the subject of the interview.

The values for HHDAD are:

1 = Yes (Father resides in the household)
-1 = No (Father does not reside in the household)

HHMOM indicates whether the birth, adoptive, step, or foster mother of the subject resides in the household with the subject of the interview.

The values for HHMOM are:

1 = Yes (Mother resides in the household)
-1 = No (Mother does not reside in the household)

HHNONPAR is the counter-derived variable that indicates the number of household members other than the mother and father of the sampled child.

HHPARN1 is the broadest classification of the child's parents who reside in the household. It denotes a two-parent family, a one-parent family, and families with nonparent guardians. The variable is constructed using the HHMOM and HHDAD, other derived variable.

The values for HHPARN1 are:

1 = Mother (birth, adoptive, step, or foster) and father (birth, adoptive, step, or foster)
2 = Mother (birth, adoptive, step, or foster) only
3 = Father (birth, adoptive, step, or foster) only
4 = Nonparent guardians (e.g., grandparents)

HHPARN2 uses the more detailed family relationship information to create finer categories representing the child's parents/guardians who live in the household. It is developed using BIRTHMOM (derived), BIRTHDAD (derived), MOMTYPE, DADTYPE, and RELATN(n).

The values for HHPARN2 are:

1 = Birth mother and birth father
2 = Birth mother only
3 = Birth father only
4 = Birth mother and adoptive/step/foster father
5 = Birth father and adoptive/step/foster mother
6 = Adoptive mother or adoptive father, no birth parents
7 = Other relatives or nonrelatives

HHTOTAL is the counter-derived variable that indicates the total number of household members.

HHUNDER9 is the counter-derived variable that indicates the number of household members under age 9.

HHUNDR18 is the counter-derived variable that indicates the number of household members under age 18.

HH18OVER is the counter-derived variable that indicates the number of household members 18 and older.

KINDTYPE is for kindergartners and primary school students. It categorizes the type of kindergarten that the child attends or attended. This variable was a composite of KPPUBL (R60), KPCHOICE (R61), and KPCHURCH (R62). This is inapplicable for preschoolers, home schoolers, and for primary school students who did not attend kindergarten. The responses category "assigned is chosen" was coded as a chosen school.

The values for KINDTYPE are:

1 = Public, assigned school
2 = Public, chosen school
3 = Private, affiliated with a religion
4 = Private, not affiliated with a religion
-1 = Preschooler or home schooler, did not attend kindergarten

LANGUAG1 represents the child's language environment at home in terms of the language(s) spoken most often at home by the parent(s)/guardian(s) in the household. This variable is created from MOMLANG (R135), DADLANG (R147), MOMSPEAK (R136), and DADSPEAK (R148).

The values for LANGUAG1 are:

1 = Both/only parents' main language at home is English
2 = One of two parents speaks non-English most at home
3 = Both/only parent(s) speak non-English most at home

MOMEMPLD is the work status of the mother (birth mother/adoptive mother/ stepmother/ foster mother/female guardian) of the subject of the interview in the household. It was constructed from MOMWORK (R139), the work status in the previous week, and MOMHOURS (R141), the number of hours usually worked for pay each week. Cases in which the mother/female guardian was on leave, MOMLEAVE (R140), were included. Cases in which she was looking for work, MOMLOOK (R143), and using appropriate methods to find employment, as indicated by MOMPUBL (R144), MOMPRIV (R144), MOMEMPL (R144), MOMREL (R144), or MOMANSAD (R144), were also classified by this variable. This is inapplicable if the child's mother/female guardian does not live in the household.

The values for MOMEMPLD are:

1 = Working 35 hours per week or more
2 = Working less than 35 hours per week
3 = Looking for work
4 = Not in labor force
-1 = No mother/female guardian for the subject in household

MOMFTFY indicates if the mother (birth mother/adoptive mother/stepmother/foster mother/ female guardian) of the subject of the interview currently works full time and has worked 12 months during the past year. While this measure has some limitations, since we do not know if the mother was employed full time for the entire year, it is consistent with a measure created from the CPS to classify mothers as full-time, full-year labor force participants. This variable was constructed using MOMWORK (R139), MOMEMPLD, a derived variable (R144), and MOMMTHS (R142). This variable is inapplicable if the child's mother/female guardian does not live in the household.

The values for MOMFTFY are:

1 = Full time (35 hours +) full year
2 = Less than full time or less than full year
3 = Not employed at all during year
-1 = No mother/female guardian for the subject in household

MOMLABOR classifies the mother (birth mother/adoptive mother/stepmother/foster mother/female guardian) of the subject of the interview in terms of her labor force participation and, if not in the labor force, her primary activity as measured by what she was doing during most of the week the questionnaire was administered. This variable was constructed using MOMWORK (R139), MOMLEAVE (R140), MOMLOOK (R143), MOMPUBL (R144), MOMPRIV (R144), MOMEMPL (R144), MOMREL (R144), MOMANSAD (R144), and MOMACTY (R145). This variable is inapplicable if the child's mother/female guardian does not live in the household.

The values for MOMLABOR are:

1 = Working for pay
2 = Unemployed and looking for work
3 = Keeping house/caring for children
4 = Going to school
5 = Retired/unable to work
6 = Doing something other than working, looking for work, keeping house, going to school, or retired/unable to work
-1 = No mother/female guardian for the subject in household

NUMSIBS is a counter-derived variable for the number of siblings (full, half, adopted, step, foster) that the child has living in the household. This variable is calculated from the variable RELATN1 through RELATN10 to determine the number of household members who are siblings of the subject.

PARGRADE designates the highest level of education for the subject of the interview's parents or nonparent guardians who reside in the household. PARGRADE is based on the mother's (birth mother/adoptive mother/stepmother/foster mother/female guardian) education level, MOMGRADE (R137), and the father's (birth father/adoptive father/stepfather/foster father/male guardian) education level, DADGRADE (R149). If the respondent indicated that either parent/guardian completed less than the 12th grade, MOMDIPL (R138) and DADDIPL (R150) determined the completion of a high school diploma or equivalent (i.e., a GED). If only one parent resides in the household, PARGRADE reflects that parent's education level.

The values for PARGRADE are:

1 = Less than high school
2 = High school graduate or equivalent
3 = Vocational/technical education after high school or some college
4 = College graduate
5 = One year or more of graduate or professional school

RACEETHN is a composite of the variables RACE (R2) and HISPANIC (R3). It denotes both the race and ethnicity of the child. If the subject's ethnicity is Hispanic, RACEETHN is Hispanic regardless of whether RACE was classified as white, black, or other.

The values for RACEETHN are:

1 = White, non-Hispanic
2 = Black, non-Hispanic
3 = Hispanic
4 = All other races (e.g., American Indian or Alaskan Native, Asian or Pacific Islander), non-Hispanic

SCHLTYPE classifies the type of school the primary school child attends as either a public or a private school from PPUBL (R71). If the school was classified as public, it was further classified as either assigned or chosen from PCHOICE (R72). If the school was classified as private, it was further classified as either affiliated with a religion or not affiliated with a religion from PCHURCH (R72). This variable is not applicable for preschoolers, kindergartners, or home schoolers. The response category "assigned is chosen" was coded as a chosen school.

The values for SCHLTYPE are:

1 = Public, assigned
2 = Public, chosen
3 = Private, affiliated with a religion
4 = Private, not affiliated with a religion
-1 = Not primary student

SIBLINGS uses detailed relationship data to categorize children according to the presence and types of siblings living with them in the household. It is composed of RELATN(n) and CRELN(n). If the Screener respondent is the child's sibling, and the specific relationship was not collected, then the relationship was imputed to be a full sibling to the subject child. For a detailed discussion of the procedure, please see section 7.3.

The values for SIBLINGS are:

0 = No siblings present
1 = Full siblings only
2 = Half/step/adopted/foster siblings only
3 = Both full and half/step/adopted/foster siblings

ZIP18PO2 is a linked-derived variable that categorizes the percentage of families with children under age 18 in the subject's ZIP Code who are below the 1989 poverty line. It was created using the respondent's ZIP Code to extract data from the 1990 Census of Population Summary Tape File 3B. The Census Bureau has at the core of its poverty line definition the 1961 economy food plan, the least costly of four nutritionally adequate food plans designed by the Department of Agriculture. It was determined from the Agriculture Department's 1955 survey of food consumption that families of three or more persons spend approximately one-third of their income on food; hence, the poverty line for these families was set at three times the cost of the economy food plan. For smaller families and persons living alone, the cost of the economy food plan was multiplied by factors that were slightly higher to compensate for the relatively larger fixed expenses for these smaller households. The poverty line cut-offs are revised annually to allow for changes in the cost of living, as reflected in the Consumer Price Index.

The values for ZIP18PO2 are:

1 = Less than 5 percent
2 = 5 - 9 percent
3 = 10 - 19 percent
4 = 20 percent or more

ZIPBLHI2 is a linked-derived variable that categorizes the percentage of persons in the subject's ZIP Code who are black or Hispanic. It was created using the respondent's ZIP Code to extract data from the 1990 Census of Population Summary Tape File 3B.

The values for ZIPBLHI2 are:

1 = Less than 6 percent
2 = 6 - 15 percent
3 = 16 - 40 percent
4 = 41 percent or more

ZIPURBAN is a linked-derived variable that categorizes the subject's ZIP Code as urban or rural. It was created using the respondent's ZIP Code to extract data from the 1990 Census of Population Summary Tape File 3B. Urban is further broken down into inside urbanized area (UA) and outside of UA.

The definitions for these categories are taken directly from the 1990 Census of Population. A UA comprises a place and the adjacent densely settled surrounding territory that together have a minimum population of 50,000 people. The term "place" in the UA definition includes both incorporated places, such as cities and villages, and Census-designated places (unincorporated population clusters for which the Census Bureau delineated boundaries in cooperation with state and local agencies to permit tabulation of data for Census Bureau products). The "densely settled surrounding territory" adjacent to the place consists of contiguous and noncontiguous territory of relatively high population density within

short distances. The specific density and distance requirements are defined in the *Federal Register*, Vol. 55, No. 204.

The second category is urban, outside of UA. This category includes incorporated or unincorporated places outside of a UA with a minimum population of 2,500 people. One exception is for those who live in extended cities.[1] Persons living in rural portions of extended cities are classified as rural rather than urban. Places not classified as urban are rural.

Since a ZIP Code can cut across geographic areas that are classified in any of the three categories, the ZIPURBAN variable is classified into the category that has the largest number of persons. For example, if a ZIP Code has 5,000 persons in the first category (urban, inside UA), 0 persons in the second category (urban, outside UA), and 1,200 persons in the third category (rural), it is classified as inside UA.

The values for ZIPURBAN are:

1 = Urban, inside UA
2 = Urban, outside UA
3 = Rural

6.1.5 Weighting and Variance Estimation Variables

The first variable in this section of the file is FWGT0. It is the variable that should be used as the weight variable to estimate the characteristics of children 3 years old to 9 years old who were not enrolled in 3rd grade or beyond. This weight contains all of the adjustments for the probabilities of selection, nonresponse, and undercoverage as described in chapter 3.

The 60 replicate weights, FWGT1 to FWGT60, are the next variables in this section. These replicate weights can be used with the SAS WESVAR procedure to produce estimates of the sampling errors of the estimates. The JK2 option of WESVAR must be used to correctly estimate the sampling errors using this approach. More details on how the replicate weights were created are given in chapter 3, along with an approximate method that does not involve using the WESVAR procedure.

The remaining two variables in this section are STRATUM and PSU. These variables are provided to enable users to compute sampling errors using Taylor Series approximations, such as the SUDAAN procedure. The methods used to construct the values for STRATUM and PSU are also discussed in chapter 3.

[1] An extended city is either an incorporated place of any population size inside a UA, or an incorporated place with a population of 2,500 or more people outside a UA that contains one or more component rural areas. Each component rural area must have a population density of less than 100 people per square mile, consist of at least one entire Census block, and include at least 5 square miles of continuous area. An extended city can have both urban and rural population and land areas.

6.1.6 Imputation Flag Variables

Item nonresponse occurred when some, but not all, of the responses were missing from an otherwise cooperating respondent. For all the items on the public use file, the missing data were imputed, or "filled in," to help users of the data. For each item that was imputed, an imputation flag variable was created. If there is no imputation flag, then no imputation was performed on that variable. If the response for the item was imputed, the imputation flag was set equal to one; otherwise, it was set to zero. This flag can be used to identify imputed values.

The naming convention for the imputation flag variables was to drop the last letter of the variable name and replace it with an "f." The imputation flags appear on the file in the same order as the items appear in the questionnaire. This naming convention holds true for all SR variables except for variables that originally end in "f," variables that will become confused with other variables when the last letter is dropped, or variables that end in a number. In these cases, the letter before the last digit is dropped and replaced with an "f."

Although the ZIP Code variable (HZIPCODE, R167) is not included on the public use data file, there was an imputation flag variable (ZIPF) created to indicate that the data were imputed. The HZIPCODE variable was used to create the variables ZIPURBAN, ZIPBLHI2, and ZIP18PO2.

6.1.7 PREKFLAG

A final flag variable appears in the SR file. This flag indicates that an update was made to PREKHRS or PREKFULL due to a data anomaly. See section 7.4 for a discussion of the anomaly and the creation of PREKFLAG.

6.2 Guide to the Codebook

The codebook, shown in appendix E, contains complete descriptions of the contents of the data file on the tape. There is a single codebook for the School Readiness file. The codebook contains system variables, household membership variables, questionnaire item variables, derived variables, weighting and variance estimation variables, and imputation flag variables. The codebook provides all the pertinent information for the variables in the files, including the variable name, the question wording, the position and format of the variable in the file, and the responses to the item. The unweighted frequency, unweighted percent, and weighted percent are provided along with each response. Figure 6-1 provides a description of each of the items appearing in the codebook.

Figure 6-1.--Example of the codebook format

(1) KPUBL = (2) R60-KINDERGARTEN PUBLIC OR PRIVATE

(3) R60. (Does/Did) (CHILD) attend a public or private school?

(4) RECORD: 1 POSITION: 265-266
(5) FORMAT: N2

(6) RESPONSE	(7) CODES	(8) FREQ	UNWGTD (9) PERCENT	WGTD (10) PERCENT
PUBLIC	1	5289	48.6%	85.5%
PRIVATE	2	1051	9.7%	14.5%
RESERVED CODES				
-1 INAPPLICABLE	-1	4548	41.8%	(MISS)
TOTALS:		10888	100.0%	100.0%

DESCRIPTIONS:

(1) Variable name: This is the variable name associated with each item. This is the unique identifier present in the SAS data file and in the SPSS-X data definition cards on tape.

(2) Variable label: A short label, which is associated with each of the variables, is presented here. This label appears in the SAS data file and SPSS-X data definition cards on tape. Labels contain the questionnaire item numbers. Labels begin with either the letter "D" to indicate a derived variable, "S" to indicate a Screener item, or "R" to indicate an SR questionnaire item. In this example, the label indicates item "R60" from the SR questionnaire.

(3) Question wording: This is the exact question wording as it appeared in the questionnaire.

(4) Record and position: These provide the record number (1 or 2) and the starting and ending position of the variable in the raw data file on tape.

(5) Format: This provides the variable type, its width, and the number of positions after the decimal point, if necessary. A data type of "A" represents alphanumeric variables, and data type of "N" represents numeric variables. In this example, KPUBL is a numeric variable with a length of 2.

(6) Response categories: This column provides the response categories for the variable.

(7) Response codes: This column provides the actual numeric/alphanumeric codes present in the data files on the tape.

(8) Unweighted frequency counts: This column displays the unweighted frequency counts for this variable. The counts for missing values will also be included for the unweighted values, but not for the weighted values.

(9) Unweighted percentages: This column displays the unweighted frequency counts from the previous column as percentages. This column will also contain percentages for missing values.

(10) Weighted percentages: This column displays the percentages of frequency counts weighted up to the population. This column will not include percentages for missing values.

7. DATA CONSIDERATIONS AND ANOMALIES

The purpose of this section is to bring to the user's attention certain data considerations and data anomalies in the NHES:93 SR survey data; to describe the nature of those anomalies; and, where appropriate, to suggest possible means of taking them into account when analyzing the SR data.

7.1 Parents Residing in the Household

In a small number of cases, one child in a household was reported as having a mother residing in the household, while another child in the same household was reported as not having a mother residing in the household. This occurred in 16 households and involved 32 children sampled for the SR interview. The intrahousehold relationships were examined to determine if the discrepancy was supported by the data, or whether it appeared to be a reporting or recording error. None of the cases was changed as a result of this review. Most of these households contained aunts/uncles, mothers, and children who are cousins, or unrelated household members. In one case, the respondent was a foster mother to one child and a grandmother to the other.

Similar instances concerning the presence of the child's father also occurred in 16 households, involving 32 children sampled for the SR interview; 7 of these households (14 of the children) were overlapping with the households where one child had a mother in the household and one did not. Again, a review of household relationships was conducted, and these households were found to contain members who could have been aunts or uncles, cousins, grandparents, or unrelated household members. This is a comment on the structure of the file and does not affect the quality of the data. There is no reason to compensate for this anomaly.

7.2 Parent/Guardian Characteristics

Data were collected about the child's parents/guardians who reside in the household. The items concerning the mother appeared whenever a member of the household was reported as the child's mother, whether she was reported as the birth/adopted, step, or foster mother (HHMOM). Similarly, data were collected for the father whenever a member of the household was reported as the birth/adopted, step, or foster father (HHDAD). When no person residing in the household was designated as the child's mother or father, data on parent characteristics (i.e., education and labor force participation) were collected about the respondent on the telephone. If the respondent was female (e.g., grandmother, sister), the mother items were asked; if the respondent was male (e.g., grandfather), the father items were asked.

The following is a full breakdown of the total SR file.

- HHMOM = 1 and HHDAD = 1 (both parents reside in the household). The mother and father items were collected. There were 8,281 of these cases.

- HHMOM = 1 (the child's mother resides in the household) and HHDAD = -1 (the child's father does not reside in the household). The mother items were collected concerning the child's mother, and the father items were not collected. There were 2,174 of these cases.

- HHMOM = -1 (the child's mother does not reside in the household) and HHDAD = 1 (the child's father resides in the household). The father items were collected concerning the child's father, and the mother items were not collected. There were 231 of these cases.

- HHMOM = -1 (the child's mother does not reside in the household) and HHDAD = -1 (the child's father does not reside in the household) and the respondent's sex is female; the mother items were asked about the respondent, and the father items were not asked. There were 188 of these cases, of which 139 were grandmothers, 5 were sisters, 42 were other female relatives, and 2 were female nonrelatives.

- HHMOM = -1 (the child's mother does not reside in the household) and HHDAD = -1 (the child's father does not reside in the household) and the respondent's sex is male; the father items were asked about the respondent, and the mother items were not asked. There were 14 of these cases, of which 10 were grandfathers, 2 were other male relatives, and 2 were male nonrelatives.

Data users wishing to include information about parents only (i.e., excluding the nonparent guardian respondents) may use the variables HHMOM and HHDAD to identify households in which there was a mother and/or father. Each of these variables is equal to 1 if the relevant parent type resided in the household. If both were inapplicable, the parent information on the file is for a nonparent guardian respondent.

7.3 Respondent's Relationship to the Subject Child

There were differences in the way in which relationship information was collected in the Screener (for the appropriate extended interview respondent) and in the extended SR interview (for all other household members). This section presents those differences and how they appear in the data file.

If the Screener respondent was the child's mother or father, his/her specific relationship to the child was collected (e.g., birth, adoptive, step, foster). However, if the respondent was a sibling, the specific relationship (full, half, adopted, step, or foster) was not collected in the Screener. There were 13 such cases. The specific relationship of the sibling respondent to the child was imputed case-by-case, taking into account the relationships of other household members to the child. All were imputed to be full siblings to the subject child. This information appears in the variables for nonparent household members pertaining to the specific relationship of the sibling to the child (CRELN(n)).

The number of response categories for the Screener variable identifying the respondent's relationship to the child (ERESRELN) has two fewer categories than the comparable variable from the extended SR interview (RELATN1-10). Specifically, the RELATN1-10 variables have separate

categories for aunt/uncle and cousin that do not appear in ERESRELN. As a result of this difference, it is not possible to identify the exact relationship of "other relatives" in ERESRELN according to the more detailed RELATN1-10 categories. For example, an aunt who was the respondent would be coded as "other relative" in the Screener variable (ERESRELN), but an aunt who was not the respondent would be coded as aunt/uncle in the extended interview variable (RELATN1-10). There were 56 cases of "other relatives" acting as respondents for an extended SR interview. In the fields for nonparent household members (RELATN1-10), these other relatives were coded as "other relatives," but may in fact have been an aunt/uncle or a cousin.

7.4 Hours Weekly in Center-based Programs

Three items in the School Readiness interview concern the amount of time that the child spends in center-based programs on a weekly basis. These items include PREKHRS (hours weekly), PREKDAYS (days weekly), and PREKFULL (whether the child goes for a full-day or part-day program). The items are included in both forms (i.e., the actual time and the program type) to maximize comparability with other data sources. However, the responses for about 7 percent of the children in center-based programs (n =151 out of 2,118) were inconsistent. In some cases, children who attended 4 hours per day (calculated as PREKHRS divided by PREKDAYS) were reported as being in full-day programs, and occasionally those attending for more than 6 hours per day were reported as being in part-day programs. The criteria used when examining the data were 6 or more hours per day for a full-day program and 5 or fewer hours per day for a part-day program.

The item determining full-day or part-day program participation asked "On the days when (CHILD) goes to (PROGRAM) does he/she go for a full-day or part-day program?" It may be that some parents interpreted this as "full-time" or "part-time" enrollment, despite this wording. Some parents may consider a child "full time" who goes to a given program for all the time it is offered. (E.g., if the child goes to nursery school three mornings each week for 3 hours, the parent may consider the child enrolled "full time" if that is the entire program that is offered. Other parents may think in terms of the child going all day, every day as "full time," and may report a child who goes only for 1 day each week as "part time" even if he/she goes for 8 or more hours on that one day. Finally, some parents may think of a full-day program in terms of a school day, and others in terms of a work day.)

Corrections were made to 127 cases based on other information available in the interview. The correction was not made unless the other available information made the correction evident. For example, if a child was reported as going to a program 8 hours per week and 5 days per week, but was reported as being in a full-day program, the mother's employment status and weekly working hours (MOMHOURS) and the number of programs the child attended (PREKNUM) were examined to determine whether the parent mistakenly reported daily hours instead of weekly hours. If the mother was reported as working full time (i.e., 35 or more hours weekly) and the child attended only one center-based program, the number of hours was multiplied by the number of days to correct PREKHRS. In other cases, it appears that the PREKFULL variable was incorrect, for example, when a child attended 20 hours per week, 5 days per week, and the program was reported as "full day." In this case where the child appeared to go to the program 4 hours per day, PREKFULL was changed to "part day."

When a correction was made to the file, a flag (PREKFLAG) was set, as follows:

1 = hours were updated
2 = full day/part day was updated
-1= no update

Data users wishing to convert these corrected values into those originally recorded may divide the updated PREKHRS by PREKDAYS (if PREKFLAG = 1) or change the value of PREKFULL from 1 to 2, or 2 to 1 (if PREKFLAG = 2).

It is not possible to identify the same anomaly for the similar kindergarten items. This is due to the fact that information concerning the number of days each week the child attended kindergarten and whether the hours included after-school care were not collected.

7.5 Center-based Program Enrollment

Early in the interview, parents were asked to report whether their child was enrolled in school (variable ENROLL) and, if so, their child's current grade (GRADE or GRADEEQ). (When the parent had also been the Screener respondent, this information was collected in parallel items in the Screener and not asked again in the extended interviews.) Many parents reported at this stage that their child was enrolled in a nursery school or prekindergarten program (GRADE, GRADEEQ, or ALLGRADE = N). Some parents reported later in the interview that their child was enrolled in a Head Start program or in a center-based program including a day care center, nursery school, prekindergarten, or preschool (variables HEADSTRT or PREKIND). There is some inconsistency between the responses to these items. In 382 cases, children were reported as not being enrolled in school, but were later reported as enrolled in Head Start, a center-based program, or both. In 47 cases, children were reported as enrolled in school with a grade of N (nursery school, prekindergarten), but were later reported as not being enrolled in either a Head Start program or a center-based program.

Some parents may think of nursery school or prekindergarten as "school," but may not think of day care centers as "school." However, information on all center-based programs was collected together as the result of experience with the NHES:91 and cognitive laboratory work indicating that parents perceive few differences between various types of center-based programs, and that classification of programs as "nursery school" as separate from a "day care center" is very difficult. A small number of parents may not think of nursery school or prekindergarten as "school," and only reported grades between kindergarten and 12th grade as "school." Evidence from previous surveys, including the NHES:91, indicate that nearly all parents do consider such programs to be school.

In conducting analyses of center-based program participation, we recommend that users employ the questionnaire variables HEADSTRT (R32), PREKIND (R36), and the derived variable CENTER. This approach is more inclusive, since it encompasses all forms of center-based early childhood programs, including day care centers, which some parents do not report as "school." ALLGRADE is a less comprehensive measure for preschoolers.

APPENDIX A

SCREENER AND QUESTIONNAIRE

NHES:93
NHES Screener

S1. Hello, this is (INTERVIEWER) and I'm calling for the U.S. Department of Education. Is this phone number for...

Home use,	1	(CONTINUE)
Home and business use, or	2	(CONTINUE)
Business use only?	3	(GO TO THANK1)
NONWORKING, DISCONNECTED OR CHANGED	4	
GO TO RESULT CODES	5	(INITIAL REFUSAL)
RETRY AUTODIALER	R	

S2. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education. These questions usually take about 5 minutes.

Are you a member of this household and at least 18?

YES	1	(GO TO S5A)
NO	2	(GO TO S3)
GO TO RESULT	3	(GO TO RESULT, INITIAL REFUSAL)

[HOUSEHOLD (HH) MEMBERS INCLUDE PEOPLE WHO THINK OF THIS HH AS THEIR PRIMARY PLACE OF RESIDENCE. IT INCLUDES PERSONS WHO USUALLY STAY IN THE HH BUT ARE TEMPORARILY AWAY ON BUSINESS, VACATION, IN A HOSPITAL, OR LIVING AT SCHOOL IN A DORM, FRATERNITY OR SORORITY.]

S3. May I please speak with a household member who is at least 18?

AVAILABLE	1	(GO TO S4)
NOT AVAILABLE	2	(GO TO RESULT; CALLBACK APPT)
NO ONE IN HH AT LEAST 18	3	(GO TO S5A)
GO TO RESULT	4	(INITIAL REFUSAL)

S4. Hello, this is (INTERVIEWER) and I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education. These questions usually take about 5 minutes.

Are you a member of this household and at least 18 years old?

YES	1
NO	2
GO TO RESULT	3

S5A. The Department of Education is very interested in people's educational experiences. Are any of the people who normally live in your household 18 or **younger**?

YES .....1 (GO TO S6)
NO .....2 (GO TO S5B)
GO TO RESULT .....3 (INITIAL REFUSAL)

S5B. Are there any people who live in your household who are enrolled in 12th grade or below?

YES .....1 (GO TO S6)
NO .....2 (GO TO BOX)
GO TO RESULT .....3 (INITIAL REFUSAL)

If S5A = no and S5B = no, go to THANK2.

S6. Starting with yourself, please tell me the ages and first names of all people who normally live in your household.

How old is (he/she)?	What is (his/her) first name?	Is this person male or female? [M-F]	Screener respondent
AGE1-AGE9 ERESPAGE		***SEX SEX1-SEX9 ERESPSEX***	

S6OVERF1. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS]

NUMBER OF HOUSEHOLD MEMBERS IN MATRIX CORRECT...1
RETURN TO MATRIX 2
GO TO RESULT 3

S6VERF2. Have we missed anyone else who usually lives here but is temporarily away on business or vacation, or living in school housing, such as a dorm?

NUMBER OF HOUSEHOLD MEMBERS IN MATRIX CORRECT...1 (GO TO BOX)
RETURN TO MATRIX .....2 (RETURN TO MATRIX)
GO TO RESULT .....3 (GO TO RESULT)

If the only household members enumerated above are age 0 to 2 or age 22 and older, go to THANK3.

Ask S7-S10 for each person age 3 to age 21.

S7. [Are you/Is (CHILD)] attending or enrolled in school?

YES	1	(GO TO S9)
NO	2	(GO TO BOX BEFORE S8)

If S7 = no and age => 8, child is ineligible.

Ask S8 if child is age 5, 6, or 7. If age = 3 or 4, go to next child or if none, go to sampling point.

S8. Is (CHILD) having home schooling or tutoring, or going to an alternative educational program?

YES	1	(GO TO S10)
NO	2	(GO TO NEXT CHILD)

S9. What grade or year of school is [(CHILD)/are you] attending?
[PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN	N	(GO TO NEXT CHILD)
TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO NEXT CHILD)
KINDERGARTEN	K	(GO TO NEXT CHILD)
PREFIRST GRADE (AFTER K)	P	(GO TO NEXT CHILD)
FIRST GRADE	1	(GO TO NEXT CHILD)
SECOND GRADE	2	(GO TO NEXT CHILD)
THIRD GRADE	3	(GO TO NEXT CHILD)
FOURTH GRADE	4	(GO TO NEXT CHILD)
FIFTH GRADE	5	(GO TO NEXT CHILD)
SIXTH GRADE	6	(GO TO NEXT CHILD)
SEVENTH GRADE	7	(GO TO NEXT CHILD)
EIGHTH GRADE	8	(GO TO NEXT CHILD)
NINTH GRADE/FRESHMAN	9	(GO TO NEXT CHILD)
TENTH GRADE/SOPHOMORE	10	(GO TO NEXT CHILD)
ELEVENTH GRADE/JUNIOR	11	(GO TO NEXT CHILD)
TWELFTH GRADE/SENIOR	12	(GO TO NEXT CHILD)
UNGRADED ELEMENTARY/SECONDARY	13	(GO TO S10)
SPECIAL EDUCATION	14	(GO TO S10)
VOCATIONAL/TECHNICAL AFTER HS	15	(INELIGIBLE, GO TO NEXT CHILD)
COLLEGE	16	(INELIGIBLE, GO TO NEXT CHILD

[IF T: In this interview, we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

S10. What grade would [(CHILD)/you] be attending if (he/she/you) were in a school with regular grades?
[PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN ..... N
TRANSITIONAL KINDERGARTEN (BEFORE K)..... T
KINDERGARTEN..... K
PREFIRST GRADE (AFTER K) ..... P
FIRST GRADE 1
SECOND GRADE 2
THIRD GRADE 3
FOURTH GRADE..... 4
FIFTH GRADE..... 5
SIXTH GRADE 6
SEVENTH GRADE 7
EIGHTH GRADE..... 8
NINTH GRADE/FRESHMAN 9
TENTH GRADE/SOPHOMORE 10
ELEVENTH GRADE/JUNIOR 11
TWELFTH GRADE/SENIOR 12
UNGRADED/NO EQUIVALENT 13

[IF T: In this interview, we will be referring to that as "kindergarten."
IF P: In this interview, we will be referring to that as "prefirst grade."]

Go to next child; if none, go to sampling point.

Sampling Point:
Select children for School Readiness and School Safety and Discipline components.
If no one is selected, go to THANK4.

Ask S11 and S12 for each sampled child if only 1 household member => 16, auto code S11.

S11. Who is the parent or guardian <u>in this household</u> who knows the most about (CHILD'S) (care and) education? [DISPLAY HOUSEHOLD MEMBERS 16 AND OLDER. IF THERE IS NO PARENT/GUARDIAN IN THE HOUSEHOLD, ENTER THE PERSON NUMBER OF YOUTH RESPONDENT.]

PERSON NUMBER ..... ☐☐

[IF RESPONDENT SAYS BOTH PARENTS KNOW: The computer has selected (CHILD'S) mother for the interview. What is her name?]

If person number at S11 = person number of sampled youth, auto code S12 SELF and go to box after S13.

S12. What is (NAME'S) relationship to (CHILD)?

ERESRELN

MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER) 1
FATHER (BIRTH/ADOPTIVE/STEP/FOSTER) 2
BROTHER/SISTER 3
GRANDPARENT 4
OTHER RELATIVE 5
NONRELATIVE 6
SELF ..... 7 (NOT SHOWN ON SCREEN)

If S12 = 1 or 2, ask S13. Else, go to next child; if none, go to sampling point.

S13. (Are you/Is that) (CHILD'S) ...

EPARTYPE
MOMTYPE
DADTYPE

Birth (mother/father) 1
Adoptive (mother/father) 2
Step (mother/father), or 3
Foster (mother/father) 4

GO TO HHSELECT SCREEN TO SELECT INTERVIEW

THANK1. Thank you, but we are only interviewing in private residences.

THANK2. Thank you, but we are only interviewing in households with members 18 or younger or enrolled in 12th grade or below.

THANK3. Thank you, but we are only asking about children and youth in certain age or grade ranges.

THANK4. Thank you, but no one in your household has been selected for this study.

NHES:93 School Readiness Interview

INTRO. [IF RESPONDENT WAS NOT SCREENER RESPONDENT:]
Hello, this is (INTERVIEWER). I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study based on the President's and Governors' goals for improving education for children.
[ALL RESPONDENTS:]
I'd like to talk with you now about (CHILD).

R1. Before we begin, I'd like to confirm (his/her) age. In what month and year was (CHILD) born?

DOBMM
DOBYY

MONTH ( )

1	JANUARY
2	FEBRUARY
3	MARCH
4	APRIL
5	MAY
6	JUNE
7	JULY
8	AUGUST
9	SEPTEMBER
10	OCTOBER
11	NOVEMBER
12	DECEMBER

YEAR ( )

If year of birth is "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, CATI will copy Screener age.

If child is under 3 or over 20, go to CLOSE1.

R2. Is (CHILD)...

RACE

White 1
Black 2
American Indian or Alaskan Native 3
Asian or Pacific Islander, or 4
Another race? 91

RACEOS/R What is that?_____

R3. Is (he/she) of Hispanic origin?

HISPANIC

YES 1
NO 2

If same Respondent answered enrollment and grade items for this child in Screener, go to box after R7.
If same Respondent did not answer enrollment and grade questions for this child in Screener, continue.

NOTE: Response categories shown in mixed cases (upper and lower) were read to the respondent by the interviewer. Those shown in all upper cases were not read. Those shown in italics were added during data cleaning (additional codes were created from among the "specify" responses).

NOTE: Variables designated by */R* appear on the restricted file only.

R4. Is (CHILD) attending or enrolled in school?

ENROLL

YES	1	(GO TO R6)
NO	2	(GO TO 2ND BOX)

If "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exists, CATI will copy Screener age.

If child is 5, 6, or 7, ask R5. Else, go to box after R7.

R5. Is (CHILD) having home schooling or tutoring, or going to an alternative educational program?

HOMESCHL

YES	1	(GO TO R7)
NO	2	(GO TO BOX AFTER R7)

R6. What grade or year of school is (CHILD) attending?

GRADE [PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN	N	(GO TO BOX AFTER R7)
TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO BOX AFTER R7)
KINDERGARTEN	K	(GO TO BOX AFTER R7)
PREFIRST GRADE (AFTER K)	P	(GO TO BOX AFTER R7)
FIRST GRADE	1	(GO TO BOX AFTER R7)
SECOND GRADE	2	(GO TO BOX AFTER R7)
THIRD GRADE	3	(GO TO BOX AFTER R7)
FOURTH GRADE	4	(GO TO BOX AFTER R7)
FIFTH GRADE	5	(GO TO BOX AFTER R7)
SIXTH GRADE	6	(GO TO BOX AFTER R7)
SEVENTH GRADE	7	(GO TO BOX AFTER R7)
EIGHTH GRADE	8	(GO TO BOX AFTER R7)
NINTH GRADE/FRESHMAN	9	(GO TO BOX AFTER R7)
TENTH GRADE/SOPHOMORE	10	(GO TO BOX AFTER R7)
ELEVENTH GRADE/JUNIOR	11	(GO TO BOX AFTER R7)
TWELFTH GRADE/SENIOR	12	(GO TO BOX AFTER R7)
UNGRADED	13	(GO TO R7)
SPECIAL EDUCATION	14	(GO TO R7)
VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL	15	(GO TO CLOSE1)
COLLEGE	16	(GO TO CLOSE1)

If "refused" or "don't know," ask to speak with a more knowledgeable respondent. If none exist, code case a problem.

R7. What grade would (CHILD) be attending if (he/she) were in a school with regular grades?
GRADEEQ [PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN	N
TRANSITIONAL KINDERGARTEN (BEFORE K)	T
KINDERGARTEN	K
PREFIRST GRADE (AFTER K)	P
FIRST GRADE	1
SECOND GRADE	2
THIRD GRADE	3
FOURTH GRADE	4
FIFTH GRADE	5
SIXTH GRADE	6
SEVENTH GRADE	7
EIGHTH GRADE	8
NINTH GRADE/FRESHMAN	9
TENTH GRADE/SOPHOMORE	10
ELEVENTH GRADE/JUNIOR	11
TWELFTH GRADE/SENIOR	12
UNGRADED/NO EQUIVALENT	13

If grade/equivalent = N, T, K, P, 1, or 2 or child is 7 or younger, continue School Readiness Survey. If child is enrolled and grade/equivalent is 3 to 12 and child is 8 or older, go to School Safety and Discipline Survey, item P8. Else, go to CLOSE1.

R8. [FOR CHILDREN IN PREFIRST OR IN PRIMARY GRADES:]
Did (CHILD) attend kindergarten before (transitional kindergarten or prefirst grade/first grade)?
ATNDKIND

YES	1
NO	2

RINTRO. These questions are about (CHILD'S) early educational experiences at home, (and) in early childhood programs, (and in school). These questions usually take about 20 minutes. First, I'd like to ask how the people in your household are related to (CHILD).

R10. [FOR EACH HOUSEHOLD MEMBER EXCEPT RESPONDENT:]
How is (PERSON) related to (CHILD)?
RELATN1-
RELATN9

MOTHER (BIRTH, STEP, ADOPTIVE, FOSTER)	1
FATHER (BIRTH, STEP, ADOPTIVE, FOSTER)	2
BROTHERS AND SISTERS INCLUDING STEP, ADOPTED, AND FOSTER	3
GRANDPARENT	4
AUNT/UNCLE	5
COUSIN	6
OTHER RELATIVE	7
NONRELATIVE	8

Ask R11 and R12 for parents/guardians who are not respondent, and R13 for each sibling, immediately after identifying relationship in R10.

R11. Is (PERSON) (CHILD'S) birth mother, adoptive mother, stepmother, foster mother, or some other kind of guardian?

MOMTYPE

BIRTH 1
ADOPTIVE 2
STEPMOTHER 3
FOSTER 4

If refused (-7) or don't know (-8) go to next household member. If no other household members, go to box before DPINTRO.

R12. Is (PERSON) (CHILD'S) birth father, adoptive father, stepfather, foster father, or some other kind of guardian?

DADTYPE

BIRTH 1
ADOPTIVE 2
STEPFATHER 3
FOSTER 4
OTHER GUARDIAN 5

If refused (-7) or don't know (-8) go to next household member. If no other household members, go to box before DPINTRO.

[FOR EACH SIBLING:]

R13. Is (OTHER CHILD) (THIS CHILD'S)...

CRELN1-CRELN9

Full (brother/sister) 1
Half (brother/sister) 2
Step (brother/sister) 3
Adopted (brother/sister) 4
Foster (brother/sister) 5

If refused (-7) or don't know (-8) go to next household member. If no other household members, go to box before DPINTRO.

DEVELOPMENTAL PROFILE

The developmental profile items are asked for preschoolers; all others go to early childhood programs, ECINTRO.

DPINTRO. These next questions are about things that different children do at different ages. These things may or may not be true for (CHILD).

R14. Can (CHILD) identify the colors red, yellow, blue, and green by name? Would you say...
DPCOLOR

All of them 1
Some of them, or 2
None of them? 3

R15. Can (he/she) recognize...
DPLETTER

All of the letters of the alphabet 1
Most of them 2
Some of them, or 3
None of them? 4

R16. How high can (CHILD) count? Would you say...
DPCOUNT

Not at all 1
Up to five 2
Up to ten 3
Up to twenty 4
Up to fifty, or 5
Up to 100 or more? 6

R17. Can (CHILD) write (his/her) first name, even if some of the letters are backwards?
DPNAME

YES 1
NO 2

R18. Can (he/she) button (his/her) clothes?
DPBUTTON

YES 1
NO 2

R19. Does (he/she) hold a pencil properly?
DPPENCIL

YES 1
NO 2

R20. Does (he/she) mostly write and draw rather than scribble?
DPWRITE

YES 1
NO 2

R21. Does (he/she) trip, stumble, or fall easily?
DPFALL

YES 1
NO 2

R22. Can (CHILD) be left alone with a babysitter without a big fuss?
DPSITTER

YES 1
NO 2

R23. Does (CHILD) often have temper tantrums?
DPTEMPER

YES 1
NO 2

R24. Is (CHILD) afraid to speak to people (he/she) doesn't know?
DPAFRAID

YES 1
NO 2

R25. Is (he/she) very restless, and does (he/she) fidget a lot?
DPFIDGET

YES 1
NO 2

R26. Does (he/she) have a very short attention span?
DPATTN

YES 1
NO 2

R27. When (he/she) speaks, is (CHILD) understandable to a stranger?
DPSPEAK

YES 1
NO 2

R28. Did (he/she) start speaking later than other children you know?
DPSPELAT

YES 1
NO 2

R29. Does (CHILD) stutter or stammer?
DPSTUTER

YES 1
NO 2

R30. Does (he/she) turn on the television at a very high volume?
DPTV

YES 1
NO 2

R31. Does (he/she) bend over to look very closely at pictures or drawings?
DPBEND

YES 1
NO 2

EARLY CHILDHOOD PROGRAMS

Preschoolers are asked about current participation and past participation if current = no. Kindergartners (grades T, K, P) and primary students are asked about participation prior to kindergarten (or first grade if they did not attend kindergarten).

ECINTRO. These next questions are about early childhood programs and organized day care centers. We are not including babysitting or child care provided in private homes.

R32. [PRESCHOOLERS ONLY:]
Is (CHILD) now attending or enrolled in Head Start?

HEADSTRT

YES ..... 1 (GO TO R34)
NO ..... 2 (GO TO R33)

If R5 = 1 and R32 = 1, ask R32A.

R32A. Is that Head Start program the same as the home schooling or alternative schooling you told me about earlier, or is it a different program?

*

SAME ..... 1 (GO TO R34)
DIFFERENT ..... 2 (GO TO R34)

R33. [Prior to starting (kindergarten/first grade), did/Has] (CHILD) ever (attend/attended) Head Start?

HEADEVR

YES ..... 1 (GO TO R34)
NO ..... 2 (GO TO BOX)

Go to R36 for preschoolers. Else go to R37.

R34. How old was (CHILD) in years and months when (he/she) first attended any Head Start program?

HEADAGMO
HEADAGYR

YEARS ..... ☐
MONTHS ..... ☐☐

R35. How long (has/did) (CHILD) (attend/attended) Head Start? Would you say....

HEADATND

Less than 1 school year 1
One school year 2
More than one, but less than two 3
Two school years, or 4
More than two schools years 5

* No respondents received question R32A; the item does not appear on any data files.

R36. [PRESCHOOLERS ONLY:]
(Other than Head Start) Is (CHILD) now attending a nursery school, prekindergarten, preschool, or a day care center?

PREKIND

YES ..... 1 (GO TO R38)
NO ..... 2 (GO TO R37)

If R5 = 1 and R32A NE 1, and R36 = 1, ask R36A.

R36A. Is that program the same as the home schooling or alternative schooling you told me about earlier, or is it a different program?

PREKHOME/R

SAME ..... 1 (GO TO R38)
DIFFERENT ..... 2 (GO TO R38)

R37. [Prior to starting (kindergarten/first grade), did/Has] (CHILD) ever (attend/attended) nursery school, prekindergarten, preschool, or a day care center (other than Head Start)?

PREKEVR

YES ..... 1 (GO TO R38)
NO ..... 2 (GO TO BOX AFTER R39)

R38. Not counting child care in a private home (or Head Start), how old was (CHILD) in years and months when (he/she) first attended any nursery school, prekindergarten, preschool, or day care center?

PREKAGMO
PREKAGYR

YEARS ..... ☐
MONTHS ..... ☐☐

R39. How long (has/did) (CHILD) attend(ed) any nursery school, prekindergarten, preschool, or day care center? Would you say ...

PREKATND

Less than 1 year 1
1 year, but less than 2 2
2 years, but less than 3 3
3 years, but less than 4, or 4
4 years or more? 5

If child attends or ever attended Head Start, nursery school, preschool, prekindergarten, or a day care center, ask R40. Else, go to next box.

R40. Have any of the (Head Start programs) (or) (nursery schools, prekindergartens, preschools, or day care centers) (CHILD) has gone to had an educational program?

PREKANY

YES 1
NO 2

Preschoolers: If child attends Head Start, nursery school, or preschool, or day care center <u>other than home schooling</u>, go to R41; else, KINTRO.
Kindergartners (T, K, P) and primary students: Go to SAINTRO. Home schoolers (path H), go to HAINTRO.

R41. How many (Head Start programs,) (nursery schools, prekindergartens, preschools, or day care centers) does (CHILD) go to now?

PREKNUM

NUMBER..... ☐

R42. [Let's talk about the program where (CHILD) spends the most time each week.] What do you call that program, for example, preschool, day care center, and so on? [ENTER NAME OR DESCRIPTION UP TO 20 CHARACTERS.]

*****

PROGRAM:

R43. Is that (PROGRAM) a public or private program?

PREKPUBL

PUBLIC..... 1
PRIVATE..... 2

R44. Does the (PROGRAM) (CHILD) goes to have an educational program?

PREKEDUC

YES 1
NO..... 2

R45. How many <u>days</u> each week does (CHILD) go to (PROGRAM)?

PREKDAYS

DAYS ..... ☐

R46. How many <u>hours</u> each week does (CHILD) go to (PROGRAM)?

PREKHRS

HOURS..... ☐☐

R47. On the days when (CHILD) goes to (PROGRAM), does (he/she) go for a full-day or part-day program?

PREKFULL

FULL-DAY 1
PART-DAY 2

R48. How many <u>children</u> are usually in (CHILD'S) room or group at (PROGRAM)?

PREKID

NUMBER..... ☐☐

R49. How many <u>adults</u> are usually in (CHILD'S) room or group at (PROGRAM)?

PREKADLT

NUMBER..... ☐

Preschoolers go to KINTRO1.

***** R42 does not appear on any data files for confidentiality reasons.

CHILD ADJUSTMENT TO KINDERGARTEN OR PRIMARY SCHOOL

SAINTRO. Children sometimes have problems adjusting to (kindergarten/school).

R51. On the average, during the first two months of this school year, that is, last September and October...

[1 = MORE THAN ONCE A WEEK; 2 = ONCE A WEEK OR LESS; 3 = NOT AT ALL]

			>1 WK	1 WK<	NONE
SACOMPLA	a.	Did (CHILD) complain about school more than once a week, once a week or less, or not at all?	1	2	3
SALEAVE	b.	Was (CHILD) upset or reluctant to go to school?	1	2	3
SASICK	c.	Did (he/she) pretend to be sick to stay home from school?	1	2	3
SAGOOD	d.	Did (he/she) say good things about school?	1	2	3
SATEACHR	e.	Did (CHILD) say (he/she) liked (his/her) teacher?	1	2	3
SASCHOOL	f.	Did (he/she) look forward to going to school?	1	2	3

TEACHER FEEDBACK ON CHILD'S SCHOOL PERFORMANCE AND BEHAVIOR

R52 and R53 are asked about children enrolled in kindergarten and primary grades.

TEACHINT. Here are some things teachers tell parents about how their children are doing in school. For each one, please tell me if a teacher said something like this about (CHILD), or wrote it in a note or on a report card during this school year, even if you didn't agree.

R52. Since the beginning of this school year, has a teacher said or written that...

			YES	NO
TEWELL	a.	(CHILD) has been doing really well in school?	1	2
TEABIL	b.	(CHILD) has not been learning up to (his/her) capabilities?	1	2
TEATTENT	c.	(CHILD) doesn't concentrate, doesn't pay attention for long?	1	2
TEDISRUP	d.	(CHILD) has been acting up in school or disrupting the class?	1	2
TESAD	e.	(CHILD) has often seemed sad or unhappy in class?	1	2
TEFIDGET	f.	(CHILD) has been very restless, fidgets all the time, or doesn't sit still?	1	2
TESHARE	g.	(CHILD) has been having trouble taking turns, sharing, or cooperating with other children?	1	2
TEGROUP	h.	(CHILD) gets along with other children or works well in a group?	1	2
TEENTHUS	i.	(CHILD) is very enthusiastic and interested in a lot of different things?	1	2
TENONEW	j.	(CHILD) lacks confidence in learning new things or taking part in new activities?	1	2
TECLEAR	k.	It's hard to understand what (CHILD) is saying?	1	2
TESLEEPY	l.	(CHILD) is often sleepy or tired in class?	1	2
TEEXPRES	m.	(CHILD) likes to speak out in class and express (his/her) ideas?	1	2

R53. In the past <u>month</u>, how many times have you (or OTHER PARENT/GUARDIAN) had any communication with (CHILD'S) teacher about how (he/she) is doing in school, either in person, on the phone, or in writing? Would you say...

TETALK

One or two times 1
Three or four times 2
More than four times, or 3
Not at all in the past month? 4

Preschoolers go to KINTRO1.
Kindergartners and primary students who attended kindergarten go to KINTRO2.
Primary students who did not attend kindergarten go to PINTRO. Home schoolers go to HAINTRO.

KINDERGARTEN-RELATED ITEMS

KINTRO1. These next questions are about your plans for enrolling (CHILD) in kindergarten.

R55. When do you expect (CHILD) to start kindergarten?

KPSTART

DON'T PLAN FOR CHILD TO ATTEND	1	(GO TO HAINTRO)
SPRING/SUMMER 1993	2	(GO TO R56)
FALL 1993	3	(GO TO R56)
WINTER/SPRING/SUMMER 1994	4	(GO TO R56)
FALL 1994	5	(GO TO R56)
WINTER/SPRING/SUMMER 1995	6	(GO TO R56)
FALL 1995	7	(GO TO R56)
WINTER/SPRING/SUMMER 1996	8	(GO TO R56)
FALL 1996	9	(GO TO R56)

KINTRO2 is read for kindergartners and primary students who attended kindergarten.

KINTRO2. Now I have some questions about (CHILD'S) enrollment in kindergarten (and primary school).

R56 is asked for preschoolers, kindergartners, and primary students who attended kindergarten.

R56. Most school districts have guidelines about when a child can start school based on his or her date of birth. (Do you expect to/Did you) enroll (CHILD) in (kindergarten/ prefirst grade) when (he/she) (is/was) old enough based on (his/her) birthdate, or (will/did) you wait until (he/she) (is/was) older?

KPENROLL

WHEN OLD ENOUGH	1
WILL WAIT/WAITED	2
ENTERED/WILL ENTER EARLY	3

Preschoolers continue, kindergartners, and primary students who attended kindergarten go to R59.

Ask R58 if R55 = 2, 3. Else, go to next box.

R58. Do you (or OTHER PARENT/GUARDIAN) have any concerns about whether (CHILD) will be ready to start kindergarten?

KPCONCRN

YES 1
NO 2

Preschoolers go to HAINTRO. Else, continue.

R59. How old was (CHILD) in years and months when (he/she) first started (kindergarten/ prefirst grade)?

KPAGEYR YEARS ..... ☐
KPAGEMO MONTHS ..... ☐☐

R60. (Does/Did) (CHILD) attend a public or private school?

KPPUBL

PUBLIC ..... 1 (GO TO R61)
PRIVATE ..... 2 (GO TO R62)

R61. (Is/Was) it (his/her) regularly assigned school or a school that you chose?

KPCHOICE

ASSIGNED ..... 1 (GO TO R63)
CHOSEN ..... 2 (GO TO R63)
ASSIGNED SCHOOL IS SCHOOL OF CHOICE ..... 3 (GO TO R63)

R62. (Is/Was) that school affiliated with a religion?

KPCHURCH

YES 1
NO 2

R63. (Does/Did) (CHILD) go to a full-day or part-day (kindergarten/prefirst grade)?

KPFULDAY

FULL-DAY 1
PART-DAY 2

R64. How many hours each week (does/did) (he/she) spend in (kindergarten/prefirst grade)?

KPHRS

HOURS ..... ☐☐

Go to R65 for kindergarten, R66 for primary.

R65. [KINDERGARTNERS:]
Is this (CHILD'S) first or second year of kindergarten?

KPKYEAR

FIRST ..... 1 (GO TO BOX AFTER R70)
SECOND ..... 2 (GO TO R67)
THIRD OR MORE ..... 3 (GO TO R67)

R66. [PRIMARY STUDENTS:]
Did (CHILD) attend one or two years of kindergarten?

KPSYEAR

ONE	1	(GO TO BOX AFTER R70)
TWO	2	(GO TO R67)
THREE OR MORE	3	(GO TO R67)

R67. When (CHILD) first started kindergarten, were you planning that (he/she) would attend (kindergarten for more than one year/both kindergarten and prefirst grade)?

KPPLAN

YES	1
NO	2

R68. Who first suggested that (CHILD) attend (more than one year of kindergarten/both kindergarten and prefirst grade)?

KPWHO

(CHILD'S) PARENTS/GUARDIANS	1	(GO TO R70)
(CHILD'S) TEACHER	2	(GO TO R69)
(HIS/HER) SCHOOL PRINCIPAL	3	(GO TO R69)
(HIS/HER) GUIDANCE COUNSELOR	4	(GO TO R69)
ANOTHER SCHOOL STAFF MEMBER	5	(GO TO R69)
SOMEONE ELSE	6	(GO TO R69)

R69. Did you agree that (he/she) should attend (more than one year of kindergarten/both kindergarten and prefirst grade)?

KPAGREE

YES	1
NO	2

R70. Do you feel now that it was a good idea for (CHILD) to attend (more than one year of kindergarten/both kindergarten and prefirst grade)?

KPGOOD

YES	1
NO	2

If child is in kindergarten go to R80 then HAINTRO.
If child is in primary school, continue.

PRIMARY ITEMS

PINTRO. Now let's talk about (CHILD'S) enrollment in elementary school.

R71. Does (CHILD) go to a public or private school?

PPUBL

PUBLIC	1	(GO TO R72)
PRIVATE	2	(GO TO R73)

R72. Is it (his/her) regularly assigned school or a school that you chose?

PCHOICE

ASSIGNED	1	(GO TO BOX AFTER R73)
CHOSEN	2	(GO TO BOX AFTER R73)
ASSIGNED SCHOOL IS SCHOOL OF CHOICE	3	(GO TO BOX AFTER R73)

R73. Is that school affiliated with a religion?

PCHURCH

YES 1
NO 2

If child went to kindergarten, ask R74. Else, go to R76.

R74. Did (CHILD) attend kindergarten and first grade at the same school?

PSAME

YES ..... 1 (GO TO R76)
NO ..... 2 (GO TO R75)

R75. When (CHILD) went to first grade, did (he/she) still go to class with some of the same children (he/she) attended kindergarten with, or were all the children in (his/her) class new to (him/her)?

PNEWKIDS

SOME OF THE SAME CHILDREN 1
ALL NEW CHILDREN 2

R76. How many times has (CHILD) changed schools from the start of (kindergarten/first grade) until now?

PCHANGE

NUMBER ..... ~

R77. Compared to other children in (his/her) class, how would you say (CHILD) is doing in (his/her) schoolwork this year? Would you say (CHILD) is...

PWORK

Near the top of the class ..... 1 (GO TO R79)
Above the middle of the class ..... 2 (GO TO R78)
Around the middle ..... 3 (GO TO R79)
Below the middle, or ..... 4 (GO TO R79)
Near the bottom of the class? ..... 5 (GO TO R79)

R78. Would you say far above the middle or somewhat above the middle?

PWORKMID

FAR ABOVE THE MIDDLE 1
SOMEWHAT ABOVE THE MIDDLE 2

R79. Has (CHILD) received any special help in school this year for children who are having trouble with...

			YES	NO
PREADING	a.	Reading	1	2
PMATH	b.	Arithmetic	1	2
PADJUST	c.	Adjusting to school	1	2
PSPEECH	d.	Speech	1	2
PENGLISH	e.	English as a second language?	1	2

R80. Has misbehavior by students in (CHILD'S) class interfered with (his/her) opportunity to learn? Would you say...

PMISBHAV

A lot 1
Somewhat 2
A little, or 3
Not at all? 4

Kindergartners go to HAINTRO. First graders go to R81.

R80A. Not counting kindergarten, has (CHILD) skipped any grades?

RSKIP/*R*

YES ..... 1 (GO TO R80B)
NO ..... 2 (GO TO R81)

R80B. What grade or grades has (CHILD) skipped? [CODE ALL THAT APPLY.]

RSKIP1/*R* FIRST GRADE 1
RSKIP2/*R* SECOND GRADE 2
RSKIP3/*R* THIRD GRADE 3

REPEATING GRADES

R81. Not counting kindergarten, has (CHILD) repeated any grades?

RREPT

YES ..... 1 (GO TO R82)
NO ..... 2 (GO TO HAINTRO)

R82. What grade or grades did (CHILD) repeat? [CODE ALL THAT APPLY.]

RREPT1 FIRST GRADE ..... 1 (GO TO BOX)
RREPT2 SECOND GRADE ..... 2 (GO TO BOX)
RREPT3/R THIRD GRADE ..... 3 (GO TO BOX)

Ask R83-R85 for each grade repeated.

R83. Who first suggested that (CHILD) repeat (GRADE)?

RSUGGES0
RSUGGES1
***** (CHILD'S) PARENTS/GUARDIANS ..... 1 (GO TO R85)
(CHILD'S) TEACHER ..... 2 (GO TO R84)
(HIS/HER) SCHOOL PRINCIPAL ..... 3 (GO TO R84)
(HIS/HER) GUIDANCE COUNSELOR ..... 4 (GO TO R84)
ANOTHER SCHOOL STAFF MEMBER ..... 5 (GO TO R84)
SOMEONE ELSE ..... 6 (GO TO R84)

***** No sampled children repeated third grade; R83 does not appear on data files in relation to third grade.

R84. Did you agree that (he/she) should repeat (GRADE)?

RAGREE0
RAGREE1
***

YES 1
NO 2

R85. Do you feel now that it was a good idea for (CHILD) to repeat (GRADE)?

RIDEA0
RIDEA1
***

YES 1
NO 2

R83 for next grade or HAINTRO if no other grades are repeated.

HOME ACTIVITY

HAINTRO. These next questions are about reading, television viewing, and other activities in your home.

R86. Is (CHILD) able to read story books on (his/her) own now?

HASTORY

YES ..... 1 (GO TO R87)
NO ..... 2 (GO TO R89)

R87. Does (CHILD) actually read the words written in the book, or does (he/she) look at the book and pretend to read?

HAWORDS

READS THE WRITTEN WORDS ..... 1 (GO TO R88)
PRETENDS TO READ ..... 2 (GO TO R90)
DOES BOTH ..... 3 (GO TO R88)

R88. How old was (CHILD) in years and months when (he/she) began reading simple, whole sentences?

HAREADYR YEARS ..... ☐
HAREADMO MONTHS ..... ☐☐ (GO TO R91)

R89. [Although (CHILD) doesn't yet read story books on (his/her) own,] Does (he/she) ever look at a book with pictures and pretend to read?

HAPRETND

YES ..... 1 (GO TO R90)
NO ..... 2 (GO TO R91)

R90. When (he/she) pretends to read a book, does it sound like a connected story, or does (he/she) tell what's in each picture without much connection between them?

HACONECT

SOUNDS LIKE CONNECTED STORY 1
TELLS WHAT'S IN EACH PICTURE 2
DOES BOTH 3

***** No sampled children repeated third grade; R84 and R85 do not appear on data files in relation to third grade.

R91. About how many children's books does (CHILD) have of (his/her) <u>own</u>? Would you say...

HABOOKS

None 1
1 or 2 books 2
3 to 9 books 3
10 to 25 books 4
26 to 50 books, or 5
More than 50 books? 6

TVINTRO. Now I'd like to ask you some questions about (CHILD'S) television viewing. We are interested in (his/her) television viewing only in your home. We want you to include television shows and video tapes, but not <u>games</u> like Nintendo.

R92. On average, about how many hours of television or video tapes does (CHILD) watch <u>at home</u> each weekday, that is, Monday through Friday? How about...
[ENTER 95 IF R DOES NOT HAVE TV, GO TO BOX AFTER R93.]

TVBFOR8H	a.	Before 8 am?	Hours ☐☐	Min.☐☐	***TVBFOR8M***
TV8TO3H	b.	Between 8 am and 3 pm?	Hours ☐☐	Min.☐☐	***TV8TO3M***
TV3DINH	c.	Between 3 pm and dinner time?	Hours ☐☐	Min.☐☐	***TV3DINM***
TVAFDINH	d.	After dinner time?	Hours ☐☐	Min.☐☐	***TVAFDINM***

R93. How about on Saturday and Sunday? How many hours does (CHILD) watch television or video tapes <u>at home</u> on...

TVSATH	a.	Saturday?	Hours ☐☐	Min.☐☐	***TVSATM***
TVSUNH	b.	Sunday?	Hours ☐☐	Min.☐☐	***TVSUNM***

Else, ask R94 for preschoolers and kindergartners. Primary students go to R95. Home schoolers go to box after R95.

R94. Please tell me whether (CHILD) watches any of the following television programs <u>once a week or more</u>, either at home or someplace else.

		YES	NO
TVSESAME	Sesame Street	1	2
TVROGERS	Mr. Rogers' Neighborhood	1	2
TVBARNEY	Barney and Friends	1	2
TVRAINBO	Reading Rainbow	1	2

Ask R95 for kindergartners and primary students. Preschoolers go to box after R95.

R95. Before starting (kindergarten/first grade), did (CHILD) watch Sesame Street either at home or someplace else, at least once a week for a period of three months or more?

TVSESFRQ

YES 1
NO 2

One-half of the sample is asked R96A, and one-half is asked R96-R98.

R96A. Now I'd like to talk with you about activities in your home in the past week. How many times have you or someone in your family read to (CHILD) in the past week? Would you say ...

READTIME

Not at all 1
Once or twice 2
3 or more times, or 3
Every day? 4

R96. Now I'd like to talk with you about activities in your home in the past week. In the past week, have you or has someone in your family read to (CHILD)?

READTO

YES ..... 1 (GO TO R97)
NO ..... 2 (GO TO BOX AFTER R98)

R97. How many times? Would you say...

READTON

One or two times, or ..... 1 (GO TO BOX AFTER R98)
Three or more? ..... 2 (GO TO R98)

R98. Was that every day in the past week?

READDAY

YES 1
NO 2

Preschoolers, kindergartners, and home schoolers with N, K, T, P equivalent, go to R99. Primary student, and home schoolers with grade equivalent not N, T, K, P, go to box before HNINTRO.

R99. In the past week, have you or has someone in your family done the following things with (CHILD)?

[IF YES: How many times? Would you say one or two times or three or more?]

			YES	NO	1-2 TIMES	3 + TIMES	
WKSTORY	a.	Told (CHILD) a story	1	2	1	2	***WKSTORYN***
WKWORDS	b.	Taught (him/her) letters, words, or numbers	1	2	1	2	***WKWORDSN***
WKMUSIC	c.	Taught (CHILD) songs or music	1	2	1	2	***WKMUSICN***
WKCRAFT	d.	Did arts and crafts	1	2	1	2	***WKCRAFTN***
WKPLAYI	e.	Played with toys or games indoors	1	2	1	2	***WKPLAYIN***
WKPLAYO	f.	Played games or sports outdoors ..... ***WKPLAYON***	1	2	1	2	
WKERAND	g.	Took (CHILD) along while doing errands like going to the post office, the bank, or the store	1	2	1	2	***WKERANDN***
WKCHORE	h.	Involved (CHILD) in household chores like cooking, cleaning, setting the table, or caring for pets	1	2	1	2	***WKCHOREN***

R100. In the past month, have you or has someone in your family done the following things with (CHILD)?

			YES	NO
MOLIBRAY	a.	Visited a library	1	2
MOCONCRT	b.	Gone to a play, concert, or other live show	1	2
MOMUSEUM	c.	Visited an art gallery, museum, or historical site	1	2
MOZOO	d.	Visited a zoo or aquarium	1	2
MOETHNIC	e.	Talked with (CHILD) about (his/her) family history or ethnic heritage	1	2
MOCHURCH	f.	Attended an event sponsored by a community or religious group	1	2

HEALTH AND NUTRITION

Preschoolers: All items in this section.
Kindergarten and primary: R101-R106; R110, R113, R114, R118.

HNINTRO. These next questions are about (CHILD'S) health.

R101. When (he/she) was born, did (CHILD) weigh more than 5 1/2 pounds?
HN5LBS

YES ..... 1 (GO TO R103)
NO ..... 2 (GO TO R102)

R102. Did (he/she) weigh more than 3 pounds?
HN3LBS

YES 1
NO 2

R103. When (CHILD) was born, did (he/she) receive any care in an intensive care unit, premature nursery, or any other type of special care facility?
HNCARE

YES 1
NO 2

R104. Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed?
HNDELAY

YES 1
NO 2

R105. Has (CHILD) ever had any of the following disabling conditions that adversely affected (his/her) ability to learn? Has (he/she) ever had...

			YES	NO
HNLEARN	a.	A learning disability?	1	2
HNRETARD	b.	Mental retardation?	1	2
HNSPEECH	c.	Speech impairment?	1	2
HNBEHAVE	d.	Serious emotional disturbance?	1	2
HNDEAF	e.	Deafness?	1	2
HNHEAR	f.	Other hearing impairment?	1	2
HNBLIND	g.	Blindness?	1	2
HNVISUAL	h.	Other visual impairment?	1	2
HNORTHO	i.	Orthopedic impairment?	1	2
HNOTHER	j.	Other health impairment lasting 6 months or more?	1	2

Ask R105A-C for each "yes" in R105.

R105A. (Is/Does) (CHILD) (have) (DISABILITY) now?

HHNOW0-HHNOW9

YES ..... 1 (GO TO R105B)
NO ..... 2 (BOX AFTER R105C)

R105B. Is (CHILD) now receiving services for this condition from your local public school district?

HNPUBL0-HNPUBL9

YES 1
NO 2

R105C. Is (CHILD) now receiving services for this condition from any other source?

HNSERV0-HNSERV9

YES 1
NO 2

Return to R105A to ask about next disability, or go to R106 after last disability.

R106. In general, would you say that (CHILD'S) health is...

HNHEALTH

Excellent 1
Very good 2
Good 3
Fair, or 4
Poor? 5

If child is preschooler, go to R107. Else, if kindergarten, and primary, and home schoolers, go to R110.

R107. Is there a particular clinic, health center, doctor's office, or other place that you (or OTHER PARENT/GUARDIAN) usually take (CHILD) if (he/she) is sick?

HNCLINIC

YES ..... 1 (GO TO R108)
NO ..... 2 (GO TO R109)

R108. Is that place a hospital emergency room?

HNEMERRM

YES 1
NO 2

R109. Is there a particular place that you (or OTHER PARENT/GUARDIAN) usually take (CHILD) for routine care such as getting checkups or shots?

HNDOCTOR

YES 1
NO 2

R110. About how long has it been since (CHILD) last saw a medical doctor or other health professional for a checkup, shots, or other routine care? Would you say...

HNDOCWHN

Less than 1 year 1
1 year, but less than 2 years 2
2 years or more 3

If child is preschooler, go to R111; if kindergarten, primary, and home schoolers, R113.

R111. Has (CHILD) ever been to a dentist or dental hygienist for dental care?

HNDNTIST

YES ..... 1 (GO TO R112)
NO ..... 2 (GO TO R113)

R112. About how long has it been since (CHILD) last saw a dentist or dental hygienist for dental care? Would you say...

HNDNTWHN

Less than 1 year 1
1 year, but less than 2 years 2
2 years or more 3

R113. During the last week, that is, since last (DAY OF WEEK), on how many days did (CHILD) eat breakfast, either at home or somewhere else?

HNBREAK

DAYS ..... ☐

R114. During the last week, on how many days did you or another adult in your family fix a hot meal for (CHILD)?

HNMEAL

DAYS ..... ☐

If child is preschooler, go to R115.
Else, go to box after R117.

R115. During the last week, on how many days did the whole family sit down to eat dinner together?

HNDINNER

DAYS ..... ☐

R116. During the last month, has (CHILD) ever not eaten for half a day or more because food was not available?

HNNOFOOD

YES 1
NO 2

R117. Since (CHILD) was born, have you received food, checks, or vouchers for food for (him/her) under the Women, Infants, and Children, or WIC, program?

HNWIC

YES 1
NO 2

If child is a preschooler in a center-based program or a kindergartner or a primary student, go to R118. Else, go to box after R118.

R118. [PRESCHOOLERS IN CENTER-BASED PROGRAMS, KINDERGARTNERS, AND PRIMARY STUDENTS:] Does (CHILD) receive government funded free or reduced price breakfast or lunch at [(PROGRAM)/school]?

HNFREE

YES 1
NO 2

EXPERIENCE PRIOR TO FIFTH BIRTHDAY/PRESENT

R119 to R131 are asked for kindergartners and primary students. Preschoolers and home schoolers go to LFINTRO.

PKINTRO. These next questions are about your family experiences during the time between (CHILD'S) birth and [(his/her) fifth birthday/now].

[NOTE: REFERENCE PERSON IN R119-R124 IS CHILD'S BIRTH MOTHER.]

R119. [Before (his/her) fifth birthday] (did/Has) (CHILD) ever (live/lived) apart from [you/(his/her) birth mother], other than vacations?

PKLIVMOM

YES ..... 1 (GO TO R120)
NO ..... 2 (GO TO BOX AFTER R121)

R120. During how many years or months [before (his/her) fifth birthday] did (CHILD) live apart from [you/(his/her) birth mother]?

PKLIVYR YEARS ..... ☐
PKLIVMO MONTHS ..... ☐☐

R121. With whom did (CHILD) live when (he/she) was not living with [you/(his/her) birth mother]? [CODE UP TO THREE.]

PKLIVDAD	WITH FATHER (MAY INCLUDE OTHERS)	1
PKLIVGRD	WITH GRANDPARENT(S)	2
PKLIVANT	WITH AUNT OR UNCLE	3
PKLIVREL	WITH OTHER RELATIVE	4
PKLIVFOS	IN FOSTER CARE	5
PKLIVOTH	OTHER	6

If birth mother is not household member, go to R125.

R122. [Before (his/her) fifth birthday] (did/Has) (CHILD) ever (live/lived) with [you/(his/her) mother] as the only parent in the house?

PKMOMONL	YES	1
	NO	2

R123. [Between (CHILD'S) birth and (his/her) fifth birthday/Since (CHILD) was born] did [you/(CHILD'S) mother] work outside the home for pay?

PKWRKMOM			
	YES	1	(GO TO R124)
	NO	2	(GO TO R125)

R124. During how many years or months [before (CHILD'S) fifth birthday/since (CHILD) was born] [were you/was (CHILD'S) mother] working full-time outside the home for pay?

PKWRKYR	YEARS	☐
PKWRKMO	MONTHS	☐☐

R125. [Between (CHILD'S) birth and (his/her) fifth birthday/Since (CHILD) was born] was there any time in which (CHILD'S) family had serious financial problems or was unable to pay the monthly bills?

PKMONEY			
	YES	1	(GO TO R126)
	NO	2	(GO TO R127)

R126. During how many years or months [before (his/her) fifth birthday/since (he/she) was born] (did/has) (CHILD'S) family (have/had) serious financial problems?

PKMONYR	YEARS	☐
PKMONMO	MONTHS	☐☐

R127. [Between (CHILD'S) birth and (his/her) fifth birthday/Since (CHILD) was born] was there any time in which (CHILD'S) family received food stamps?

PKFOODST	YES	1	(GO TO R128)
	NO	2	(GO TO R129)

R128. During how many years or months [before (his/her) fifth birthday/since (he/she) was born] (did/has) (CHILD'S) family (get/gotten) food stamps?

PKFOODYR	YEARS	☐
PKFOODMO	MONTHS	☐☐

R129. [Between (CHILD'S) birth and (his/her) fifth birthday/Since (CHILD) was born) was there any time in which (CHILD'S) family was on welfare or received AFDC, or Aid to Families with Dependent Children?

PKAFDC

YES ..... 1 (GO TO R130)
NO ..... 2 (GO TO R131)

R130. During how many years or months [before (his/her) fifth birthday/since (he/she) was born] (did/has) (CHILD'S) family (get/gotten) welfare or AFDC?

PKAFDCYR YEARS ..... ☐
PKAFDCMO MONTHS ..... ☐☐

R131. [Between (CHILD'S) birth and (his/her) fifth birthday,] how many times (did/has) (CHILD'S) family (move/moved) from one home or household to another?

PKMOVE

ENTER NUMBER OF TIMES ..... ☐☐

PARENT/GUARDIAN INFORMATION

LFINTRO. Now I have some questions about [(you) (and) (CHILD'S) (mother/stepmother/female guardian) (and) (father/stepfather/male guardian)]. [Let's start with (you/(CHILD'S) mother).]

The parent information is collected only once for each parent/guardian in a household, with the exception of items R132, R133, R146, and R157, which are asked for each School Readiness interview.
If mother/female guardian is household member, go to next box. If there are no parents/guardians in the household and R is female, go to next box. Else, ask LFINTRO and R133 and go to box after R145.

CHILD'S MOTHER OR FEMALE GUARDIAN (IF IN HOUSEHOLD)

Ask R132 if mother/female guardian is <u>not</u> the child's birth mother. Else, go to R133.

R132. How old was (CHILD) when [you/(his/her) (stepmother/adopted mother/foster mother/female guardian)] first lived with (him/her)? [ROUND TO NEAREST MONTH; ENTER 0 IF SINCE BIRTH OR LESS THAN ONE MONTH.]

MOMKIDYR YEARS ..... ☐
MOMKIDMO MONTHS ..... ☐☐

R133. [Were you/Was (CHILD'S) birth mother] married or not married when (CHILD) was born?

MOMMARRY

MARRIED 1
NOT MARRIED 2

If mother/female guardian is a household member, or if there are no parents/guardians in the household and R is female, continue. Else, go to box after R145.

R134. What is [your/(CHILD'S) (mother's/stepmother's/adopted mother's/foster mother's/female guardian's)] marital status now?

MOMSTAT

MARRIED/REMARRIED	1	
SEPARATED	2	
DIVORCED	3	
WIDOWED	4	
LIVING TOGETHER IN A MARRIAGE-LIKE ARRANGEMENT	5	
NOT MARRIED	6	

R135. What was the first language that [you/(CHILD'S) (mother/stepmother/adopted mother/foster mother/female guardian)] learned to speak?

MOMLANG

ENGLISH	1	(GO TO R137)
SPANISH	2	(GO TO R136)
ASIAN LANGUAGE	3	(GO TO R136)
OTHER LANGUAGE	4	(GO TO R136)

R136. What language [do you/does (CHILD'S) (mother/stepmother/adopted mother/foster mother/female guardian)] speak most at home?

MOMSPEAK

ENGLISH	1
SPANISH	2
ASIAN LANGUAGE	3
OTHER LANGUAGE	4

R137. What is the highest grade or year of school that [you/(CHILD'S) (mother/stepmother/adopted mother/foster mother/female guardian)] completed?

MOMGRADE

UP TO 8TH GRADE	1	(GO TO R138)
9TH TO 11TH GRADE	2	(GO TO R138)
HIGH SCHOOL DIPLOMA/EQUIVALENT	3	(GO TO R139)
VOCATIONAL/TECHNICAL PROGRAM AFTER HIGH SCHOOL	4	(GO TO R139)
1-2 YEARS OF COLLEGE	5	(GO TO R139)
ASSOCIATE'S DEGREE	6	(GO TO R139)
3-4 YEARS OF COLLEGE	7	(GO TO R139)
BACHELOR'S DEGREE	8	(GO TO R139)
GRADUATE OR PROFESSIONAL SCHOOL (YEAR/DEGREE)	9	(GO TO R139)

R138. Did (you/she) receive a high school diploma or equivalent?

MOMDIPL

YES	1
NO	2

R139. During the past week, did [you/(CHILD'S) (mother/stepmother/adopted mother/foster mother/female guardian)] work at a job for pay?

MOMWORK

YES	1	(GO TO R141)
NO	2	(GO TO R140)

R140. (Were you/Was she) on leave or vacation from a job?
MOMLEAVE

YES ..... 1 (GO TO R141)
NO ..... 2 (GO TO R142)

R141. About how many hours per week (do you/does she) usually work for pay? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]
MOMHOURS

WEEKLY HOURS ..... ☐☐

R142. How many months (,if any,) (have you/has she) worked for pay in the past year?
MOMMTHS

MONTHS ..... ☐☐

If R140 = 2, go to R143. Else, go to box after R145.

R143. (Have you/Has she) been actively looking for work in the past 4 weeks?
MOMLOOK

YES ..... 1 (GO TO R144)
NO ..... 2 (GO TO R145)

R144. What (have you/has she) been doing in the past 4 weeks to find work? [CODE ALL THAT APPLY.]

MOMPUBL CHECKED WITH PUBLIC EMPLOYMENT AGENCY ..... 1 (GO TO BOX AFTER R145)
MOMPRIV CHECKED WITH PRIVATE EMPLOYMENT AGENCY ..... 2 (GO TO BOX AFTER R145)
MOMEMPL CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME ..... 3 (GO TO BOX AFTER R145)
MOMREL CHECKED WITH FRIENDS OR RELATIVES ..... 4 (GO TO BOX AFTER R145)
MOMANSAD PLACED OR ANSWERED ADS/SENT RESUME ..... 5 (GO TO BOX AFTER R145)
MOMREAD READ WANT-ADS ..... 6 (GO TO R145)
MOMOTHER OTHER 91
MOMOTHOS/R What was that?

_____ (GO TO R145)

R145. What (were you/was she) doing most of last week? Would you say ...

MOMACTY
Keeping house or caring for children 1
Going to school 2
Retired 3
Unable to work, or 4
Something else? 91
MOMACTOS/R What was that?

_____

If father/male guardian is a household member, or if there are no parents/guardians in the household and R is male, continue. Else, go to box before R157.

CHILD'S FATHER/MALE GUARDIAN (IF IN HOUSEHOLD)

If father/male guardian is <u>not</u> birth father, ask R146.
Else, go to R147.

R146. How old was (CHILD) when [you/(his/her) (stepfather/adopted father/foster father/male guardian)] first lived with (him/her)? [ROUND TO NEAREST MONTH; ENTER 0 IF SINCE BIRTH OR LESS THAN ONE MONTH.]

DADKIDYR YEARS ..... ☐
DADKIDMO MONTHS ..... ☐☐

R147. What was the first language that [you/(CHILD'S) (father/stepfather/adopted father/foster father/male guardian)] learned to speak?

DADLANG

ENGLISH	1	(GO TO R149)
SPANISH	2	(GO TO R148)
ASIAN LANGUAGE	3	(GO TO R148)
OTHER LANGUAGE	4	(GO TO R148)

R148. What language [do you/does (CHILD'S) (father/stepfather/adopted father/foster father/male guardian)] speak most at home?

DADSPEAK

ENGLISH	1
SPANISH	2
ASIAN LANGUAGE	3
OTHER LANGUAGE	4

R149. What is the highest grade or year of school that [you/(CHILD'S) (father/stepfather/adopted father/foster father/male guardian)] completed?

DADGRADE

UP TO 8TH GRADE	1	(GO TO R150)
9TH TO 11TH GRADE	2	(GO TO R150)
HIGH SCHOOL DIPLOMA/EQUIVALENT	3	(GO TO R151)
VOCATIONAL/TECHNICAL PROGRAM AFTER HIGH SCHOOL	4	(GO TO R151)
1-2 YEARS OF COLLEGE	5	(GO TO R151)
ASSOCIATE'S DEGREE	6	(GO TO R151)
3-4 YEARS OF COLLEGE	7	(GO TO R151)
BACHELOR'S DEGREE	8	(GO TO R151)
GRADUATE OR PROFESSIONAL SCHOOL (YEAR/DEGREE)	9	(GO TO R151)

R150. Did (you/he) receive a high school diploma or equivalent?

DADDIPL

YES	1
NO	2

R151. During the past week, did [you/(CHILD'S) (father/stepfather/adopted father/foster father/male guardian)] work at a job for pay?

DADWORK

YES	1	(GO TO R153)
NO	2	(GO TO R152)

R152. (Were you/Was he) on leave or vacation from a job?

DADLEAVE

YES ..... 1 (GO TO R153)
NO ..... 2 (GO TO R154)

R153. About how many hours per week (do you/does he) usually work for pay? [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

DADHOURS

WEEKLY HOURS ..... ☐☐ (GO TO BOX AFTER R156)

R154. (Have you/Has he) been actively looking for work in the past 4 weeks?

DADLOOK

YES ..... 1 (GO TO R155)
NO ..... 2 (GO TO R156)

R155. What (have you/has he) been doing in the past 4 weeks to find work? [CODE ALL THAT APPLY.]

DADPUBL	CHECKED WITH PUBLIC EMPLOYMENT AGENCY 1	(GO TO BOX AFTER R156)
DADPRIV	CHECKED WITH PRIVATE EMPLOYMENT AGENCY 2	(GO TO BOX AFTER R156)
DADEMPL	CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME 3	(GO TO BOX AFTER R156)
DADREL	CHECKED WITH FRIENDS OR RELATIVES 4	(GO TO BOX AFTER R156)
DADANSAD	PLACED OR ANSWERED ADS/SENT RESUME 5	(GO TO BOX AFTER R156)
DADREAD	READ WANT-ADS 6	(GO TO R156)
DADOTHER	OTHER (SPECIFY) 91	
DADOTHOS/R	What was that?	
	_____	(GO TO R156)

R156. What (were you/was he) doing most of last week? Would you say...

DADACTY	Keeping house or caring for children, ... 1	
	Going to school, ... 2	
	Retired, ... 3	
	Unable to work, or 4	
DADACTOS/R	Something else? 91	
	What was that?	
	_____	

If birth mother or birth father is not household member, ask R157. If both parents are absent, ask about birth mother. Else, go to ARINTRO.

R157. In the past year, how often has (CHILD) seen (ABSENT PARENT)? Would you say...

SEEPARN

Several times a week or more 1
Once a week 2
1 to 3 times a month 3
Several times over the year 4
Once or twice, or 5
Never? 6
ONCE OR TWICE FOR TWO WEEKS OR MORE 7

In the event of multiple School Readiness interviews in a household, R158 and R159 are only administered once.

ARINTRO. I have a few more general questions about issues involving children.

R158. There are many different sources that people go to for information or advice about raising their child or about their child's education. Which of the following sources have you (and OTHER PARENT/GUARDIAN) used for information or advice? How about...

			YES	NO
TEFAMILY	a.	Family members?	1	2
TEFRIEND	b.	Friends?	1	2
TEBOOKS	c.	Books?	1	2
TEMAG	d.	Magazines or newspapers?	1	2
TETV	e.	Television, video, or radio?	1	2
TEPASTOR	f.	A religious advisor such as a pastor, minister, priest, or rabbi?	1	2
TELIBRAN	g.	A librarian?	1	2
TETEACHR	h.	Your child's teacher?	1	2
TEDOCTOR	i.	A doctor or other health care professional?	1	2
TESPECSC	j.	A guidance counselor or education specialist at school?	1	2
TESPEC	k.	A counselor or social service worker?	1	2
TEPARENT	l.	A parent support group?	1	2
TECLASS	m.	A class or seminar?	1	2

If the child is a preschooler continue. Else, go to HINTRO.

R159. Now I'm going to ask you how important you think it is for <u>any</u> child to know or do certain things to be ready for kindergarten.

How important do you think it is that a child...

			E	VI	SI	NVI	NI
KPCOUNT	a.	Can count to 20 or more? Would you say essential, very important, somewhat important, not very important, or not at all important?	1	2	3	4	5
KPSHARE	b.	Takes turns and shares?	1	2	3	4	5
KPCURIOS	c.	Is enthusiastic and curious in approaching new activities?	1	2	3	4	5
KPPENCIL	d.	Is able to use pencils and paint brushes?	1	2	3	4	5
KPSTILL	e.	Sits still and pays attention?	1	2	3	4	5
KPALPHA	f.	Knows the letters of the alphabet?	1	2	3	4	5
KPVERBAL	g.	Communicates his or her needs, wants, and thoughts verbally?	1	2	3	4	5

HOUSEHOLD CHARACTERISTICS

HINTRO. Finally, a (few questions/last question) about your household.

In the event of multiple interviews in a household, the household information is collected only one time.

R160. Do you...
HOWNHOME

Own your home..... 1
Rent your home, or 2
Have some other arrangement? 3

R161. How many bedrooms are there in your home?
HBEDRMS

NUMBER..... ☐☐

R162. Was your choice of where you live now influenced by where (CHILD) would go to school?
HLIVE

YES 1
NO 2

R163. Besides (PHONE NUMBER), do you have other telephone numbers in your household?
HPHONE/R

YES ..... 1 (GO TO R164)
NO ..... 2 (GO TO R165)

R164. How many of these additional telephone numbers are for home use?
HPHONCNT/R

NUMBER..... ☐☐

R165. During the past 12 months, has your household ever been without telephone service for more than 24 hours?
HPHONSVC/R

YES ..... 1 (GO TO R166)
NO ..... 2 (GO TO R167)

R166. What was the total amount of time your household was without telephone service in the past 12 months?
HPHONNUM/R

NUMBER..... ☐☐

DAYS 1
WEEKS..... 2
MONTHS..... 3

R167. So that we can group households geographically, may I have your ZIP code?
HZIPCODE/R

ZIP CODE..... ☐☐☐☐

R168. In studies like this, households are sometimes grouped according to income. Please tell me which group best describes an estimate of 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. Is your household income...

HINCMRNG

$25,000 or less, or ..... 1 (READ SET 1)
More than $25,000? ..... 2 (READ SET 2)

HINCOME Was it...

[SET 1]
$5,000 or less 1
$5,001 to $10,000 2
$10,001 to $15,000 3
$15,001 to $20,000, or 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 $50,000 9
$50,001 to $75,000, or 10
Over $75,000? 11

Go to CLOSE2.

CLOSE1. Thank you, but we are only asking about children in a specific age range. Please hold on for a moment while I check to see if there is anyone else I need to ask you about or anyone else I need to speak with.

CLOSE2. Those are all the questions I have about (CHILD). [IF YOUTH IS TO BE INTERVIEWED FOLLOWING THE PARENT INTERVIEW: After I finish speaking with you, I would also like to interview (CHILD) independently about (his/her) school experiences.] [Please hold on for a moment while I check to see if there is anyone else I need to ask about, or anyone else I need to speak with].

Go to HHSELECT Screen to select interview.

APPENDIX B

SCHOOL READINESS VARIABLE LIST

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
ENUMID	SUBJECT CHILD'S ID NUMBER	A	1	10	1	10
MAINRSLT	INTERVIEW COMPLETION STATUS	A	1	2	11	12
ENGLSPAN	INTERVIEW CONDUCTED IN ENGLISH/SPANISH?	N	1	1	13	13
AGE92	SUBJECT CHILD'S AGE 12/31/92	N	1	1	14	14
SEX	SUBJECT CHILD'S SEX	A	1	2	15	16
ERESPAGE	EXTENDED RESPONDENT'S AGE	N	1	2	17	18
ERESPSEX	EXTENDED RESPONDENT'S SEX	A	1	2	19	20
ERESRELN	EXTENDED RESPONDENT'S RELATION TO CHILD	N	1	1	21	21
EPARTYPE	PARENT'S EXACT RELATION TO CHILD	N	1	2	22	23
MOMAGE	MOTHER'S AGE	N	1	2	24	25
MOMTYPE	TYPE OF MOTHER	N	1	2	26	27
DADAGE	FATHER'S AGE	N	1	2	28	29
DADTYPE	TYPE OF FATHER	N	1	2	30	31
AGE1	O/HH MEM - #1'S AGE	N	1	2	32	33
SEX1	O/HH MEM - #1'S SEX	A	1	2	34	35
RELATN1	O/HH MEM - #1'S RELATION TO CHLD	N	1	2	36	37
CRELN1	O/HH MEM-#1'S REL TO CHLD-SIBLING	N	1	2	38	39
DETRELN1	O/HH MEM-#1-DETAILED REL T/SAMPLED CHILD	N	1	2	40	41
AGE2	O/HH MEM - #2'S AGE	N	1	3	42	44
SEX2	O/HH MEM - #2'S SEX	A	1	2	45	46
RELATN2	O/HH MEM - #2'S RELATION TO CHLD	N	1	2	47	48
CRELN2	O/HH MEM-#2'S REL TO CHLD-SIBLING	N	1	2	49	50
DETRELN2	O/HH MEM-#2-DETAILED REL T/SAMPLED CHILD	N	1	2	51	52
AGE3	O/HH MEM - #3'S AGE	N	1	2	53	54
SEX3	O/HH MEM - #3'S SEX	A	1	2	55	56
RELATN3	O/HH MEM - #3'S RELATION TO CHLD	N	1	2	57	58
CRELN3	O/HH MEM-#3'S REL TO CHLD-SIBLING	N	1	2	59	60
DETRELN3	O/HH MEM-#3-DETAILED REL T/SAMPLED CHILD	N	1	2	61	62
AGE4	O/HH MEM - #4'S AGE	N	1	2	63	64
SEX4	O/HH MEM - #4'S SEX	A	1	2	65	66
RELATN4	O/HH MEM - #4'S RELATION TO CHLD	N	1	2	67	68
CRELN4	O/HH MEM-#4'S REL TO CHLD-SIBLING	N	1	2	69	70
DETRELN4	O/HH MEM-#4-DETAILED REL T/SAMPLED CHILD	N	1	2	71	72
AGE5	O/HH MEM - #5'S AGE	N	1	2	73	74
SEX5	O/HH MEM - #5'S SEX	A	1	2	75	76
RELATN5	O/HH MEM - #5'S RELATION TO CHLD	N	1	2	77	78
CRELN5	O/HH MEM-#5'S REL TO CHLD-SIBLING	N	1	2	79	80
DETRELN5	O/HH MEM-#5-DETAILED REL T/SAMPLED CHILD	N	1	2	81	82
AGE6	O/HH MEM - #6'S AGE	N	1	2	83	84
SEX6	O/HH MEM - #6'S SEX	A	1	2	85	86
RELATN6	O/HH MEM - #6'S RELATION TO CHLD	N	1	2	87	88
CRELN6	O/HH MEM-#6'S REL TO CHLD-SIBLING	N	1	2	89	90
DETRELN6	O/HH MEM-#6-DETAILED REL T/SAMPLED CHILD	N	1	2	91	92
AGE7	O/HH MEM - #7'S AGE	N	1	2	93	94
SEX7	O/HH MEM - #7'S SEX	A	1	2	95	96
RELATN7	O/HH MEM - #7'S RELATION TO CHLD	N	1	2	97	98
CRELN7	O/HH MEM-#7'S REL TO CHLD-SIBLING	N	1	2	99	100
DETRELN7	O/HH MEM-#7-DETAILED REL T/SAMPLED CHILD	N	1	2	101	102
AGE8	O/HH MEM - #8'S AGE	N	1	2	103	104
SEX8	O/HH MEM - #8'S SEX	A	1	2	105	106
RELATN8	O/HH MEM - #8'S RELATION TO CHLD	N	1	2	107	108
CRELN8	O/HH MEM-#8'S REL TO CHLD-SIBLING	N	1	2	109	110
DETRELN8	O/HH MEM-#8-DETAILED REL T/SAMPLED CHILD	N	1	2	111	112
AGE9	O/HH MEM - #9'S AGE	N	1	2	113	114
SEX9	O/HH MEM - #9'S SEX	A	1	2	115	116
RELATN9	O/HH MEM - #9'S RELATION TO CHLD	N	1	2	117	118
CRELN9	O/HH MEM-#9'S REL TO CHLD-SIBLING	N	1	2	119	120
DETRELN9	O/HH MEM-#9-DETAILED REL T/SAMPLED CHILD	N	1	2	121	122
DOBMM	R1-MONTH OF BIRTH	N	1	2	123	124
DOBYY	R1-YEAR OF BIRTH	N	1	2	125	126
RACE	R2-SUBJECT CHILD'S RACE	N	1	2	127	128
HISPANIC	R3-SUBJECT CHILD IS OF HISPANIC ORIGIN	N	1	1	129	129

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
ENROLL	R4-CHILD ATTENDING OR ENROLLED IN SCHOOL	N	1	1	130	130
HOMESCHL	R5-HAVING HOME SCHOOLING OR TUTORING	N	1	2	131	132
GRADE	R6-GRADE OR YEAR CHILD IS ATTENDING	A	1	2	133	134
GRADEEQ	R7-GRADE EQUIVALENT FOR UNGRADED/SPEC ED	A	1	2	135	136
ATNDKIND	R8-CHILD ATTENDED K BEFORE T/P/1 GRADE	N	1	2	137	138
SCHLSTAT	INTERVIEW PATH/SCHOOL STATUS	A	1	2	139	140
DPCOLOR	R14-CHILD CAN IDENTIFY COLOR	N	1	2	141	142
DPLETTER	R15-CHILD RECOGNIZES LETTERS	N	1	2	143	144
DPCOUNT	R16-HOW HIGH CHILD CAN COUNT	N	1	2	145	146
DPNAME	R17-CHILD CAN WRITE FIRST NAME	N	1	2	147	148
DPBUTTON	R18-CHILD CAN BUTTON CLOTHES	N	1	2	149	150
DPPENCIL	R19-CHILD HOLDS PENCIL PROPERLY	N	1	2	151	152
DPWRITE	R20-CHILD WRITES AND DRAWS	N	1	2	153	154
DPFALL	R21-CHILD TRIPS/STUMBLES/FALLS EASILY	N	1	2	155	156
DPSITTER	R22-CHILD CAN BE LEFT WITH SITTER EASILY	N	1	2	157	158
DPTEMPER	R23-CHILD OFTEN HAS TANTRUMS	N	1	2	159	160
DPAFRAID	R24-CHILD AFRAID TO SPEAK TO STRANGERS	N	1	2	161	162
DPFIDGET	R25-CHILD FIDGETS A LOT	N	1	2	163	164
DPATTN	R26-CHILD HAS SHORT ATTENTION SPAN	N	1	2	165	166
DPSPEAK	R27-CHILD IS UNDERSTANDABLE TO STRANGERS	N	1	2	167	168
DPSPELAT	R28-CHILD BEGAN SPEAKING LATE	N	1	2	169	170
DPSTUTER	R29-CHILD STUTTERS OR STAMMERS	N	1	2	171	172
DPTV	R30-CHILD TURNS TV TO HIGH VOLUME	N	1	2	173	174
DPBEND	R31-CHILD BENDS TO LOOK AT PICTURE	N	1	2	175	176
HEADSTRT	R32-CHILD ENROLLED IN HEAD START	N	1	2	177	178
HEADEVR	R33-CHILD EVER ATTENDED HEAD START	N	1	2	179	180
HEADAGMO	R34-AGE CHILD STARTED HEAD START/MONTHS	N	1	2	181	182
HEADAGYR	R34-AGE CHILD STARTED HEAD START/YEARS	N	1	2	183	184
HEADATND	R35-HOW LONG CHILD ATTENDED HEAD START	N	1	2	185	186
PREKIND	R36-ATTEND NURSERY/PRESCH/DAYCARE PREK	N	1	2	187	188
PREKEVR	R37-EVER ATTEND NURSRY/PREK/PRESCH/DAYCR	N	1	2	189	190
PREKAGMO	R38-AGE CHILD BEGAN PRESCH ETC/MONTHS	N	1	2	191	192
PREKAGYR	R38-AGE CHILD BEGAN PRESCH ETC/YEARS	N	1	2	193	194
PREKATND	R39-TIME CHILD ATTENDED ANY PRESCH PRGM	N	1	2	195	196
PREKANY	R40-ANY PRESCH PROGRAM HAVE ED PRGRM	N	1	2	197	198
PREKNUM	R41-NUMBER OF PROGRAMS CHILD ATTENDS	N	1	2	199	200
PREKPUBL	R43-PUBLIC OR PRIVATE PROGRAM	N	1	2	201	202
PREKEDUC	R44-PROGRAM HAS ED PROGRAM	N	1	2	203	204
PREKDAYS	R45-# DAYS/WK CHILD IN PROGRAM	N	1	2	205	206
PREKHRS	R46-# HOURS/WK CHILD IN PROGRAM	N	1	2	207	208
PREKFULL	R47-FULL- OR PART-DAY PROGRAM	N	1	2	209	210
PREKID	R48-NUMBER OF KIDS AT PROGRAM	N	1	2	211	212
PREKADLT	R49-NUMBER OF ADULTS AT PROGRAM	N	1	2	213	214
SACOMPLA	R51A-CHILD COMPLAINED ABOUT SCHOOL	N	1	2	215	216
SALEAVE	R51B-CHILD RELUCTANT TO GO TO SCH	N	1	2	217	218
SASICK	R51C-CHILD PRETENDED TO BE SICK	N	1	2	219	220
SAGOOD	R51D-CHLD SAID GOOD THINGS ABT SCH	N	1	2	221	222
SATEACHR	R51E-CHILD SAID LIKED TEACHER	N	1	2	223	224
SASCHOOL	R51F-CHILD LOOKED FORWARD TO SCHOOL	N	1	2	225	226
TEWELL	R52A-TCHER SAYS CHILD DOING WELL IN SCH	N	1	2	227	228
TEABIL	R52B-TCHER SAYS CHLD NOT UP TO CAPABILIT	N	1	2	229	230
TEATTENT	R52C-TCHER SAYS CHLD DOESNT CONCENTRATE	N	1	2	231	232
TEDISRUP	R52D-TCHER SAYS CHILD ACTS UP IN SCHOOL	N	1	2	233	234
TESAD	R52E-TCHER SAYS CHILD OFTEN SAD/UNHAPPY	N	1	2	235	236
TEFIDGET	R52F-TEACHER SAYS CHILD RESTLESS/FIDGETS	N	1	2	237	238
TESHARE	R52G-TCHR SAYS CHILD HAS TROUBLE SHARING	N	1	2	239	240
TEGROUP	R52H-TEACHER SAYS CHILD GETS ALONG WELL	N	1	2	241	242
TEENTHUS	R52I-TEACHER SAYS CHILD ENTHUSIASTIC	N	1	2	243	244
TENONEW	R52J-TEACHER SAYS CHILD LACKS CONFIDENCE	N	1	2	245	246
TECLEAR	R52K-TCHER SAYS CHILD HARD TO UNDERSTAND	N	1	2	247	248
TESLEEPY	R52L-TEACHER SAYS CHILD SLEEPY IN CLASS	N	1	2	249	250
TEEXPRES	R52M-TCHER SAYS CHILD SPEAKS OUT IN CLAS	N	1	2	251	252

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
TETALK	R53-TIMES PARENT/TCHER COMMUNICATED	N	1	2	253	254
KPSTART	R55-WHEN EXPECT CHILD START KINDERGARTEN	N	1	2	255	256
KPENROLL	R56-K ENROLLMENT/BIRTHDATE OR WAIT	N	1	2	257	258
KPCONCRN	R58-CONCERNED IF CHILD READY FOR K	N	1	2	259	260
KPAGEYR	R59-AGE CHILD STARTED K/YEARS	N	1	2	261	262
KPAGEMO	R59-AGE CHILD STARTED K/MONTHS	N	1	2	263	264
KPPUBL	R60-KINDERGARTEN PUBLIC OR PRIVATE	N	1	2	265	266
KPCHOICE	R61-SCHOOL IS REGULARLY ASSIGNED SCHOOL	N	1	2	267	268
KPCHURCH	R62-RELIGION-AFFILIATED KINDERGARTEN	N	1	2	269	270
KPFULDAY	R63-FULL OR PART DAY K	N	1	2	271	272
KPHRS	R64-HOURS CHILD IN K EACH WEEK	N	1	2	273	274
KPKYEAR	R65-1ST OR 2ND YEAR OF K	N	1	2	275	276
KPSYEAR	R66-# OF YEARS CHILD ATTENDED K	N	1	2	277	278
KPPLAN	R67-PLAN WAS FOR CHILD TO ATTEND K >1YR	N	1	2	279	280
KPWHO	R68-WHO 1ST SUGGESTED CHILD REPEAT K	N	1	2	281	282
KPAGREE	R69-R AGREES CHILD SHOULD REPEAT K	N	1	2	283	284
KPGOOD	R70-R NOW FEELS REPEATING K GOOD IDEA	N	1	2	285	286
PPUBL	R71-CURRENT SCHOOL PUBLIC OR PRIVATE	N	1	2	287	288
PCHOICE	R72-ASSIGNED OR CHOSEN SCHOOL	N	1	2	289	290
PCHURCH	R73-RELIGION-AFFILIATED SCHOOL	N	1	2	291	292
PSAME	R74-K AND 1ST GRADE WERE AT SAME SCHOOL	N	1	2	293	294
PNEWKIDS	R75-CHILDREN IN CLASS NEW TO CHILD	N	1	2	295	296
PCHANGE	R76-# TIMES CHILD CHANGED SCHOOL	N	1	2	297	298
PWORK	R77-CHILD'S CLASS STANDING	N	1	2	299	300
PWORKMID	R78-CHILD'S STANDING ABOVE MID-CLASS	N	1	2	301	302
PREADING	R79A-CHILD RECEIVED HELP WITH READING	N	1	2	303	304
PMATH	R79B-CHILD RECEIVED SPECIAL HELP W/MATH	N	1	2	305	306
PADJUST	R79C-CHILD RECEIVED HELP TO ADJUST	N	1	2	307	308
PSPEECH	R79D-CHILD RECEIVED HELP WITH SPEECH	N	1	2	309	310
PENGLISH	R79E-CHILD RECEIVED HELP WITH ESL	N	1	2	311	312
PMISBHAV	R80-CLASS BEHAVIOR INTERFERED W/LEARNING	N	1	2	313	314
RREPT	R81-CHILD HAS REPEATED ANY GRADES	N	1	2	315	316
RREPT1	R82-CHILD REPEATED FIRST GRADE	N	1	2	317	318
RREPT2	R82-CHILD REPEATED SECOND GRADE	N	1	2	319	320
RSUGGES0	R83-WHO SUGGESTED CHILD REPEAT GRADE 1	N	1	2	321	322
RSUGGES1	R83-WHO SUGGESTED CHILD REPEAT GRADE 2	N	1	2	323	324
RAGREE0	R84-PARENT AGREED CHILD REPEAT GRADE 1	N	1	2	325	326
RAGREE1	R84-PARENT AGREED CHILD REPEAT GRADE 2	N	1	2	327	328
RIDEA0	R85-GOOD IDEA TO REPEAT GRADE 1	N	1	2	329	330
RIDEA1	R85-GOOD IDEA TO REPEAT GRADE 2	N	1	2	331	332
HASTORY	R86-CHILD CAN READ STORY BOOKS ON OWN	N	1	1	333	333
HAWORDS	R87-CHILD CAN READ OR PRETENDS TO READ	N	1	2	334	335
HAREADYR	R88-AGE WHEN BEGAN READING/YEARS	N	1	2	336	337
HAREADMO	R88-AGE WHEN BEGAN READING/MONTHS	N	1	2	338	339
HAPRETND	R89-CHILD PRETENDS TO READ PICTURE BOOKS	N	1	2	340	341
HACONECT	R90-PRETEND READING SOUNDS LIKE STORY	N	1	2	342	343
HABOOKS	R91-NUMBER OF BOOKS CHILD HAS	N	1	1	344	344
TVBFOR8H	R92A-HOURS OF TV BEFORE 8AM	N	1	2	345	346
TVBFOR8M	R92A-MINUTES OF TV BEFORE 8AM	N	1	2	347	348
TV8TO3H	R92B-HOURS OF TV FROM 8AM TO 3PM	N	1	2	349	350
TV8TO3M	R92B-MINUTES OF TV FROM 8AM TO 3PM	N	1	2	351	352
TV3DINH	R92C-HOURS OF TV FROM 3PM TO DINNER	N	1	2	353	354
TV3DINM	R92C-MINUTES OF TV FROM 3PM TO DINNER	N	1	2	355	356
TVAFDINH	R92D-HOURS OF TV AFTER DINNER	N	1	2	357	358
TVAFDINM	R92D-MINUTES OF TV AFTER DINNER	N	1	2	359	360
TVSATH	R93A-HOURS OF TV SATURDAY	N	1	2	361	362
TVSATM	R93A-MINUTES OF TV SATURDAY	N	1	2	363	364
TVSUNH	R93B-HOURS OF TV SUNDAY	N	1	2	365	366
TVSUNM	R93B-MINUTES OF TV SUNDAY	N	1	2	367	368
TVSESAME	R94A-WATCHES SESAME STREET ONCE/WK, MORE	N	1	2	369	370
TVROGERS	R94B-WATCHES MR ROGERS ONCE/WK OR MORE	N	1	2	371	372
TVBARNEY	R94C-WATCHES BARNEY ONCE/WK OR MORE	N	1	2	373	374

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
TVRAINBO	R94D-WATCHES READ RAINBOW ONCE/WK, MORE	N	1	2	375	376
TVSESFRQ	R95-WATCHED SESAME STREET BEFORE SCHOOL	N	1	2	377	378
READTIME	R96A-TIME FAMILY READ TO CHILD LAST WK	N	1	2	379	380
READTO	R96-FAMILY MEMBER READ TO CHILD LAST WK	N	1	2	381	382
READTON	R97-TIMES/WK FAMILY READ TO CHILD	N	1	2	383	384
READDAY	R98-READING EVERY DAY IN LAST WEEK	N	1	2	385	386
WKSTORY	R99A-TOLD CHILD A STORY IN LAST WEEK	N	1	2	387	388
WKSTORYN	R99A-# TIMES TOLD CHILD STORY LAST WEEK	N	1	2	389	390
WKWORDS	R99B-TAUGHT CHILD LETTERS, WORDS, #S	N	1	2	391	392
WKWORDSN	R99B-# TIMES TAUGHT LETTERS, WORDS, #S	N	1	2	393	394
WKMUSIC	R99C-TAUGHT CHILD SONGS/MUSIC PAST WEEK	N	1	2	395	396
WKMUSICN	R99C-# TIMES TAUGHT CHILD SONGS/MUSIC	N	1	2	397	398
WKCRAFT	R99D-DID ARTS/CRAFTS WITH CHILD LAST WK	N	1	2	399	400
WKCRAFTN	R99D-# TIMES DID ARTS/CRAFTS W/CHILD	N	1	2	401	402
WKPLAYI	R99E-PLAYED TOYS/GAMES INDOORS LST WEEK	N	1	2	403	404
WKPLAYIN	R99E-# TIMES PLAYED TOYS/GAMES INDOORS	N	1	2	405	406
WKPLAYO	R99F-PLAYED W/CHILD OUTSIDE PAST WEEK	N	1	2	407	408
WKPLAYON	R99F-# TIMES PLAYED OUTSIDE W/CHILD	N	1	2	409	410
WKERAND	R99G-TOOK CHILD ON ERRANDS LAST WEEK	N	1	2	411	412
WKERANDN	R99G-# TIMES TOOK CHILD ON ERRANDS	N	1	2	413	414
WKCHORE	R99H-INVOLVED CHILD IN CHORES LAST WK	N	1	2	415	416
WKCHOREN	R99H-# TIMES INVOLVED CHILD IN HH CHORES	N	1	2	417	418
MOLIBRAY	R100A-VISITED LIBRARY IN LAST MONTH	N	1	2	419	420
MOCONCRT	R100B WENT TO PLAY/CONCERT/SHOW PAST MO	N	1	2	421	422
MOMUSEUM	R100C-VISITED GALLERY/MUSEUM PAST MONTH	N	1	2	423	424
MOZOO	R100D-TOOK CHILD TO ZOO OR AQUARIUM	N	1	2	425	426
MOETHNIC	R100E-TALKED W/CHLD ABOUT ETHNIC HERITAG	N	1	2	427	428
MOCHURCH	R100F-ATTENDED EVENT BY RELIGIOUS GROUP	N	1	2	429	430
HN5LBS	R101-CHILD BIRTH WEIGHT OVER 5 1/2 LBS	N	1	1	431	431
HN3LBS	R102-CHILD BIRTH WEIGHT OVER 3 LBS	N	1	2	432	433
HNCARE	R103-CHILD HAD INTENSIVE CARE WHEN BORN	N	1	1	434	434
HNDELAY	R104-CHILD HAD DEVELOPMENTAL DELAY	N	1	1	435	435
HNLEARN	R105A-CHILD EVER HAD LEARNING DISABILITY	N	1	1	436	436
HNRETARD	R105B-CHILD EVER HAD MENTAL RETARDATION	N	1	1	437	437
HNSPEECH	R105C-CHILD EVER HAD SPEECH IMPAIRMENT	N	1	1	438	438
HNBEHAVE	R105D-CHLD HAD SERIOUS EMOTIONAL DISTURB	N	1	1	439	439
HNDEAF	R105E-CHILD EVER HAD DEAFNESS	N	1	1	440	440
HNHEAR	R105F-CHLD HAD OTHER HEARING IMPAIRMENT	N	1	1	441	441
HNBLIND	R105G-CHILD EVER HAD BLINDNESS	N	1	1	442	442
HNVISUAL	R105H-CHILD HAD OTHER VISUAL IMPAIRMENT	N	1	1	443	443
HNORTHO	R105I-CHILD HAD ORTHOPEDIC IMPAIRMENT	N	1	1	444	444
HNOTHER	R105J-CHILD HAD OTHER HEALTH IMPAIRMENT	N	1	1	445	445
HHNOW0	R105AA-LEARNING DISABILITY NOW	N	1	2	446	447
HHNOW1	R105AB-MENTALLY RETARDED NOW	N	1	2	448	449
HHNOW2	R105AC-SPEECH IMPAIRMENT	N	1	2	450	451
HHNOW3	R105AD-SERIOUS EMOTIONAL DISTURBANCE NOW	N	1	2	452	453
HHNOW4	R105AE-DEAF NOW	N	1	2	454	455
HHNOW5	R105AF-OTHER HEARING IMPAIRMENT NOW	N	1	2	456	457
HHNOW6	R105AG-BLIND NOW	N	1	2	458	459
HHNOW7	R105AH-VISUAL IMPAIRMENT NOW	N	1	2	460	461
HHNOW8	R105AI-ORTHOPEDIC IMPAIRMENT NOW	N	1	2	462	463
HHNOW9	R105AJ-OTHER HEALTH IMPAIRMENT NOW	N	1	2	464	465
HNPUBL0	R105BA-DISTRICT SERVICES FOR LEARN DISAB	N	1	2	466	467
HNPUBL1	R105BB-DISTRICT SERV FOR MENT RETARD	N	1	2	468	469
HNPUBL2	R105BC-DISTRICT SERV FOR SPEECH IMPAIR	N	1	2	470	471
HNPUBL3	R105BD-DISTRICT SERV FOR EMOTION DIST	N	1	2	472	473
HNPUBL4	R105BE-DISTRICT SERVICES FOR DEAFNESS	N	1	2	474	475
HNPUBL5	R105BF-DISTRICT SERV FOR HEARING IMPAIR	N	1	2	476	477
HNPUBL6	R105BG-DISTRICT SERVICES FOR BLINDNESS	N	1	2	478	479
HNPUBL7	R105BH-DISTRICT SERV FOR VISUAL IMPAIR	N	1	2	480	481
HNPUBL8	R105BI-DISTRICT SERV FOR ORTHOPED IMPAIR	N	1	2	482	483
HNPUBL9	R105BJ-DISTRICT SERV FOR HEALTH IMPAIR	N	1	2	484	485

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
HNSERV0	R105CA-OTHER SERVICES FOR LEARN DISAB	N	1	2	486	487
HNSERV1	R105CB-OTHER SERVICES FOR MENT RETARD	N	1	2	488	489
HNSERV2	R105CC-OTHER SERVICES FOR SPEECH IMPAIR	N	1	2	490	491
HNSERV3	R105CD-OTHER SERVICES FOR EMOTION DIST	N	1	2	492	493
HNSERV4	R105CE-OTHER SERVICES FOR DEAFNESS	N	1	2	494	495
HNSERV5	R105CF-OTHER SERVICES FOR HEARING IMPAIR	N	1	2	496	497
HNSERV6	R105CG-OTHER SERVICES FOR BLINDNESS	N	1	2	498	499
HNSERV7	R105CH-OTHER SERVICES FOR VISUAL IMPAIR	N	1	2	500	501
HNSERV8	R105CI-OTHER SERV FOR ORTHOPDEIC IMPAIR	N	1	2	502	503
HNSERV9	R105CJ-OTHER SERV FOR HEALTH IMPAIR	N	1	2	504	505
HNHEALTH	R106-WHAT IS CHILDS GENERAL HEALTH	N	1	1	506	506
HNCLINIC	R107-USUAL PLACE CHILD GOES WHEN SICK	N	1	2	507	508
HNEMERRM	R108-USUAL PLACE IS EMERGENCY ROOM	N	1	2	509	510
HNDOCTOR	R109-USUAL PLACE CHILD GETS CHECKUPS	N	1	2	511	512
HNDOCWHN	R110-WHEN CHILD LAST SAW DR, ROUTINE	N	1	1	513	513
HNDNTIST	R111-CHILD EVER BEEN TO DENTIST	N	1	2	514	515
HNDNTWHN	R112-HOW LONG SINCE CHILD SAW DENTIST	N	1	2	516	517
HNBREAK	R113-# DAYS LST WK CHLD ATE BREAKFAST	N	1	1	518	518
HNMEAL	R114-DYS LST WK ADULT MADE CHLD HOT MEAL	N	1	1	519	519
HNDINNER	R115-# DAYS LAST WK FAMILY ATE TOGETHER	N	1	2	520	521
HNNOFOOD	R116-NOT ENOUGH FOOD FOR CHILD IN LST MO	N	1	2	522	523
HNWIC	R117-GOT MONEY FROM WIC SINCE CHILD BORN	N	1	2	524	525
HNFREE	R118-FREE MEAL AT SCHOOL/CENTER	N	1	2	526	527
PKLIVMOM	R119-CHILD EVER LIVED APART FROM MOTHER	N	1	2	528	529
PKLIVYR	R120-YRS CHILD LIVED APART FROM MOTHER	N	1	2	530	531
PKLIVMO	R120-MONTHS CHILD LIVED APART FROM MOM	N	1	2	532	533
PKLIVDAD	R121-CHILD LIVED WITH FATHER	N	1	2	534	535
PKLIVGRD	R121-CHILD LIVED WITH GRANDPARENTS	N	1	2	536	537
PKLIVANT	R121-CHILD LIVED WITH AUNT OR UNCLE	N	1	2	538	539
PKLIVREL	R121-CHILD LIVED WITH OTHER RELATIVE	N	1	2	540	541
PKLIVFOS	R121-CHILD LIVED IN FOSTER CARE	N	1	2	542	543
PKLIVOTH	R121-CHILD LIVED WITH SOMEONE NOT LISTED	N	1	2	544	545
PKMOMONL	R122-CHILD LIVED W/MOM AS SINGLE PARENT	N	1	2	546	547
PKWRKMOM	R123-MOM HAS WORKED SINCE CHILD BORN	N	1	2	548	549
PKWRKYR	R124-YEARS MOM WORKED OUTSIDE THE HOME	N	1	2	550	551
PKWRKMO	R124-MONTHS MOM WORKED OUTSIDE THE HOME	N	1	2	552	553
PKMONEY	R125-SERIOUS FINANCE PROBLEMS IN FAMILY	N	1	2	554	555
PKMONYR	R126-YEARS FAMILY HAD FINANCE PROBLEMS	N	1	2	556	557
PKMONMO	R126-MONTHS FAMILY HAD FINANCE PROBLEMS	N	1	2	558	559
PKFOODST	R127-DID FAMILY RECEIVE FOOD STAMPS	N	1	2	560	561
PKFOODYR	R128-YEARS FAMILY GOT FOOD STAMPS	N	1	2	562	563
PKFOODMO	R128-MONTHS FAMILY GOT FOOD STAMPS	N	1	2	564	565
PKAFDC	R129-FAMILY RECEIVED AFDC	N	1	2	566	567
PKAFDCYR	R130-NUMBER YEARS FAMILY RECEIVED AFDC	N	1	2	568	569
PKAFDCMO	R130-MONTHS FAMILY RECEIVED AFDC	N	1	2	570	571
PKMOVE	R131-HOW MANY TIMES CHILD MOVED	N	1	2	572	573
MOMKIDYR	R132-CHILD AGE WHEN MOM CAME/YEARS	N	1	2	574	575
MOMKIDMO	R132-CHILD AGE WHEN MOM CAME/MONTHS	N	1	2	576	577
MOMMARRY	R133-MOM MARRIED WHEN CHILD WAS BORN	N	1	1	578	578
MOMSTAT	R134-MOM'S CURRENT MARITAL STATUS	N	1	2	579	580
MOMLANG	R135-FIRST LANGUAGE SPOKEN BY MOTHER	N	1	2	581	582
MOMSPEAK	R136-LANGUAGE SPOKEN MOST AT HOME BY MOM	N	1	2	583	584
MOMGRADE	R137-HIGHEST GRADE MOTHER COMPLETED	N	1	2	585	586
MOMDIPL	R138-MOTHER COMPLETED HS DIPLOMA	N	1	2	587	588
MOMWORK	R139-MOTHER WORKED FOR PAY LAST WEEK	N	1	2	589	590
MOMLEAVE	R140-MOM ON LEAVE OR VACATION LAST WEEK	N	1	2	591	592
MOMHOURS	R141-HOURS PER WEEK MOTHER WORKS FOR PAY	N	1	2	593	594
MOMMTHS	R142-MONTHS MOM WORKED IN PAST YEAR	N	1	2	595	596
MOMLOOK	R143-MOM LOOKING FOR WORK PAST 4 WEEKS	N	1	2	597	598
MOMPUBL	R144-MOM CHECKED PUBLIC EMPLOY AGENCY	N	1	2	599	600
MOMPRIV	R144-MOM CHECKED PRIVATE EMPLOY AGENCY	N	1	2	601	602
MOMEMPL	R144-MOM CHECKED W/EMPLOYER DIRECTLY	N	1	2	603	604

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
MOMREL	R144-MOM CHECKED W/FRIENDS/RELATIVES	N	1	2	605	606
MOMANSAD	R144-MOTHER PLACED OR ANSWERED ADS	N	1	2	607	608
MOMREAD	R144-MOM READ WANT ADS	N	1	2	609	610
MOMOTHER	R144-MOM DID OTHER THINGS TO FIND WORK	N	1	2	611	612
MOMACTY	R145-MOTHER'S MAIN ACTIVITY LAST WEEK	N	1	2	613	614
DADKIDYR	R146-CHILD AGE WHEN DAD CAME/YEARS	N	1	2	615	616
DADKIDMO	R146-CHILD AGE WHEN DAD CAME/MONTHS	N	1	2	617	618
DADLANG	R147-FIRST LANGUAGE SPOKEN BY FATHER	N	1	2	619	620
DADSPEAK	R148-LANGUAGE SPOKEN MOST AT HOME BY DAD	N	1	2	621	622
DADGRADE	R149-HIGHEST GRADE FATHER COMPLETED	N	1	2	623	624
DADDIPL	R150-FATHER COMPLETED HS DIPLOMA	N	1	2	625	626
DADWORK	R151-FATHER WORKED FOR PAY LAST WEEK	N	1	2	627	628
DADLEAVE	R152-DAD ON LEAVE OR VACATION LAST WEEK	N	1	2	629	630
DADHOURS	R153-HOURS PER WEEK FATHER WORKS FOR PAY	N	1	2	631	632
DADLOOK	R154-DAD LOOKING FOR WORK PAST 4 WEEKS	N	1	2	633	634
DADPUBL	R155-DAD CHECKED PUBLIC EMPLOY AGENCY	N	1	2	635	636
DADPRIV	R155-DAD CHECKED PRIVATE EMPLOY AGENCY	N	1	2	637	638
DADEMPL	R155-DAD CHECKED W/EMPLOYER DIRECTLY	N	1	2	639	640
DADREL	R155-DAD CHECKED W/FRIENDS/RELATIVES	N	1	2	641	642
DADANSAD	R155-FATHER PLACED OR ANSWERED ADS	N	1	2	643	644
DADREAD	R155-DAD READ WANT ADS	N	1	2	645	646
DADOTHER	R155-DAD DID OTHER THINGS TO FIND WORK	N	1	2	647	648
DADACTY	R156-FATHER'S MAIN ACTIVITY LAST WEEK	N	1	2	649	650
SEEPARN	R157-HOW OFTEN CHILD SEES ABSENT PARENT	N	1	2	651	652
TEFAMILY	R158A-USED FAMILY AS INFO SOURCE	N	1	1	653	653
TEFRIEND	R158B-USED FRIENDS AS INFO SOURCE	N	1	1	654	654
TEBOOKS	R158C-USED BOOKS AS INFO SOURCE	N	1	1	655	655
TEMAG	R158D-USED MAGAZINE/NEWSPAPER AS SOURCE	N	1	1	656	656
TETV	R158E-USED TV/VIDEO/RADIO AS SOURCE	N	1	1	657	657
TEPASTOR	R158F-USED RELIGIOUS ADVISOR AS SOURCE	N	1	1	658	658
TELIBRAN	R158G-USED LIBRARIAN AS SOURCE	N	1	1	659	659
TETEACHR	R158H-USED CHILD'S TEACHER AS SOURCE	N	1	1	660	660
TEDOCTOR	R158I-USED DOCTOR AS SOURCE	N	1	1	661	661
TESPECSC	R158J-USED SCH ED SPEC AS SOURCE	N	1	1	662	662
TESPEC	R158K-USED COUNS/SOC SERV AS SOURCE	N	1	1	663	663
TEPARENT	R158L-USED PARENT SUPPORT GRP AS SOURCE	N	1	1	664	664
TECLASS	R158M-USED CLASS OR SEMINAR AS SOURCE	N	1	1	665	665
KPCOUNT	R159A-IMPRTNT FOR K TO COUNT TO 20	N	1	2	666	667
KPSHARE	R159B-IMPRTNT FOR K TO TAKE TURNS/SHARE	N	1	2	668	669
KPCURIOS	R159C-IMPRTNT FOR K TO BE CURIOUS	N	1	2	670	671
KPPENCIL	R159D-IMPRTNT FOR K TO USE PENCILS	N	1	2	672	673
KPSTILL	R159E-IMPRTNT FOR K TO SIT STILL/PAY ATT	N	1	2	674	675
KPALPHA	R159F-IMPRTNT FOR K TO KNOW ALPHABET	N	1	2	676	677
KPVERBAL	R159G-IMPRTNT FOR K TO COMMUNICATE WELL	N	1	2	678	679
HOWNHOME	R160-OWN, RENT HOME OR SOMETHING ELSE	N	1	1	680	680
HBEDRMS	R161-NUMBER OF BEDROOMS IN HOME	N	1	2	681	682
HLIVE	R162-CHOICE OF HOME INFLUENCED BY SCH	N	1	1	683	683
HINCMRNG	R168-TOTAL HOUSEHOLD INCOME - RANGE	N	1	1	684	684
HINCOME	R168-TOTAL HOUSEHOLD INCOME	N	1	2	685	686
ALLGRADE	D-CHILD'S ENROLLMENT AND GRADE/EQUIV	A	1	2	687	688
BIRTHDAD	D-BIRTH FATHER RESIDES IN HH	N	1	2	689	690
BIRTHMOM	D-BIRTH MOTHER RESIDES IN HH	N	1	2	691	692
BIRTHORD	D-CHILD'S BIRTH ORDER	N	1	1	693	693
CENREG	D-CENSUS REGION	N	1	1	694	694
CENTER	D-PRESCHOOLER ATTENDS CENTER-BASED PRGM	N	1	2	695	696
CENTEVER	D-PRESCHOOLER EVER ATTENDED CENTER PRGM	N	1	2	697	698
CENTPAST	D-ATTENDED CENTER PROGRAM PRIOR TO SCH	N	1	2	699	700
DADEMPLD	D-FATHER'S WORK STATUS	N	1	2	701	702
DADLABOR	D-FATHER'S LABOR FORCE STATUS	N	1	2	703	704
FAMILY	D-HOUSEHOLD FAMILY COMPOSITION	N	1	1	705	705
HHDAD	D-FATHER RESIDES IN HH	N	1	2	706	707
HHMOM	D-MOTHER RESIDES IN HH	N	1	2	708	709

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
HHNONPAR	D-NUMBER OF NON-PARENT HH MEMBERS	N	1	2	710	711
HHPARN1	D-PARENTS IN HOUSEHOLD, GENERAL	N	1	1	712	712
HHPARN2	D-PARENTS IN THE HOUSEHOLD, DETAILED	N	1	1	713	713
HHTOTAL	D-TOTAL NUMBER OF HOUSEHOLD MEMBERS	N	1	2	714	715
HHUNDER9	D-NUMBER OF CHILDREN 8 YEARS AND YOUNGER	N	1	1	716	716
HHUNDR18	D-NUMBER OF HH MEMBERS UNDER 18	N	1	1	717	717
HH18OVER	D-NUMBER OF HH MEMBERS 18 AND OLDER	N	1	1	718	718
KINDTYPE	D-TYPE OF KINDERGARTEN ATTENDED	N	1	2	719	720
LANGUAG1	D-PARENT LANGUAGE STATUS	N	1	1	721	721
MOMEMPLD	D-MOTHER'S WORK STATUS	N	1	2	722	723
MOMFTFY	D-MOTHER WORKS FULL-TIME FULL-YEAR	N	1	2	724	725
MOMLABOR	D-MOTHER'S LABOR FORCE STATUS	N	1	2	726	727
NUMSIBS	D-NUMBER OF SIBLINGS IN HH	N	1	1	728	728
PARGRADE	D-HIGHEST LEVEL OF PARENTAL EDUCATION	N	1	1	729	729
RACEETHN	D-RACE-ETHNICITY	N	1	1	730	730
SCHLTYPE	D-TYPE OF SCHOOL CHILD ATTENDS	N	1	2	732	733
SIBLINGS	D-PRESENCE/TYPE OF SIBLINGS IN HOUSEHOLD	N	1	1	734	734
ZIP18PO2	D-Percent under 18 below poverty line	A	1	1	735	735
ZIPBLHI2	D-Percent who are Black or Hispanic	A	1	1	736	736
ZIPURBAN	D-LIVE INSIDE, OUTSIDE URBANIZED AREA	A	1	1	737	737
FWGT0	FINAL RAKED WEIGHT	N	1	10.3	738	747
RECNUM	RECORD NUMBER	A	1	1	1024	1024
ENUMID	SUBJECT CHILD'S ID NUMBER	A	2	10	1	10
FWGT1	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	21	30
FWGT2	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	31	40
FWGT3	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	41	50
FWGT4	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	51	60
FWGT5	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	61	70
FWGT6	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	71	80
FWGT7	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	81	90
FWGT8	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	91	100
FWGT9	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	101	110
FWGT10	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	111	120
FWGT11	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	121	130
FWGT12	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	131	140
FWGT13	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	141	150
FWGT14	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	151	160
FWGT15	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	161	170
FWGT16	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	171	180
FWGT17	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	181	190
FWGT18	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	191	200
FWGT19	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	201	210
FWGT20	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	211	220
FWGT21	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	221	230
FWGT22	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	231	240
FWGT23	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	241	250
FWGT24	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	251	260
FWGT25	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	261	270
FWGT26	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	271	280
FWGT27	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	281	290
FWGT28	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	291	300
FWGT29	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	301	310
FWGT30	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	311	320
FWGT31	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	321	330
FWGT32	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	331	340
FWGT33	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	341	350
FWGT34	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	351	360
FWGT35	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	361	370
FWGT36	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	371	380
FWGT37	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	381	390
FWGT38	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	391	400
FWGT39	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	401	410

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
FWGT40	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	411	420
FWGT41	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	421	430
FWGT42	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	431	440
FWGT43	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	441	450
FWGT44	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	451	460
FWGT45	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	461	470
FWGT46	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	471	480
FWGT47	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	481	490
FWGT48	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	491	500
FWGT49	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	501	510
FWGT50	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	511	520
FWGT51	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	521	530
FWGT52	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	531	540
FWGT53	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	541	550
FWGT54	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	551	560
FWGT55	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	561	570
FWGT56	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	571	580
FWGT57	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	581	590
FWGT58	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	591	600
FWGT59	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	601	610
FWGT60	REPLICATE WEIGHT FOR FWGT0	N	2	10.3	611	620
PSU	FOR USE IN TAYLOR SERIES VARIANCE	N	2	1	621	621
STRATUM	FOR USE IN TAYLOR SERIES VARIANCE	N	2	2	622	623
DOBMF	IMPUTATION FLAG	A	2	1	624	624
DOBYF	IMPUTATION FLAG	A	2	1	625	625
RACF	IMPUTATION FLAG	A	2	1	626	626
HISPANIF	IMPUTATION FLAG	A	2	1	627	627
HOMESCHF	IMPUTATION FLAG	A	2	1	628	628
GRADEEF	IMPUTATION FLAG	A	2	1	629	629
ATNDKINF	IMPUTATION FLAG	A	2	1	630	630
DPCOLOF	IMPUTATION FLAG	A	2	1	631	631
DPLETTEF	IMPUTATION FLAG	A	2	1	632	632
DPCOUNF	IMPUTATION FLAG	A	2	1	633	633
DPNAMF	IMPUTATION FLAG	A	2	1	634	634
DPBUTTOF	IMPUTATION FLAG	A	2	1	635	635
DPPENCIF	IMPUTATION FLAG	A	2	1	636	636
DPWRITF	IMPUTATION FLAG	A	2	1	637	637
DPFALF	IMPUTATION FLAG	A	2	1	638	638
DPSITTEF	IMPUTATION FLAG	A	2	1	639	639
DPTEMPEF	IMPUTATION FLAG	A	2	1	640	640
DPFIDGEF	IMPUTATION FLAG	A	2	1	641	641
DPATTF	IMPUTATION FLAG	A	2	1	642	642
DPSPEAF	IMPUTATION FLAG	A	2	1	643	643
DPSPELAF	IMPUTATION FLAG	A	2	1	644	644
DPSTUTEF	IMPUTATION FLAG	A	2	1	645	645
DPTF	IMPUTATION FLAG	A	2	1	646	646
DPBENF	IMPUTATION FLAG	A	2	1	647	647
HEADSTRF	IMPUTATION FLAG	A	2	1	648	648
HEADEVF	IMPUTATION FLAG	A	2	1	649	649
HEADAGMF	IMPUTATION FLAG	A	2	1	650	650
HEADAGYF	IMPUTATION FLAG	A	2	1	651	651
HEADATNF	IMPUTATION FLAG	A	2	1	652	652
PREKINF	IMPUTATION FLAG	A	2	1	653	653
PREKEVF	IMPUTATION FLAG	A	2	1	654	654
PREKAGMF	IMPUTATION FLAG	A	2	1	655	655
PREKAGYF	IMPUTATION FLAG	A	2	1	656	656
PREKATNF	IMPUTATION FLAG	A	2	1	657	657
PREKANF	IMPUTATION FLAG	A	2	1	658	658
PREKNUF	IMPUTATION FLAG	A	2	1	659	659
PREKPUBF	IMPUTATION FLAG	A	2	1	660	660
PREKEDUF	IMPUTATION FLAG	A	2	1	661	661
PREKDAYF	IMPUTATION FLAG	A	2	1	662	662

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
PREKHRF	IMPUTATION FLAG	A	2	1	663	663
PREKFULF	IMPUTATION FLAG	A	2	1	664	664
PREKIF	IMPUTATION FLAG	A	2	1	665	665
PREKADLF	IMPUTATION FLAG	A	2	1	666	666
SACOMPLF	IMPUTATION FLAG	A	2	1	667	667
SALEAVF	IMPUTATION FLAG	A	2	1	668	668
SASICF	IMPUTATION FLAG	A	2	1	669	669
SAGOOF	IMPUTATION FLAG	A	2	1	670	670
SATEACHF	IMPUTATION FLAG	A	2	1	671	671
SASCHOOF	IMPUTATION FLAG	A	2	1	672	672
TEWELF	IMPUTATION FLAG	A	2	1	673	673
TEABIF	IMPUTATION FLAG	A	2	1	674	674
TEATTENF	IMPUTATION FLAG	A	2	1	675	675
TEDISRUF	IMPUTATION FLAG	A	2	1	676	676
TESAF	IMPUTATION FLAG	A	2	1	677	677
TEFIDGEF	IMPUTATION FLAG	A	2	1	678	678
TESHARF	IMPUTATION FLAG	A	2	1	679	679
TEGROUF	IMPUTATION FLAG	A	2	1	680	680
TEENTHUF	IMPUTATION FLAG	A	2	1	681	681
TENONEF	IMPUTATION FLAG	A	2	1	682	682
TECLEAF	IMPUTATION FLAG	A	2	1	683	683
TESLEEPF	IMPUTATION FLAG	A	2	1	684	684
TEEXPREF	IMPUTATION FLAG	A	2	1	685	685
TETALF	IMPUTATION FLAG	A	2	1	686	686
KPSTARF	IMPUTATION FLAG	A	2	1	687	687
KPENROLF	IMPUTATION FLAG	A	2	1	688	688
KPCONCRF	IMPUTATION FLAG	A	2	1	689	689
KPAGEYF	IMPUTATION FLAG	A	2	1	690	690
KPAGEMF	IMPUTATION FLAG	A	2	1	691	691
KPPUBF	IMPUTATION FLAG	A	2	1	692	692
KPCHOICF	IMPUTATION FLAG	A	2	1	693	693
KPCHURCF	IMPUTATION FLAG	A	2	1	694	694
KPFULDAF	IMPUTATION FLAG	A	2	1	695	695
KPHRF	IMPUTATION FLAG	A	2	1	696	696
KPKYEAF	IMPUTATION FLAG	A	2	1	697	697
KPSYEAF	IMPUTATION FLAG	A	2	1	698	698
KPPLAF	IMPUTATION FLAG	A	2	1	699	699
KPWHF	IMPUTATION FLAG	A	2	1	700	700
KPAGREF	IMPUTATION FLAG	A	2	1	701	701
KPGOOF	IMPUTATION FLAG	A	2	1	702	702
PPUBF	IMPUTATION FLAG	A	2	1	703	703
PCHOICF	IMPUTATION FLAG	A	2	1	704	704
PCHURCF	IMPUTATION FLAG	A	2	1	705	705
PSAMF	IMPUTATION FLAG	A	2	1	706	706
PNEWKIDF	IMPUTATION FLAG	A	2	1	707	707
PCHANGF	IMPUTATION FLAG	A	2	1	708	708
PWORF	IMPUTATION FLAG	A	2	1	709	709
PWORKMIF	IMPUTATION FLAG	A	2	1	710	710
PREADINF	IMPUTATION FLAG	A	2	1	711	711
PMATF	IMPUTATION FLAG	A	2	1	712	712
PADJUSF	IMPUTATION FLAG	A	2	1	713	713
PSPEECF	IMPUTATION FLAG	A	2	1	714	714
PENGLISF	IMPUTATION FLAG	A	2	1	715	715
PMISBHAF	IMPUTATION FLAG	A	2	1	716	716
RREPF	IMPUTATION FLAG	A	2	1	717	717
RREPF1	IMPUTATION FLAG	A	2	1	718	718
RREPF2	IMPUTATION FLAG	A	2	1	719	719
RSUGGEF0	IMPUTATION FLAG	A	2	1	720	720
RSUGGEF1	IMPUTATION FLAG	A	2	1	721	721
RAGREF0	IMPUTATION FLAG	A	2	1	722	722
RAGREF1	IMPUTATION FLAG	A	2	1	723	723
RIDEF0	IMPUTATION FLAG	A	2	1	724	724

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
RIDEF1	IMPUTATION FLAG	A	2	1	725	725
HASTORF	IMPUTATION FLAG	A	2	1	726	726
HAWORDF	IMPUTATION FLAG	A	2	1	727	727
HAREADYF	IMPUTATION FLAG	A	2	1	728	728
HAREADMF	IMPUTATION FLAG	A	2	1	729	729
HAPRETNF	IMPUTATION FLAG	A	2	1	730	730
HACONECF	IMPUTATION FLAG	A	2	1	731	731
HABOOKF	IMPUTATION FLAG	A	2	1	732	732
TVBFOR8F	IMPUTATION FLAG	A	2	1	733	733
TVBFORF	IMPUTATION FLAG	A	2	1	734	734
TV8TO3F	IMPUTATION FLAG	A	2	1	735	735
TV8TOF	IMPUTATION FLAG	A	2	1	736	736
TV3DINF	IMPUTATION FLAG	A	2	1	737	737
TV3DIF	IMPUTATION FLAG	A	2	1	738	738
TVAFDINF	IMPUTATION FLAG	A	2	1	739	739
TVAFDIF	IMPUTATION FLAG	A	2	1	740	740
TVSAF	IMPUTATION FLAG	A	2	1	741	741
TVSATF	IMPUTATION FLAG	A	2	1	742	742
TVSUF	IMPUTATION FLAG	A	2	1	743	743
TVSUNF	IMPUTATION FLAG	A	2	1	744	744
TVSESAMF	IMPUTATION FLAG	A	2	1	745	745
TVROGERF	IMPUTATION FLAG	A	2	1	746	746
TVBARNEF	IMPUTATION FLAG	A	2	1	747	747
TVRAINBF	IMPUTATION FLAG	A	2	1	748	748
TVSESFRF	IMPUTATION FLAG	A	2	1	749	749
READTIMF	IMPUTATION FLAG	A	2	1	750	750
READTF	IMPUTATION FLAG	A	2	1	751	751
READTOF	IMPUTATION FLAG	A	2	1	752	752
READDAF	IMPUTATION FLAG	A	2	1	753	753
WKSTORF	IMPUTATION FLAG	A	2	1	754	754
WKSTORYF	IMPUTATION FLAG	A	2	1	755	755
WKWORDF	IMPUTATION FLAG	A	2	1	756	756
WKWORDSF	IMPUTATION FLAG	A	2	1	757	757
WKMUSIF	IMPUTATION FLAG	A	2	1	758	758
WKMUSICF	IMPUTATION FLAG	A	2	1	759	759
WKCRAFF	IMPUTATION FLAG	A	2	1	760	760
WKCRAFTF	IMPUTATION FLAG	A	2	1	761	761
WKPLAYF	IMPUTATION FLAG	A	2	1	762	762
WKPLAYIF	IMPUTATION FLAG	A	2	1	763	763
WKPLAF	IMPUTATION FLAG	A	2	1	764	764
WKPLAYOF	IMPUTATION FLAG	A	2	1	765	765
WKERANF	IMPUTATION FLAG	A	2	1	766	766
WKERANDF	IMPUTATION FLAG	A	2	1	767	767
WKCHORF	IMPUTATION FLAG	A	2	1	768	768
WKCHOREF	IMPUTATION FLAG	A	2	1	769	769
MOLIBRAF	IMPUTATION FLAG	A	2	1	770	770
MOCONCRF	IMPUTATION FLAG	A	2	1	771	771
MOMUSEUF	IMPUTATION FLAG	A	2	1	772	772
MOZOF	IMPUTATION FLAG	A	2	1	773	773
MOETHNIF	IMPUTATION FLAG	A	2	1	774	774
MOCHURCF	IMPUTATION FLAG	A	2	1	775	775
HN5LBF	IMPUTATION FLAG	A	2	1	776	776
HN3LBF	IMPUTATION FLAG	A	2	1	777	777
HNCARF	IMPUTATION FLAG	A	2	1	778	778
HNDELAF	IMPUTATION FLAG	A	2	1	779	779
HNLEARF	IMPUTATION FLAG	A	2	1	780	780
HNRETARF	IMPUTATION FLAG	A	2	1	781	781
HNSPEECF	IMPUTATION FLAG	A	2	1	782	782
HNBEHAVF	IMPUTATION FLAG	A	2	1	783	783
HNDEF	IMPUTATION FLAG	A	2	1	784	784
HNHEAF	IMPUTATION FLAG	A	2	1	785	785
HNBLINF	IMPUTATION FLAG	A	2	1	786	786

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
HNVISUAF	IMPUTATION FLAG	A	2	1	787	787
HNORTHF	IMPUTATION FLAG	A	2	1	788	788
HNOTHEF	IMPUTATION FLAG	A	2	1	789	789
HHNOF0	IMPUTATION FLAG	A	2	1	790	790
HHNOF1	IMPUTATION FLAG	A	2	1	791	791
HHNOF2	IMPUTATION FLAG	A	2	1	792	792
HHNOF3	IMPUTATION FLAG	A	2	1	793	793
HHNOF4	IMPUTATION FLAG	A	2	1	794	794
HHNOF5	IMPUTATION FLAG	A	2	1	795	795
HHNOF6	IMPUTATION FLAG	A	2	1	796	796
HHNOF7	IMPUTATION FLAG	A	2	1	797	797
HHNOF8	IMPUTATION FLAG	A	2	1	798	798
HHNOF9	IMPUTATION FLAG	A	2	1	799	799
HNPUBF0	IMPUTATION FLAG	A	2	1	800	800
HNPUBF1	IMPUTATION FLAG	A	2	1	801	801
HNPUBF2	IMPUTATION FLAG	A	2	1	802	802
HNPUBF3	IMPUTATION FLAG	A	2	1	803	803
HNPUBF5	IMPUTATION FLAG	A	2	1	804	804
HNPUBF6	IMPUTATION FLAG	A	2	1	805	805
HNPUBF7	IMPUTATION FLAG	A	2	1	806	806
HNPUBF8	IMPUTATION FLAG	A	2	1	807	807
HNPUBF9	IMPUTATION FLAG	A	2	1	808	808
HNSERF0	IMPUTATION FLAG	A	2	1	809	809
HNSERF1	IMPUTATION FLAG	A	2	1	810	810
HNSERF2	IMPUTATION FLAG	A	2	1	811	811
HNSERF3	IMPUTATION FLAG	A	2	1	812	812
HNSERF4	IMPUTATION FLAG	A	2	1	813	813
HNSERF5	IMPUTATION FLAG	A	2	1	814	814
HNSERF6	IMPUTATION FLAG	A	2	1	815	815
HNSERF7	IMPUTATION FLAG	A	2	1	816	816
HNSERF8	IMPUTATION FLAG	A	2	1	817	817
HNSERF9	IMPUTATION FLAG	A	2	1	818	818
HNHEALTF	IMPUTATION FLAG	A	2	1	819	819
HNCLINIF	IMPUTATION FLAG	A	2	1	820	820
HNEMERRF	IMPUTATION FLAG	A	2	1	821	821
HNDOCTOF	IMPUTATION FLAG	A	2	1	822	822
HNDOCWHF	IMPUTATION FLAG	A	2	1	823	823
HNDNTISF	IMPUTATION FLAG	A	2	1	824	824
HNDNTWHF	IMPUTATION FLAG	A	2	1	825	825
HNBREAF	IMPUTATION FLAG	A	2	1	826	826
HNMEAF	IMPUTATION FLAG	A	2	1	827	827
HNDINNEF	IMPUTATION FLAG	A	2	1	828	828
HNNOFOOF	IMPUTATION FLAG	A	2	1	829	829
HNWIF	IMPUTATION FLAG	A	2	1	830	830
HNFREF	IMPUTATION FLAG	A	2	1	831	831
PKLIVMOF	IMPUTATION FLAG	A	2	1	832	832
PKLIVYF	IMPUTATION FLAG	A	2	1	833	833
PKLIVMF	IMPUTATION FLAG	A	2	1	834	834
PKLIVDAF	IMPUTATION FLAG	A	2	1	835	835
PKLIVGRF	IMPUTATION FLAG	A	2	1	836	836
PKLIVANF	IMPUTATION FLAG	A	2	1	837	837
PKLIVREF	IMPUTATION FLAG	A	2	1	838	838
PKLIVFOF	IMPUTATION FLAG	A	2	1	839	839
PKLIVOTF	IMPUTATION FLAG	A	2	1	840	840
PKMOMONF	IMPUTATION FLAG	A	2	1	841	841
PKWRKMOF	IMPUTATION FLAG	A	2	1	842	842
PKWRKYF	IMPUTATION FLAG	A	2	1	843	843
PKWRKMF	IMPUTATION FLAG	A	2	1	844	844
PKMONEF	IMPUTATION FLAG	A	2	1	845	845
PKMONYF	IMPUTATION FLAG	A	2	1	846	846
PKMONMF	IMPUTATION FLAG	A	2	1	847	847
PKFOODSF	IMPUTATION FLAG	A	2	1	848	848

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
PKFOODYF	IMPUTATION FLAG	A	2	1	849	849
PKFOODMF	IMPUTATION FLAG	A	2	1	850	850
PKAFDF	IMPUTATION FLAG	A	2	1	851	851
PKAFDCYF	IMPUTATION FLAG	A	2	1	852	852
PKAFDCMF	IMPUTATION FLAG	A	2	1	853	853
PKMOVF	IMPUTATION FLAG	A	2	1	854	854
MOMKIDYF	IMPUTATION FLAG	A	2	1	855	855
MOMKIDMF	IMPUTATION FLAG	A	2	1	856	856
MOMMARRF	IMPUTATION FLAG	A	2	1	857	857
MOMSTAF	IMPUTATION FLAG	A	2	1	858	858
MOMLANF	IMPUTATION FLAG	A	2	1	859	859
MOMSPEAF	IMPUTATION FLAG	A	2	1	860	860
MOMGRADF	IMPUTATION FLAG	A	2	1	861	861
MOMDIPF	IMPUTATION FLAG	A	2	1	862	862
MOMWORF	IMPUTATION FLAG	A	2	1	863	863
MOMLEAVF	IMPUTATION FLAG	A	2	1	864	864
MOMHOURF	IMPUTATION FLAG	A	2	1	865	865
MOMMTHF	IMPUTATION FLAG	A	2	1	866	866
MOMLOOF	IMPUTATION FLAG	A	2	1	867	867
MOMPUBF	IMPUTATION FLAG	A	2	1	868	868
MOMPRIF	IMPUTATION FLAG	A	2	1	869	869
MOMEMPF	IMPUTATION FLAG	A	2	1	870	870
MOMREF	IMPUTATION FLAG	A	2	1	871	871
MOMANSAF	IMPUTATION FLAG	A	2	1	872	872
MOMREAF	IMPUTATION FLAG	A	2	1	873	873
MOMOTHEF	IMPUTATION FLAG	A	2	1	874	874
MOMACTF	IMPUTATION FLAG	A	2	1	875	875
DADKIDYF	IMPUTATION FLAG	A	2	1	876	876
DADKIDMF	IMPUTATION FLAG	A	2	1	877	877
DADLANF	IMPUTATION FLAG	A	2	1	878	878
DADSPEAF	IMPUTATION FLAG	A	2	1	879	879
DADGRADF	IMPUTATION FLAG	A	2	1	880	880
DADDIPF	IMPUTATION FLAG	A	2	1	881	881
DADWORF	IMPUTATION FLAG	A	2	1	882	882
DADLEAVF	IMPUTATION FLAG	A	2	1	883	883
DADHOURF	IMPUTATION FLAG	A	2	1	884	884
DADLOOF	IMPUTATION FLAG	A	2	1	885	885
DADPUBF	IMPUTATION FLAG	A	2	1	886	886
DADPRIF	IMPUTATION FLAG	A	2	1	887	887
DADEMPF	IMPUTATION FLAG	A	2	1	888	888
DADREF	IMPUTATION FLAG	A	2	1	889	889
DADANSAF	IMPUTATION FLAG	A	2	1	890	890
DADREAF	IMPUTATION FLAG	A	2	1	891	891
DADOTHEF	IMPUTATION FLAG	A	2	1	892	892
DADACTF	IMPUTATION FLAG	A	2	1	893	893
SEEPARF	IMPUTATION FLAG	A	2	1	894	894
TEFAMILF	IMPUTATION FLAG	A	2	1	895	895
TEFRIENF	IMPUTATION FLAG	A	2	1	896	896
TEBOOKF	IMPUTATION FLAG	A	2	1	897	897
TEMAF	IMPUTATION FLAG	A	2	1	898	898
TETF	IMPUTATION FLAG	A	2	1	899	899
TEPASTOF	IMPUTATION FLAG	A	2	1	900	900
TELIBRAF	IMPUTATION FLAG	A	2	1	901	901
TETEACHF	IMPUTATION FLAG	A	2	1	902	902
TEDOCTOF	IMPUTATION FLAG	A	2	1	903	903
TESPECSF	IMPUTATION FLAG	A	2	1	904	904
TESPEF	IMPUTATION FLAG	A	2	1	905	905
TEPARENF	IMPUTATION FLAG	A	2	1	906	906
TECLASF	IMPUTATION FLAG	A	2	1	907	907
KPCOUNF	IMPUTATION FLAG	A	2	1	908	908
KPSHARF	IMPUTATION FLAG	A	2	1	909	909
KPCURIOF	IMPUTATION FLAG	A	2	1	910	910

VARIABLE NAME	VARIABLE LABEL	FORMAT	RECORD NUMBER	LENGTH	START COLUMN	END COLUMN
KPPENCIF	IMPUTATION FLAG	A	2	1	911	911
KPSTILF	IMPUTATION FLAG	A	2	1	912	912
KPALPHF	IMPUTATION FLAG	A	2	1	913	913
KPVERBAF	IMPUTATION FLAG	A	2	1	914	914
HOWNHOMF	IMPUTATION FLAG	A	2	1	915	915
HBEDRMF	IMPUTATION FLAG	A	2	1	916	916
HLIVF	IMPUTATION FLAG	A	2	1	917	917
HINCMRNF	IMPUTATION FLAG	A	2	1	918	918
HINCOMF	IMPUTATION FLAG	A	2	1	919	919
ZIPF	IMPUTATION FLAG	A	2	1	920	920
PREKFLAG	UPDATE FLAG FOR C-B HRS AND FT/PT	A	2	2	921	922
RECNUM	RECORD NUMBER	A	2	1	1024	1024

APPENDIX C

GUIDELINES FOR USING SAS AND SPSS-X

GUIDELINES FOR USING SAS AND SPSS-X

The files provided on the public release tape include the flat data files, SAS system files, SAS input statement files, and VALUE statements for PROC FORMAT. The data files are in SAS system format created using SAS release 6.07. These files contain the questionnaire variables, flag variables, derived variables, weight variables, and labels associated with each variable.

Using SAS System Files

Mainframe users: Because of the large size of the data files (52.7 megabytes), SAS users should use the '(KEEP=...)' or '(DROP=...)' options in the 'SET...;' and/or 'DATA...;' or 'PROC...;' statements when creating temporary working data sets. This will minimize space usage and maximize processing efficiency. Also, SAS mainframe users may want to override the default work space and memory allocation when working with large data files. Increasing the REGION value in the options of the //EXEC SAS statement of the JCL will override the default memory allocation. The //LIBRARY DD can be used to increase the capacity of the format library, if the user includes the large number of VALUE statements in the PROC FORMAT statement. The //WORK DD statement can be used to increase the work space. The //WORK DD statement should be placed just after the //EXEC SAS or the //LIBRARY DD statement, as shown in the following example:

```
//EXEC        SAS,REGION=2048K
//LIBRARY   DD SPACE=(TRK,(50,50,60))
//WORK        DD UNIT=SYSDA,SPACE=(24322,(1850,1000),,,ROUND)
//IN1         DD DSN=READINES.SASFILE, DISP=SHR
//SYSIN       DD *

PROC FORMAT;
VALUE YESNO
                -1 = 'INAPPLICABLE'
                 1 = 'YES'
                 2 = 'NO';

VALUE MOMLABOR
                -1 = 'NO MOM IN HH'
                 1 = 'WORKING F/PAY'
                 2 = 'UNEMPL/LOOKING'
                 3 = 'HOUSE/CHILDCARE'
                 4 = 'GOING TO SCHOOL'
                 5 = 'RET/UNABL T/WK'
                 6 = 'OTHER';

PROC FREQ DATA=IN1.READINES(KEEP=HEADSTRT MOMLABOR);
FORMAT
                HEADSTRT YESNO.
                MOMLABOR MOMLABOR.;
TABLES HEADSTRT*MOMLABOR;
TITLE "CHILD IN HEAD START BY MOM'S LABOR FORCE STATUS";
```

The user should include in the PROC FORMAT only those VALUE statements for the variables that are needed for specific analysis. Once the PROC FORMAT has been established, users can include the FORMAT...; statements in any SAS data step or procedures.

PC-SAS Application Users: PC-SAS users should do the same procedures as outlined above and replace the first five lines of code with LIBNAME IN1 'C:\[*SUBDIRECTORY*]';.

The guidelines mentioned here are general suggestions. Each specific computer site will have its own set of guidelines and suggestions. The user should contact the technical assistance persons for the specific site to utilize the system most efficiently.

Using SPSS-X System Files

SPSS-X system files may be created and used on most computer sites. SPSS-X control statements to read in the raw data file and create an SPSS-X system file and the variable label and value label statements are included on the public release tape. Some of the guidelines mentioned above for SAS can also be applied to SPSS-X, such as keeping only the variables needed for the specific analysis and using the //WORK DD... statement to increase the work space. Users should contact the technical assistance persons for the specific site to obtain the information necessary to utilize SPSS-X most efficiently.

APPENDIX D

SAS CODE FOR DERIVED VARIABLES

```
LIBNAME LIBRARY 'D66:[NHES93.FILES]';

PROC FORMAT LIBRARY=LIBRARY;

     VALUE $ALLGRAD
           '0'  = '0 NOT ENROLLED'
           'N'  = 'N NURS/PREK/HDST'
           'T'  = 'T TRANS KIND'
           'K'  = 'K KINDERGARTEN'
           'P'  = 'P PRE/TRANS FRST'
           '1'  = '1 1ST GRD/EQUIV'
           '2'  = '2 2ND GRD/EQUIV'
           '3'  = '3 3RD GRD/EQUIV'
           '4'  = '4 4TH GRD/EQUIV'
           '5'  = '5 5TH GRD/EQUIV'
           '6'  = '6 6TH GRD/EQUIV'
           '7'  = '7 7TH GRD/EQUIV'
           '8'  = '8 8TH GRD/EQUIV'
           '9'  = '9 9TH GRD/EQUIV'
           '10' = '10 10TH GR/EQUIV'
           '11' = '11 11TH GR/EQUIV'
           '12' = '12 12TH GR/EQUIV'
           'U'  = 'U UNGRD/N-EQUIV';

     VALUE BIRTHORD
           1 = '1 ONLY/OLDST KID'
           2 = '2 LATER BORN';

     VALUE CENTER
           -1 = '-1 NOT A PRESCHOOLER'
            1 = ' 1 ATT CTR-BASED'
            2 = ' 2 N/ATT CTR-BASED';

     VALUE CENTEVER
           -1 = '-1 NOT A PRESCHOOLER'
            1 = ' 1 EVER ATTENDED'
            2 = ' 2 NVR ATTENDED';

     VALUE CENTPAST
           -1 = '-1 PRE/HOME SCHLR'
            1 = ' 1 EVER ATTENDED'
            2 = ' 2 NVR ATTENDED';

     VALUE DADEMPLD
          -1 = '-1 NO DAD IN HH'
           1 = ' 1 >= 35 HRS P/WK'
           2 = ' 2 < 35 HRS P/WK'
           3 = ' 3 LOOKING F/WORK'
           4 = ' 4 N/LABOR FORCE';

     VALUE DADLABOR
          -1 = '-1 NO DAD IN HH'
           1 = ' 1 WORKING F/PAY'
           2 = ' 2 UNEMPL/LOOKNG'
           3 = ' 3 KEEPING HOUSE'
           4 = ' 4 GOING TO SCHL'
           5 = ' 5 RET/UNABL T/WK'
           6 = ' 6 OTHER';

     VALUE FAMILY
           1 = '1 2 PRNTS & SIBS'
           2 = '2 2 PRNTS N/SIBS'
           3 = '3 1 PRNT & SIBS'
           4 = '4 1 PRNT N/SIBS'
           5 = '5 OTHER';
```

```
VALUE HHPARN1
      1 = '1 MOTHER&FATHER'
      2 = '2 MOTHER ONLY'
      3 = '3 FATHER ONLY'
      4 = '4 NONPAR GRDIANS';

VALUE HHPARN2
      1 = '1 BRTH/MOM&DAD'
      2 = '2 BRTH MOM ONLY'
      3 = '3 BRTH DAD ONLY'
      4 = '4 B-MOM/NB-DAD'
      5 = '5 B-DAD/NB-MOM'
      6 = '6 ADPTD MOM&DAD'
      7 = '7 O/RELATIVES';

VALUE KINDTYPE
     -1 = '-1 PRESCHLR/NO K'
      1 = ' 1 PUBL-ASSIGNED'
      2 = ' 2 PUBL-CHOSEN'
      3 = ' 3 PRIV-REL AFFL'
      4 = ' 4 PRIV-N/REL AFFL';

VALUE LANG1
      -1 = '-1 INAPPLICABLE'
       1 = ' 1 PRNTS-ENGLISH'
       2 = ' 2 1 PRNT N/ENGL'
       3 = ' 3 PRNTS N/ENGL';


VALUE MOMEMPLD
     -1 = '-1 NO MOM IN HH'
      1 = ' 1 >= 35 HRS P/WK'
      2 = ' 2 < 35 HRS P/WK'
      3 = ' 3 LOOKING F/WORK'
      4 = ' 4 N/LABOR FORCE';

VALUE MOMFTFY
     -1 = '-1 NO MOM IN HH'
      1 = ' 1 FT & FY'
      2 = ' 2 < FT OR < FY'
      3 = ' 3 NOT EMPLOYED';

VALUE MOMLABOR
     -1 = '-1 NO MOM IN HH'
      1 = ' 1 WORKING F/PAY'
      2 = ' 2 UNEMPL/LOOKNG'
      3 = ' 3 KEEPING HOUSE'
      4 = ' 4 GOING TO SCHL'
      5 = ' 5 RET/UNABL T/WK'
      6 = ' 6 OTHER';

VALUE PARGRADE
      1 = ' 1 < HIGH SCHL'
      2 = ' 2 HS GRAD/EQUIV'
      3 = ' 3 VOC/TEC/SM COL'
      4 = ' 4 COLLEGE GRAD'
      5 = ' 5 GRAD/PROF SCHL'
      0 = ' 0 NO PAR IN HH';

VALUE RACEETHN
      1 = '1 WHITE/NONHISP'
      2 = '2 BLACK/NONHISP'
      3 = '3 HISPANIC'
      4 = '4 ALL O/RACES';
```

```
     VALUE SCHLTYPE
          -1 = '-1 NOT PRIM STUD'
           1 = ' 1 PUBLIC-ASSGN'
           2 = ' 2 PUBLIC-CHOSEN'
           3 = ' 3 PRIV/REL AFFL'
           4 = ' 4 PRIV/NREL AFFL';

     VALUE SIBLINGS
           0 = '0 NO SIBLINGS'
           1 = '1 FULL SIBS ONLY'
           2 = '2 O/SIBS ONLY'
           3 = '3 FULL&OTHR SIBS';

RUN;

DATA LIBRARY.REDYDRIV;
     SET LIBRARY.READINES;
     LENGTH ALLGRADE  $ 2;

               /*-- ALLGRADE  --*/

     IF GRADE = '-1' & GRADEEQ = '-1' THEN ALLGRADE = '0';
        ELSE IF (GRADE = 'N' | GRADE = 'T' | GRADE = 'K' | GRADE = 'P' |
                 GRADE = '1' | GRADE = '2' | GRADE = '3' | GRADE = '4' |
                 GRADE = '5' | GRADE = '6' | GRADE = '7' | GRADE = '8' |
                 GRADE = '9' | GRADE = '10' | GRADE = '11' |
                 GRADE = '12')   THEN ALLGRADE = GRADE;
        ELSE IF ((GRADE = '13' | GRADE = '14' | GRADE = '-1') &
                 (GRADEEQ = '13' | GRADEEQ = ' '))
                 THEN ALLGRADE = 'U';
        ELSE IF ((GRADE = '13' | GRADE = '14' | GRADE = '-1') &
                  GRADEEQ ^= ' ')
                 THEN ALLGRADE = GRADEEQ;
        ELSE ALLGRADE = '-1';

               /*--  BIRTHORD  --*/

                BORD = 0;
                OLDEST = 0;
                LATERB = 0;
                FSIBSUM = 0;
                ARRAY CREL CRELN1-CRELN10;
                ARRAY TAGE AGE1-AGE10;
                DO I = 1 TO HHNONPAR;
                     IF (CREL[I] = 1 | CREL[I] = 2) THEN FSIBSUM = FSIBSUM + 1;
                     IF (CREL[I] = 1 | CREL[I] = 2)
                             THEN BORD = BORD + 1;
                     IF ((CREL[I] = 1 | CREL[I] = 2) & TAGE[I] <= AGE92)
                             THEN OLDEST = OLDEST + 1;
                     IF ((CREL[I] = 1 | CREL[I] = 2) & TAGE[I] > AGE92)
                             THEN LATERB = LATERB + 1;
                END;

      IF BORD = 0 THEN BIRTHORD = 1;
         ELSE IF OLDEST = FSIBSUM THEN BIRTHORD = 1;
         ELSE IF LATERB > 0 THEN BIRTHORD = 2;

               /*-- CENTER  --*/

     IF HEADSTRT < -1 & PREKIND < -1 THEN CENTER = -1;
        ELSE IF MAINRSLT NE 'CN' THEN CENTER = -1;
        ELSE IF HEADSTRT = 1 | PREKIND = 1 THEN CENTER = 1;
        ELSE CENTER = 2;
```

```
         /*--  CENTEVER  --*/

IF (HEADSTRT < -1 & HEADEVR < -1 & PREKIND < -1 & PREKEVR < -1)
          THEN CENTEVER = -1;
   ELSE IF MAINRSLT NE 'CN' THEN CENTEVER = -1;
   ELSE IF (HEADSTRT = 1 | HEADEVR = 1 | PREKIND = 1 | PREKEVR = 1)
            THEN CENTEVER = 1;
   ELSE CENTEVER = 2;

         /*-- CENTPAST  --*/

IF MAINRSLT = 'CN' | MAINRSLT = 'CH' THEN CENTPAST = -1;
   ELSE IF (HEADEVR < -1 & PREKEVR < -1) THEN CENTPAST = -1;
   ELSE IF HEADEVR = 1 | PREKEVR = 1 THEN CENTPAST = 1;
   ELSE CENTPAST = 2;

         /*-- DADEMPLD --*/

IF ((DADWORK = 1 | (DADWORK = 2 & DADLEAVE = 1)) & DADHOURS GE 35)
           THEN DADEMPLD = 1;
   ELSE IF ((DADWORK=1 | (DADWORK=2 & DADLEAVE=1)) & DADHOURS < 35)
           THEN DADEMPLD = 2;
   ELSE IF (DADWORK = 2 & DADLEAVE = 2 & (DADLOOK=1 &(DADPUBL=1 |
            DADPRIV = 1 | DADEMPL = 1 | DADREL = 1 | DADANSAD=1)))
           THEN DADEMPLD = 3;
   ELSE IF DADWORK = -1 THEN DADEMPLD = -1;
   ELSE DADEMPLD = 4;

         /*-- DADLABOR  --*/

IF (DADWORK = 1 | (DADWORK = 2 & DADLEAVE = 1)) THEN DADLABOR = 1;
   ELSE IF (DADWORK = 2 & DADLEAVE = 2 & DADLOOK = 1 & (DADPUBL = 1 |
            DADPRIV = 1 | DADEMPL = 1 | DADREL = 1 | DADANSAD = 1))
                    THEN DADLABOR = 2;
   ELSE IF DADACTY = 1 THEN DADLABOR = 3;
   ELSE IF DADACTY = 2 THEN DADLABOR = 4;
   ELSE IF DADACTY = 3 | DADACTY = 4 THEN DADLABOR = 5;
   ELSE IF DADWORK = -1 | DADACTY = -1 THEN DADLABOR = -1;
   ELSE DADLABOR = 6;

         /*--  FAMILY  --*/

 IF HHPARN1 = 1 & SIBLINGS > 0 THEN FAMILY = 1;
    ELSE IF HHPARN1 = 1 & SIBLINGS = 0 THEN FAMILY = 2;
    ELSE IF HHPARN1 = 2 & SIBLINGS > 0 THEN FAMILY = 3;
    ELSE IF HHPARN1 = 3 & SIBLINGS > 0 THEN FAMILY = 3;
    ELSE IF HHPARN1 = 2 & SIBLINGS = 0 THEN FAMILY = 4;
    ELSE IF HHPARN1 = 3 & SIBLINGS = 0 THEN FAMILY = 4;
    ELSE FAMILY = 5;

      /*-- HHPARN1 --*/

IF HHMOM = 1 & HHDAD = 1 THEN HHPARN1 = 1;
   ELSE IF HHMOM = 1 & HHDAD = -1 THEN HHPARN1 = 2;
   ELSE IF HHMOM = -1 & HHDAD = 1 THEN HHPARN1 = 3;
   ELSE HHPARN1 = 4;
```

```
          /*--  HHPARN2  --*/

IF BIRTHMOM = 1 & BIRTHDAD = 1 THEN HHPARN2 = 1;
   ELSE IF BIRTHMOM = 1 & HHDAD = -1 THEN HHPARN2 = 2;
   ELSE IF BIRTHDAD = 1 & HHMOM = -1 THEN HHPARN2 = 3;
   ELSE IF (BIRTHMOM = 1 & (2 <= DADTYPE <= 4))  THEN HHPARN2 = 4;
   ELSE IF MOMTYPE = 1 & DADTYPE = 5 THEN HHPARN2 = 4;
   ELSE IF (BIRTHDAD = 1 & (2 <= MOMTYPE <= 4))  THEN HHPARN2 = 5;
   ELSE IF ((MOMTYPE = 2 & DADTYPE = 2) |
            (MOMTYPE = 2 & DADTYPE = -1) |
            (DADTYPE = 2 & MOMTYPE = -1)) THEN HHPARN2 = 6;
   ELSE IF ((MOMTYPE = 2 & (3 <= DADTYPE <= 5)) |
            (DADTYPE = 2 & (3 <= MOMTYPE <= 5)))
                                              THEN HHPARN2 = 6;
   ELSE HHPARN2 = 7;

          /*-- KINDTYPE  --*/

IF KPPUBL = -1 | KPPUBL = -1 THEN KINDTYPE = -1;
   ELSE IF KPPUBL = 1 & KPCHOICE = 1 THEN KINDTYPE = 1;
   ELSE IF (KPPUBL = 1 & (KPCHOICE = 2 | KPCHOICE = 3))
            THEN KINDTYPE = 2;
   ELSE IF KPCHURCH = 1 THEN KINDTYPE = 3;
   ELSE IF KPCHURCH = 2 THEN KINDTYPE = 4;
   ELSE KINDTYPE = -1;

          /*--  LANGUAG1  --*/

   IF MOMLANG = -1 & DADLANG = -1 THEN LANGUAG1 = -1;
   ELSE IF ((MOMLANG = 1 | MOMSPEAK = 1) &
              (DADLANG = 1 | DADLANG = -1 |
               DADSPEAK = 1 | DADSPEAK = -1)) THEN LANGUAG1 = 1;
   ELSE IF (MOMLANG = -1 & (DADLANG = 1 | DADSPEAK = 1))
            THEN LANGUAG1 = 1;
   ELSE IF ((MOMLANG = 1 | MOMSPEAK = 1) & DADSPEAK > 1)
            THEN LANGUAG1 = 2;
   ELSE IF (MOMSPEAK > 1 & (DADLANG = 1 | DADSPEAK = 1))
            THEN LANGUAG1 = 2;
   ELSE IF (MOMSPEAK > 1 & (DADSPEAK GE 1 | DADLANG = -1))
            THEN LANGUAG1 = 3;
   ELSE IF MOMLANG = -1 & DADSPEAK > 1 THEN LANGUAG1 = 3;
   ELSE LANGUAG1 = -1;

      /*-- MOMEMPLD --*/

  IF ((MOMWORK = 1 | (MOMWORK = 2 & MOMLEAVE = 1)) & MOMHOURS GE 35)
           THEN MOMEMPLD = 1;
   ELSE IF ((MOMWORK=1 | (MOMWORK=2 & MOMLEAVE=1)) & MOMHOURS < 35)
           THEN MOMEMPLD = 2;
   ELSE IF (MOMWORK = 2 & MOMLEAVE = 2 & (MOMLOOK=1 &(MOMPUBL=1 |
            MOMPRIV = 1 | MOMEMPL = 1 | MOMREL = 1 | MOMANSAD=1)))
           THEN MOMEMPLD = 3;
   ELSE IF MOMWORK = -1 THEN MOMEMPLD = -1;
   ELSE MOMEMPLD = 4;
```

```
          /*-- MOMFTFY  --*/

IF MOMWORK = -1 THEN MOMFTFY = -1;
   ELSE IF MOMEMPLD = 1 & MOMMTHS = 12 THEN MOMFTFY = 1;
   ELSE IF MOMEMPLD = 3 & MOMMTHS = 0 THEN MOMFTFY = 3;
   ELSE IF (MOMEMPLD = 1 & (0 <= MOMMTHS <= 11)) THEN MOMFTFY = 2;
   ELSE IF MOMEMPLD = 2 | MOMEMPLD = 3 THEN MOMFTFY = 2;
   ELSE IF ((MOMEMPLD = 4 & MOMMTHS > 0)
                THEN MOMFTFY = 2;
   ELSE IF MOMEMPLD = 4 THEN MOMFTFY = 3;
   ELSE MOMFTFY = -1;

          /*-- MOMLABOR --*/

IF (MOMWORK = 1 | (MOMWORK = 2 & MOMLEAVE = 1)) THEN MOMLABOR = 1;
   ELSE IF (MOMWORK = 2 & MOMLEAVE = 2 & MOMLOOK = 1 & (MOMPUBL = 1 |
            MOMPRIV = 1 | MOMEMPL = 1 | MOMREL = 1 | MOMANSAD = 1))
                  THEN MOMLABOR = 2;
   ELSE IF MOMACTY = 1 THEN MOMLABOR = 3;
   ELSE IF MOMACTY = 2 THEN MOMLABOR = 4;
   ELSE IF MOMACTY = 3 | MOMACTY = 4 THEN MOMLABOR = 5;
   ELSE IF MOMWORK = -1 | MOMACTY = -1 THEN MOMLABOR = -1;
   ELSE MOMLABOR = 6;

      /*-- PARGRADE --*/

IF MOMGRADE = 9 | DADGRADE = 9 THEN PARGRADE = 5;
   ELSE IF MOMGRADE = 8 | DADGRADE = 8 THEN PARGRADE = 4;
   ELSE IF (4 <= MOMGRADE <= 7) | (4 <= DADGRADE <= 7)
                                  THEN PARGRADE = 3;
   ELSE IF (MOMGRADE = 3 | ((MOMGRADE=1 | MOMGRADE=2) & MOMDIPL = 1))
        |  (DADGRADE = 3 | ((DADGRADE=1 | DADGRADE=2) & DADDIPL = 1))
           THEN PARGRADE = 2;
   ELSE IF MOMGRADE = 1 | MOMGRADE = 2 | DADGRADE = 1 | DADGRADE = 2
           THEN PARGRADE = 1;
   ELSE IF MOMGRADE = -1 & DADGRADE = -1 THEN PARGRADE = 0;

      /*-- RACEETHN --*/

IF HISPANIC = 1 THEN RACEETHN = 3;
   ELSE IF RACE = 1 THEN RACEETHN = 1;
   ELSE IF RACE = 2 THEN RACEETHN = 2;
   ELSE IF RACE = 3 | RACE = 4 | RACE = 91 THEN RACEETHN = 4;
   ELSE RACEETHN = -1;

          /*--  SCHLTYPE  --*/

IF (PPUBL = 1 & (PCHOICE = 1 | PCHOICE = -1)) THEN SCHLTYPE = 1;
   ELSE IF (PPUBL = 1 & (PCHOICE = 2 | PCHOICE = 3))
            THEN SCHLTYPE = 2;
   ELSE IF PCHURCH = 1 THEN SCHLTYPE = 3;
   ELSE IF PCHURCH = 2 THEN SCHLTYPE = 4;
   ELSE SCHLTYPE = -1;
```

```
          /*--  SIBLINGS  --*/

          NUMSIBS = 0;
          NOSIB = 0;
          FSIB  = 0;
          NFSIB = 0;
          ARRAY TREL RELATN1-RELATN10;
          ARRAY TCREL CRELN1-CRELN10;
          DO I = 1 TO (HHNONPAR-1);
             IF (TREL[I] = 3 | ERESRELN = 3) THEN NUMSIBS = NUMSIBS + 1;
             IF TREL[I] ^= 3  THEN NOSIB = NOSIB + 1;
             IF (TCREL[I] = 1 & TREL[I] = 3)  THEN FSIB = FSIB + 1;
             IF (TCREL[I] ^= 1 & TREL[I] = 3) THEN NFSIB = NFSIB + 1;
          END;

HHNONPAR = HHNONPAR + 1;

IF HHNONPAR = 1 THEN SIBLINGS = 0;
ELSE IF HHNONPAR > 1 THEN DO;
   IF NOSIB = (HHNONPAR-1) THEN SIBLINGS = 0;
      ELSE IF FSIB  = ((HHNONPAR-1) - NOSIB) THEN SIBLINGS = 1;
      ELSE IF NFSIB = ((HHNONPAR-1) - NOSIB) THEN SIBLINGS = 2;
      ELSE IF (FSIB > 0 & NFSIB > 0) THEN SIBLINGS = 3;
END;

  FORMAT ALLGRADE  $ALLGRAD.
         BIRTHORD  BIRTHORD.
         CENTEVER  CENTEVER.
         CENTPAST  CENTPAST.
         DADEMPLD  DADEMPLD.
         DADLABOR  DADLABOR.
         FAMILY    FAMILY.
         HHPARN1   HHPARN1_.
         HHPARN2   HHPARN2_.
         KINDTYPE  KINDTYPE.
         LANGUAG1  LANG1_.
         MOMEMPLD  MOMEMPLD.
         CENTER    CENTER.
         MOMFTFY   MOMFTFY.
         MOMLABOR  MOMLABOR.
         PARGRADE  PARGRADE.
         RACEETHN  RACEETHN.
         SCHLTYPE  SCHLTYPE.
         SIBLINGS  SIBLINGS.
           ;
```

```
              /** -- DERIVED VARIABLES LABELS   -- **/

            LABEL  ALLGRADE = 'D-CHILD'S ENROLLMENT AND GRADE/EQUIV'
                   BIRTHORD = 'D-CHILD'S BIRTH ORDER'
                   CENTEVER = 'D-PRESCHOOLER EVER ATTENDED CENTER PRGM'
                   CENTPAST = 'D-ATTENDED CENTER PROGRAM PRIOR TO SCH'
                   DADEMPLD = 'D-WORK STATUS-DAD/STEP, FOSTER DAD/GUARD'
                   DADLABOR = 'D-DAD/STEP/FOSTR/GUARD LABR FRCE STATUS'
                   FAMILY   = 'D-FAMILY TYPE/PARENTS AND SIBLINGS'
                   HHPARN1  = 'D-PARENTS IN HOUSEHOLD, GENERAL'
                   HHPARN2  = 'D-PARENTS IN THE HOUSEHOLD, DETAILED'
                   KINDTYPE = 'D-TYPE OF KINDERGARTEN ATTENDED'
                   LANGUAG1 = 'D-PARENT LANGUAGE STATUS'
                   MOMEMPLD = 'D-WORK STATUS-MOM/STEP, FOSTER MOM/GUARD'
                   CENTER   = 'D-PRESCHOOLER ATTENDS CENTER-BASED PRGM'
                   MOMFTFY  = 'D-MOTHER WORKS FULL-TIME FULL-YEAR'
                   MOMLABOR = 'D-MOM/STEP/FOSTR/GUARD LABR FRCE STATUS'
                   PARGRADE = 'D-HIGHEST LEVEL OF PARENTAL EDUCATION'
                   RACEETHN = 'D-RACE-ETHNICITY'
                   SCHLTYPE = 'D-TYPE OF SCHOOL CHILD ATTENDS'
                   SIBLINGS = 'D-PRESENCE/TYPE OF SIBLINGS IN HOUSEHOLD'
                     ;
RUN;
```