
NATIONAL CENTER FOR EDUCATION STATISTICS

User's Manual

August 1996

National Household Education Survey of 1995

**Early Childhood
Program Participation
Data File User's Manual**



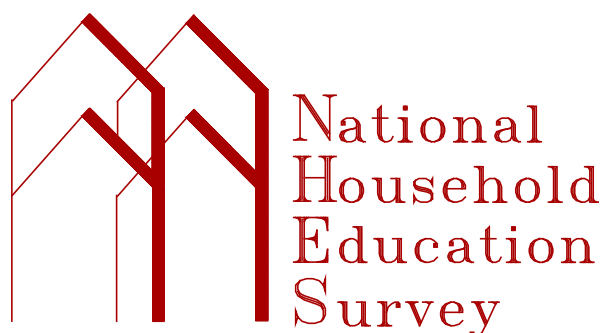
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August 1996

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CONTENTS

Chapter		Page
1.	Introduction.....	1
	1.1 Background of Study	1
	1.2 NHES:95 Survey Topics.....	2
	1.3 Overview of Design.....	3
	1.4 Flow of the Interviews	5
	1.5 Contents of the Manual.....	5
2.	Description of Data Collection Instruments	7
	2.1 The NHES:95 Basic and Expanded Screeners.....	7
	2.2 Early Childhood Program Participation (ECPP) Interview	9
	2.3 Authorship of the ECPP Questionnaire	11
3.	Sample Design and Implementation.....	13
	3.1 Sampling Households	13
	3.2 Sampling Within Households	14
	3.3 Weighting Procedures.....	15
	3.4 Computing Sampling Errors	18
	3.5 Imputation.....	21
4.	Data Collection Methods and Response Rates	25
	4.1 Data Collection Procedures	25
	4.1.1 CATI System Applications	25
	4.1.2 Interviewer Training.....	26
	4.1.3 Interviewing Procedures.....	26
	4.1.4 Data Collection Quality Control	28
	4.2 Response Rates	30
	4.2.1 Screener Response Rates.....	30
	4.2.2 Extended Interview Response Rates	32
	4.3 Item Response in the ECPP Interview	34

CONTENTS—Continued

Chapter		Page
5.	Data Preparation.....	37
5.1	Coding and Editing Specifications.....	37
5.1.1	Range Specifications.....	37
5.1.2	Consistency Checks (Logic Edits)	37
5.1.3	Structural Edits.....	38
5.1.4	Frequency and Cross-Tabulation Review	38
5.1.5	Frequency Review of "Other, specify" Items.....	38
6.	Guide to the Data File and Codebook	41
6.1	Content and Organization of the Data File	41
6.1.1	System Variables.....	41
6.1.2	Household Membership Variables.....	42
6.1.3	Questionnaire Item Variables.....	44
6.1.4	Derived Variables.....	45
6.1.5	Weighting and Variance Estimation Variables	54
6.1.6	Imputation Flag Variables.....	54
6.1.7	Other Flag Variables	55
6.1.8	RECNUM (record number).....	55
6.1.9	Numeric and Character Variables	55
6.2	Guide to the Codebook	55
6.3	Public and Proprietary Data Files	57
7.	Data Considerations and Anomalies	59
7.1	Specific Data Considerations and Anomalies.....	59
7.1.1	Hours in Primary School.....	59
7.1.2	Center-based Program Participation.....	59
7.1.3	Frequency of Participation in Child Care Arrangements and Programs	60
7.1.4	Primary and Secondary Arrangements.....	60
7.1.5	Hours of Participation in and Cost of Child Care Arrangements and Programs.....	61

CONTENTS—Continued

		Page
7.1.6	Truncation of Hours in Care Arrangements and Hours Parents Work for Pay	61
7.1.7	Truncation of Mother's Earnings Variable (MOMEARN)..	61
7.1.8	Ages of Birth Mothers and Birth Fathers	62
7.1.9	Mothers' and Fathers' Specific Relationships to Subject Children.....	62
7.2	Differences from the NHES:91 Early Childhood Component.....	62
7.2.1	Samples and Data File Organization.....	62
7.2.2	Current Participation in Nonparental Care Arrangements and Programs	63
7.2.3	Participation in Care Arrangements and Programs Prior to School Entry	64
7.2.4	Additional NHES:95 Features.....	64
7.2.5	NHES:91 and NHES:95 Variable Names	64
7.2.6	Variance Estimation for the NHES:91 and NHES:95.....	65
	References	66

Appendices

Appendix A:	Basic Screener, Expanded Screener, and ECPP Questionnaire	A-1
Appendix B:	Early Childhood Program Participation Public File Layout in Position Order.....	B-1
Appendix C:	SAS Code for Derived Variables.....	C-1
Appendix D:	Early Childhood Program Participation Codebook	D-1

LIST OF TABLES

Table		Page
1-1	Summary of completed interviews and completion and response rates	4
2-1	NHES:95 Early Childhood Program Participation interview content by major path	10
3-1	NHES:95 control totals for raking children age 0 to 8 in the ECPP survey	17
3-2	NHES:95 control totals for poststratifying older children in the ECPP survey	18
4-1	Number of telephone numbers dialed, by residential status and weighted Screener response rates	31
4-2	Number of telephone numbers dialed in the Screener, by response status and weighted response rates.....	32
4-3	Number of sampled Early Childhood Program Participation interviews, by response status and weighted completion rates.....	33
4-4	Item response rates for selected items in the Early Childhood Program Participation interview	35

LIST OF FIGURES

Figure		
1-1	Flow of the interviews	6
6-1	Example of the codebook format.....	56

1. INTRODUCTION

The 1995 National Household Education Survey (NHES:95) was a random digit dial (RDD) telephone survey of households developed by the National Center for Education Statistics (NCES) and conducted by Westat, Inc. The NHES:95 included two topical survey components; one called the Adult Education (AE) component which collected information about adults' participation in adult education and another called the Early Childhood Program Participation (ECPP) component which collected information about children's participation in nonparental child care and early childhood programs.

This manual provides documentation and guidance for users of the public release data file for the ECPP component of the NHES:95. 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. Also contained is some information regarding factors that should be kept in mind when analyzing the ECPP data.

For the ECPP component, interviews were completed with parents of 14,064 children -- 4,135 infants and toddlers, 3,431 preschool children, 1,680 kindergarten children, 4,717 primary school children, and 101 home school children. Data were collected from January through April 1995.

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 historically collected data primarily from teachers, students, schools, school districts, and state education agencies. The National Household Education Survey is a data collection program that permits NCES to go beyond its traditional, school-based data collection systems to a household-based data collection, thereby greatly expanding 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 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 youth) and early childhood education (interviews were conducted with parents/guardians of 3- to 5-year-olds). The design of the field test and the results of the field test data collection activities are described in an *Overview of the NHES Field Test* (Brick et al. 1992).

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. More information about these data can be found in the *NHES:91 Preprimary and Primary Data Files User's Manual* (Brick et al. 1992) and the *NHES:91 Adult and Course Data Files User's Manual* (Brick et al. 1992). NCES reports using these data include *Profile of Preschool Children's*

Child Care and Early Education Program Participation (West et al. 1993) and *Adult Education Profile for 1990-91* (Korb et al. 1991).

The NHES was again conducted in 1993, addressing the topics of readiness for school and safety and discipline in school. The NHES:93 early childhood component focused on readiness for school in a broad sense and examined several relevant issues, such as experience in early childhood programs, the child's accomplishments and difficulties in several developmental domains, early home activities, and delayed kindergarten entry. For the School Readiness component, parents of 10,888 children aged 3 through 7 or in 2nd grade or below were interviewed. The School Safety and Discipline component of the NHES:93 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. More information about these data can be found in the *NHES:93 School Readiness Data File User's Manual* (Brick et al. 1994) and the *NHES:93 School Safety and Discipline Data File User's Manual* (Brick et al. 1994). NCES reports using these data include *Approaching Kindergarten: A Look at Preschoolers in the United States* (Zill et al. 1995) and *Parent and Student Perceptions of the Learning Environment at School* (Chandler et al. 1993).

1.2 NHES:95 Survey Topics

The NHES:95 addressed participation in nonparental child care and early childhood programs as well as participation in adult education. These topics are related to two of the eight 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 adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."

Early Childhood Program Participation (ECPP) Component

As noted above, the NHES has included topical components related to early childhood education beginning with the 1989 Field Test. The NHES:95 early childhood component focused on children's early experiences in various types of nonparental child care arrangements and early childhood programs. The core of this survey collected extensive information on children's participation and experiences in four types of nonparental care and programs: care by relatives (not including parents), care by nonrelatives, Head Start programs, and other center-based programs. Other information collected in this component pertains to children's kindergarten and primary school experiences, children's personal and household demographic characteristics, parent/guardian characteristics, literacy-related home activities, and children's health and disability statuses. Altogether, interviews were completed for 14,064 children who were newborn through age 10 and in 3rd grade or below. This includes interviews for 4,135 infants and toddlers, 3,431 preschool children, 1,680 kindergarten children, 4,717 primary school children, and 101 home school children.

Adult Education (AE) Component

The NHES:95 Adult Education component focused on the participation of adults (aged 16 years and older) in a wide range of educational activities during the 12 months prior to the interview. Respondents were asked about their participation in seven broadly defined types of adult education activities: adult basic skills and GED preparation classes, English as a Second Language instruction, courses taken toward college degrees or vocational diplomas or certificates, apprenticeship programs, career or job-related courses, any other formal structured courses, and computer-only or video-only instruction on the job. The AE component also collected data pertaining to reasons for and barriers to participation in adult education. In all, 19,722 adult interviews were completed: 11,713 with adult education participants and 8,009 with nonparticipants. A complete description of the AE component can be found in the *NHES:95 Adult Education Data File User's Manual* (Collins et al. 1996).

1.3 Overview of Design

The NHES:95 was developed to provide reliable national estimates from both the AE and ECPP components. More than one population and set of issues were addressed concurrently in the NHES:95 because of the high costs associated with screening large numbers of households in order to meet the sample size requirements for precise estimates. This strategy is 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 two component surveys.

Another general feature of the NHES was developed in response to concerns about the burden 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 ECPP interview, if there were one or two eligible children in the household, those children were sampled for the survey. If the household included more than two eligible children, two children were sampled from that household, with kindergartners sampled at a higher rate to improve single-year-of-age estimates for these children. For the AE interview, one adult per household was sampled unless the household contained rare subgroups, such as adult education participants with low educational attainment, in which case up to two adults per household were sampled. Since households may have had up to two ECPP interviews and up to two AE interviews, the maximum number of interviews per sampled household was four. (See chapter 3 for a detailed discussion of sampling procedures for the NHES:95.)

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:95 was limited in order to help improve response rates and reduce the demands made on survey respondents. The average administration time for the ECPP component was 12.6 minutes; for the AE component it was 13.9 minutes.

Because of the above requirements, complex sampling techniques, and the need for quick and accurate administration, the NHES:95 was conducted using computer-assisted telephone interviewing (CATI) technology. Some of the advantages of CATI for the NHES:95 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.

Five different interview instruments were used in the NHES:95. These instruments were the Basic Screener, the Expanded Screener, the ECPP interview, the AE interview, and the AE Splice interview. The Basic and Expanded Screeners were two different household screening interviews that were used to sample household members for the ECPP and AE interviews; they are discussed in detail along with the ECPP interview in chapter 2. The AE Splice interview was used for a special methodological test and is discussed in the separate Data File User's Manual for the AE component. Items within each of the five NHES:95 instruments were programmed so that the appropriate items appeared on the interviewer's computer screen corresponding to the respondent's answers to previous questions.

Table 1-1 summarizes the number of completed interviews and response rates for the Basic and Expanded Screeners, ECPP, and AE components. More details on the computation of these rates are given in chapter 4.

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

Interview type	Number of completed interviews	Completion rate ¹	Response rate ²
Basic Screener	43,987	73.3	73.3
Expanded Screener.....	1,478	73.2	73.2
Early Childhood Program Participation	14,064	90.4	66.3
Adult Education	19,722	80.0	58.6
Adult Education Splice	3,569	87.3	64.0

¹The completion rate is the percentage of completed interviews for a specific stage of the survey (i.e., the household screening stage or the AE or ECPP interview stage). It is a ratio of the number of completed interviews to the number of units (e.g., households, household members) sampled for the interviews. The completion rates presented are weighted.

²The response rate indicates the percentage of possible interviews that have been completed, taking all sampling stages into account. It is the product of the Screener completion rate and the completion rate for the AE or ECPP interview. The response rate and completion rate are identical for the first stage of sampling and interviewing (i.e., the Screener). The response rates presented are weighted.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, spring 1995.

1.4 Flow of the Interviews

Figure 1-1 shows the flow of the NHES:95 interviews. Each household contact began with a Screener interview (either a Basic or Expanded Screener), which obtained information used to sample adults and children for extended interviews. (The term "extended interview" refers to the topical components of the study, that is, the ECPP or AE interviews.) The information gathered in the screening interview pertained to household membership, school enrollment, educational attainment, and adult education participation. The Expanded Screener included questions beyond those needed to sample subjects for the study, and was included in the NHES:95 as a feasibility test of a means of collecting additional information about household members who may not be sampled for AE or ECPP interviews. (The Expanded Screener is discussed further in chapter 2.)

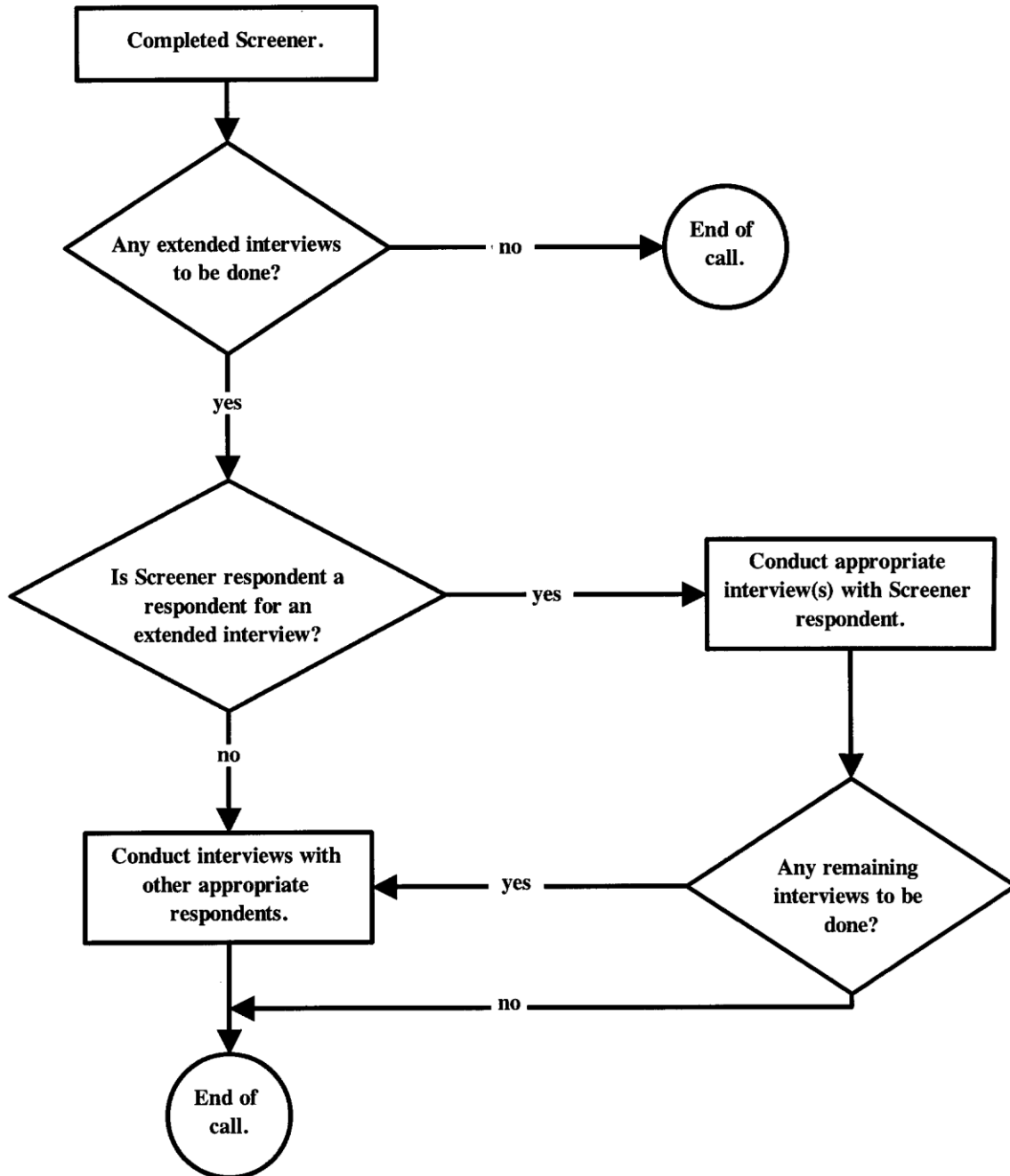
If the household contained any 0- to 10-year-olds in 3rd grade or below, up to two ECPP interviews were conducted with the parent or guardian most knowledgeable about each child's care and education. Any adults aged 16 or older and not enrolled in elementary or secondary school who were sampled for the AE interview responded to the interviews themselves.

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

1.5 Contents of the 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 ECPP data file and codebook (chapter 6). Data considerations and anomalies identified in the data are highlighted in chapter 7. The appendices provide a copy of the Basic and Expanded Screeners and the ECPP questionnaire, the public file layout, the SAS code used to create composite variables, and the codebook for the ECPP data file.

Figure 1-1.--Flow of the interviews



2. DESCRIPTION OF DATA COLLECTION INSTRUMENTS

The sections that follow describe the questionnaires used to collect data for the ECPP component of the NHES:95. Included are descriptions of the Basic and Expanded Screeners and the ECPP interview. Appendix A contains a copy of each instrument.

2.1 The NHES:95 Basic and Expanded Screeners

The purpose of the screening interview in the NHES:95 was to gather information needed to sample household members to be AE or ECPP interview subjects. The NHES:95 Basic Screener served this purpose. In addition, an alternative screening instrument that collected information beyond that needed to sample subjects for extended interviews was also tested in the NHES:95. An Expanded Screener was tested in a small number of households (approximately 2,000) to evaluate the possibility of using screening interviews to collect data on standard education and sociodemographic characteristics of households, as well as on a key topical issue in education (e.g., use of public libraries). Therefore, while the vast majority of ECPP interviews were preceded by the Basic Screener interview, some received the Expanded Screener test instrument. Both screening instruments are discussed in detail below. However, please note that throughout this manual, unless otherwise noted, the term "Screener" refers to the screening interview in general (either the Basic or Expanded Screener).

Basic Screener

The purposes of the NHES:95 Basic Screener were to determine whether sampled telephone numbers belonged to households and to collect information required for sampling household members for extended interviews. The Basic Screener was designed to accomplish these tasks efficiently, placing minimum burden on the respondent.

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

- Explain the purpose of the call;
- Determine if the telephone number reached was used for residential or both residential and business purposes;
- Verify that the Screener respondent was an adult member of the household;
- Identify all persons who resided in the household and obtain their ages and genders;
- Gather information needed for sampling subjects for extended interviews (e.g., school enrollment status, current grade, high school completion status, adult education participation status); 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 Basic 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.

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 old or older, a person designated as the male or female head of household was eligible to be the Basic Screener respondent.

Once an appropriate Basic Screener respondent was on the telephone, the entire household was enumerated. The enumeration involved collecting the first name, age, and gender for each household member. Basic Screener questions directly following the enumeration determined whether any household members were sampled for the study. The questions asked whether children or youth ages 3 to 10 or 16 to 19 in the household were attending a school or being home schooled, and the grade or year of school in which they were enrolled. Questions also inquired about the high school completion status and adult education participation status of household members aged 16 or older and not currently enrolled in grade 12 or below. If no household members were selected for extended interviews, the screening was terminated.

The final series of Basic Screener items were administered if children were sampled for ECPP interviews and if any adult sampled for an AE interview aged 16 to 25 was enrolled in college, graduate school, or vocational/technical school. For children sampled for the ECPP interview, the final Basic Screener 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 ECPP interview about the sampled child. For 16- to 25-year-olds enrolled in post-secondary school and sampled for the AE interview, the final questions determined whether these persons were living in the sampled household, in student housing, in another private home or apartment, or in an institution or group quarters. Those living in another private home or apartment were ineligible for the survey because they had their own probability of selection in their own household. Those living in an institution or group quarters also were ineligible for the survey because the NHES is a survey of households and these living arrangements do not qualify as households. Those living at the sampled household or in student housing were eligible. The last names and telephone numbers of those living in student housing were obtained so they could be contacted at their student housing for the interviews.

Expanded Screener

Many NHES screening interviews are done in households in which no person is sampled for extended interviews, therefore yielding no data that are useful for analysis purposes. The NHES:95 Expanded Screener was included as a feasibility test of a means of collecting information about households and household members who may not be sampled for extended interviews. A relatively small number of households received the Expanded Screener (4,040 telephone numbers were sampled; 1,962 residential phone numbers were identified, and 1,478 Expanded Screeners were completed).

The Expanded Screener contained the same questions used in the Basic Screener to identify appropriate Screener respondents, to enumerate household members, and to sample household members

for extended interviews. However, the Expanded Screener also contained questions that gathered information on some educational and sociodemographic characteristics of all household members including school enrollment status, educational attainment, marital status, race and ethnicity, languages first spoken and languages spoken in the home. It also contained items gathering some household-level information, including household income and whether the home is owned or being rented. Also included were questions related to a current educational issue -- household members' use of public libraries.

For this test, four different versions of the Expanded Screener were administered. These versions differed in the subsets of questions that were asked in addition to the Basic Screener questions. For example, some households received the questions gathering sociodemographic information, but did not receive questions pertaining to household members' use of public libraries; other households received both sets of items. Because this was a test instrument, data particular to the Expanded Screener are not included in the public release file or the proprietary file (see section 6.3 for a brief discussion of the ECPP proprietary data file).

2.2 Early Childhood Program Participation (ECPP) Interview

In the NHES:95 ECPP interview, data were collected about children who were newborn through age 10 as of December 31, 1994 and in third grade or below at the time of the interview. Children aged 7 or older and not enrolled in school and not being home schooled were not eligible for the study.

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 ECPP interview, subjects were routed to one of five questionnaire paths: infant/toddler, preschool, kindergarten, primary school, or home school. The **infant/toddler path** was for all children who were newborn to 2 years old. For these children, information was collected pertaining to participation in nonparental child care arrangements (i.e., care by relatives, care by nonrelatives, and participation in center-based early childhood programs), parent preferences for child care arrangements, the continuity of child care arrangements since September 1994, reading at home by family members, health and disability, parent or guardian characteristics, and household characteristics.

The **preschool path** was for those children who were age 3 or older and not yet attending kindergarten or primary school. These children were typically 3 to 5 years old. Information was collected about enrollment in school (this includes nursery school, preschool, prekindergarten, and Head Start programs); participation in relative care, nonrelative care, Head Start programs, and center-based early childhood programs; parent preferences for child care arrangements; the continuity of child care arrangements since September 1994; literacy related activities; health and disability; parent or guardian characteristics; and household characteristics.

Table 2-1.--NHES:95 Early Childhood Program Participation interview content by major path

Infant/Toddler path	Preschool path	Kindergarten and Primary School paths
Introductory information: birth date, race/ethnicity, child's language, household member relationships	Introductory information: birth date, race/ethnicity, child's language, household member relationships	Introductory information: birth date, race/ethnicity, child's language, household member relationships
	School status	School status School history and experience
Relative care programs	Relative care programs	Relative care programs
Nonrelative care programs	Nonrelative care programs	Nonrelative care programs
	Head Start programs	Head Start programs (prior to kindergarten)
Center-based programs	Center-based programs	Center or before/after school programs
Parent preferences	Parent preferences	Parent preferences Self-care
Continuity	Continuity	Continuity
Reading at home	Literacy activities	Literacy activities
Child health and disability	Child health and disability	Child health and disability
Parent/guardian characteristics	Parent/guardian characteristics	Parent/guardian characteristics
Household characteristics	Household characteristics	Household characteristics

The **kindergarten path** and the **primary school path** were very similar. Children following the kindergarten path include those currently 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. The **primary school path** was for those children currently attending first, second, or third grade. These children were typically 6 to 9 years old.

In the kindergarten and primary school paths, data were collected about enrollment in school and experience with home schooling; experiences in the kindergarten currently attended or attended before entering first grade; experiences in primary schools currently attended; current participation in relative care, nonrelative care, and center-based early childhood programs; past participation in Head Start; parent preferences for child care arrangements; self care among primary schoolers; the continuity of child care arrangements since September 1994; literacy-related activities; health and disability; parent or guardian characteristics; and household characteristics.

The **home school path** was administered for those children who were not attending school but were being instructed at home with a grade equivalent of kindergarten through third grade. (Those with a grade equivalent of nursery school were assigned to the preschool path.) This path was for children who were age 5 or older. In general, home schoolers followed the same path as the kindergartners and primary schoolers, except some sections of the questionnaire were skipped for home schoolers: children's school experiences in kindergarten or primary school, and self care. The number of children who followed the home school path is relatively small compared to the other paths.

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

2.3 Authorship of the ECPP Questionnaire

The ECPP questionnaire was designed by Mary Collins, Laura Loomis, and Nicholas Zill of Westat; Sandra Hofferth of the Institute for Social Research at the University of Michigan; 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; Luis Laosa, Educational Testing Service; Douglas Powell, Department of Child Development and Family Studies, Purdue University; 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.

3. SAMPLE DESIGN AND IMPLEMENTATION

This chapter describes the sample design for the NHES:95, 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

Different methods have been developed over the years for selecting random samples of telephone households. The Mitofsky-Waksberg method of random digit dialing as described in Waksberg (1978) is probably the best known of the methods. For the NHES:91 and the NHES:93, a modified Mitofsky-Waksberg method described by Brick and Waksberg (1991) was used. The NHES:95 used a different approach to RDD sampling, called a list-assisted method. This method reduces the number of unproductive calls to nonworking or nonresidential numbers (compared with simple random sampling of all numbers), produces a self-weighting sample, is a single stage and unclustered sample, and eliminates the sequential difficulties associated with the Mitofsky-Waksberg method. The major disadvantage of this method is that it incurs a coverage bias because not all telephone households are included in the sampling frame.

The list-assisted sampling used in the NHES:95 was conducted by stratifying telephone numbers by the type of 100-bank they fall within (all the numbers in a 100-bank have the same first 8 digits of the 10-digit telephone number). An equal probability random sample of telephone numbers was selected from all possible telephone numbers that were in 100-banks with at least one White Page directory-listed telephone number (called the listed stratum). Telephone numbers in 100-banks with no listed telephone numbers (called the zero-listed stratum) were not sampled. The telephone numbers in the listed stratum included both listed and unlisted numbers.

A coverage bias arises because households in the zero-listed stratum have no chance of being included in the sample. Empirical findings were presented by Brick, Waksberg, Kulp, and Starer (1995) to address the question of coverage bias. These results show that the percentage of telephone numbers in the zero-listed stratum that are residential is very small (about 1.4 percent), and about 3 to 4 percent of all telephone households are in the zero-listed stratum. Furthermore, the bias resulting from excluding the zero-listed stratum is generally small.

The sampling frame for the NHES:95 was all telephone numbers in 100-banks with one or more listed telephone numbers as of December 1994. An important goal of the NHES:95 was to produce reliable estimates for subdomains defined by race and ethnicity. To accomplish this goal, telephone numbers in areas with high percentages of blacks and Hispanics were sampled at higher rates. The sampling frame used in the study contained the 1990 census counts of the percentage of persons in the area by race and ethnicity. The 100-banks were classified in the high minority concentration stratum if at least 20 percent of its population was black or at least 20 percent was Hispanic. The banks that did not

meet this requirement were classified in the low minority concentration stratum. The sampling rate in the high minority concentration stratum was twice that of the low minority stratum.¹

A sample of 133,874 telephone numbers was selected for the NHES:95, but not all these telephone numbers were actually used, as described below. The sampled 133,874 telephone numbers were randomly allocated to the AE Splice sample (n = 10,620), the Expanded Screener sample (n = 4,040), and the regular Basic Screener sample (n = 119,214). The telephone numbers in the regular sample were then divided into random subsets for data collection. A decision was made during data collection to reduce costs by eliminating a random subsample of 13,415 telephone numbers from the regular sample. Thus, a total of 120,459 sampled telephone numbers was used in the data collection. Of this total, 62,984 numbers were sampled from the high minority strata, including 5,553 in the AE Splice Sample and 2,112 in the Expanded Screener sample. Screening interviews were completed if the sampled telephone number was residential and the respondent agreed to participate in the survey. The number of households with completed screening interviews was 45,465. There was an expectation that 120,459 telephone numbers would have resulted in 56,760 completed Screeners. The lower than anticipated response rate was the main reason this number of Screeners was not achieved.

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 ECPP component were conducted with parents/guardians of sampled children who were newborn to 10 years old and in third grade or below.² In households with one or two eligible children, all the children in the household were sampled. If there were more than two eligible children in the household, two were sampled from the household. In these households, children in kindergarten were sampled at a higher rate than other children (a rate of 1.5 times the rate applied to other children) to improve the precision of the estimates for this important analysis domain. The within-household sample size was limited to two eligible children to limit the amount of time required to interview parents in households with a large number of eligible children.

Estimates from the October 1992 Current Population Survey (CPS) indicated that 13.5 percent of all households have exactly one child from birth to third grade (and age 10 or younger), and 10.3 percent of all households have two or more children from birth to third grade (and age 10 or younger). Based on these estimates, a sample of about 15,500 children ($45,465 \times \{.135 + 2 \times .103\} = 15,500$) was expected from 45,465 screened households. Assuming an ECPP interview completion rate of about 90 percent, the expected number of completed interviews for the ECPP component with a sample

¹ Research was done for the NHES Field Test of 1989, the NHES:91, and the NHES:93 that tested the effects of different sampling plans and definitions of high minority strata on sample sizes and variances of estimates. This research led to implementing the procedures just described for oversampling telephone numbers in high minority areas. This design improves the precision for estimates of blacks and Hispanics and allows the overall estimates to be as precise as possible, given the constraints of oversampling minority areas.

² Only those persons who met the age limits were asked the question about grade in the Screener. The October 1992 Current Population Survey shows that by having an upper age limit of 10, only 0.1 percent of children enrolled in nursery school through third grade would be excluded. These are children who are older than 10, but still enrolled in third grade or below. Only 0.3 percent of all third graders are excluded by this upper age limit.

of 15,500 was about 13,950. In fact, 15,573 eligible children were sampled and the actual number of completed ECPP interviews was 14,064.

3.3 Weighting Procedures

The objective of the NHES:95 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 persons living in both telephone and nontelephone households derived from the Current Population Survey (CPS). Beginning in 1994, the CPS used totals of the number of persons that were adjusted to account for the undercoverage from the 1990 decennial Census. Much of the undercoverage was in urban areas and was disproportionately among racial and ethnic minorities. Any additional undercoverage in the CPS of special populations, such as the homeless, remains in these totals. The weighting procedures are described briefly below. More complete details are presented in a Working Paper entitled *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1995 National Household Education Survey* (Brick and Broene forthcoming).

The first step was the weighting associated with the sample of telephone numbers. 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 then adjusted for households that had more than one telephone number, hence more than one chance of being included in the sample. The final adjustment was made in the household weights to account for the fact that not all households responded. Nonresponse adjustment cells were defined based on the characteristics of the areas served by the telephone exchange. More specifically, the adjustment cells were based on a cross-classification of the following variables: metropolitan status, census division, percent renters, percent owner occupied, percent college graduates, median income, percent black, percent Hispanic, and percent age 0 to 17. The adjustments were defined as the inverse of the response rates for the cells. 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 CPS. The person-level weighting procedures are described below.

Person Weights

Two weighting schemes were used for the ECPP: one for children age 0 to 8 years old, and one for children ages 9 and 10. A separate weighting scheme was used for 9- and 10- year-olds because only a fraction of these older children were eligible to be included in the study (because of the grade criteria of third grade or below). Again, more complete details are presented in a Working Paper entitled *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1995 National Household Education Survey* (Brick and Broene forthcoming).

As described earlier, every household with children in the eligible age and grade ranges was sampled. All children between the ages of 0 and 10 years old and in grade 3 or below were eligible. 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 weighting procedures were developed with this possible misclassification taken into account so that the estimates would be unbiased.

The weighting procedures were different depending on the age of the child. First, the procedure is described for children up to age 8. The steps for 9- and 10-year-old children are described later. The first step in developing the person weights was to adjust the household weights for the probability of sampling the child from the household. For example, if there were two children in the household both were sampled and the sampling adjustment was 1.0. If there were three children in the household (none in kindergarten), then two were sampled and the sampling adjustment was 1.5, which is the inverse of the probability of selecting the child from the household. It should be noted that adjustments were more complex when there were three or more children in the household and one or more was in kindergarten. The person-level weighting adjustment for the probability of sampling the child from the household was then multiplied by the household weight to create a person level weight.

The final stage of weighting involved raking the person weights to the percentage distributions from the October 1993 CPS using the total number of persons from the February 1995 CPS. Because of the high completion rate for the ECPP component, no additional nonresponse adjustments were made before raking. Raking is an iterative procedure that ensures that survey weights sum to known population totals. It is a calibration estimator and closely related to poststratification. The main purpose of the raking was to adjust for undercoverage of persons who lived in households without telephones.

The raking was done to three dimensions: the first dimension was defined by the cross of race/ethnicity and household income; the second dimension was defined by the cross of Census region and urbanicity; and, the third dimension was defined by home type (owned or rented). The control totals for children 8 years old or less are given in table 3-1.

These same procedures could not be followed for 9- and 10-year-old children because control totals for children this age and enrolled in third grade or less were not available from the CPS. For 9- and 10-year-old children, the first step was to poststratify all the children enumerated in the sampled households to the control totals shown in table 3-2. These are totals of all 9- and 10-year-old children by age and Census region from the same CPS files mentioned above. The next step was to adjust the weights of the sampled persons by the probability of selecting the person as described above for younger children. At this stage, the weights of those not sampled or not eligible were set to zero. The sum of the weights for the eligible sampled children was 1,652,653. The final step was to adjust the weights of the respondents to account for nonresponse, where the nonresponse adjustment was the weighted number of sampled children divided by the weighted number of respondents.

Since many 9- and 10-year-old children are in fourth grade and beyond and not eligible for the study, the sum of the weights does not equal the sum of the control totals in tables 3-1 and 3-2, rather the sum of the weights for 9- and 10-year-old children is 1,652,653. Thus, the estimated total number of eligible children is 37,395,992 (35,743,339 + 1,652,653). The final raked person weight for each sampled child with a complete ECPP interview is contained in the variable EWEIGHT in the data file.

Table 3-1.--NHES:95 control totals for raking children age 0 to 8 in the ECPP survey

Control characteristics		Control totals
Race/ethnicity	Household income	
Non-Hispanic/non-black	Less than \$10,000.....	2,690,522
Non-Hispanic/non-black	\$10,000 or more.....	22,944,750
Hispanic	Less than \$10,000.....	1,437,596
Hispanic	\$10,000 or more.....	3,116,528
Black/non-Hispanic	Less than \$10,000.....	2,344,426
Black/non-Hispanic	\$10,000 or more.....	3,209,517
Census region	Urbanicity	
Northeast.....	urban	5,761,826
Northeast.....	rural	1,540,538
Midwest	urban	6,147,854
Midwest	rural	2,426,973
South.....	urban	8,428,279
South.....	rural	3,849,558
West	urban	6,544,605
West	rural	1,043,705
Home type	Age	
Owned or other	0.....	2,180,596
Owned or other	1.....	2,248,972
Owned or other	2.....	2,266,811
Owned or other	3.....	2,515,111
Owned or other	4.....	2,484,989
Owned or other	5.....	2,472,898
Owned or other	6.....	2,503,904
Owned or other	7.....	2,505,505
Owned or other	8.....	2,341,162
Rented.....	0.....	1,977,104
Rented.....	1.....	1,778,010
Rented.....	2.....	1,740,513
Rented.....	3.....	1,631,112
Rented.....	4.....	1,651,239
Rented.....	5.....	1,472,713
Rented.....	6.....	1,376,640
Rented.....	7.....	1,380,622
Rented.....	8.....	1,215,437
Total.....		35,743,339

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

SOURCE: Special tabulations from the October 1993 and February 1995 Current Population Surveys.

Table 3-2.--NHES:95 control totals for poststratifying older children in the ECPP survey

Control characteristics		Control totals
Census region	Age	
Northeast.....	9.....	715,335
Northeast.....	10.....	703,853
Midwest.....	9.....	981,875
Midwest.....	10.....	961,320
South.....	9.....	1,288,337
South.....	10.....	1,353,151
West.....	9.....	803,862
West.....	10.....	840,091
Total.....		7,647,824

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

SOURCE: Special tabulations from the October 1993 and February 1995 Current Population Surveys.

3.4 Computing Sampling Errors

Direct estimates of the sampling errors assuming a simple random sample of children will typically underestimate the variability in the estimates. The NHES:95 sample design and estimation include procedures such as oversampling areas with higher concentrations of minorities, clustering the sample of persons within households, sampling with differential probabilities, and raking to control totals, which deviate 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 estimate the sampling errors of the estimates from the full sample.

A total of 50 replicates were defined for the NHES:95 based on the sampling of telephone numbers. A total of 50 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:95 is a jackknife replication method (Wolter 1985) It involves dividing the sample into 50 random samples for the computation of the replicate weights. Replicate weights were created for each of the 50 replicates using the same estimation procedures used for the full sample. These replicate weights are included in the data file as ERPL1 to ERPL50. The computation of the sampling errors using these replicate weights can be done easily using WesVarPC, a Windows-based software program (Brick et al. 1995), with the JK1 option. The WesVarPC software is available free of charge through the Internet (<http://www.westat.com>) or by sending an e-mail message to wesvar@westat.com.

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. One example of this type of software is SUDAAN (Shah et al. 1995). 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. For the NHES:95, there are two strata corresponding to the high and low minority concentration telephone number exchanges. The PSUs refer to the clusters of persons living together at telephone numbers, that is, there is a unique PSU value for each unique telephone number. The full sample weight to be used for analysis is EWEIGHT. To produce sampling errors for estimates from the NHES:95 data using SUDAAN, the appropriate statements include the DESIGN=WR and NEST STRATUM PSU statements.

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. Estimates of standard errors computed using the replication method and the Taylor series method are nearly always very similar, but not identical.

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 (n). 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:95.

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. An average DEFT is computed by estimating the DEFT for a number of estimates and then averaging. A standard error for an estimate can then be approximated by multiplying the simple random sample standard error estimate by the average DEFT.

In complex sample designs, like the NHES:95, the DEFT is typically greater than one due to the clustering of the sample and the differential weights attached to the observations. In the NHES:95, both of these factors contributed to making the average DEFT greater than one. A fuller description of these factors for the NHES:95 is given in Brick and Broene (forthcoming).

The average DEFT for the ECPP file was 1.2, where the average was computed over a range of estimated proportions with at least 50 estimates in each of the subgroups described below. The estimated DEFT computed for a particular estimate was typically between 0.8 and 1.4. The average

DEFT did not vary considerably for subgroups defined by the size for the estimate, the path (infant/toddler, preschool, kindergarten, primary school, home school), or by race and ethnicity.

The average DEFT can be used to approximate the standard error for an estimate. For example, if a weighted estimate of 60 percent is obtained for some characteristic (for example, suppose that 60 percent of children participate in some type of child care arrangement), then an approximate standard error can be developed in a few steps. First, obtain the simple random sampling error for the estimate using the weighted estimate in the numerator and the unweighted sample size in the denominator: the standard error for this 60 percent statistic would be the square root of $((60 \times 40)/14,064) = 0.41$, where the weighted estimate is 60 percent (p), 40 is 100 minus the estimated percent ($100-p$), and the unweighted sample size is 14,064 (n). The approximate standard error of the estimate from the NHES:95 is this quantity (the simple random sample standard error) multiplied by the DEFT of 1.2. In this example, the estimated standard error would be 0.49 percent (1.2×0.41).

The approximate standard error for a mean can be developed using a related procedure. First, the mean is estimated using the full sample weight in a standard statistical package like SAS or SPSS. Second, the simple random sample standard error is obtained through a similar, but unweighted, analysis. Third, the standard error from the unweighted analysis is multiplied by the DEFT of 1.2 to approximate the standard error of the estimate under the NHES:95 ECPP design. For example, suppose that the estimated (weighted) mean number of hours per week in nonparental care was 20 and the simple random sampling standard error (unweighted) was 5 hours. Then, the approximate standard error for the estimate would be 6 hours (5×1.2).

Users who wish to adjust the standard errors for parameter estimates of regression models should follow a procedure similar to that discussed for means, above. Specifically, the parameter estimates of the model can be estimated using a weighted analysis in a standard statistical software package such as SAS or SPSS. A similar, but unweighted, analysis will provide the simple random sample standard errors for these parameter estimates. The standard errors can then be multiplied by the DEFT to arrive at the adjusted standard error for the NHES:95 design. For example, if a given variable has a weighted estimate of 2.334 and an unweighted standard error of 0.45, then the adjusted standard error would be $1.2 \times 0.45 = 0.54$.

It should be noted that direct computation of the standard errors is always recommended when the statistical significance of statements would be affected by small differences in the estimated standard errors.

Variance estimation for the NHES:91 and NHES:95

Some users of the NHES:95 ECPP data may wish to make comparisons with data from the early childhood component of the NHES:91, the last NHES survey also addressing the topic of child care arrangements and early childhood programs. Please consult section 7.2.6, Variance estimation for the NHES:91 and NHES:95, for a discussion of the variance estimation procedures that can be used for each data set.

3.5 Imputation

In the NHES:95, 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:95, the item response rate was very high with a median item response rate of 98.8 percent. (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 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. The procedures for imputing missing data are discussed below; more information is available in a Working Paper, *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1995 National Household Education Survey* (Brick and Broene forthcoming).

A hot-deck procedure was used to impute missing responses (Kalton and Kasprzyk 1986). 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 consisted of MAINRSLT, FAMSIZE, SEX, RACETH, and HINCMRNG. MAINRSLT (main result) is the final completion code for an extended interview and is a key variable for determining skip patterns for cases. FAMSIZE is a variable classifying respondents into 1) two-parent/guardian households or 2) otherwise. 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.

For some items, the missing values were imputed manually rather than using the hot-deck procedure. This happened most often when the variable was collected only once for the household (rather than for each sampled child) or involved complex relationships. Manual imputation was also used if edit failures were found after the hot-deck imputations were completed. Manual imputation was done for very few cases, relative to the total number of cases in the ECPP data set. Manual imputation procedures to correct for edit failures were guided by the total distribution of values for the item being imputed and by the consistency of other data for the individual case. Please see the Working Paper entitled *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1995 National Household Education Survey* (Brick and Broene forthcoming) for more information about manual imputation for the NHES:95.

Additional measures were taken to impute some variables that had item response rates of less than 95 percent. Altogether, there were 111 variables with response rates of less than 95 percent and sample sizes greater than 25. Focusing on items administered to at least 25 cases eliminates other items for which the response rate is dependent on just a few cases. For 31 of the 111 variables, additional correlated variables could be identified and were added to the standard sort variables to improve the hot-deck imputation for these items. This included additional sort variables that were added in the hot-deck imputation of age-related variables (e.g., the age at which children first started attending a center-based program). These 31 items, and the additional sort variables in parentheses, are as follows (see appendix A for the questionnaire items with which these variable names are associated): PAGEYR (AGE94), RCAGEYR (current age), NCAGEYR (current age), HSAGEYR (current age), CPSAGEYR (current age), CPNAGEYR (current age), RCAGEMO (RCAGEYR), NCAGEMO (NCAGEYR), HSAGEMO (HSAGEYR), CPSAGEMO (CPSAGEYR), CPNAGEMO (CPNAGEYR), RCSTRTYR (RCAGEYR), NCSTRTYR (NCAGEYR), HSSTRTYR (HSAGEYR), CPSTRTYR (CPSAGEYR), HSGOVT (HEDUC³), HSKIDS (HEDUC³), HSHRSONL (HEDUC³), HSEDUC (HEDUC³), HSPARADV (HEDUC³), HSTEST (HEDUC³), HSDISABL (HEDUC³), HSSICK (HEDUC³), HSCOST (HEDUC³), HDMIX (HEDUC³), CHMIX (HEDUC³), CPCOST1-3 (CPUNIT1-3), MOMMTHS (MOMWORK), MOMEARN (MOMGRADE, MOMUNIT), DADENHRS (DADHOURS), and DADUSAGE (father's current age). These 31 variables had response rates ranging from 82 to 94 percent. For the remaining 80 variables with response rates less than 95 percent, only the standard sort variables were used.

For each data item for which any values were imputed, an imputation flag variable was created. If the response for the item was not imputed, the imputation flag was set equal to 0. If the response was imputed, the flag was set to either 1, 2, 3, or 4. The value of the imputation flag indicates the specific procedure used to impute the missing value. The imputation flag was typically set to 1 if the missing value was imputed using the standard hot-deck approach. Other imputation flag values are explained below.

The procedure for hot-deck imputation only recognizes missing value codes as those that need to be replaced by imputed values. For the NHES:95, these missing value codes were -7=refused, -8=don't know, and -9=not ascertained. Therefore, in some cases, variables that originally equaled -1 (inapplicable) had to be recoded to a missing value code (i.e., -9=not ascertained) prior to being imputed using the standard hot-deck approach. This was done so that data were consistent with the skip patterns of the questionnaire. For these cases the imputation flag was set to 2. For example, if the value of KPPUBL (B6) equaled -8 for a child, then KPCHOICE (B7) and KPRELGON (B8) were never asked and thus equaled -1 (inapplicable). During the imputation process for this child, if KPPUBL was imputed to equal 2 (private), then KPRELGON had to first be recoded from -1 (inapplicable) to -9 (not ascertained) before the imputation procedure would recognize KPRELGON as a variable that should be imputed to equal either 1 (church-related) or 2 (not church-related). In this case, the imputation flag for KPRELGON would be set to 2.

For some items with complex skip patterns and only a few missing values, the item was imputed manually and the flag was set to 3. The imputation flag was set to 4 if the reported value was "don't know" prior to imputation using the standard hot-deck approach. Code 4 was utilized for only a subset of variables for which a "don't know" response is analytically meaningful, specifically, items

³ HEDUC is a variable created for imputation purposes to indicate the highest education level of any household member.

concerning parent knowledge of care provider or program characteristics (these variables are discussed further in section 4.3).

The imputation flags were 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. For example, some users might wish to analyze the data with the missing values rather than the imputed values. If the flag corresponding to the variable is not equal to 0, the user can replace the imputed response with a missing value to accomplish this goal. This method could also be used to replace the imputed value with a value imputed by some user-defined imputation approach. Finally, if the user wishes to account for the fact that some of the data were imputed when computing sampling errors for the estimates, the missing values could be imputed using multiple imputation methods (Rubin 1987) or imputed so that variance procedures in Rao and Shao (1992) could be used.

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:95, including the use of computer-assisted telephone interviewing (CATI), staff training, interviewer assignments and contact procedures, and quality control. More detailed descriptions of these topics can be found in a Working Paper entitled *Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey* (Collins et al. forthcoming).

4.1.1 CATI System Applications

The use of a CATI system for the NHES:95 included a number of applications that facilitated the implementation of the survey. Briefly, the most salient features of the CATI system for the NHES:95 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.
- **Monitoring Survey Progress:** The CATI system was programmed to provide automatic 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 Screener and 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 December 1994 and early January 1995. Interviewers were trained in groups of about 30. Interviewers experienced in conducting random-digit-dial CATI surveys received 16 hours of training related to the conduct of the NHES:95, while interviewers with no such previous experience received 20 hours of NHES:95 project training. Prior to the NHES:95 project training, all interviewers had participated in a basic training in general interviewing techniques and the use of the CATI system. In total, 289 interviewers completed training for the study.

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 interviews in pairs using several role-play scripts. The majority of training time (about 11 to 12 hours) was spent on interactive lectures and practice interviews using role-play scripts. Most of the remaining time was spent on procedures for contacting households and respondents and techniques for refusal avoidance.

The survey staff included 16 interviewers bilingual in English and Spanish. These interviewers received the same English training as all other interviewers, 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:95 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 on previous attempts and had not been attempted during the time frame; and
- Cases that were new and had never received call attempts.

At 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 adult. 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. In addition, nearly all cases for which this seven-call limit was reached were released at several points during data collection to receive additional calling attempts. Some cases received more than 20 calls in this effort to complete

screening interviews. Cases that were coded as problems 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). In the paragraphs below, the specific calling strategies used during the NHES:95 data collection and their results are described. Because most nonresponse in a random digit dialing (RDD) survey occurs at the screening level, these procedures emphasized increasing the Screener response rate. Please see *Design, Data Collection, Interview Timing, and Data Editing in the 1995 National Household Education Survey* (Collins et al. forthcoming) for a more detailed account of these procedures and their results.

The NHES:95 was conducted primarily in English, but provisions were made to interview persons who spoke only Spanish. As mentioned above, 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.

There were 359 Screeners that were classified by at least one interviewer as a "hearing/speech problem." About one-quarter of these cases (n=100) were eventually completed, either because another household member answered the phone or because the interviewer initially misclassified the case. Of the 100 hearing/speech problem Screeners that were completed, 9 were completed in Spanish.

A total of 1,633 Screeners were classified by the first interviewer making contact as Spanish-speaking. Eventually, 1,300 of these cases were completed, 95 percent of which were completed in Spanish. About 80 percent of all Spanish-classified, language-problem cases were finalized as completes, somewhat higher than the overall completion rate for the Screener.

For the Screeners with respondents identified by the first interviewer making contact as speaking some language other than English or Spanish, only about one-quarter were completed. There were 706 cases in this category; 138 were completed in English and 63 were completed in Spanish.

During the last two weeks of data collection, Screener cases that had been coded twice as non-English language problems (as opposed to hearing/speech problems) were released for additional call attempts in an effort to identify an adult household member who spoke either English or Spanish. The number of Screener cases released for this activity was 393 and only about 10 percent resulted in completed Screener interviews.

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. 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.

An additional refusal conversion attempt was made in a subset of cases which had twice refused to participate in the Screener interview. The cases included in this effort were those for which neither the first nor second refusal received a code of "hostile." This effort resulted in the completion of 2,310 additional Screeners, which is about 5 percent of all completed Screeners. 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 periodically during the data collection period. Initially, only maximum call cases that had never been released for additional attempts were released. However, toward the end of the data collection period, all maximum call cases were released for additional call attempts, regardless of how many additional attempts they had already received. This effort resulted in the completion of 1,393 additional Screeners, which is about 3 percent of all completed Screeners.

There were some numbers at which no answer was ever received during the seven attempts, called "no answer" cases. These cases were also released for additional call attempts, resulting in nearly all no answer cases receiving 14 or more calls unless they were completed prior to that number of attempts. Telephone company business office checks indicated that approximately 40 percent of cases finalized as no answer cases were residential [see *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1995 National Household Education Survey* (Brick and Broene forthcoming) for details regarding the use of telephone company business office checks to estimate the residential status of telephone numbers]. Based on this information, the final noncontact cases were proportionally allocated to residential and nonresidential status in the calculation of final response rates.

Another activity to increase Screener-level response included a nonrespondent mailing for those telephone numbers for which an address could be obtained. A brief letter explaining the purpose of the NHES:95 and encouraging participation in the study was mailed to approximately 12,000 households which had not yet completed screening interviews. About one-third of the households to which a letter was mailed completed screening interviews. This yield was higher than that for households for which addresses were sought but could not be obtained (17 percent).

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. Three live pretests were conducted in households between March 31 and April 6, June 10 and 13, and July 8 and 9 of 1994. During the first phases of the pretest, 759 ECPP and 120 AE extended interviews were completed.

The purpose of the field test was to ensure that the CATI system was working properly. Modifications to the instruments to address some administrative problems were also made at this time. During the second pretest 111 ECPP and 99 AE extended interviews were completed. The purpose of this phase was to evaluate revisions to the instruments made after the first phase. A few final revisions to the AE interview were evaluated during the third pretest in which 54 extended interviews were completed.

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.

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. Interviewers who had major difficulties were counseled and monitored to make sure the difficulties were resolved. If the problems continued, then the interviewers were released from the NHES:95 interviewing pool.

In addition, 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:95 interviewer. These reports assisted telephone center supervisors in identifying interviewer performance problems that might not be detected through monitoring. For instance, these reports would allow supervisors to identify interviewers with low response rates, even though monitoring sessions may not have indicated that the interviewer had problems obtaining respondent cooperation.

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 interview 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:95, 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 reported 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, although in most cases the rates are similar. Additional information on the NHES:95 response rates, including the findings of additional nonresponse bias analyses, is included in *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1995 National Household Education Survey* (Brick and Broene forthcoming).

4.2.1 Screener Response Rates

The first panel of table 4-1 gives the disposition of the 120,459 telephone numbers that were sampled for the NHES:95. This includes 105,799 numbers in the Basic Screener sample, 4,040 numbers in the Expanded Screener sample, and 10,620 in the Adult Education Splice sample. 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 73.3 (business office method) for the Screener is shown. The numerator is the number of telephone numbers in households that participated in the survey (45,465) weighted by the probability of selecting the telephone number. The denominator is the total number of residential telephone numbers plus the 40.5 percent of numbers with unknown residential status that are assumed to be residential also weighted by the probability of selecting the telephone number. The 40.5 percent estimate was based on a special study conducted at the conclusion of the NHES:95 survey in which telephone business offices were contacted to provide the status of a sample

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

Screener response category	Number	Percent of all numbers	Percent of residential numbers
Total	120,459	100.0	
Identified as residential.....	59,713	49.6	100.0
Participating.....	45,465	37.7	76.1
Not participating	14,248	11.8	23.9
Identified as nonresidential	54,131	44.9	
Unknown residential status	6,615	5.5	
Screener response rates*		Rate (Percent)	
Estimated response rate (using business office method).....		73.3	
CASRO response rate.....		72.4	
Conservative response rate.....		69.0	
Liberal response rate.....		76.6	

*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.

NOTE: Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1995.

of telephone numbers that had unresolved residency status. More details can be found in *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1995 National Household Education Survey* (Brick and Broene forthcoming). If the raw count of telephone numbers was not weighted, the Screener response rate using the business office method would also have been 73 percent.

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 69 and 77 percent, and the best estimate is 73 percent. The variability in the estimates arises because it is not possible to identify precisely the residency status for each telephone number.

As shown in table 4-2, 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. A few other characteristics are shown in the table based upon the characteristics of the area served by the telephone number. The response rates were about 3 percent lower in the high minority concentration areas than in other areas. The response rates are also lower in the areas with the highest concentration of renters. These findings suggest a general pattern of response rates being somewhat lower in areas with lower economic statuses. However, the Screener response rates were also lower in areas with relatively large percentages of college graduates than in other areas.

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

	Total	Participating	Not participating	Nonresidential	Unknown residential status	Estimated response ¹ rate (%)
Total.....	120,459	45,465	14,248	54,131	6,615	73.3
Census region						
Northeast.....	23,154	8,518	3,252	9,696	1,688	69.2
Midwest.....	25,261	9,683	2,592	11,756	1,230	76.5
South.....	44,760	17,616	4,850	20,232	2,062	75.8
West.....	27,284	9,648	3,554	12,447	1,635	70.0
Minority concentration						
High minority.....	62,984	22,631	7,614	29,284	3,455	71.5
Not high minority.....	57,475	22,834	6,634	24,847	3,160	74.3
Percent college graduates						
Less than 11 percent.....	37,045	14,018	3,770	17,586	1,671	76.5
11 to 25 percent.....	58,368	22,629	7,388	25,235	3,116	72.9
26 percent or more.....	25,046	8,818	3,090	11,310	1,828	70.1
Percent renters						
Less than 34 percent.....	54,890	22,539	6,251	23,355	2,745	75.4
34 to 50 percent.....	39,774	15,340	4,996	17,404	2,034	72.7
51 percent or more.....	25,795	7,586	3,001	13,372	1,836	66.7

¹The 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 1995.

4.2.2 Extended Interview Response Rates

The number of children enumerated and sampled, and those with completed parent interviews for the ECPP component of the NHES:95, are given in table 4-3. Approximately 1 percent of all the children identified and sampled for the ECPP in the Screener were determined to be ineligible when the extended interview was conducted. Nearly all of these children were ineligible because they were enrolled in fourth grade or higher. ECPP interviews were not conducted for ineligible children.

Interviews were completed for 14,064 eligible children for a completion rate of 90 percent. The main reason an interview was not completed was because the parent/guardian refused to respond to the interview (71 percent of the nonresponse). The other major reason for nonresponse was inability to contact and interview the appropriate parent/guardian of the child (22 percent of the nonresponse).

When the completion rate for the extended interview is multiplied by the Screener completion rate, the overall response rate for the ECPP interview is obtained. The overall response rate was 66 percent (66.3 percent = 90.4 percent times 73.3 percent).

The completion rates for the ECPP extended interview are shown in table 4-3 by Census region, sex of the child, age of the child, and grade of the child. The sex, 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 the categories age 10 and "other" grade that do not contain many cases.

Table 4-3.-- Number of sampled Early Childhood Program Participation interviews, by response status and weighted completion rates

Respondent characteristic	Total	Complete	Nonresponse	Ineligible	Estimated completion rate (%)
Total	15,781	14,064	1,509	208	90.4
Census region					
Northeast.....	2,892	2,569	286	37	90.2
Midwest.....	3,406	3,063	302	41	91.1
South.....	5,731	5,131	523	77	90.7
West.....	3,752	3,301	398	53	89.4
Sex of child (Screener)					
Female.....	7,591	6,775	741	75	90.4
Male.....	8,113	7,240	763	110	90.6
Unknown ¹	77	49	5	23	90.3
Age of child (Screener)					
0.....	1,244	1,023	99	122	91.0
1.....	1,382	1,243	136	3	90.5
2.....	1,715	1,560	146	9	91.5
3.....	1,675	1,508	165	2	90.6
4.....	1,785	1,614	166	5	90.9
5.....	1,778	1,592	182	4	89.9
6.....	1,775	1,585	185	5	89.5
7.....	1,684	1,512	170	2	90.7
8.....	1,709	1,538	160	11	90.6
9.....	847	760	81	6	90.2
10.....	92	68	13	11	81.6
Unknown ¹	95	61	6	28	90.9
Grade of child (Screener)					
Not enrolled.....	6,690	5,919	599	172	91.0
Nursery/Preschool.....	2,023	1,818	203	2	90.1
Kindergarten.....	1,835	1,647	186	2	90.0
1st grade.....	1,728	1,536	189	3	89.4
2nd grade.....	1,664	1,492	168	4	90.4
3rd grade.....	1,805	1,622	160	23	90.8
Other ²	36	30	4	2	88.1

¹Status at the time of sampling.

²Other includes special education and ungraded.

NOTE: The response rate is the product of the completion rate given in this table and the Screener completion rate of 73.3 percent. The overall response rate is 66.3 percent (90.4 times 73.3 percent).

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey (NHES), spring 1995.

4.3 Item Response in the ECPP Interview

For nearly all of the items in the ECPP interview, item response rates were very high. Nonresponse included "don't know," "refused," and "not ascertained." Most of the items in the interview had response rates of 95 percent or more. The median response rate for items with any missing values was 98.8 percent. There were 111 items with response rates of less than 95 percent and sample sizes greater than 25, only 42 of which had item response rates of less than 90 percent. Using a sample size of 25 eliminates those items that were dependent on just a few cases. Only one item with a sample size greater than 25, HINCMEXT (household income to the nearest thousand), had a response rate of under 75 percent (it was 60 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 included in the data set. In the ECPP interview, this occurred if the interview was completed through the health and disability questions, that is, all questions except those pertaining to parent and household characteristics were completed. This was the situation for 50 ECPP interviews. The item response rates do not decrease appreciably in the parent and household sections.

For more details on item response rates, including a complete listing of all item response rates, see *Unit and Item Response Rates, Weighting, and Imputation Procedures in the 1995 National Household Education Survey* (Brick and Broene forthcoming).

As discussed in chapter 3, all items with missing data were fully imputed. However, analysts may find that a "don't know" response category is analytically useful for some items in the ECPP interview, specifically, for items pertaining to parent knowledge of care provider or program characteristics. To support this analytic objective, special imputation flags were created to designate "don't know" responses that were imputed for a subset of items, listed below. For these items, an imputation flag value equal to 4 indicates that the original response was "don't know."

RCKIDS1--RCKIDS4	HSDENTAL
RCEDUC1--RCEDUC4	HSDISABL
RCSICK1--RCSICK4	HSSICK
NCKIDS1--NCKIDS4	CPKIDS1--CPKIDS3
NCEDUC1--NCEDUC4	CPEDUC1--CPEDUC3
NCSICK1--NCSICK4	CPGOVT1--CPGOVT3
HSKIDS	CPARADV1--CPARADV3
HSEDUC	CPTTEST1--CPTTEST3
HSGOVT	CPHYSEX1--CPHYSEX3
HSPARADV	CPDENTA1--CPDENTA3
HSTEST	CPDISAB1--CPDISAB3
HSPHYSEX	CPSICK1--CPSICK3

Table 4-4.--Item response rates for selected items in the Early Childhood Program Participation interview

Item	Number attempted	Percent response
Participation in relative care arrangements¹		
Location of relative care	2,967	99.9
Hours per week of relative care.....	2,843	97.6
Receipt of education/training by relative care provider.....	2,687	93.6
Cost of relative care arrangement.....	782	85.2
Participation in nonrelative care arrangements¹		
Location of nonrelative care	2,119	99.9
Hours per week of nonrelative care.....	2,068	99.0
Receipt of education/training by nonrelative care provider.....	2,099	83.3
Cost of nonrelative care arrangement	1,890	89.2
Participation in Head Start programs		
Location of Head Start program.....	326	98.5
Hours per week child attends Head Start.....	320	98.8
Receipt of education/training by Head Start teacher.....	326	82.2
Cost of Head Start program	76	93.4
Participation in center-based programs¹		
Location of center-based program.....	3,094	99.7
Hours per week child attends center-based program	3,047	99.1
Receipt of education/training by center-based program teacher	3,068	82.9
Cost of center-based program.....	2,626	94.6
Home activities		
Number of times parent read to child in the past week.....	14,064	99.9
Did parent tell child a story in past week.....	9,929	99.1
Did parent visit a library with child in past month.....	9,929	99.9
Health and disability		
Child's general health status.....	14,064	99.9
Do child's disabilities affect his/her ability to learn	1,476	97.2
Parent and household items		
Mother worked for pay last week.....	13,760	99.6
Highest grade mother completed.....	13,760	99.1
Father worked for pay last week	10,788	99.5
Highest grade father completed.....	10,788	98.1
Household income.....	14,064	85.9
Household income to the nearest thousand	1,016	59.9

¹ These refer to the first reported relative, nonrelative, or center-based arrangement.

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 1995.

5. DATA PREPARATION

5.1 Coding and Editing Specifications

Most of the NHES:95 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 center-based program) 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, maximum of 6). "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 a comments data file. These comments were reviewed by data preparation and project staff. Out-of-hard-range values were accepted if the comments supported the response. For example, one mother insisted that she attended school for 56 hours per week (MOMENHRS). The edits programmed into the CATI system considered this response to be an out-of-hard-range value that could not be entered directly (50 hours was the upper limit); instead it was entered into the comments data file. This response was judged by data preparation and project staff to be reasonable, and thus was later entered into the ECPP database.

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. Therefore, any outliers that exist in the ECPP data file were reviewed during the data preparation process and most of them originated from information entered into the comments data file.

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. Logic specifications for the NHES:95 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:95 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 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. At several points during data collection, logic edits were also checked against the entire data base. Cases violating the edits were examined and either the information violating the edit was kept or it was coded "not ascertained" and later replaced with imputed data. Data were kept in circumstances where the data were judged to be plausible even though it violated the edit (e.g., a 5-year-old enrolled in second grade). In such circumstances, there was usually supporting information available in the comments data file.

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 ECPP interview for a kindergartner, the data record that contains the kindergarten experience 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 "Other, specify" Items

The "other, specify" open-ended text responses were reviewed to determine if they should be coded into one of the existing precoded categories. When a respondent selected an "other" response, the interviewer entered text into a "specify" field 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. New response categories were developed for some of the "other, specify" responses, if the number of responses warranted. This was the case for items MOMCARE (N20) and MOMCARWH (N22); this is indicated in the questionnaire in appendix A with italicized text.

After reviewing all "other, specify" response entries for recoding or creating new response categories, the proportion of remaining responses coded "other" was reviewed. It was considered desirable for each item to have no more than 10 percent of its responses coded as "other." However, this was not possible for a small number of items, specifically, HDINFSRC (receipt of another

type of service for disabilities by children age 0-2), DADOTHER (another method of looking for work by fathers), and DADACTY (main activity last week of fathers not working for pay or not actively looking for work).

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:95 ECPP component. This file contains data from all completed ECPP interviews. There are four records for each ECPP interview completed, so the file contains 56,256 records for the 14,064 completed interviews. 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, and other flag variables.

A list of all the variables contained in the data file is shown in appendix B. The VARIABLE NAME column displays the unique identifier in the data file. The VARIABLE LABEL column displays a short label associated with the variable. The FORMAT column indicates if a variable has a numeric ("N") or a character format ("A"). Most of the variables in the ECPP file have numeric formats (Section 6.1.9 below specifies which variables have character formats). The RECORD NUMBER column indicates whether the variable is located in the first, second, third, or fourth record (also see section 6.1.8 that describes the RECNUM variable). The LENGTH column indicates the length of the variable by the number of digits. The length descriptor also includes the number of digits found after the decimal point for noninteger numeric variables (e.g., weight variables). The position of the variable is indicated in the START and END columns and indicates the position on the data record where the variable begins and ends.

The NHES:95 data files are provided on CD-ROM and are accessible through an Electronic Codebook (ECB) that allows data users to view variable frequencies, tag variables for extraction, and create the SAS, SPSS for DOS, or SPSS for Windows code needed to create an extract file for analysis purposes. The ECB contains both NHES:95 data sets, the Early Childhood Program Participation (ECPP) file and the Adult Education (AE) file, as well as data sets from the NHES:91 and NHES:93. Instructions for using the CD-ROM and ECB are provided in a separate document, *National Household Education Survey: NHES:91/93/95 Electronic CodeBook (ECB) User's Guide* (Collins and Chandler 1996). The sections that follow describe the contents of the ECPP data file.

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. 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 interview records on the ECPP 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. Thus, ENUMID can be used to identify ECPP interviews from the same household, but it can also be used with BASMID in the Adult Education (AE) data file to identify AE and ECPP interviews from the same household (by comparing the first eight digits of BASMID in the AE data file to the first eight digits of ENUMID in the ECPP data file).

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

The values for MAINRSLT are:

CI = Complete ECPP interview about an infant/toddler
CN = Complete ECPP interview about a preschooler
CK = Complete ECPP interview about a kindergartner
CS = Complete ECPP interview about a primary school student
CH = Complete ECPP 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 sampled children was collected in both the Screener and the ECPP interview. All household members were enumerated in the Screener interview. Data collected included the age and sex of each household member, the most knowledgeable respondent for the ECPP interview about the child, and the relationship of the ECPP respondent to the child. If the respondent relationship was recorded as mother or father, an additional question was asked to gather the specific parent relationship (birth, adoptive, step, or foster).

In the ECPP interview, the relationships of all other household members were collected. Similar to the Screener, if the relationship was recorded as mother or father, an additional question asked to gather the specific parent relationship. The information collected in this sequence of questions was used in conjunction with the respondent relationship collected in the Screener 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.

The gender data collected during the household enumeration in the Screener interview were used to drive the gender-based wording of subsequent questions throughout the ECPP interview. The age of each subject child was verified in the ECPP interview by collecting each child's month and year of birth.

The household membership information is stored on the public release data file in the following order: information about the subject of the ECPP interview (the sampled child), information about the ECPP respondent (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 ECPP respondent information (i.e., ERESPAGE, ERESPSEX, ERESRELN, EPARTYPE) is repeated in one of two places. If the ECPP respondent is the mother or the father, some of the respondent information (i.e., ERESPAGE, EPARTYPE) will be repeated in the mother or father variables (i.e., MOMAGE, MOMTYPE, DADAGE, DADTYPE). If the ECPP respondent is someone other than the mother or the father, that information will be contained in both the ECPP respondent variables and the other household member variables (i.e., AGE(n), RELATN(n)). The variables appear on the data file as follows:

AGE94 is the subject's age as of December 31, 1994.

SEX is the subject child's sex.

ERESPAGE is the ECPP respondent's age.

ERESPSEX is the ECPP respondent's sex.

ERESRELN is the ECPP respondent's relationship to the subject child.

EPARTYPE is the ECPP respondent's specific parental relationship to the subject child, if the 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 first enumerated household member other than the subject child and parents.

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

RELATN1 is the relationship of the first enumerated household member to the subject child.

AGE, **SEX**, and **RELATN** variables are then repeated for each other household member using sequential numbers, e.g., AGE2, SEX2, RELATN2, and so on up to a maximum of thirteen 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 appear in the Basic and Expanded Screener questionnaires and the ECPP questionnaire. In about 84 percent of ECPP interviews, the Screener respondent and ECPP interview respondent were the same person; in these cases, the items were asked only once in the Screener. However, if the Screener and ECPP respondents were different people, the ECPP interview responses were retained, since they are responses given by the person most knowledgeable about the child.

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 of these variables are included in a separate restricted-use data file (see section 6.3 below). The Basic Screener, Expanded Screener, and ECPP questionnaires appear in appendix A; variable names are provided to the left of each question. Where an asterisk (*) appears to the left of a question in the ECPP questionnaire, it indicates that the variable is not available on either the public release or the restricted-use files. These are variables that were used for survey administration purposes only, such as the item verifying children's reported birth date (A2) or the item at the end of the relative care section of the questionnaire (D29) asking whether there are any other regular relative arrangements to report before ending that section of the interview.

"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." An example of this type of question is E21, "How did you learn about this person as a care provider for [CHILD]?"

The code -1 indicates a legitimate skip, that is, that the item was not applicable to the child. For example, if the child attended a public kindergarten (KPPUBL (B6) = 1), the question about whether a private kindergarten was church-related (KPRELGON (B8)) would equal -1, since the child did not attend a private school.

There are repeating segments of questions in the Relative Care, Nonrelative Care, and Center-based Programs sections. Variable names and labels reflect sequences of the segments in each section. For example, RCPLACE2 is the location of the second relative care arrangement reported and CPCOST3 is the cost to the household of the third center-based program reported.

If the value for a variable is found in the questionnaire, but is not found in the frequency distribution, no respondent selected that response. This happened most frequently for variables in higher-ordered repeating segments of questions (e.g., variables pertaining to the third or fourth relative arrangement reported). Examples of variables that do not contain responses for all values presented on the questionnaire are RCEMPL2, NCUNIT4, and CPPLACE3.

6.1.4 Derived Variables

Derived variables were developed and included in the public use data file to aid users in their analyses. 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. 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 appear together on the file in their own section in alphabetical order after the questionnaire variables. They are listed below in the same order with an explanation of how they were derived. The actual SAS code to create many of these variables appears in appendix C⁴. All of the variables that begin with the prefix ZIP were taken from the 1990 Census of Population Summary Tape File 3B (STF3B). All unique NHES:95 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.

AGEENTER is the age in months at which kindergartners and primary schoolers first entered elementary school. Note that current homeschoolers (MAINRSLT = CH), in addition to infant/toddlers and preschoolers (MAINRSLT = CI or CN), are not included in this variable (i.e., they are coded -1). For those who attended kindergarten (including transitional kindergarten), this equals the age at kindergarten entry; for those who did not attend kindergarten, this equals the age at pre-first or first grade entry. This variable was derived using KPAGEYR, KPAGEMO (B3) and PAGEYR, PAGEMO (C1).

ALLGRADE indicates the enrollment status, the grade level of children in graded schools, and the grade level equivalent for children in ungraded schools, special education programs, or home school. It was created using GRADE (A11) and GRADEEQ (A12). Because parents of children in the infant/toddler path (MAINRSLT=CI) were not asked about the children's enrollment status, infants/toddlers are coded -1 on this variable.

The values for ALLGRADE are:

0 = Not enrolled
N = Nursery/preschool/prekindergarten/Head Start
T = Transitional kindergarten
K = Kindergarten
P = Prefirst
1 = First grade or equivalent
2 = Second grade or equivalent
3 = Third grade or equivalent
U = Ungraded/no equivalent
-1 = Infant/toddler path

⁴ There is no SAS code provided for counter-derived variables, for HHDAD and HHMOM which were created in the CATI system during interviews, or for linked-derived variables which include CENREG and the ZIP Code variables.

ANYCARE indicates whether the child currently participates in any nonparental care or program arrangements. It was derived using RCNOW (D1), NCNOW (E1), HSNOW (F1), CPNNOW (G1), and CPSNOW (G5).

The values for ANYCARE are:

- 1 = currently participates in any care or program arrangement
- 2 = does not currently participate in any care or program arrangement

CAREHOUR is the total number of hours per week spent in nonparental care arrangements or programs. For arrangements that take place less often than every week but at least once each month, CAREHOUR reflects the *average* number of hours each week (i.e., the number of hours each month divided by four). Children whose only arrangements take place less often than once each month are coded 0 hours on this variable, as are children in no care or program arrangements. This variable was derived using RCHRS1-RCHRS4 (D14), NCHRS1-NCHRS4 (E13), HSHRS (F13), and CPHRS1-CPHRS3 (G22) for weekly arrangements and using RCHRSWK1-RCHRSWK4 (D17), RCWKSMO1-RCWKSMO4 (D15), NCHRSWK1-NCHRSWK4 (E16), NCWKSMO1-NCWKSMO4 (E14), HSHRSWK (F16), HSWKSMO (F14), CPHRSWK1-CPHRSWK3 (G25), CPWKSMO1-CPWKSMO3 (G23) for monthly arrangements.

CENREG is a linked-derived variable that identifies the Census region in which the subject child lives. This variable 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: CT, MA, ME, NH, NJ, NY, PA, RI, VT
- South: AL, AR, DC, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV
- Midwest: IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI
- West: AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, WY

The values for CENREG are:

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

DADEMPLD is the work status of the father (birth father/adoptive father/stepfather/foster father/male guardian) in the household. It was constructed from DADWORK (O7), the work status in the previous week, and DADHOURS (O9), the number of hours usually worked for pay each week. Cases in which the father/male guardian was on leave, DADLEAVE (O8), were included. Cases in which he was looking for work, DADLOOK (O10), using active methods to find employment, as indicated by DADPUBL, DADPRIV, DADEMPL, DADREL, or DADANSAD (O11), 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

DISABLTY indicates whether the child currently has a disability. It was derived using HDLEARN, HDRETARD, HDSPEECH, HDDISTRB, HDDEAF, HDHEAR, HDBLIND, HDVISUAL, HDORTHO, HDDEVEL, and HDOTHER (M4, M6).

The values for DISABLTY are:

- 1 = child currently has a disability
- 2 = child does not currently have a disability

FAMILY consists of a set of family type categories using both parent and sibling information. It was created using HHPARN1 and NUMSIBS, which are other derived variables. Nonparent guardians are included in the "other" category. Nonparent guardians are persons other than mothers and fathers (birth, adoptive, step, or foster), such as grandparents, aunts or uncles.

The values for FAMILY are:

- 1 = Two parents and sibling(s)
- 2 = Two parents, no sibling
- 3 = One parent and sibling(s)
- 4 = One parent, no sibling
- 5 = Other

HH10UNDR is a counter-derived variable indicating the total number of household members age 10 or younger.

HH18OVER is a counter-derived variable indicating the total number of household members age 18 and older.

HHDAD indicates whether the birth, adoptive, step, or foster father of the subject resides in the household with the subject child. This variable was created during the interview and stored in the CATI database; therefore no SAS code was needed to create this variable. There also is no "D" (designating a derived variable) in the variable label.

The values for HHDAD are:

- 1 = Father resides in the household
- 2 = No father and no mother in the household; male respondent
- 3 = Otherwise

HHMOM indicates whether the birth, adoptive, step, or foster mother of the subject resides in the household with the subject child. This variable was created during the interview and stored in the CATI database; therefore no SAS code was needed to create this variable. There also is no "D" (designating a derived variable) in the variable label.

The values for HHMOM are:

- 1 = Mother resides in the household
- 2 = No mother and no father in the household; female respondent
- 3 = Otherwise

HHPARN1 is a broad classification of the child's parents who reside in the household. It was constructed using HHMOM and HHDAD, both derived variables.

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

HHTOTAL is a counter-derived variable indicating the total number of household members.

HHUNDR18 is a counter-derived variable indicating the total number of household members younger than 18 years old.

KINDTYPE is for kindergartners and primary school students. It categorizes the kindergarten the child currently attends or attended. This variable was a composite of KPPUBL (B6), KPCHOICE (B7), and KPRELGON (B8).

The values for KINDTYPE are:

- 1 = Public, assigned
- 2 = Public, chosen
- 3 = Private, church-related
- 4 = Private, not church-related
- 1 = Infant/toddler, preschooler, or home schooler/Did not attend kindergarten

LANGUAGE describes the language(s) spoken most often at home by the parent(s)/guardian(s) in the household. It was derived from MOMLANG (N3), DADLANG (O1), MOMSPEAK (N4), and DADSPEAK (O2).

The values for LANGUAGE are:

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

MOMEMPLD is the work status of the mother (birth mother/adoptive mother/stepmother/foster mother) or female guardian in the household. It was constructed from MOMWORK (N9), the work status in the previous week, and MOMHOURS (N11), the number of hours usually worked for pay each week. Cases in which the mother/female guardian was on leave, MOMLEAVE (N10), were included. Cases in which she was looking for work, MOMLOOK (N14), and using active methods to find employment, as indicated by MOMPUBL, MOMPRIV, MOMEMPL, MOMREL, or MOMANSAD (N15), 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 or more per week
- 2 = Working less than 35 hours per week
- 3 = Looking for work
- 4 = Not in the labor force
- 1 = No mother/female guardian for the subject child

MOMFTFY indicates if the mother (birth mother/adoptive mother/stepmother/foster mother) or female guardian currently works full time and has worked 12 months during the past year. While this measure has some limitations, since it is not known 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 (N9), MOMEMPLD, a derived variable, and MOMMTHS (N13). 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 or more) full year
- 2 = Less than full time or less than full year
- 3 = Not employed during year
- 1 = No mother/female guardian for the subject child

MOSTHRS indicates the nonparental care or program arrangement (other than school) in which the child spends the most hours per week. Arrangements that take place less often than every week but at least once each month were included in the derivation of this variable using the following procedures: the number of hours each month were divided by four (weeks) to obtain the *average* number of hours per week; this average was then eligible to be classified as the arrangement with the most hours per week. Children whose only arrangements take place less often than once each month are coded 0 on this variable. MOSTHRS was derived using RCHRS1-RCHRS4 (D14), NCHRS1-NCHRS4 (E13), HSHRS (F13), and CPHRS1-CPHRS3 (G22) for weekly arrangements and using RCHRSWK1-RCHRSWK4 (D17), RCWKSMO1-RCWKSMO4 (D15), NCHRSWK1-NCHRSWK4 (E16), NCWKSMO1-NCWKSMO4 (E14), HSHRSWK (F16), HSWKSMO (F14), CPHRSWK1-CPHRSWK3 (G25), CPWKSMO1-CPWKSMO3 (G23) for monthly arrangements.

The values for MOSTHRS are:

- 0 = No nonparental care arrangement/program
- 1 = Relative care in child's home
- 2 = Relative care in another home
- 3 = Nonrelative care in child's home
- 4 = Nonrelative care in another home
- 5 = Head Start program
- 6 = Center-based program
- 7 = Equal hours in 2 or more types of care

Note that the number of cases for whom MOSTHRS=0 (n=6689) does not equal the number of cases for whom ANYCARE=2 (n=6622). This is because cases whose only arrangements take place less often than once each month are coded 1 on ANYCARE and 0 on MOSTHRS.

NUMSIBS is a counter-derived variable indicating the total number of siblings with whom the subject child lives.

PARGRADE designates the highest level of education for the child's parents or nonparent guardians who reside in the household. PARGRADE is based on the mother's (birth mother/adoptive mother/stepmother/foster mother) or female guardian's education level, MOMGRADE (N7), and the father's (birth father/adoptive father/stepfather/foster father) or male guardian's education level, DADGRADE (O5). If the respondent indicated that either parent/guardian completed less than the 12th grade, MOMDIPL (N8) and DADDIPL (O6) determined the completion of a high school diploma or equivalent (i.e., a GED). If only one parent or guardian 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 = Graduate or professional school

PRIMARNG indicates the type of primary care or program arrangement of the child. This variable identifies the type of care arrangement, program, or activity (e.g., school) in which the child is participating for the most number of hours when his or her mother is at work or school. It was derived from MOMCARE (N20).

The values for PRIMARNG are:

- 0 = No regular primary care arrangement or program
- 1 = Relative care in child's home
- 2 = Relative care in another home
- 3 = Nonrelative care in child's home
- 4 = Nonrelative care in another home
- 5 = Head Start program
- 6 = Center-based program
- 7 = Attending kindergarten or primary school
- 8 = Mother works at home/cares for child at work or school
- 9 = Other parent cares for child
- 10 = Child cares for himself or herself
- 11 = Mother is on maternity leave
- 1 = No mother in the household/mother not employed or enrolled in school

RACEETHN is a composite of the variables CRACE (A3) and CHISPANI (A4). 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 non-Hispanic races (e.g., American Indian or Alaska Native, Asian or Pacific Islander)

SCHLTYPE classifies the type of school primary school children attend as either a public or a private school from PPUBL (C2). If the school was classified as public, it was further classified as either assigned or chosen from PCHOICE (C3). If the school was classified as private, it was further classified as either church-related or not church-related from PRELGON (C4).

The values for SCHLTYPE are:

- 1 = Public, assigned
- 2 = Public, chosen
- 3 = Private, church-related
- 4 = Private, not church-related
- 1 = Not primary school path

SCNDARNG indicates the secondary care or program arrangement of the child. This variable identifies the care arrangement, program, or activity (e.g., school) in which the child is participating for most of the hours his or her mother is at work or school that are not covered by the primary arrangement (PRIMARNG). It was derived from MOMCARWH (N22).

The values for SCNDARNG are:

- 0 = No regular secondary care arrangement/program
- 1 = Relative care in child's home
- 2 = Relative care in another home
- 3 = Nonrelative care in child's home
- 4 = Nonrelative care in another home
- 5 = Head Start program
- 6 = Center-based program
- 7 = Attending kindergarten or primary school
- 8 = Mother works at home/cares for child at work or school
- 9 = Other parent cares for child
- 10 = Child cares for himself or herself
- 11 = Mother is on maternity leave
- 1 = No mother in the household/mother not employed or enrolled in school

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 (STF3B). 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 (STF3B).

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 (STF3B). 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.⁵ 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 EWEIGHT. It is the variable that should be used as the weight variable to estimate the characteristics of children 0 years old to 10 years old who were enrolled in 3rd grade or below. This weight contains all of the adjustments for the probabilities of selection, nonresponse, and undercoverage as described in chapter 3.

The 50 replicate weights, ERPL1 to ERPL50, are the next variables in this section. These replicate weights can be used with the WesVarPC Windows-based software program (Brick et al. 1995) to produce estimates of the sampling errors of the estimates. The JK1 option must be used to correctly estimate the sampling errors using this approach. More details on the replicate weights are given in chapter 3.

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 (Shah et al. 1995). The variables STRATUM and PSU and their use in SUDAAN are also discussed in chapter 3.

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 variable involved in imputation, an imputation flag

⁵ 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.

variable was created. If there is no imputation flag, then no imputation was performed on that variable. Section 3.5 discusses the meaning of values assigned to the imputation flags.

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

6.1.7 Other Flag Variables

There is one other flag variable on the ECPP file called EARNFLAG. This flag indicates whether or not the variable MOMEARN, mother's earnings, was truncated for confidentiality purposes. See section 7.1.7 for further discussion of this flag variable.

6.1.8 RECNUM (record number)

RECNUM is a variable that appears in the last column of each record in the ECPP data file (i.e., column 1024). Its value equals the record on which it appears. In the ECPP data file, there are four records.

6.1.9 Numeric and Character Variables

Most of the variables in the ECPP public release file have numeric formats. However, a few have character formats. The variables that have character formats are as follows: MAINRSLT, GRADE (A11), GRADEEQ (A12), LASTGRAD (A19), MOMCARE (N20), MOMCARWH (N22), and ALLGRADE, a derived variable.

6.2 Guide to the Codebook

The codebook, shown in appendix D, contains complete descriptions of the contents of the data file. There is a single codebook for the ECPP 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) KPPUBL = (2) B6-PUBLIC OR PRIVATE KINDERGARTEN
 (3) B6 (Does/Did) (CHILD) attend a public or private (kindergarten/prefirst grade)?
 (4) RECORD: 1 POSITION: 158-159
 (5) FORMAT: N2

(6) RESPONSE	(7) CODES	(8) FREQ	UNWGTD (9) PERCENT	WGTD (10) PERCENT
1 PUBLIC	1	5282	37.6%	85.2%
2 PRIVATE	2	1030	7.3%	14.8%
RESERVED CODES:				
-1 INAPPLICABLE	-1	7752	55.1%	(MISS)
TOTALS:		14064	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 or SPSS data file.
- (2) Variable label: A short label, which is associated with each of the variables, is presented here. This label appears in the SAS or SPSS data file. Labels contain the questionnaire item numbers. Labels that begin with the letter "D" indicate a derived variable.
- (3) Question wording: This is the exact question wording as it appeared in the questionnaire.
- (4) Record and position: These provide the record number (1-4) and the starting and ending column position of the variable in the raw (ASCII) data file.
- (5) Format: This provides the variable type, its width, and the number of positions after the decimal point, if necessary. The data type of "N" represents numeric variables and "A" represents character variables. In this example, KPPUBL 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 file.
- (8) Unweighted frequency counts: This column displays the unweighted frequency counts for this variable.
- (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.

6.3 Public and Proprietary Data Files

This manual is designed to assist users of the public use ECPP data file. The public use file contains all the variables detailed above but does not contain certain variables excluded from the file for confidentiality reasons. These include the names of household members, verbatim string responses that might identify persons or places, and respondents' individual ZIP Codes (HZIPCODE). Some of these variables (e.g., verbatim strings, HZIPCODE) that are excluded from the public file are included on a separate proprietary, or restricted-use, file. These variables are indicated with a "/R" on the ECPP questionnaire in appendix A. The proprietary data file also contains close to 100 "ZIP Code" variables from the 1990 Census of the Population Summary Tape File 3B (STF3B), including the median household income of the area, the level of community mobility in the area, and the percentage of owner-occupied households in the area. The proprietary data file may be obtained through a special licensing agreement with NCES. Contact NCES for details on how to become licensed.

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:95 ECPP survey data; to describe the nature of those anomalies; and, where appropriate, to suggest possible means of taking them into account when analyzing the ECPP data. This section also compares the NHES:95 ECPP data to data from the Early Childhood Education component in the NHES:91, including a discussion of the ages of children included in each of the samples, questionnaire design differences, and variance estimation for estimates from each data set. Information regarding how the ECPP data compare to data from other sources may be found in a Working Paper entitled *Comparison of Estimates from the 1995 National Household Education Survey* (Collins et al. forthcoming).

7.1 Specific Data Considerations and Anomalies

7.1.1 Hours in Primary School

At item PHRS (C7), respondents were asked to report the number of hours per week primary schoolers attend school. There are 72 cases in which the number of hours reported is less than 25 hours per week, a smaller number of hours than would be expected for most first to third graders. Among these cases, a few (n=17) were reported to have disabilities, which may suggest that these children have alternative school schedules. However, in none of the 72 cases were the children reported to have a grade in school of "special education." It may be that in some cases, the number of hours reported is actually the number of hours *per day* that the child attends primary school. There was an on-line edit check for this variable in the CATI system to reduce reporting and recording errors. With this edit mechanism, interviewers were alerted to verify any response of less than 25 hours with respondents before final entry of the response. Data users should consider editing the lowest outlying values (i.e., 6, 7, or 8 hours, reported for 41 cases), since it is possible that these are reports of time spent at school per day, rather than per week. One approach would be to set these values to the average number of hours reported. Another approach would be to impute other values for these cases, for example, using a "nearest-neighbor" procedure. Using this procedure, cases are sorted on selected characteristics (e.g., grade, public/private school control) and the value of PHRS for the closest appearing case in the data file with the same sort characteristics is copied.

7.1.2 Center-based Program Participation

Early in the interview, respondents were asked to report whether their child was attending school (variable ENROLL (A9)) and, if so, their child's current grade (GRADE (A11) or GRADEEQ (A12)). (When the ECPP respondent 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, preschool, Head Start, or prekindergarten program (GRADE, GRADEEQ, or ALLGRADE (derived variable) = N). Some parents reported later in the interview that their child was participating in a Head Start program or in a center-based program including a day care center, nursery school, prekindergarten, or preschool (variables HSNOW (F1) or CPNNOW (G1)). There is some inconsistency between the responses to these items. In

216 cases, preschoolers were reported as not being enrolled in school, but were later reported as participating in Head Start, a center-based program, or both. In 72 cases, children were reported as enrolled in school with a grade of N (nursery school, preschool, prekindergarten, Head Start), 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 previous NHES studies 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 most parents do consider nursery school and prekindergarten programs to be school.

In conducting analyses of center-based program participation among preschoolers, we recommend that users employ the questionnaire variables HSNOW and CPNNOW. 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.

7.1.3 Frequency of Participation in Child Care Arrangements and Programs

The ECPP questionnaire collected very specific information as to the frequency with which children participate in child care arrangements and programs. This allows data users to limit their analyses of arrangements according to their frequency, for example, one may want to restrict their data analyses to arrangements that took place at least once each week. However, data users should note that there are some cases in which inconsistencies occurred in reporting the number of weeks per month arrangements or programs take place. In a very small number of cases, it was indicated that the care arrangement or program did *not* take place at least *once each week* (e.g., RCWEEK1 (D11) = 2), but *did* take place at least *once each month* (e.g., RCMONTH1 (D12) = 1) for *four weeks per month* (e.g., RCWKSMO1 (D15) = 4). This occurred 7 times in the relative care section at RCWKSMO1 and RCWKSMO2, 2 times in the nonrelative care section at NCWKSMO1 (E14), and 2 times in the Head Start program section at HSWKSMO (F14).

7.1.4 Primary and Secondary Arrangements

The items MOMCARE (N20) and MOMCARWH (N22) collect information on the arrangements or programs that occupy the most of children's time while their mothers (or female guardians) are at work or in school. Responses to these items include school, another parent, and any arrangements reported in the relative, nonrelative, Head Start, and Center-based care sections of the questionnaire. However, there is also a category 91 labeled "Something else" for MOMCARE and MOMCARWH. For all entries into this category, a verbatim description of the type of arrangement (e.g., grandmother, day care center) was gathered, and some followup questions were asked to determine if the child participated on a regular basis, the location of the arrangement or program, and the number of days and hours per week the child participated. This information was examined for each case entered in the "91=Something else" category. If it was indicated that the child participated in the specified arrangement

or program on a regular basis, the data for the case was examined and MOMCARE or MOMCARWH was updated to the appropriate category. The "91" codes that remain for variables MOMCARE and MOMCARWH are all arrangements or programs that were reported in the followup questions to not take place on a regular basis. These arrangements are in turn coded 0 on the derived variables PRIMARNG and SCNDARNG, representing no regular primary or secondary arrangement.

Another situation that arose with these items was reports of similar arrangements that alternate weeks for the same number of hours per week (e.g., receiving care from two grandmothers on alternating weeks). This type of care arrangement schedule occurred in only 5 cases, but made the classification of the primary and secondary arrangement ambiguous for them. Therefore, in these cases the arrangement reported first was classified as the primary arrangement and the arrangement reported second was classified as the secondary arrangement.

7.1.5 Hours of Participation in and Cost of Child Care Arrangements and Programs

It is not uncommon for variables to contain values beyond the range of the majority of responses. Variables in the ECPP data file pertaining to the number of hours and the cost of arrangement do contain some relatively high values. However, it is important to note that on-line range edits were installed on the CATI system for all the hours and cost items, so that interviewers were prompted to verify any response outside a reasonable range before it was finally entered. In addition, all cases for which the total number of hours per week in care arrangements or programs (CAREHOUR, a derived variable) was greater than 40 hours among children in full-day kindergarten or primary school or greater than 70 hours among all other children were examined for errors, such as duplicate arrangements, which could erroneously inflate the total number of hours per week. All errors found were corrected. However, 112 cases exceeding the 40 hour/70 hour edit rule remain on the file. Data users should note that some of the outlying values for the hours of participation in care arrangements may involve situations in which children are cared for during an entire weekend, by grandparents, for example. Thus, users may want to examine certain characteristics of children's arrangements (e.g., the type, location, the number of days each week, whether it takes place during school days or weekends) before deciding on the appropriate measures for handling these outliers in their analyses.

7.1.6 Truncation of Hours in Care Arrangements and Hours Parents Work for Pay

The variables indicating the number of hours that children spend in care arrangements or programs are truncated to 99 hours. There are very few cases with a value of 99 at these variables (7 cases at RCHRS1 (D14) and 2 cases at NCHRS1 (E13)). In these cases, either the respondents reported 99 hours or they reported a higher number of hours that was truncated to 99 hours. The same is true for variables indicating the number of hours per week mothers and fathers usually work at their jobs. There are 3 cases for MOMHOURS (N11) and 28 cases for DADHOURS (O9) that were coded 99 hours.

7.1.7 Truncation of Mother's Earnings Variable (MOMEARN)

For disclosure reasons, that is, to minimize data users' ability to identify specific survey participants, MOMEARN (N12) was truncated to \$100,000 per year. For cases in which mothers' earnings were reported in units other than "per year," mothers' yearly earnings was approximated

assuming full-year employment. Then, for all cases with earnings higher than \$100,000 per year, MOMEARN was set to 100,000 and MOMUNIT was set to 6 (per year). There is a flag on the data file that identifies the cases for which MOMEARN was truncated, called EARNFLAG (1=truncated; 0=not truncated). As EARNFLAG indicates, MOMEARN was truncated for 26 cases.

7.1.8 Ages of Birth Mothers and Birth Fathers

There are a few cases where the ages of birth mothers and birth fathers are somewhat older than one might expect, given that all children included in the ECPP study are age 10 or younger. Specifically, there are 3 cases where birth mothers are reported to be 60 years old or older; and there are 17 cases where birth fathers are reported to be 60 years old or older. These may be persons who are considered primary guardians of the children but who are not actually birth parents. Data users interested in the birth parent relationship may wish to examine these cases in more detail.

7.1.9 Mothers' and Fathers' Specific Relationships to Subject Children

There are also a few cases where the detailed relationships of mothers and fathers to the ECPP subject children are unusual. Specifically, in one case a child was reported to have a foster mother and a birth father at home. Also, in 14 cases children were reported to have a birth mother and foster father. Data users interested in foster parent relationships should exercise caution when using these cases. These are certainly unusual situations and suggest that these reported "foster" parents may not be foster parents in the traditional sense, but rather a partner of the birth parent or some other type of guardian.

7.2 Differences from the NHES:91 Early Childhood Component

Some users of the NHES:95 ECPP data may wish to make comparisons with data from the early childhood component of the NHES:91, the last NHES survey also addressing the topic of child care arrangements and early childhood programs in more detail. Therefore, it is important to point out some important differences between the two surveys. Outlined below are some issues related to the overall structure of each data file plus issues concerning care arrangement and program participation data, for example, differences in the populations studied and significant questionnaire design differences. Also included is a discussion of variance estimation for estimates from the two data sets. There are certainly some other differences between the NHES:95 and the NHES:91 data besides that discussed below. Data users can obtain further information about the NHES:91 data set from the *NHES:91 Preprimary and Primary Data Files User's Manual* (Brick et al. 1992).

7.2.1 Samples and Data File Organization

There are some differences in the ages of children included in the NHES:91 and NHES:95, as well as some differences in the organization of the data files for each survey. The NHES:91 sample included children age 3 to 8 years old as well as 9-year-olds who were in first or second grade, while the sample for the NHES:95 included a broader age range of children: newborn to 10 years old and in third grade or below. For each survey, the total sample of children was divided into subgroups, or "paths," according to their age and grade (or grade equivalent); these path assignments determined the questions

appropriate for administration during the interviews. For the NHES:91, children were assigned to either the "preprimary" or "primary" path. The preprimary path included children not yet in first grade and the primary path included children in first grade or above. Each of these paths had its own questionnaire and data file. The NHES:91 preprimary and primary data files can be merged together to create a single file including all children in the NHES:91 survey.

In contrast, one questionnaire and one data file were created for the ECPP component of the NHES:95 survey. Also, children sampled for the NHES:95 were assigned to five different interview paths: "infant/toddler" (newborn to 2-year-olds), "preschooler" (3- to 5-year-olds not yet in kindergarten), "kindergartner" (children currently enrolled in kindergarten and not being home schooled), primary schoolers (children currently enrolled in first, second, or third grade and not being home schooled), and home schoolers (children being home schooled with grade equivalents of kindergarten, first, second, or third grade). These paths directly correspond to the values of the variable MAINRSLT.

7.2.2 Current Participation in Nonparental Care Arrangements and Programs

There are also differences between the NHES:91 and NHES:95 as far as the populations for whom data on current participation in arrangements and programs were collected. In the NHES:91, information on current participation was collected only for children in the preprimary path, that is, preschoolers (3- to 5-year olds not yet in kindergarten) and kindergartners. Questions for children in the primary grades pertained only to participation in care and programs before entering first grade. In contrast, the NHES:95 gathered information on current participation for *all* children included in the study. However, questions in the NHES:95 also allow for the determination of children's participation in care and programs before school entry (this is discussed further in section 7.2.3 below).

Questionnaire items determining children's participation statuses in different types of care arrangements and programs also differ somewhat between the 1991 and 1995 surveys. The wording of items determining participation in care by relatives and nonrelatives was similar across the two surveys, but not identical. There are more notable differences between the two surveys as far as the items used to determine children's center-based program participation statuses. In the NHES:91, children's participation in center-based programs was determined by answers to four questions: one asking about participation in day care centers; one asking about participation in nursery schools, prekindergartens, or Head Start; one asking about kindergartners' participation in after-school programs; and one asking about any other type of care (which included participation in before/after school care). In contrast, the NHES:95 contained one item to determine children's participation in Head Start programs, and two subsequent questions (i.e., one for infants/toddlers and preschoolers and one for kindergartners, primary schoolers and home schoolers) to determine participation in any other type of center-based program including day care centers, nursery schools, preschools, prekindergartens, or before/after school programs.

The NHES:95 also differs from the NHES:91 with respect to the amount of information gathered about the care arrangements and programs in which children currently participate. The NHES:95 was designed to allow respondents to report multiple relative, nonrelative, and center-based child care arrangements, and then collect detailed information about the characteristics of each one reported. These characteristics included the location of arrangements, the number of children and caregivers/teachers at arrangements, the sources of knowledge about arrangements, and the cost of arrangements. In contrast, the NHES:91 did not allow for reports of multiple relative or nonrelative arrangements and gathered relatively limited information about these arrangement types, which only consisted of the location and the number of hours each week children participate in all relative and all

nonrelative arrangements. The NHES:91 did allow for reports of multiple center-based programs, but again, the information gathered about each program was limited compared to that obtained in the NHES:95. On the other hand, the NHES:91 did collect some information regarding communications with teachers at centers that the NHES:95 did not collect.

7.2.3 Participation in Care Arrangements and Programs Prior to School Entry

Examining children's participation in care arrangements and programs prior to school entry may be of interest to some data users. To determine whether or not children in the NHES:95 participated in the various types of care arrangements before school entry, data users need to compare children's age at school entry (i.e., AGEENTER, a derived variable) with the age at which they first participated in the arrangement type (i.e., RCAGEYR, RCAGEMO (D3); NCAGEYR, NCAGEMO (E3); HSAGEYR, HSAGEMO (F3); CPNAGEYR, CPNAGEMO (G3); CPSAGEYR, CPSAGEMO (G7)).

Data users who wish to compare rates of participation prior to school entry *across* the NHES data files should note that this method of determining participation status is very different than for previous NHES data sets, and may result in different estimates. The NHES:91 (and NHES:93) contained direct questions asking whether children had participated in arrangements before they started grade school. Again, the NHES:95 instead obtained the ages at which children first started school and first participated in arrangements or programs. It is also worth pointing out, however, that the NHES:95 survey did contain a question that confirmed the sequence of children's ages at school entry and ages at first participation in center-based programs (item G8 in the ECPP questionnaire).

7.2.4 Additional NHES:95 Features

There are two other features of the NHES:95 data pertaining to child care and early childhood programs that were not included in the NHES:91. One is a series of questions about parents' preferences for their children's arrangements or programs. The NHES:95 asked parents to report the relative importance of several characteristics that they may have considered when selecting arrangements or programs for their children, such as the proximity of arrangements to home and whether caregivers have had special training for taking care of children. The NHES:95 also included questions that identify the child care arrangements or programs in which children participate while their mothers are at work or at school; similar questions did not appear in the NHES:91.

7.2.5 NHES:91 and NHES:95 Variable Names

Given these differences in survey design between the NHES:91 and NHES:95, please note that when the same variable names appear in the two data files, this does not mean that the variables represent the same population of children or that the source questionnaire items were asked in the same way in each survey. An example is the derived variable ANYCARE, which identifies whether or not children are currently participating in any type of care arrangement or program (i.e., relative, nonrelative, Head Start, or another center-based program). The ANYCARE variable has the same name in both the NHES:91 and NHES:95, but they each apply to children of different ages and are based on different questionnaire items.

7.2.6 Variance Estimation for the NHES:91 and NHES:95

For both the NHES:91 and NHES:95 data sets, the calculation of sampling errors for estimates cannot be based on the assumptions of simple random sampling of children. The NHES:91 utilized a clustered, random digit dialing design for sampling households and the NHES:95 used a list-assisted sample design. In addition, the methods for sampling children within households differed between the two surveys (see chapter 3 in this manual and chapter 3 in the *NHES:91 Preprimary and Primary Data Files User's Manual* (Brick et al. 1992) for more details about sampling households and children for each survey). However, the same methods can be used to compute sampling errors of estimates from the NHES:91 and NHES:95 data sets. One approach is the jackknife replication method. Replicate weights are available in each data set for use in calculating sampling errors using the WesVarPC Windows-based software. For the NHES:91, these weights are called EWREPL1 - EWREPL50; for the NHES:95 the weights are called EREPL1 - EREPL50. When using the WesVarPC software for both the NHES:91 and NHES:95 data sets, the JK1 option should be used. (Chapter 3 explains how to obtain a copy of WesVarPC free of charge.)

Another method for computing sampling errors of estimates from the NHES:91 and NHES:95 data is Taylor series approximation. The software available that utilizes this method, such as SUDAAN, typically requires a stratum and a PSU variable. Both the NHES:91 and NHES:95 data sets contain such variables. However, note that because of differing sample designs, the number of values for the stratum and PSU variables are also different. In the NHES:91 preprimary and primary data sets, the PSU variable (called PSU) has two possible values and the stratum variable (called VSTRAT) has 50 values. In the NHES:95 ECPP data set, the PSU variable (also called PSU) has several thousand possible values and the stratum variable (called STRATUM) has two possible values. As discussed in chapter 3, the appropriate statements to use in SUDAAN for the NHES:95 data include DESIGN=WR and NEST STRATUM PSU. For the NHES:91, the following statements should be used in SUDAAN: DESIGN=WR and NEST VSTRAT PSU. Again, more information on sample design and calculation of sampling errors can be found in chapter 3 in the user's manuals for each data set.

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APPENDIX A
BASIC SCREENER, EXPANDED SCREENER, AND
ECPP QUESTIONNAIRE

NHES:95 Basic Screener

S1. Hello, my name is (INTERVIEWER) and I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study about the educational experiences of both adults and children. These first questions usually take about 5 minutes. Are you a member of this household and at least 18 years old?

YES 1 (GO TO S5)
NO 2 (GO TO S2)
BUSINESS 3 (GO TO S5)
GO TO RESULT GT
RETRY AUTODIALER RT

S2. May I please speak with a household member who is at least 18 years old?

AVAILABLE 1 (GO TO S1)
NOT AVAILABLE 2 (GO TO RESULT, CALLBACK APPT.)
THERE ARE NONE 3 (GO TO S3)
GO TO RESULT GT

S3. May I please speak with the male or female head of this household?

PERSON ON PHONE 1 (GO TO S5)
OTHER PERSON, AVAILABLE 2 (GO TO S4)
OTHER PERSON, NOT AVAILABLE 3 (GO TO RESULT, CALLBACK APPT.)
GO TO RESULT GT

S4. Hello, this is (INTERVIEWER) and I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study about the educational experiences of both adults and children. This study will help the Department of Education plan educational programs in the U.S. These first questions usually take about 5 minutes. Are you a head of this household?

YES 1 (GO TO S5)
NO 2 (GO TO S3)
GO TO RESULT GT

S5. I would like to confirm that this number is for home use rather than only used for business. (Is this a home phone?)

HOME USE 1 (CONTINUE)
HOME AND BUSINESS USE 2 (CONTINUE)
BUSINESS USE ONLY 3 (GO TO THANK1)
GO TO RESULT GT

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

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

What is [your first name/the first name of the next person?]	How old [are you/is (he/she)]?	Is this person male or female?	SCREENER RESPONDENT
	MOMAGE DADAGE AGE1-AGE13 ERESPAGE	SEX SEX1-SEX13 ERESPSEX	

S6VERF1. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS LISTED ON THE MATRIX.]
Have we missed anyone else who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

MATRIX CORRECT 1
 RETURN TO MATRIX 2
 GO TO RESULT 3

Ask S7-S10 for each person age 3-10 and age 16-19. If none, go to 2nd box after S10.

S7. Is (PERSON) attending (school/nursery school, kindergarten, or school)?

YES.....1 (GO TO BOX)
 NO2 (GO TO BOX)

Ask S8 for each person age 5-10. Else, if person is age 3 or 4 or age 16-19 and enrolled in school, go to S9. Else, if not enrolled in school, go to first box after S10.

S8. (READ FIRST TIME: Some parents decide to educate their children at home rather than sending them to school.) Is (CHILD) being schooled at home?

YES.....1 (GO TO S10)
 NO2 (GO TO BOX)

If person is enrolled in school, ask S9. Else go to 1st box after S10.

S9. What grade or year is (PERSON) attending?
 [PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START	N	(GO TO BOX AFTER S10)
TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO BOX AFTER S10)
KINDERGARTEN	K	(GO TO BOX AFTER S10)
PREFIRST GRADE (AFTER K)	P	(GO TO BOX AFTER S10)
FIRST GRADE	1	(GO TO BOX AFTER S10)
SECOND GRADE	2	(GO TO BOX AFTER S10)
THIRD GRADE	3	(GO TO BOX AFTER S10)
FOURTH GRADE	4	(GO TO BOX AFTER S10)
FIFTH GRADE	5	(GO TO BOX AFTER S10)
SIXTH GRADE	6	(GO TO BOX AFTER S10)
SEVENTH GRADE	7	(GO TO BOX AFTER S10)
EIGHTH GRADE	8	(GO TO BOX AFTER S10)
NINTH GRADE/FRESHMAN IN HIGH SCHOOL	9	(GO TO BOX AFTER S10)
TENTH GRADE/SOPHOMORE IN HIGH SCHOOL	10	(GO TO BOX AFTER S10)
ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL	11	(GO TO BOX AFTER S10)
TWELFTH GRADE/SENIOR IN HIGH SCHOOL	12	(GO TO BOX AFTER S10)
UNGRADED ELEMENTARY/SECONDARY	U	(GO TO S10)
SPECIAL EDUCATION	S	(GO TO S10)
VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL	15	(GO TO BOX AFTER S10)
COLLEGE (UNDERGRADUATE)	16	(GO TO BOX AFTER S10)
GRADUATE, PROFESSIONAL SCHOOL	17	(GO TO BOX AFTER S10)

[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 (PERSON) be in if (he/she) were (attending school/attending a school with regular grades)?
 [PROBE FOR T OR P: Is that before or after kindergarten?]

NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START	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 IN HIGH SCHOOL	9
TENTH GRADE/SOPHOMORE IN HIGH SCHOOL	10
ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL	11
TWELFTH GRADE/SENIOR IN HIGH SCHOOL	12
UNGRADED/NO EQUIVALENT	U
VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL	15
COLLEGE (UNDERGRADUATE)	16
GRADUATE, PROFESSIONAL SCHOOL	17

[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."]

*Ask S7-S10 for next person age 3-10 or 16-19.
After last person, go to next box.*

*For splice sample, go to the sampling point.
Else, ask S11 and S12 for each person age 16 and older
who is not currently enrolled in grade 12 or below,
ungraded elementary or secondary, or special education.*

S11. Now I have a few questions about [you/you and the other adult(s) in your household].
[Do you/Does (ADULT)] have a high school diploma or its equivalent, such as a GED?

YES..... 1
NO 2

S12. During the past 12 months [did you/did (ADULT)] take classes, programs, courses,
workshops, or seminars of any kind for any reason?

YES..... 1
NO 2

After last adult, go to next box.

*Sampling Point:
Select children and adults for extended interviews.
If any children are selected, go to next box.
If adults only are selected, go to box after S14.
If no one is selected, go to THANK2.*

*Ask S13 and S14 for each sampled child.
If there is only 1 household member 12 years old or
older, autocode S13 to this adult.*

S13. We would like to ask some questions about (CHILD'S) (care and) education. [IF SCREENER
RESPONDENT IS OBVIOUSLY CHILD'S MOTHER, INSTEAD OF READING QUESTION, VERIFY RELATIONSHIP
AND ENTER HER PERSON NUMBER.] Who is the parent or guardian in this household who knows
the most about (CHILD'S) (care and) education?
[DISPLAY HOUSEHOLD MEMBERS 12 AND OLDER.]

PERSON NUMBER.....

S14. What is [your/(CAREGIVER'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

Ask S15 for sampled adults other than the Screener respondent who are enrolled in college, graduate school, or vocational/technical school after high school and are age 16 to 19, or are age 20 to 25. For other sampled adults, go to S17.

S15. Is (ADULT) living there, in student housing, or somewhere else?

- HERE 1 (GO TO S17)
- STUDENT HOUSING [This includes all housing owned, sponsored, or leased by the school such as a dormitory or fraternity or sorority house.] 2 (GO TO S16)
- OTHER PRIVATE HOME OR APARTMENT 3 (INELIGIBLE)
- INSTITUTION OR GROUP QUARTERS [THIS INCLUDES A JAIL OR DETENTION CENTER, MEDICAL FACILITY, REHABILITATION CENTER, MENTAL HEALTH FACILITY, MILITARY BARRACKS, OR GROUP FOSTER CARE.] 4 (INELIGIBLE)

S16. Would you please give me (his/her) last name and telephone number so that we can call (him/her) to talk about (his/her) educational experiences?

LAST NAME _____
 PHONE _____

S17. [Are you/Is (ADULT)] currently serving on active duty in the U.S. Armed Forces? [DO NOT INCLUDE RESERVES OR NATIONAL GUARD.]

- YES 1 (INELIGIBLE)
- NO 2 (GO TO BOX)

Go to HHSELECT screen to select interview

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

THANK2. Thank you, but no one in your household has been selected for this study.

NHES:95 Expanded Screener

S1. Hello, my name is (INTERVIEWER) and I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study about the educational experiences of both adults and children. These first questions usually take about 5 minutes. Are you a member of this household and at least 18 years old?

- YES 1 (GO TO S5)
- NO..... 2 (GO TO S2)
- BUSINESS 3 (GO TO S5)
- GO TO RESULT GT
- RETRY AUTODIALER..... RT

S2. May I please speak with a household member who is at least 18 years old?

- AVAILABLE 1 (GO TO S1)
- NOT AVAILABLE 2 (GO TO RESULT, CALLBACK APPT.)
- THERE ARE NONE 3 (GO TO S3)
- GO TO RESULT GT

S3. May I please speak with the male or female head of this household?

- PERSON ON PHONE..... 1 (GO TO S5)
- OTHER PERSON, AVAILABLE 2 (GO TO S4)
- OTHER PERSON, NOT AVAILABLE 3 (GO TO RESULT, CALLBACK APPT.)
- GO TO RESULT GT

S4. Hello, this is (INTERVIEWER) and I'm calling for the U.S. Department of Education. We are conducting a voluntary and confidential study about the educational experiences of both adults and children. This study will help the Department of Education plan educational programs in the U.S. These first questions usually take about 5 minutes. Are you a head of this household?

- YES 1 (GO TO S5)
- NO..... 2 (GO TO S3)
- GO TO RESULT GT

S5. I would like to confirm that this number is for home use rather than only used for business. (Is this a home phone?)

- HOME USE..... 1 (CONTINUE)
- HOME AND BUSINESS USE 2 (CONTINUE)
- BUSINESS USE ONLY 3 (GO TO THANK1)
- GO TO RESULT GT

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

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

What is [your first name/the first name of the next person]?	How old [are you/ is (he/she)]?	Is this person male or female?	SCREENER RESPONDENT
	MOMAGE DADAGE AGE1-AGE13 ERESPAGE	SEX SEX1-SEX13 ERESPSEX	

S6VERF1. [VERIFY THE NUMBER OF HOUSEHOLD MEMBERS LISTED ON THE MATRIX.] Have we missed anyone else who usually lives here who is temporarily away from home or living in a dorm at school, or any babies or small children?

MATRIX CORRECT 1
 RETURN TO MATRIX 2
 GO TO RESULT G

Ask SX7 for each person age 3 and older.

SX7. [Are you/Is (PERSON)] attending (school/nursery school, kindergarten, or school)?

YES 1
 NO 2

*If AGE = 5-16, then ask SX8.
 Else, if SX7 = 1 (person is enrolled in school), go to SX9. Else, go to first box after SX15.*

SX8. (READ FIRST TIME: Some parents decide to educate their children at home rather than sending them to school.) Is (CHILD) being schooled at home?

YES 1 (GO TO SX13)
 NO 2 (GO TO BOX)

*If SX7 = 1 (person is enrolled in school), go to SX9.
 Else, go to first box after SX15.*

SX9. What grade or year of school [are you/is (PERSON)] attending?
 [PROBE FOR T OR P: Is that before or after kindergarten?]

- NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START N (GO TO SX14)
- TRANSITIONAL KINDERGARTEN (BEFORE K) T (GO TO SX14)
- KINDERGARTEN K (GO TO SX14)
- PREFIRST GRADE (AFTER K) P (GO TO SX14)
- FIRST GRADE..... 1 (GO TO SX14)
- SECOND GRADE..... 2 (GO TO SX14)
- THIRD GRADE 3 (GO TO SX14)
- FOURTH GRADE 4 (GO TO SX14)
- FIFTH GRADE..... 5 (GO TO SX14)
- SIXTH GRADE 6 (GO TO SX14)
- SEVENTH GRADE 7 (GO TO SX14)
- EIGHTH GRADE 8 (GO TO SX14)
- NINTH GRADE/FRESHMAN IN HIGH SCHOOL 9 (GO TO SX14)
- TENTH GRADE/SOPHOMORE IN HIGH SCHOOL 10 (GO TO SX14)
- ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL 11 (GO TO SX14)
- TWELFTH GRADE/SENIOR IN HIGH SCHOOL 12 (GO TO SX14)
- UNGRADED ELEMENTARY/SECONDARY..... U (GO TO SX13)
- SPECIAL EDUCATIONS (GO TO SX13)
- VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL..... 15 (GO TO SX10)
- COLLEGE (UNDERGRADUATE)..... 16 (GO TO SX11)
- GRADUATE, PROFESSIONAL SCHOOL..... 17 (GO TO SX12)

[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."]

SX10. In terms of credits earned and requirements fulfilled, what year of the vocational/technical program [are you/is (PERSON)] in now?

- FIRST..... 1 (GO TO SX14)
- SECOND OR HIGHER2 (GO TO SX14)

SX11. What is [your/(PERSON's)] class standing? That is, [are you/is (PERSON)] a freshman, sophomore, junior, or senior?

- FRESHMAN..... 1 (GO TO SX14)
- SOPHOMORE2 (GO TO SX14)
- JUNIOR3 (GO TO SX14)
- SENIOR4 (GO TO SX14)

SX12. In terms of credits earned and requirements fulfilled, what year of graduate or professional school [are you/is (PERSON)] in now?

- FIRST..... 1 (GO TO SX14)
- SECOND.....2 (GO TO SX14)
- THIRD3 (GO TO SX14)
- FOURTH OR HIGHER.....4 (GO TO SX14)

SX13. What grade would [you/(PERSON)] be in if [you/(he/she)] were (attending a school/attending a school with regular grades)?
 [PROBE FOR T OR P: Is that before or after kindergarten?]

- NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START 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 IN HIGH SCHOOL 9
- TENTH GRADE/SOPHOMORE IN HIGH SCHOOL 10
- ELEVENTH GRADE/JUNIOR IN HIGH SCHOOL 11
- TWELFTH GRADE/SENIOR IN HIGH SCHOOL 12
- UNGRADED/NO EQUIVALENT U
- VOCATIONAL/TECHNICAL AFTER HIGH SCHOOL..... 15
- COLLEGE (UNDERGRADUATE)..... 16
- GRADUATE, PROFESSIONAL SCHOOL..... 17

[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."]

*If SX8 = 1 (in home school), go to first box after SX15.
 Else, ask SX14.*

SX14. [Do you/Does (PERSON)] go to a public or a private school?

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

*If SX9 or SX13 = N, T, or K or SX7 = 1 and AGE ≥ 16
 (person enrolled in nursery school or kindergarten or age
 16 or older and currently enrolled in school), then ask
 SX15. Else, go to first box after SX15.*

SX15. [Are you/Is (PERSON)] now enrolled in school full time or part time?

- FULL TIME 1
- PART TIME..... 2

*Ask SX7 to SX15 for next person enrolled in school.
 After last person, go to next box.*

If SX7 = 2 or SX9 or SX13 = 15, 16, 17, and AGE ≥ 16 (person age 16 and older who is not currently enrolled in grade 12 or below, ungraded elementary or secondary, or special education), then ask SX16 to SX18. Else, go to first box after SX18.

SX16. Now I have a few questions about [you/you and the other adults(s) in your household].
What is the highest grade or year of school that [you/(ADULT)] completed?

- UP TO 8TH GRADE 1 (ENTER ACTUAL GRADE, GO TO SX17)
- 9TH TO 11TH GRADE.....2 (ENTER ACTUAL GRADE, GO TO SX17)
- 12TH GRADE BUT NO DIPLOMA3 (GO TO SX17)
- HIGH SCHOOL DIPLOMA/EQUIVALENT.....4 (GO TO SX18)
- VOC/TECH PROGRAM AFTER HIGH SCHOOL BUT NO VOC/TECH DIPLOMA 5 (GO TO SX17)
- VOC/TECH DIPLOMA AFTER HIGH SCHOOL.....6 (GO TO SX17)
- SOME COLLEGE BUT NO DEGREE 7 (GO TO SX16OV)
- ASSOCIATE'S DEGREE8 (GO TO SX17)
- BACHELOR'S DEGREE9 (GO TO SX18)
- GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE..... 10 (GO TO SX18)
- MASTER'S DEGREE (MA, MS)..... 11 (GO TO SX18)
- DOCTORATE DEGREE (PHD, EDD)..... 12 (GO TO SX18)
- PROFESSIONAL SCHOOL DEGREE AFTER BACHELOR'S DEGREE (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)..... 13 (GO TO SX18)

SX16OV. [Did you/did (ADULT)] earn a vocational or technical diploma after leaving high school?

- YES 1
- NO.. 2

SX17. [Do you/Does (ADULT)] have a high school diploma or its equivalent, such as a GED?

- YES 1
- NO.. 2

If SX7 = 1 (enrolled in school), autocode SX18 = 1.

SX18. During the past 12 months, [did you/did (ADULT)] take classes, programs, courses, workshops, or seminars of any kind for any reason?

- YES 1
- NO..... 2

Ask SX16 to SX18 for next person age 16 and older who is not currently enrolled in grade 12 or below, ungraded elementary or secondary, or special education. After last person, go to next box.

*If AGE ≥ 16 (person age 16 or older), then ask SX21.
 After last person, go to SX22.*

SX21. What is [your/(ADULT's)] marital status? [VERIFY IF KNOWN.]

- MARRIED/REMARRIED 1
- SEPARATED 2
- DIVORCED..... 3
- WIDOWED 4
- NEVER MARRIED..... 5

SX22. (Are you/Is any member of your household) currently serving on active duty in the U.S. Armed Forces? [DO NOT INCLUDE RESERVES OR NATIONAL GUARD.]

- YES 1 (GO TO SX22OV)
- NO..... 2 (GO TO SX23)

SX22OV. Who is that? [DISPLAY HOUSEHOLD MEMBERS AGE 16 AND OLDER. CODE ALL THAT APPLY.]

PERSON NUMBER (INELIGIBLE)

SX23. (Were you/Was everyone in your household) born in this country, that is, in one of the 50 States or the District of Columbia?

- YES 1 (GO TO SX24)
- NO..... 2 (GO TO BOX AFTER SX24)

SX24. (Did you/Did every member of your household) learn English as (your/their) first language?

- YES 1 (GO TO BOX AFTER SX26)
- NO..... 2 (GO TO BOX)

*If SX23 = 2 (not every household member was born in the U.S.), then ask SX25 for each person in the household; also ask SX26 for each person age 3 or older.
 If SX24 = 2 (not every household member learned English as their first language), ask SX26 for each person age 3 or older.*

SX25. In what country [were you/was (PERSON)] born?

- 50 STATES OR THE DISTRICT OF COLUMBIA 1
- U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN SAMOA,
 U.S. VIRGIN ISLANDS, MARIANA ISLANDS, OR
 SOLOMON ISLANDS 2
- (SPECIFY) _____
- SOME OTHER COUNTRY 3
- (SPECIFY) _____

SX26. What was the first language [you/(PERSON)] learned to speak?

- ENGLISH 1
- SPANISH 2
- OTHER LANGUAGE 91
- (SPECIFY) _____

Ask SX27 and SX28 for each person. After last person, go to first box after SX28 (Sampling Point).

SX27. [Are you/Is (PERSON)] white, black, American Indian or Alaska Native, Asian or Pacific Islander, or some other race?

- WHITE 1
- BLACK 2
- AMERICAN INDIAN OR ALASKA NATIVE 3
- ASIAN OR PACIFIC ISLANDER 4
- SOME OTHER RACE 91
- What is that? _____

SX28. [Are you/Is (PERSON)] of Hispanic origin?

- YES 1
- NO 2

*Sampling Point:
Select children and adults for extended interviews.
If any children are selected, go to next box.
If adults only are selected, go to box after SX30.
If no one is selected, go to LINTRO.*

*Ask SX29 and SX30 for each sampled child.
If there is only 1 household member 12 years old or older, autocode SX29 to this adult.*

SX29. We would like to ask some questions about (CHILD'S) (care and) education. [IF SCREENER RESPONDENT IS OBVIOUSLY CHILD'S MOTHER, INSTEAD OF READING QUESTION, VERIFY RELATIONSHIP AND ENTER HER PERSON NUMBER.] Who is the parent or guardian in this household who knows the most about (CHILD'S) (care and) education?
[DISPLAY HOUSEHOLD MEMBERS 12 AND OLDER.]

PERSON NUMBER □□

SX30. What is [your/(CAREGIVER'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

Ask SX31 for sampled adults other than the Screener respondent for whom AGE = 16 to 25, SX7 = 1 and SX9 = 15, 16, 17 (enrolled in college, graduate school or vocational/technical school after high school and age 16 to 25). Else, go to LINTRO.

SX31. Is (ADULT) living there, in student housing, or somewhere else?

- HERE..... 1 (GO TO LINTRO)
- STUDENT HOUSING [This includes all housing owned, sponsored, or leased by the school such as a dormitory or fraternity or sorority house.] 2 (GO TO SX32)
- OTHER PRIVATE HOME OR APARTMENT 3 (INELIGIBLE)
- INSTITUTION OR GROUP QUARTERS [THIS INCLUDES A JAIL OR DETENTION CENTER, MEDICAL FACILITY, REHABILITATION CENTER, MENTAL HEALTH FACILITY, MILITARY BARRACKS, OR GROUP FOSTER CARE.] 4 (INELIGIBLE)

SX32. Would you please give me (his/her) last name and telephone number so that we can call (him/her) to talk about (his/her) educational experiences?

LAST NAME _____
 PHONE _____

1995 Topical component: Public library use

LINTRO. These next questions are about public libraries. This does not include school or college libraries, or special research libraries.

L1. About how far would you say it is from your home to the closest public library? Would you say...

- Less than 1 mile, 1
- 1 or 2 miles, 2
- 3 to 5 miles, 3
- 6 to 10 miles, 4
- 11 to 25 miles, or 5
- More than 25 miles? 6

L2. People use public libraries in a number of ways. In the past month, that is, since (MONTH) (DAY), [have you/has any member of your household] used a public library in the following ways? How about...

	YES	NO
a. Going to a public library to borrow or drop off books or tapes, attend a lecture or story hour, use their equipment, or for any other purpose?.....	1	2
b. Visiting a bookmobile in person?	1	2
c. Making a phone call to the public library to renew books or to ask for information, <u>other than</u> information about library hours or directions to the library?	1	2
d. Linking to a public library by computer?	1	2
e. Having library materials sent to you by mail or delivered to your home in person?	1	2

If L2a through L2e = No, ask L3. Else, go to L4.

L3. [Have you/Has anyone in your household] used a public library in any of those ways in the past year?

YES 1 (GO TO BOX AFTER L4)
 NO..... 2 (GO TO BOX AFTER L4)

L4. In the past month, that is since (MONTH) (DAY), [have you/has any member of your household] used a public library for the following purposes? How about...

	YES	NO
a. For a school or class assignment?	1	2
b. [IF CHILD 6 TO 12 IN HOUSEHOLD] To attend a program or activity designed for children age 6 to 12?	1	2
c. [IF CHILD UNDER 6 IN HOUSEHOLD] To attend a program or activity for children under 6 that introduces them to books and reading, including a story hour?.....	1	2
d. To get books or tapes or attend (any other) events for enjoyment or for hobbies?	1	2
e. To help find a job?	1	2
f. For a work assignment or to keep up to date at work?	1	2
g. For information about personal business such as consumer or health issues, home repairs, or investments?	1	2
h. To work with a tutor or take a class to learn to read?.....	1	2

If any L2 a-e = yes (used services in last month), OR if L1 = 6 (>25 miles) and L3 = no (no services in last year), go to J1_P1. Else, ask L5.

L5. Have any of the following things kept you (and other members of your household) from using the services of a public library (more often)? How about...

	YES	NO
a. Lack of information about public library services, materials, or programs?	1	2
b. Lack of services, materials, or programs you are interested in?	1	2
c. Inconvenient public library hours?	1	2
d. Problems with getting help from library staff?.....	1	2
e. A disability that limits access to the public library?	1	2
f. Concern about the possible cost of fines or lost library materials?.....	1	2
g. Lack of transportation, either public transportation, your own car, or someone to drive you?	1	2
h. Lack of parking?	1	2
i. Something else? (SPECIFY: _____).....	1	2

End of topical component

J1_P1. Now a few more questions about your household. Do you...

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

J2_P2. Besides (PHONE NUMBER), do you have other telephone numbers in your household?

- YES 1 (GO TO J3_P3)
- NO..... 2 (GO TO J4_P4)

J3_P3. How many of these additional telephone numbers are for home use?

NUMBER □□

J4_P4. During the past 12 months, has your household ever been without telephone service for more than 24 hours?

YES 1 (GO TO J5_P5)
 NO..... 2 (GO TO J6_P6)

J5_P5. What was the total amount of time your household was without telephone service in the past 12 months?

NUMBER □□
 DAYS 1
 WEEKS..... 2
 MONTHS 3

J6_P6. So that we can group households geographically, may I have your ZIP code?

ZIP CODE □□□□□

Ask J7_P7 if NUMKID10 (number of children age 10 or younger) >= 1. Else, go to J8_P8.

J7_P7. In the past 12 months, has your family received funds or services from any of the following programs? How about...

		YES	NO
a.	Women, Infants, and Children, or WIC?	1	2
b.	Food Stamps?	1	2
c.	AFDC, or Aid to Families with Dependent Children?	1	2

J8_P8. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members?

Was it...

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

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

*Ask J8OV_P8OV if
(Number in HH = 2 and HINCOME = 2) or
(Number in HH = 3 and HINCOME = 3) or
(Number in HH = 4 and HINCOME = 3) or
(Number in HH = 5 and HINCOME = 4) or
(Number in HH = 6 and HINCOME = 4) or
(Number in HH = 7 and HINCOME = 5) or
(Number in HH = 8 and HINCOME = 5) or
(Number in HH = 9 and HINCOME = 6) or
(Number in HH = 10 and HINCOME = 6) or
(Number in HH = 11 and HINCOME = 7) or
(Number in HH = 12 and HINCOME = 7).
Else, go to THANK2.*

J8OV_P8OV. What was your total income last year, to the nearest thousand?

AMOUNT \$□□,□□□

Go to HHSELECT screen to select interview.

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

THANK2. Those are all the questions I have about your household. Thank you for your time.

NHES:95 Early Childhood Program Participation Interview

INTRO. [READ DISPLAY IF RESPONDENT WAS NOT SCREENER RESPONDENT:]
 [Hello, this is (INTERVIEWER). I'm calling on behalf of the U.S. Department of Education. We are conducting a voluntary and confidential study about the educational experiences of young children.]
 I'd like to talk with you now about (CHILD). These questions usually take about (10 to 15/10) minutes.

A1. [Before we begin, I'd like to confirm (his/her) age.] In what month and year was (CHILD) born?

<i>CDOBMM</i>	MONTH ()	YEAR ()
<i>CDOBY</i>		
1	JANUARY	7 JULY
2	FEBRUARY	8 AUGUST
3	MARCH	9 SEPTEMBER
4	APRIL	10 OCTOBER
5	MAY	11 NOVEMBER
6	JUNE	12 DECEMBER

*Calculate AGE94 = child's age on December 31, 1994.
 Calculate current age for display in A2.*

A2. That would mean that (CHILD) [is (AGE)/turns (AGE) this month]. Is that right?

* YES.....1 (GO TO A3)
 NO2 (RETURN TO A1)

If AGE94 => 11, go to CLOSE1. Else, ask A3.

A3. Is (CHILD)...

<i>CRACE</i>	White,	1
<i>CRACEOS/R</i>	Black,.....	2
	American Indian or Alaska Native,.....	3
	Asian or Pacific Islander, or	4
	Another race?.....	91
	What is that? _____	

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

NOTE: In general, variables designated by /R appear on the restricted file only. However, some variables with this designation contained no responses and therefore were not included on the restricted file. Please consult the Proprietary Data File User's Guide for a specification of which variables were excluded from the file.

NOTE: Questions designated by * do not appear on any data file. They were used for administrative, verification, or coding purposes only.

A4. Is (he/she) of Hispanic origin?

CHISPANI YES..... 1
NO 2

If AGE94 => 2, ask A5. Else, go to RELINTRO.

A5. What language does (CHILD) speak most at home?

CHLDLANG ENGLISH..... 1
CHLDLAOS/R SPANISH..... 2
ANOTHER LANGUAGE 91
SPECIFY _____
CHILD DOESN'T SPEAK..... 3

RELINTRO. [NOT READ IF ONLY ONE ADULT IN THE HOUSEHOLD.]
Now I'd like to ask how the people in your household are related to (CHILD).

If the respondent is the child's mother/father, copy RESPRELN into RELATION and ask A7/A8, then ask A6 for every other household member. If respondent is not the child's mother/father, copy RESPRELN into RELATION and ask A6 for every other household member. Else, for Screener R, copy RESPRELN into RELATION.

A6. [FOR EACH HOUSEHOLD MEMBER EXCEPT RESPONDENT:]
How is (PERSON) related to (CHILD)?
[VERIFY IF KNOWN]

RELATN1-RELATN13 MOTHER (BIRTH/ADOPTIVE/STEP/FOSTER)..... 1 (GO TO A7)
FATHER (BIRTH/ADOPTIVE/STEP/FOSTER)..... 2 (GO TO A8)
BROTHERS AND SISTERS INCLUDING STEP,
ADOPTED, AND FOSTER 3 (GO TO 1ST BOX BEFORE A9)
GRANDPARENT 4 (GO TO 1ST BOX BEFORE A9)
OTHER RELATIVE..... 5 (GO TO 1ST BOX BEFORE A9)
NONRELATIVE 6 (GO TO 1ST BOX BEFORE A9)

A7. [Are you/Is (PERSON)] (CHILD's)...

MOMTYPE Birth mother,..... 1
Adoptive mother, 2
Stepmother, or..... 3
Foster mother? 4

A8. [Are you/Is (PERSON)] (CHILD'S)...

DADTYPE Birth father,..... 1
Adoptive father, 2
Stepfather, or..... 3
Foster father? 4

*Set HHMOM:
1 = mother in household. 2 = no mom and no dad,
female R. 3 = else.
Set HHDAD:
1 = father in household. 2 = no mom and no dad,
male R. 3 = else.*

Current School Status

*If ECPP respondent was also the screener respondent,
copy responses from the screener to A9, A10, A11, and
A12 and follow the instructions below. Else, go to next
box.*

*If A11 or A12 = 4 or 5, go to CLOSE1.
If A10 = 1 (home school), go to A13.
If AGE94 =< 2, go to 1st box after A19.
If AGE94 = 3 to 4 and A9 = 1 (enrolled), go to A19.
If AGE94 = 3 to 4 and A9 = 2 (not enrolled), go to 1st
box after A19.
If AGE94 => 5 and A9 = 1 (enrolled) and A10 = 2,
(not in home school), go to A14.
If AGE94 = 5 to 6 and A9 = 2 (not enrolled) and
A10 = 2, (not in home school), go to A14.
Else, if AGE94 => 7 and A9 = 2 (not enrolled) and A10
= 2, (not in home school), go to CLOSE1.*

If AGE94 => 3, ask A9. Else, go to 1st box after A19.

A9. Now I'd like to talk with you about (CHILD'S) school experiences. Is (CHILD) attending (school/nursery school, kindergarten, or school)?

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

*If AGE94 => 5, ask A10.
If AGE94 = 3 to 4 and A9=1 (enrolled), go to A11.
Else, if AGE94 = 3 to 4 and A9 = 2 (not enrolled) go to
1st box after A19.*

A10. Some parents decide to educate their children at home rather than sending them to school. Is (CHILD) being schooled at home?

HOMESCHL YES.....1 (GO TO BOX)
NO2 (GO TO BOX)

*If A10 = 1 (home school), go to A12.
 If A9 = 1 (enrolled) and A10 = 2, (not in home school) ask A11.
 If AGE94 = 5 to 6 and A9 = 2 (not enrolled) and A10 = 2, (not in home school), go to A14.
 Else, if AGE94 => 7 and A9 = 2 (not enrolled) and A10 = 2, (not in home school), go to CLOSE1.*

A11. What grade or year is (CHILD) attending?
[PROBE FOR T OR P: Is that before or after kindergarten?]

GRADE

NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START	N	(GO TO BOX AFTER A12)
TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO BOX AFTER A12)
KINDERGARTEN	K	(GO TO BOX AFTER A12)
PREFIRST GRADE (AFTER K)	P	(GO TO BOX AFTER A12)
FIRST GRADE	1	(GO TO BOX AFTER A12)
SECOND GRADE	2	(GO TO BOX AFTER A12)
THIRD GRADE.....	3	(GO TO BOX AFTER A12)
FOURTH GRADE	4	(GO TO CLOSE1)
FIFTH GRADE OR HIGHER	5	(GO TO CLOSE1)
UNGRADED	U	(GO TO A12)
SPECIAL EDUCATION	S	(GO TO A12)

[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."]

A12. What grade would (CHILD) be in if (he/she) were [attending school/attending a school with regular grades]?
[PROBE FOR T OR P: Is that before or after kindergarten?]

GRADEEQ

NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START	N	(GO TO BOX)
TRANSITIONAL KINDERGARTEN (BEFORE K)	T	(GO TO BOX)
KINDERGARTEN	K	(GO TO BOX)
PREFIRST GRADE (AFTER K)	P	(GO TO BOX)
FIRST GRADE	1	(GO TO BOX)
SECOND GRADE	2	(GO TO BOX)
THIRD GRADE.....	3	(GO TO BOX)
FOURTH GRADE	4	(GO TO CLOSE1)
FIFTH GRADE OR HIGHER	5	(GO TO CLOSE1)
UNGRADED, NO EQUIVALENT.....	U	(GO TO BOX)

[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."]

*If AGE94 = 3 to 4 and A9 = 1 (enrolled), go to A19.
 If A10 = 1 (home school), ask A13.
 Else, go to A14.*

A13. (I have a few more questions about (CHILD'S) schooling.) Has (CHILD) ever attended a public or private school other than home school?

EVRSCHL

- YES..... 1 (GO TO BOX AFTER A14)
- NO 2 (GO TO 1ST BOX AFTER A18)

A14. (I have a few more questions about (CHILD'S) schooling. I mentioned earlier that some parents decide to educate their children at home rather than sending them to school.) Since turning 5 years old, has (CHILD) ever been schooled at home instead of attending a public or private school?

EVRRHOME

- YES..... 1 (GO TO BOX)
- NO 2 (GO TO 1ST BOX AFTER A18)

If A13 = 1 (ever attended a school) or A14 = 1 (ever home schooled), ask A15. Else, go to 1st box after A18.

A15. (Now I would like to talk with you about each of the grades (CHILD) has ever attended. For each grade, I would like to know whether (he/she) went to a school or was home schooled for the whole grade, or whether (he/she) spent part of the grade in school and part being home schooled. Let's start with kindergarten.)

HOMEK

For kindergarten, (did/has) (CHILD) only (go/gone) to a school, (was/has) (he/she) only (been) home schooled, or (did/has) (he/she) [do both/spent part of kindergarten in school and part being home schooled]?

- ONLY SCHOOL..... 1
- ONLY HOME SCHOOL 2
- BOTH 3
- DID NOT ATTEND KINDERGARTEN 4

If A11 or A12 = 1, 2, or 3 (grade/equivalent is first, second, or third), ask A16. Else, go to 1st box after A18.

A16. For first grade, (did/has) (CHILD) only (go/gone) to a school, (was/has) (he/she) only (been) home schooled, or (did/has) (he/she) (do/done) both?

HOME1

- ONLY SCHOOL..... 1
- ONLY HOME SCHOOL 2
- BOTH 3
- DID NOT ATTEND FIRST GRADE 4

If A11 or A12 = 2 or 3 (grade/equivalent is second or third), ask A17. Else, go to 1st box after A18.

A17. For second grade, (did/has) (CHILD) only (go/gone) to a school, (was/has) (he/she) only (been) home schooled, or (did/has) (he/she) (do/done) both?

HOME2

- ONLY SCHOOL..... 1
- ONLY HOME SCHOOL 2
- BOTH 3
- DID NOT ATTEND SECOND GRADE..... 4

*If A11 or A12 = 3 (grade/equivalent is third), ask A18.
Else, go to 1st box after A18.*

A18. For third grade, has (CHILD) only gone to a school, has (he/she) only been home schooled, or has (he/she) done both?

HOME3

- ONLY SCHOOL..... 1
- ONLY HOME SCHOOL 2
- BOTH 3

*If AGE94 = 5 to 6 and A9 = 2 (not enrolled) and A10 = 2 (not in home school), go to 1st box after A19.
Else, go to next box.*

*If A10 = 1 (home school), go to first box after A19.
Else, ask A19.*

A19. What grade or year of school, if any, was (CHILD) attending one year ago, that is, in (MONTH) (YEAR)?

[PROBE FOR T OR P: Is that before or after kindergarten?]
[DISPLAY UP TO CURRENT GRADE ONLY]

LASTGRAD

- NOT ENROLLED LAST YEAR 0
- NURSERY/PRESCHOOL/PREKINDERGARTEN/HEAD START N
- TRANSITIONAL KINDERGARTEN (BEFORE K) T
- KINDERGARTEN K
- PREFIRST GRADE (AFTER K) P
- FIRST GRADE 1
- SECOND GRADE 2
- THIRD GRADE..... 3
- UNGRADED U

Set ECPATH:

I = AGE94 = 0 to 2 (Infants/Toddlers)

N = AGE94 = > 3 and [(A11/A12 (grade/equivalent) = N) OR (A9 = 2 (not enrolled) and A10 NE 1 (not in home school))] (Preschoolers)
AGE94 = 3, 4, or 5, and A12 (grade equivalent) = U, and A10 NE 1 (not in home school) (Preschoolers)
AGE94 => 5 and A10 = 1 and A11/A12 = N (Preschoolers)

K = A11/A12 (grade/equivalent) = T, K, P, and A10 NE 1 (not in home school) (Kindergartners)

S = A11/A12 (grade/equivalent) = 1, 2, 3, and A10 NE 1 (not in home school) (Primary)
AGE94 => 6, and A12 (grade equivalent) = U, and A10 NE 1 (not in home school) (Primary)

H = AGE94 => 5 and A10 = 1 (home school) and A11/A12 (grade/equivalent) NE N (Home schoolers)

If ECPATH = I, N, or H, go to ECINTRO.
Else, if ECPATH = K or S, go to KINTRO.

Kindergarten History and Experience

KINTRO. Now I'd like to talk with you about (CHILD'S) kindergarten experiences.

If A11 or A12 (grade or equivalent) = T or K, go to B2 and autocode B1 = 1. If A19 (grade last year) = T or K, go to B2 and autocode B1 = 1. If ECPATH = S and A15=4 (did not attend kindergarten), autocode B1 = 2 and go to PINTRO. Else, if A11 or A12 (grade or equivalent)=P or ECPATH = S, ask B1.

B1. Did (CHILD) attend kindergarten before (prefirst grade/first grade)?

ATNDKIND YES.....1
NO2

If ECPATH = S and (A15 = 2 or B1 = 2) (child was in home school for kindergarten or did not attend kindergarten), go to PINTRO.
If A11/A12 (grade/equivalent) = P and B1 = 2, (did not attend kindergarten), go to B3. Else, ask B2.

B2. Most school districts have guidelines about when a child can start school based upon his or her birth date. Did you enroll (CHILD) in kindergarten when (he/she) was old enough based on (his/her) birth date, or did you wait until (he/she) was older?

KPWAIT WHEN OLD ENOUGH 1
 WAITED 2
 ENTERED EARLY 3

B3. How old was (CHILD) in years and months when (he/she) first started (kindergarten/prefirst grade)?

KPAGEYR
KPAGEMO YEARS () MONTHS ()

*If ECPATH = K and A19 ne T, K, P (did not attend kindergarten last year), go to B6.
 If ECPATH = K and A19 = T, K, P (did attend kindergarten last year), go to B5. Else, if ECPATH = S, ask B4.*

B4. Did (CHILD) attend one or two years of kindergarten?

KPYRS ONE 1 (GO TO B6)
 TWO 2 (GO TO B5)
 THREE OR MORE 3 (GO TO B5)

B5. When (CHILD) first started (kindergarten/prefirst grade), were you planning that (he/she) would attend (kindergarten for more than one year/both kindergarten and prefirst grade/prefirst grade for more than one year)?

KPPLAN YES 1
 NO 2

B6. (Does/Did) (CHILD) attend a public or private (kindergarten/prefirst grade)?
 [IF CHILD ATTENDED MORE THAN ONE KINDERGARTEN, ASK ABOUT THE MOST RECENT ONE.]

KPPUBL PUBLIC 1 (GO TO B7)
 PRIVATE 2 (GO TO B8)

B7. (Is/Was) it (his/her) regularly assigned school or a school that you chose?
 [IF CHILD ATTENDED MORE THAN ONE KINDERGARTEN, ASK ABOUT THE MOST RECENT ONE.]

KPCHOICE ASSIGNED 1 (GO TO B10)
 CHOSEN 2 (GO TO B10)
 ASSIGNED SCHOOL IS SCHOOL OF CHOICE 3 (GO TO B10)

B8. (Is/Was) the school church-related or not church-related?
[IF CHILD ATTENDED MORE THAN ONE KINDERGARTEN, ASK ABOUT THE MOST RECENT ONE.]

KPRELGN

CHURCH-RELATED 1 (GO TO B9)
NOT CHURCH-RELATED 2 (GO TO B10)

B9. (Is/Was) it a Catholic school?
[IF CHILD ATTENDED MORE THAN ONE KINDERGARTEN, ASK ABOUT THE MOST RECENT ONE.]

KPRELTYP

YES..... 1
NO 2

B10. (Does/Did) (CHILD) (currently) go to the (kindergarten/prefirst grade) program for a full-day, in the morning only, (or) in the afternoon only (, or in the morning for part of the year and in the afternoon for part of the year)?
[IF CHILD ATTENDED MORE THAN ONE KINDERGARTEN, ASK ABOUT THE MOST RECENT ONE.]

KPSCHED

FULL-DAY 1
MORNING ONLY..... 2
AFTERNOON ONLY..... 3
[ECPATH = S] MORNING ONLY PART YEAR,
AFTERNOON ONLY PART YEAR 4

*If ECPATH = S, go to PINTRO.
Else, if ECPATH = K, ask B11.*

B11. How many days each week does (CHILD) attend (kindergarten/prefirst grade)?

KPDAYS

DAYS.....

B12. How many hours each week does (CHILD) attend (kindergarten/prefirst grade)?

KPHRS

HOURS

B13. Does that time (CHILD) spends in (kindergarten/prefirst grade) include a (kindergarten/prefirst grade) program only or does it also include before or after school child care?

KPONLY

KINDERGARTEN/PREFIRST GRADE ONLY 1 (GO TO BOX AFTER B14)
KINDERGARTEN/PREFIRST GRADE PLUS CARE..... 2 (GO TO B14)

B14. How many of the (HOURS) hours each week are spent in the (kindergarten/prefirst grade) program itself?

KPKINHRS

HOURS

If ECPATH = K, go to ECINTRO. Else, go to PINTRO.

PRIMARY SCHOOL HISTORY AND EXPERIENCE

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

If B3 = -1, (child did not attend kindergarten or prefirst grade), ask C1. Else, go to C2.

C1. How old was (CHILD) in years and months when (he/she) first started first grade?

PAGEYR YEARS () MONTHS ()
PAGEMO

C2. Does (CHILD) go to a public or private school?

PPUBL PUBLIC 1 (GO TO C3)
 PRIVATE 2 (GO TO C4)

C3. Is that (his/her) regularly assigned school or a school that you chose?

PCHOICE ASSIGNED 1 (GO TO C6)
 CHOSEN 2 (GO TO C6)
 ASSIGNED SCHOOL IS SCHOOL OF CHOICE 3 (GO TO C6)

C4. Is the school church-related or not church-related?

PRELGN CHURCH-RELATED 1 (GO TO C5)
 NOT CHURCH-RELATED 2 (GO TO C6)

C5. Is it a Catholic school?

PRELTYP YES 1
 NO 2

C6. Does (CHILD) go to a school with a regular September-to-June school schedule?
 [INCLUDES LATE AUGUST-TO-MAY ALSO.]

PSCHED YES 1 (GO TO C7)
 NO 2 (GO TO C6OV)

C6OV. Does (he/she) go to a school with a year-round schedule or some other type of schedule?

PSCHEDYR YEAR-ROUND 1
PSCHEDOS/R OTHER 91
 SPECIFY _____

C7. How many hours each week does (CHILD) attend (GRADE) grade?
 [IF > 35, PROBE FOR SCHOOL DAY HOURS, NOT ADDITIONAL CARE/ACTIVITIES.]

PHRS HOURS □□

C8. 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
- Above the middle of the class, 2
- Around the middle, 3
- Below the middle, or 4
- Near the bottom of the class? 5

C9. Has (CHILD'S) teacher or school contacted you [or (CHILD'S) (OTHER PARENT/GUARDIAN)] about any behavior problems (he/she) is having in school this year?

PBEHAVE

- YES 1
- NO 2

C10. Has (his/her) teacher or school contacted you [or (CHILD'S) (OTHER PARENT/GUARDIAN)] about any problems (he/she) is having with schoolwork this year?

PSCHLWK

- YES 1
- NO 2

C11. Since starting first grade, has (CHILD) repeated any grades?

PREPEAT

- YES 1 (GO TO C12)
- NO 2 (GO TO ECINTRO)

C12. What grade or grades did (CHILD) repeat? [CODE ALL THAT APPLY]
[DISPLAY UP TO CURRENT GRADE ONLY.]

PREPEAT1
PREPEAT2
PREPEAT3

- FIRST GRADE 1
- SECOND GRADE 2
- THIRD GRADE 3

Early Childhood Care & Programs

ECINTRO. I'd like to talk with you about all child care (CHILD) now receives on a regular basis from someone other than (you or) (his/her) parents (or guardians), and all (early childhood/before or after school) programs (CHILD) attends on a regular basis, whether or not there is a charge or fee. This does not include occasional babysitting or backup care providers.

Relative Care

D1. Is (CHILD) now receiving care from a relative on a regular basis (including care provided before or after school)? This may include grandparents, brothers and sisters, or any relatives other than (you or) (CHILD'S) parents (or guardians).

RCNOW

YES..... 1 (GO TO D3)
 NO 2 (GO TO D2)

D2. Has (CHILD) ever received care from a relative on a regular basis?

RCEVER

YES..... 1 (GO TO D3)
 NO 2 (GO TO E1)

D3. How old was (CHILD) in years and months when (he/she) first received care from any relative on a regular basis?

RCAGEYR
 RCAGEMO

YEARS () MONTHS ()

If D1 = 2, go to E1. Else, ask D4.

D4. Do you currently have more than one regular care arrangement with relatives for (CHILD)?

*

YES..... 1 (GO TO D4OV)
 NO 2 (GO TO BOX AFTER D4OV)

D4OV. How many different regular care arrangements do you have with relatives?

RCARRNEW

[CODE 1 NOT USED]
 TWO..... 2
 THREE..... 3
 FOUR 4

Ask D5 through D28OV for each relative who provides care for child.

NOTE: The variable RCARRNEW indicates the total number of relative arrangements reported, ranging from 1 to 4. This variable is a final count which took into consideration the answers to items D4, D4OV, D29, and after any corrections made at item H1.

D5. [Let's start with the relative who provides the most care./Now let's talk about the next relative who cares for (CHILD).]

RCTYPE1-RCYPE4 [Is the relative who cares for (CHILD) (his/her).../Is that (CHILD'S)....]

- Grandparent, 1 (GO TO D6)
- Aunt, 2 (GO TO D6)
- Uncle, 3 (GO TO D6)
- Brother, 4 (GO TO D5OV)
- Sister, or 5 (GO TO D5OV)
- Another relative? 6 (GO TO D6)
- NOW SAYS NO OTHER RELATIVE ARRANGEMENT
[DISPLAY ONLY FOR 2ND OR HIGHER ARRANGEMENT] 9 (GO TO E1)

D5OV. How old is that brother or sister?

RCAGE1-RCAGE4 YEARS.....

D6. Is that care provided in your home or another home?

- RCPLACE1-RCPLACE4**
- OWN HOME 1 (GO TO D7)
 - OTHER HOME 2 (GO TO D8)
 - BOTH/VARIES 3 (GO TO D8)

D7. Does (CHILD'S) (RELATIVE) who provides this care live in your household?

- RCINHH1-RCINHH4**
- YES 1 (GO TO BOX AFTER D8)
 - NO 2 (GO TO BOX AFTER D8)

D8. How long does it take to go from (CHILD'S) home to (his/her) (RELATIVE'S) home? Would you say...

- RCTIME1-RCTIME4**
- Less than 10 minutes, 1
 - 10 to 20 minutes, 2
 - 20 to 30 minutes, or 3
 - More than 30 minutes? 4

If ECPATH = K or S, ask D9. Else go to D11.

D9. Does (CHILD) receive that care on school days, weekends, or both?

- RCWHEN1-RCWHEN4**
- SCHOOL DAYS 1 (GO TO D10)
 - WEEKENDS 2 (GO TO D11)
 - BOTH 3 (GO TO D10)

D10. On school days, does (CHILD) receive that care before school, after school, or both?

- RCBFAFT1-RCBFAFT4**
- BEFORE SCHOOL 1
 - AFTER SCHOOL 2
 - BOTH 3

D11. Is the care that (CHILD) receives from (his/her) (RELATIVE) regularly scheduled at least once each week?

RCWEEK1- YES..... 1 (GO TO D13)
RCWEEK4 NO 2 (GO TO D12)

D12. Does (CHILD'S) (RELATIVE) care for (him/her) on some other regularly scheduled basis, at least once each month?

RCMONTH1- YES..... 1 (GO TO D15)
RCMONTH4 NO 2 (GO TO BOX BEFORE D29)

D13. How many days each week does (CHILD) receive care from (his/her) (RELATIVE)?

RCDAYS1- DAYS.....
RCDAYS4

D14. How many hours each week does (CHILD) receive care from (his/her) (RELATIVE)?

RCHRS1- HOURS
RCHRS4

If D13 = 1, go to D19. Else, go to D18.

D15. For how many weeks each month does (CHILD) receive care from (his/her) (RELATIVE)?

RCWKSMO1- WEEKS
RCWKSMO4

D16. During (that week/those weeks), how many days each week does (CHILD) receive care from (his/her) (RELATIVE)?

RCDAYWK1- DAYS.....
RCDAYWK4

D17. And during (that week/those weeks), how many hours each week does (CHILD) receive care from (his/her) (RELATIVE)?

RCHRSWK1- HOURS (GO TO D19)
RCHRSWK4

D18. On the days that (CHILD) receives care, that would be (HOURS) per day, on average. Is that right?

*
YES..... 1 (GO TO D19)
NO 2 (CORRECTION SCREEN)

D19. How many children are usually cared for together, in the same group at the same time, by (CHILD'S) (RELATIVE), counting (CHILD)?

RCKIDS1-RCCKIDS4 NUMBER

D20. How many (adults/people) usually care for (CHILD) at the same time [at your home/at (his/her) (RELATIVE'S) home]?

RCADLTS1-RCADLTS4 NUMBER

D21. How old was (CHILD) in years and months when this particular regular care arrangement with (his/her) (RELATIVE) began?

RCSTRYR1-RCSTRYR4 [(CHILD) WAS ___ YEARS AND ___ MONTHS OLD WHEN FIRST RECEIVED CARE FROM ANY RELATIVE.]
RCSTRMM1-RCSTRMM4 YEARS () MONTHS ()

D22. What language does (CHILD'S) (RELATIVE) speak most when caring for (CHILD)?

RCSPEAK1-RCSPKOS1/R-RCSPKOS4/R ENGLISH..... 1
SPANISH.....2
ANOTHER LANGUAGE91
SPECIFY _____

D23. When (CHILD) is sick, does (his/her) (RELATIVE) still care for (him/her)?

RCSICK1-RCRICK4 YES..... 1
NO2

If D5 = 4 or 5 and D5OV < 18 (relative caregiver is a sibling under age 18), go to D25. Else, ask D24.

D24. Has (CHILD'S) (RELATIVE) received education or training specifically related to young children, such as in early childhood education or child psychology?
[DO NOT PROBE.]

RCEDUC1-RCEDUC4 YES..... 1
NO2

D25. Is there any charge or fee for the care (CHILD) receives from (his/her) (RELATIVE), paid either by you or someone else?

RCFEE1-RCFEE4 YES..... 1 (GO TO D26)
NO2 (GO TO BOX AFTER D28)

D26. Do any of the following people or organizations help to pay for (CHILD'S) (RELATIVE) to care for (him/her)? How about ...

		YES	NO
RCOUTH1-RCOUTH4	a. A relative of (CHILD) outside your household who provides money <u>specifically</u> for that care?	1	2
RCWELF1-RCWELF4	b. A social service or welfare agency?	1	2
RCEMPL1-RCEMPL4	c. An employer?	1	2
RCOTHER1-RCOTHER4	d. Someone else?	1	2
RCOTHOS1/R-RCOTHOS4/R	Who is that? _____		

D27. How much does your household pay for (CHILD'S) (RELATIVE) to care for (him/her)? [IF NOTHING, ENTER ZERO.]

RCCOST1-RCCOST4	\$□□□□.□□
RCUNIT1-RCUNIT4	UNIT:
RCCSTOS1/R-RCCSTOS4/R	PER HOUR 1
	PER DAY 2
	PER WEEK 3
	PER MONTH 4
	PER YEAR 5
	OTHER 91
	SPECIFY _____

If D27 = zero, or NUMKID12 (number of children in the household age 12 or younger) = 1, go to box after D28OV. Else, ask D28.

D28. Is this amount for (CHILD) only or does it include other children in your household?

RCSTHH1-RCSTHH4	CHILD ONLY	1	(GO TO BOX AFTER D28OV)
	CHILD AND OTHER(S).....	2	(GO TO D28OV)

D28OV. How many children is this amount for, including (CHILD)?

RCSTHN1-RCSTHN4	NUMBER □
------------------------	----------------

If D4 = 2, (one relative arrangement), ask D29. Else, if D4OV => 2 (more than one relative arrangement), return to D5 until the number of arrangements in D4OV are completed, then ask D29.

D29. Does (CHILD) have another care arrangement with a relative on a regular basis?

*	YES	1	(GO TO D5)
	NO	2	(GO TO E1)

Nonrelative Care

E1. Now I'd like to ask you about any care (CHILD) receives from nonrelatives in a private home. This includes care by home child care providers, regular sitters, or neighbors, but does not include Head Start, day care centers, nursery schools, or preschools.

Is (CHILD) now receiving care in a private home on a regular basis from someone who is not related to (him/her) (including care provided before or after school)?

NCNOW

YES..... 1 (GO TO E3)
NO 2 (GO TO E2)

E2. Has (CHILD) ever received care in a private home from a nonrelative on a regular basis?

NCEVER

YES..... 1 (GO TO E3)
NO 2 (GO TO BOX BEFORE F1)

E3. How old was (CHILD) in years and months when (he/she) first received regular care in a private home from any nonrelative?

NCAGEYR

NCAGEMO

YEARS () MONTHS ()

If E1 = 2, go to box before F1. Else, ask E4.

E4. Do you currently have more than one regular care arrangement with a nonrelative for (CHILD)?

*

YES..... 1 (GO TO E4OV)
NO 2 (GO TO BOX AFTER E4OV)

E4OV. How many different regular care arrangements do you have with nonrelatives?

NCARRNEW

[CODE 1 NOT USED]
TWO..... 2
THREE..... 3
FOUR 4

Ask E5 through E28OV for each nonrelative who cares for child.

NOTE: The variable NCARRNEW indicates the total number of nonrelative arrangements reported, ranging from 1 to 4. This variable is a final count which took into consideration the answers to items E4, E4OV, E29, and any corrections made at item H1.

E5. [Let's start with the nonrelative who provides the most care./Now let's talk about the next care provider.] Is that care provided in your own home or in another home?

**NCPLACE1-
NCPLACE4**

OWN HOME 1 (GO TO E6)
 OTHER HOME 2 (GO TO E7)
 BOTH/VARIES 3 (GO TO E7)
 NOW SAYS NO OTHER NONRELATIVE ARRANGEMENT
 [DISPLAY ONLY FOR 2ND OR HIGHER ARRANGEMENT] 9 (GO TO F1)

E6. Does this person who cares for (CHILD) live in your household?

**NCINHH1-
NCINHH4**

YES 1 (GO TO BOX AFTER E7)
 NO 2 (GO TO BOX AFTER E7)

E7. How long does it take to go from (CHILD'S) home to that person's home? Would you say...

**NCTIME1-
NCTIME4**

Less than 10 minutes, 1
 10 to 20 minutes, 2
 20 to 30 minutes, or 3
 More than 30 minutes? 4

If ECPATH = K or S, ask E8. Else, go to E10.

E8. Does (CHILD) receive that care on school days, weekends, or both?

**NCWHEN1-
NCWHEN4**

SCHOOL DAYS 1 (GO TO E9)
 WEEKENDS 2 (GO TO E10)
 BOTH 3 (GO TO E9)

E9. On school days, does (CHILD) receive that care before school, after school, or both?

**NCBFAFT1-
NCBFAFT4**

BEFORE SCHOOL 1
 AFTER SCHOOL 2
 BOTH 3

E10. Is the care that (CHILD) receives from that person regularly scheduled at least once each week?

**NCWEEK1-
NCWEEK4**

YES 1 (GO TO E12)
 NO 2 (GO TO E11)

E11. Does that person care for (CHILD) on some other regularly scheduled basis, at least once each month?

**NCMONTH1-
NCMONTH4**

YES 1 (GO TO E14)
 NO 2 (GO TO BOX BEFORE E29)

E12. How many days each week does (CHILD) receive care from that person?

**NCDAYS1-
NCDAYS4** DAYS.....

E13. How many hours each week does (CHILD) receive care from that person?

NCHRS1-NCHRS4 HOURS

If E12 = 1, go to E18. Else, go to E17.

E14. For how many weeks each month does (CHILD) receive care from that person?

**NCWKSMO1-
NCWKSMO4** WEEKS

E15. During (that week/those weeks), how many days each week does (CHILD) receive care from that person?

**NCDAYWK1-
NCDAYWK4** DAYS.....

E16. And during (that week/those weeks), how many hours each week does (CHILD) receive care from that person?

**NCHRSWK1-
NCHRSWK4** HOURS (GO TO E18)

E17. On the days that (CHILD) receives care, that would be (HOURS) per day, on average. Is that right?

*

YES.....1 (GO TO E18)
NO2 (CORRECTION SCREEN)

E18. How many children are usually cared for together, in the same group at the same time, by that person, counting (CHILD)?

**NCKIDS1-
NCKIDS4** NUMBER

E19. How many adults usually care for (CHILD) at the same time [at (your/that) home]?

**NCADLTS1-
NCADLTS4** NUMBER

E20. How old was (CHILD) in years and months when this particular regular care arrangement with that person began?

NCSTRYR1-NCSTRYR4 [(CHILD) WAS ___ YEARS AND ___ MONTHS OLD WHEN FIRST RECEIVED CARE FROM ANY NONRELATIVE.]
NCSTRMM1-NCSTRMM4 YEARS () MONTHS ()

E21. How did you learn about this person as a care provider for (CHILD)?
 [CODE ALL THAT APPLY.]

- NCFRIEN1-NCFRIEN4** FRIENDS/NEIGHBORS/RELATIVES/COWORKERS 1
- NC1PEMPL-NC4PEMPL** PLACE OF EMPLOYMENT 2
- NCSCHL1-NCSCHL4** PUBLIC OR PRIVATE SCHOOL..... 3
- NCCHURC1-NCCHURC4** CHURCH, SYNAGOGUE, OR OTHER PLACE OF WORSHIP..... 4
- NCSOCWK1-NCSOCWK4** WELFARE OR SOCIAL SERVICE CASEWORKERS..... 5
- NCADS1-NCADS4** NEWSPAPER/ADVERTISEMENTS/YELLOW PAGES..... 6
- NCAGENC1-NCAGENC4** RESOURCE AND REFERRAL (R&R) AGENCY 7
- NCKNEW1-NCKNEW4** R ALREADY KNEW PROVIDER..... 8
- NCCHILD1-NCCHILD4** PROVIDER CARED FOR ANOTHER CHILD OF R'S 9
- NCREFER1-NCREFER4** REFERENCE MATERIALS 10
- NCBULLE1-NCBULLE4** PUBLIC BULLETIN BOARDS/FLYERS 11
- NCSOURC1-NCSOURC4** OTHER 91
- NCSRCOS1/R-NCSRCOS4/R** SPECIFY _____

E22. What language does (CHILD'S) care provider speak most when caring for (CHILD)?

- NC SPEAK1-NC SPEAK4** ENGLISH..... 1
- NC SPKOS1/R-NC SPKOS4/R** SPANISH..... 2
- ANOTHER LANGUAGE 91
- SPECIFY _____

E23. When (CHILD) is sick, does that person still care for (him/her)?

- NC SICK1-NC SICK4** YES..... 1
- NO 2

E24. Has (CHILD'S) care provider received education or training specifically related to young children, such as in early childhood education or child psychology?
 [DO NOT PROBE.]

- NC EDUC1-NC EDUC4** YES..... 1
- NO 2

E25. Is there any charge or fee for the care (CHILD) receives from this person, paid either by you or someone else?

- NC FEE1-NC FEE4** YES..... 1 (GO TO E26)
- NO 2 (GO TO BOX AFTER E28OV)

E26. Do any of the following people or organizations help to pay for this care provider to care for (CHILD)? How about...

		YES	NO
NCREL1-	a. A relative of (CHILD) outside your household who		
NCREL4	provides money <u>specifically</u> for that care?	1	2
NCWELF1-NCWELF4	b. A social service or welfare agency?	1	2
NCEMPL1-NCEMPL4	c. An employer?	1	2
NCOTHER1-NCOTHER4	d. Someone else?	1	2
NCOTHOS1/R-	Who is that? _____		
NCOTHOS4/R			

E27. How much does your household pay this person to care for (CHILD)?
[IF NONE, ENTER ZERO.]

NCCOST1-NCCOST4	\$□□□□.□□
NCUNIT1-NCUNIT4	UNIT:
NCCSTOS1/R-	PER HOUR 1
NCCSTOS4/R	PER DAY 2
	PER WEEK 3
	PER MONTH 4
	PER YEAR 5
	OTHER 91
	SPECIFY _____

If E27 = zero, or NUMKID12 (number of children in the household age 12 or younger) = 1, go to box after E28OV. Else, ask E28.

E28. Is this amount for (CHILD) only or does it include other children in your household?

NCSTHH1-	CHILD ONLY	1	(GO TO BOX AFTER E28OV)
NCSTHH4	CHILD AND OTHER(S).....	2	(GO TO E28OV)

E28OV. How many children is this amount for, including (CHILD)?

NCSTHN1-NCSTHN4 NUMBER □

If E4 = 2, (one nonrelative arrangement), ask E29. Else, if E4OV => 2 (more than one nonrelative arrangement), return to E5 until the number of arrangements in E4OV are completed, then ask E29.

E29. Does (CHILD) have another care arrangement in a private home with a nonrelative on a regular basis?

*

YES.....	1	(GO TO E5)
NO	2	(GO TO BOX BEFORE F1)

Head Start Programs

*If ECPATH = I, go to box before G1.
 If ECPATH = K, S, H, go to F2.
 Else, if ECPATH=N, ask F1.*

F1. Is (CHILD) now attending Head Start?

HSNOW YES.....1 (GO TO F3)
 NO2 (GO TO F2)

F2. Has (CHILD) ever attended Head Start?

HSEVER YES.....1 (GO TO F3)
 NO2 (GO TO BOX AFTER F3)

F3. How old was (CHILD) in years and months when (he/she) first attended any Head Start program?

HSAGEYR YEARS () MONTHS ()
HSAGEMO

If F1 = 1, go to F4. Else, go to box before G1.

F4. Where is the Head Start program located? For example, is it in a church or synagogue, a school, a community center, its own building, or some other place?

HSPLACE

YOUR HOME.....	1	(GO TO F6)
ANOTHER HOME.....	2	(GO TO F6)
A CHURCH, SYNAGOGUE, OR OTHER PLACE OF WORSHIP.....	3	(GO TO F5)
A PUBLIC ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL.....	4	(GO TO F5)
A PRIVATE ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL.....	5	(GO TO F5)
A COLLEGE OR UNIVERSITY.....	6	(GO TO F5)
A COMMUNITY CENTER.....	7	(GO TO F5)
A PUBLIC LIBRARY.....	8	(GO TO F5)
ITS OWN BUILDING.....	9	(GO TO F5)
MORE THAN ONE PLACE.....	10	(GO TO F4OV)
SOME OTHER PLACE.....	91	(GO TO F4OV)

F4OV. (Where is that?/What are those places?)
HSPLACOS/R [LIST ALL PLACES.] _____

F5. (Is that/Are any of those places) also the location of your job [or (his/her) OTHER PARENT'S job]?

HSWORK YES.....1
 NO2

F6. Is that Head Start program a public or private program?

HSPUBL PUBLIC 1
PRIVATE 2

F7. Is that Head Start program run by a government agency, such as your local school district?

HSGOVT YES 1
NO 2

If F4 = 1 (program in own home) go to F9. Else, ask F8.

F8. How long does it take to go from (CHILD'S) home to the Head Start program? Would you say...

HSTIME Less than 10 minutes, 1
10 to 20 minutes, 2
20 to 30 minutes, or 3
More than 30 minutes? 4

F9. On the days that (CHILD) goes to Head Start, does (he/she) go for a full-day or part-day program?

HSTYPE FULL-DAY 1
PART-DAY 2

F10. Does (CHILD) go to the Head Start program on a regularly scheduled basis at least once each week?

HSWEEK YES 1 (GO TO F12)
NO 2 (GO TO F11)

F11. Does (CHILD) go to the Head Start program on some other regularly scheduled basis, at least once each month?

HSMONTH YES 1 (GO TO F14)
NO 2 (GO TO BOX BEFORE G1)

F12. How many days each week does (CHILD) go to the Head Start program?

HSDAYS DAYS

F13. How many hours each week does (CHILD) go to the Head Start program?

HSHRS HOURS

If F12 = 1, go to F18. Else, go to F17.

F14. For how many weeks each month does (CHILD) go to the Head Start program?

HSWKSMO WEEKS

F15. During (that week/those weeks), how many days each week does (CHILD) go to the Head Start program?

HSDAYSWK DAYS.....

F16. And during (that week/those weeks), how many hours each week does (CHILD) go to the Head Start program?

HSHRSWK HOURS (GO TO F18)

F17. On the days that (CHILD) goes to Head Start, that would be (HOURS) per day, on average. Is that right?

*

YES.....1 (GO TO F18)
NO2 (CORRECTION SCREEN)

F18. Does the time (CHILD) spends at Head Start include the Head Start program only, or does it also include child care before or after the program?

HSONLY

HEAD START ONLY1 (GO TO F20)
HEAD START AND CHILD CARE2 (GO TO F19)

F19. How many of the (HOURS) hours each week are spent in the Head Start program itself?

HSHRSONL HOURS

F20. How many children are usually in (CHILD'S) room or group, at the same time, at the Head Start program, counting (CHILD)?

HSKIDS

NUMBER

F21. How many adults are usually in (CHILD'S) room or group, at the same time, at the Head Start program?

HSADLTS

NUMBER

F22. How old was (CHILD) in years and months when (he/she) started going to this particular Head Start program?

[(CHILD) WAS ___ YEARS AND ___ MONTHS OLD WHEN FIRST ATTENDED ANY HEAD START PROGRAM.]

HSSTRTYR
HSSTRTMO

YEARS () MONTHS ()

F23. How did you learn about this Head Start program for (CHILD)? [CODE ALL THAT APPLY.]

HSFRIEND	FRIENDS/NEIGHBORS/RELATIVES/COWORKERS	1
HSPLEMP	PLACE OF EMPLOYMENT	2
HSSCHOOL	PUBLIC OR PRIVATE SCHOOL.....	3
HSCHURCH	CHURCH, SYNAGOGUE, OR OTHER PLACE OF WORSHIP.....	4
HSSOCWKR	WELFARE OR SOCIAL SERVICE CASEWORKERS.....	5
HSADS	NEWSPAPER/ADVERTISEMENTS/YELLOW PAGES.....	6
HSAGENCY	RESOURCE AND REFERRAL (R&R) AGENCY	7
HSKNEW	R ALREADY KNEW PROVIDER.....	8
HSCHILD	ATTENDED BY ANOTHER CHILD OF R'S	9
HSREFER	REFERENCE MATERIALS	10
HSBULLET	PUBLIC BULLETIN BOARDS/FLYERS	11
HSSOURCE	OTHER	91
HSSOUROS/R	SPECIFY _____	

F24. What language does (CHILD'S) Head Start teacher speak most with (him/her)?

HSSPEAK	ENGLISH.....	1
HSSPEAOS/R	SPANISH.....	2
	ANOTHER LANGUAGE	91
	SPECIFY _____	

F25. Has (CHILD'S) Head Start teacher received education or training specifically related to young children, such as in early childhood education or child psychology?
[DO NOT PROBE.]

HSEUDC	YES.....	1
	NO	2

F26. Does that Head Start program encourage parents to contribute a certain number of hours each week or month?

HSPARHRS	YES.....	1
	NO	2

F27. Have you (or another adult in your household) worked at (CHILD'S) Head Start program in the last month, that is, since (MONTH) (DAY)?

HSPARWRK	YES.....	1
	NO	2

F28. Does the Head Start program have a parent advisory group or policy council?

HSPARADV	YES.....	1
	NO	2

F29. Does the Head Start program provide any of the following services to (CHILD) or your family?

		YES	NO
HSTEST	a. Hearing, speech, or vision testing?	1	2
HSPHYSEX	b. Physical examinations?	1	2
HSDENTAL	c. Dental examinations?	1	2
HSDISABL	d. Formal testing for developmental or learning problems?	1	2
HSSICK	e. Sick child care?	1	2

F30. Is there any charge or fee for the Head Start program, paid either by you or someone else?

HSFEE	YES	1	(GO TO F31)
	NO	2	(GO TO BOX BEFORE G1)

F31. Do any of the following people or organizations help to pay for (CHILD) to go to Head Start? How about ...

		YES	NO
HSREL	a. A relative of (CHILD) outside your household who provides money <u>specifically</u> for the Head Start program?	1	2
HSWELF	b. A social service or welfare agency?	1	2
HSEMPLE	c. An employer?	1	2
HSOTHER	d. Someone else?	1	2
HSOTHEOS/R	Who is that? _____		

F32. How much does your household pay for (CHILD) to go to the Head Start program? [IF NOTHING, ENTER ZERO.]

HSCOST	\$□□□□.□□	
HSUNIT	UNIT:	
HSCOSTOS/R	PER HOUR	1
	PER DAY	2
	PER WEEK	3
	PER MONTH	4
	PER YEAR	5
	OTHER	91
	SPECIFY _____	

If F32 = zero, or NUMKID12 (number of children in the household age 12 or younger) = 1, go to box before G1. Else, ask F33.

F33. Is this amount for (CHILD) only or does it include other children in your household?

HSCOSTHH	CHILD ONLY	1	(GO TO BOX BEFORE G1)
	CHILD AND OTHER(S)	2	(GO TO F33OV)

F33OV. How many children is this amount for, including (CHILD)?

HSCOSTHN NUMBER

CENTER-BASED PROGRAMS/INCLUDING SCHOOL-BASED PROGRAMS

*If ECPATH = I, N, ask G1.
Else, if ECPATH = K, S, or H, go to G5.*

G1. (Not including the Head Start program,) Is (CHILD) now attending a day care center, nursery school, preschool, or prekindergarten?

CPNNOW

YES..... 1 (GO TO G3)
NO 2 (GO TO G2)

G2. Has (CHILD) ever gone to a day care center, nursery school, preschool, or prekindergarten (other than Head Start)?

CPNEVER

YES..... 1 (GO TO G3)
NO 2 (GO TO BOX BEFORE H1)

G3. How old was (CHILD) in years and months when (he/she) first went to any day care center, nursery school, preschool, or prekindergarten (other than Head Start)?

CPNAGEYR
CPNAGEMO

YEARS () MONTHS ()

If G1 = 2, go to box before H1. Else, ask G4.

G4. (Not including Head Start,) How many different day care centers, nursery schools, preschools, or prekindergartens does (CHILD) currently go to?

CPARRNEW

NUMBER (GO TO BOX AFTER G9)

G5. Is (CHILD) now attending a day care center or a before or after school program at a school or in a center?

CPSNOW

[IF B13 = 2, THEN G5 SHOULD = 1.]

YES..... 1 (GO TO G7)
NO 2 (GO TO G6)

G6. Has (CHILD) ever attended a day care center, nursery school, preschool, prekindergarten, or before or after school program at a school or in a center?

CPSEVER

YES..... 1 (GO TO G7)
NO 2 (GO TO BOX BEFORE H1)

NOTE: The variable CPARRNEW indicates the total number of center-based arrangements reported, ranging from 1 to 3. This variable is a final count that took into consideration the answers to items G4, G41, and any corrections at item H1.

G7. How old was (CHILD) in years and months when (he/she) first attended any day care center, nursery school, preschool, prekindergarten, or before or after school program?

CPSAGEYR
CPSAGEMO

YEARS () MONTHS ()

G8. That would mean that (CHILD attended (his/her) first program (before/after) (he/she) started (kindergarten/first grade), is that right?

*

YES..... 1 (GO TO BOX)
NO 2 (CORRECTION SCREEN)

If G5 = 2, go to box before H1. Else, ask G9.

G9. How many different day care centers or before or after school programs does (CHILD) currently go to?

CPARRNEW

NUMBER

Ask G10 through G40OV for each program.

G10. (Let's start with the program where (CHILD) spends the most time./Let's talk about the next program). Where is the program located? For example, is it in a church or synagogue, a school, a community center, its own building, or some other place?

CPPLACE1-
CPPLACE3

YOUR HOME..... 1 (GO TO G13)
ANOTHER HOME..... 2 (GO TO G13)
A CHURCH, SYNAGOGUE OR OTHER PLACE OF WORSHIP 3 (GO TO G12)
A PUBLIC ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL 4 (GO TO BOX BEFORE G11)
A PRIVATE ELEMENTARY, JUNIOR HIGH, OR HIGH SCHOOL 5 (GO TO BOX BEFORE G11)
A COLLEGE OR UNIVERSITY 6 (GO TO G12)
A COMMUNITY CENTER 7 (GO TO G12)
A PUBLIC LIBRARY 8 (GO TO G12)
ITS OWN BUILDING..... 9 (GO TO G12)
MORE THAN ONE PLACE..... 10 (GO TO G10OV)
SOME OTHER PLACE..... 91 (GO TO G10OV)
NOW SAYS NO OTHER CENTER-BASED ARRANGEMENT
[DISPLAY ONLY FOR 2ND OR HIGHER ARRANGEMENT] 11 (GO TO BOX BEFORE H1)

G10OV. (Where is that?/What are those places?)

[LIST ALL PLACES.] _____

CPPLCOS1/R-CPPLCOS3/R

*If G10 = 4 and [(ECPATH = K and B6 = 1) or (ECPATH = S and C2 = 1)] (enrolled in public school) ask G11.
If G10 = 5 and [(ECPATH = K and B6 = 2) or (ECPATH = S and C2 = 2)] (enrolled in private school) ask G11. Else, go to G12.*

NOTE: The variable CPARRNEW indicates the total number of center-based arrangements reported, ranging from 1 to 3. This variable is a final count that took into consideration the answers to items G9, G41, and any corrections at item H1.

G11. Is that the school where (CHILD) attends [kindergarten/(GRADE) grade]?

CPPLACK1- YES..... 1
CPPLACK3 NO 2

G12. (Is that/Are any of those places) also the location of your job [or (his/her) OTHER PARENT'S job]?

CPWORK1- YES..... 1
CPWORK3 NO 2

G13. Is that a public or private program?

CPPUBL1- PUBLIC 1
CPPUBL3 PRIVATE 2

G14. Is that program run by a government agency, such as your local school district?

CPGOVT1- YES..... 1
CPGOVT3 NO 2

If G10 = 1 (program is located in own home), go to box before G16. Else, ask G15.

G15. How long does it take to go from (CHILD'S) home to that program? Would you say...

CPTIME1- Less than 10 minutes, 1
CPTIME3 10 to 20 minutes, 2
20 to 30 minutes, or 3
More than 30 minutes? 4

If ECPATH = I, N, or H ask G16. Else, go to box after G16.

G16. On the days that (CHILD) goes to that program, does (he/she) go for a full-day or part-day program?

CPSCHED1- FULL-DAY 1
CPSCHED3 PART-DAY 2

If ECPATH = K or S, ask G17. Else, go to G19.

G17. Does (CHILD) go to that program on school days, weekends, or both?

CPWHEN1- SCHOOL DAYS..... 1 (GO TO G18)
CPWHEN3 WEEKENDS 2 (GO TO G19)
BOTH 3 (GO TO G18)

G18. On school days, does (CHILD) go to that program before school, after school, or both?

CPBFAFT1- BEFORE SCHOOL..... 1
CPBFAFT3 AFTER SCHOOL..... 2
BOTH 3

G19. Does (CHILD) go to that program on a regularly scheduled basis at least once each week?

CPWEEK1- YES..... 1 (GO TO G21)
CPWEEK3 NO 2 (GO TO G20)

G20. Does (CHILD) go to that program on some other regularly scheduled basis, at least once each month?

CPMONTH1- YES..... 1 (GO TO G23)
CPMONTH3 NO 2 (GO TO BOX BEFORE G41)

G21. How many days each week does (CHILD) go to that program?

CPDAYS1- DAYS.....
CPDAYS3

G22. (Other than regular school hours, how/How) many hours each week does (CHILD) go to that program?

CPHRS1- HOURS
CPHRS3

If G21 = 1, go to G27. Else, ask G26.

G23. For how many weeks each month does (CHILD) go to that program?

CPWKSMO1- WEEKS
CPWKSMO3

G24. During (that week/those weeks), how many days each week does (CHILD) go to that program?

CPDAYWK1- DAYS.....
CPDAYWK3

G25. And during (that week/those weeks), how many hours each week does (CHILD) go to that program?

CPHRSWK1- HOURS (GO TO G27)
CPHRSWK3

G26. On the days that (CHILD) goes to the program, that would be (HOURS) per day, on average. Is that right?

*

YES..... 1 (GO TO G27)
 NO 2 (CORRECTION SCREEN)

G27. How many children are usually in (CHILD'S) room or group, at the same time, at that program, counting (CHILD)?

**CPKIDS1-
CPKIDS3**

NUMBER □□

G28. How many adults are usually in (CHILD'S) room or group, at the same time, at that program?

**CPADLTS1-
CPADLTS3**

NUMBER □□

G29. How old was (CHILD) in years and months when (he/she) started going to this particular program?

**CPSTRYR1-
CPSTRYR3
CPSTRMM1-
CPSTRMM3**

[(CHILD) WAS ___ YEARS AND ___ MONTHS OLD WHEN FIRST ATTENDED ANY CENTER OR PROGRAM.]

YEARS () MONTHS ()

G30. How did you learn about that program for (CHILD)?
 [CODE ALL THAT APPLY.]

CPFRIEN1-CPFRIEN3 FRIENDS/NEIGHBORS/RELATIVES/COWORKERS 1
CPLEML1-CPLEML3 PLACE OF EMPLOYMENT 2
CPSCHL1-CPSCHL3 PUBLIC OR PRIVATE SCHOOL 3
CPCHURC1-CPCHURC3 CHURCH SYNAGOGUE, OR OTHER PLACE OF WORSHIP 4
CPSOCWK1-CPSOCWK3 WELFARE OR SOCIAL SERVICE CASEWORKERS 5
CPADS1-CPADS3 NEWSPAPER/ADVERTISEMENTS/YELLOW PAGES 6
CPAGENC1-CPAGENC3 RESOURCE AND REFERRAL (R&R) AGENCY 7
CPKNEW1-CPKNEW3 R ALREADY KNEW PROVIDER 8
CPCHILD1-CPCHILD3 ATTENDED BY ANOTHER CHILD OF R'S 9
CPREFER1-CPREFER3 REFERENCE MATERIALS 10
CPBULLE1-CPBULLE3 PUBLIC BULLETIN BOARDS/FLYERS 11
CPSOURC1-CPSOURC3 OTHER 91
**CPSRCOS1/R-
CPSRCOS3/R** SPECIFY _____

G31. What language does (CHILD'S) care provider or teacher at that program speak most with (him/her)?

**CPSPEAK1-
CPSPEAK3** ENGLISH 1
**CPSPKOS1/R-
CPSPKOS3/R** SPANISH 2
 ANOTHER LANGUAGE 91
 SPECIFY _____

G32. Has (CHILD'S) care provider or teacher received education or training specifically related to young children, such as in early childhood education or child psychology?
[DO NOT PROBE.]

CPEDUC1- YES..... 1
CPEDUC3 NO 2

G33. Does that program encourage parents to contribute a certain number of hours each week or month?

CPARHRS1- YES..... 1
CPARHRS3 NO 2

G34. Have you (or another adult in your household) worked at (CHILD'S) program in the last month, that is, since (MONTH) (DAY)?

CPARWRK1- YES..... 1
CPARWRK3 NO 2

G35. Does that program have a parent advisory group or policy council?

CPARADV1- YES..... 1
CPARADV3 NO 2

G36. Does that program provide any of the following services to (CHILD) or your family?

		YES	NO
CPTEST1-CPTEST3	a. Hearing, speech, or vision testing?.....	1	2
CPHYSEX1-CPHYSEX3	b. Physical examinations?.....	1	2
CPDENTA1-CPDENTA3	c. Dental examinations?.....	1	2
CPDISAB1-CPDISAB3	d. Formal testing for developmental or learning problems?	1	2
CPSICK1-CPSICK3	e. Sick child care?	1	2

G37. Is there any charge or fee for this program, paid either by you or someone else?

CPFEE1-CPFEE3 YES..... 1 (GO TO G38)
NO 2 (GO TO BOX AFTER G400V)

G38. Do any of the following people or organizations help to pay for (CHILD) to go to that program? How about...

		YES	NO
CPREL1-CPREL3	a. A relative of (CHILD) outside your household who provides money <u>specifically</u> for that program?.....	1	2
CPWELF1-CPWELF3	b. A social service or welfare agency?.....	1	2
CPEMPL1-CPEMPL3	c. An employer?	1	2
CPOTHER1-CPOTHER3	d. Someone else?	1	2
CPOTHOS1/R- CPOTHOS3/R	Who is that? _____		

G39. How much does your household pay for (CHILD) to go to that program?
 [IF NOTHING, ENTER ZERO.]

CPCOST1-CPCOST3 \$□□□□.□□
CPUNIT1-CPUNIT3 UNIT:
CPCSTOS1/R- PER HOUR 1
CPCSTOS3/R PER DAY 2
 PER WEEK 3
 PER MONTH 4
 PER YEAR 5
 OTHER 91
 SPECIFY _____

*If G39 = zero, or NUMKID12 (number of children in household age 12 or younger) = 1, go to box after G40OV.
 Else, ask G40.*

G40. Is this amount for (CHILD) only or does it include other children in your household?

CPCSHH1- CHILD ONLY 1 (GO TO BOX AFTER G40OV)
CPCSHH3 CHILD AND OTHER(S)..... 2 (GO TO G40OV)

G40OV. How many children is this amount for, including (CHILD)?

CPCSHN1- NUMBER □
CPCSHN3

*If ECPATH = I, N and G4 = 1, or if ECPATH = K, S, H and G9 = 1 (one center-based arrangement), ask G41.
 Else, if ECPATH = I, N and G4 => 2, or if ECPATH = K, S, H and G9 => 2 (more than 2 center-based arrangements), return to G10 until the number of arrangements in G4 or G9 are completed, then ask G41.*

G41. Does (CHILD) go to another day care center, (nursery school, preschool, or prekindergarten) (or before/after school program)?

*
 YES..... 1 (GO TO G10)
 NO 2 (GO TO BOX BEFORE H1)

Program Confirmation

If D1, E1, F1, and G1 or G5 all = 2, (child has no current care arrangements), go to box before I1. If all arrangements are not at least weekly (D11, E10, F10, G19 = 2), then go to box before I1. Else, ask H1 for all arrangements which occur at least once each week.

H1. Now I'd like to confirm the child care or (early childhood) program arrangement(s) that (CHILD) has at least once each week (, not including school).

I've recorded the following arrangement(s).

(ARRANGEMENT 1).....(LOCATION; DAYS & HOURS/WEEK)
 (ARRANGEMENT 2).....(LOCATION; DAYS & HOURS/WEEK)
 (ARRANGEMENT 3).....(LOCATION; DAYS & HOURS/WEEK)

[That's a total of (HOURS) hours each week (in addition to school)]. Is that right?

*

- YES, CORRECT.....1 (GO TO I1)
- NO, ADD ARRANGEMENT.....2 (CORRECTION SCREENS)
- NO, DELETE ARRANGEMENT.....3 (CORRECTION SCREENS)
- NO, CHANGE INFORMATION.....4 (CORRECTION SCREENS)

Parent Preferences

Ask I1 only if D1, E1, F1, G1, or G5 = 1 (child currently participates in at least one arrangement). Ask I1 only once per household for all children in ECPATH = I or N and for all children in ECPATH = K, S, or H.

I1. I'm going to read some things that people look for in selecting child care arrangements or (early childhood/before or after school) programs. For each one, please tell me if you think it is very important, somewhat important, or not important in selecting (an/a before or after school) arrangement for (CHILD). How about...
 [RANDOM START FOR RESPONSE CATEGORIES]

		VI	SI	NI
PPTRAIN	a. A caregiver who has special training in taking care of children. Is that.....	1	2	3
PPSICK	b. A place where children will be cared for when they are sick. Is that.....	1	2	3
PPCONV	c. A place close to your home. Is that.....	1	2	3
PPCOST	d. A reasonable cost. Is that.....	1	2	3
PPKIDS	e. A small number of children in the same class or group. Is that.....	1	2	3
PPENGL	f. A caregiver or teacher who speaks English with your child. Is that.....	1	2	3

NOTE: Item H1 allowed interviewers to: 1) correct the location and the number of days and hours for all arrangements, as well as correct the type of relative caregiver, whether an arrangement takes place before or after school, and whether a Head Start program is for a full or part day; 2) identify any duplicate arrangements so that one could be deleted; and 3) add arrangements that should have been reported earlier. If another arrangement was added, the CATI system cycled through the appropriate set of questions (e.g., relative, nonrelative, center) to collect relevant items.

Self-Care: Primary School Children Only

If ECPATH = S, ask J1. Else, go to K1.

J1. Sometimes children spend time caring for themselves, either at home or somewhere else, without an adult or older child responsible for them. Does (CHILD) spend time caring for (himself/herself) on a regular basis?

SCSELF

YES..... 1 (GO TO J2)
 NO 2 (GO TO K1)

J2. Does (CHILD) care for (himself/herself) at least once each week?

SCWEEK

YES..... 1 (GO TO J7)
 NO 2 (GO TO J3)

J3. Does (CHILD) care for (himself/herself) on some other regularly scheduled basis, at least once each month?

SCMONTH

YES..... 1 (GO TO J4)
 NO 2 (GO TO BOX BEFORE K1)

J4. For how many weeks each month does (CHILD) care for (himself/herself)?

SCWKSMO

WEEKS

J5. During (that week/those weeks), how many days each week does (CHILD) care for (himself/herself)?

SCDAYSWK

DAYS.....

J6. And during (that week/those weeks), how many hours each week does (CHILD) care for (himself/herself)?

SCHRSWK

HOURS (GO TO BOX BEFORE K1)

J7. How many days each week does (CHILD) care for (himself/herself)?

SCDAYS

DAYS.....

J8. How many hours each week does (CHILD) care for (himself/herself)?

SCHRS

HOURS

Program Continuity

If D2, E2, F2, and G2 or G6 = 2, (child has never participated in nonparental care or programs), go to HAINTRO. Else, ask K1.

K1. [Other than the programs and care arrangements (he/she) has now, since/Since] (the school year started) this past September, have you used any (other) child care arrangements or (early childhood/before or after school) programs for (CHILD) on a regular basis? Please do not include activities or lessons, like sports.

PCOTHER

YES..... 1 (GO TO K2)
 NO 2 (GO TO HAINTRO)

K2. How many child care arrangements or programs have you used for (CHILD) on a regular basis since this past September [, not counting the ones (he/she) has now]?

PCNUM

NUMBER □□

K3. (We will be talking about the 2 most recent of those arrangements or programs.) [Let's start with the most recent of those other arrangements or programs./Let's talk about the second most recent arrangement.] Who provided that care or program? Was it ...

PCWHO1-PCWHO2

A relative such as a grandparent or a brother or sister; 1 (GO TO K4)

**PCWHOOS1/R-
PCWHOOS2/R**

A nonrelative such as a home child care provider or neighbor; 2 (GO TO K4)

[NOT I, K, S] A Head Start program; 3 (GO TO K5)

A day care center, (nursery school, preschool, or prekindergarten/or before/after school) program; 4 (GO TO K5)

[NOT I] A community recreation program, pool, or supervised playground; 5 (GO TO K5)

[ONLY S] Did (he/she) take care of (himself/herself); 6 (GO TO K5)

Or did you have some other arrangement? 91 (GO TO K5)
 SPECIFY _____

K4. Did that (relative/nonrelative) care for (CHILD) in your own home or in another home?

**PCPLACE1-
PCPLACE2**

OWN HOME 1
 OTHER HOME 2
 BOTH/VARIES 3

K5. When did that arrangement start and end? That is, in what month and year? [MUST HAVE ENDED SINCE THIS PAST SEPTEMBER]

**PCSTRYR1-
PCSTRYR2
PCSTRMM1-
PCSTRMM2
PCENDYY1-
PCENDYY2
PCENDMM1-
PCENDMM2**

START MONTH () START YEAR 19 ()
 END MONTH () END YEAR 19 ()

K6. During the time (CHILD) was in that arrangement, how many days each week did (he/she) [receive care/go to the program/take care of (himself/herself)]?

PCDAYS1- DAYS.....
PCDAYS2

K7. How many hours each week did (he/she) [receive that care/go to the program/take care of (himself/herself)]?

PCHRS1- HOURS
PCHRS2

K8. What is the main reason that arrangement ended?

- PCREASO1-** PROVIDER CLOSED/STOPPED PROVIDING CARE 1
- PCREASO2** CHILD EXCEEDED AGE OF OLD PROGRAM.....2
- CHILD REACHED AGE FOR NEW PROGRAM.....3
- PCRSNOS1/R-** PARENT OR CHILD UNHAPPY WITH PROGRAM4
- PCRSNOS2/R** WANTED EDUCATIONAL PROGRAM.....5
- PREFERRED PROGRAM BECAME AVAILABLE6
- COULD NO LONGER AFFORD CARE/PROGRAM.....7
- PARENT CHANGED JOB OR SCHEDULE8
- RESPONDENT/CHILD MOVED9
- PARENT STOPPED WORKING/FINISHED SCHOOL..... 10
- ARRANGEMENT WAS TEMPORARY/SEASONAL 11
- OTHER91
- SPECIFY _____

If K2 = 1 (one other arrangement since September), ask K9. Else, if K2 => 2 (two or more arrangements since September), return to K3 until the two most recent arrangements have been completed, then go to HAINTRO.

K9. Other than what we've already talked about, did you use any other (early childhood/before or after school) programs or child care arrangements for (CHILD) since (school began) this past September? Please do not include activities or lessons, like sports.

*

- YES..... 1 (GO TO K3)
- NO2 (GO TO HAINTRO)

HOME ACTIVITIES

HAINTRO. (This/These) next question(s) (is/are) about (reading/activities) with (CHILD) in your home.

L1. How many times have you or someone in your family read to (CHILD) in the past week?
Would you say ...

- HAREADFM** Not at all, 1
 Once or twice, 2
 Three or more times, or..... 3
 Every day? 4

If ECPATH = S, ask L2. Else, go to box after L2.

L2. How many times did (CHILD) read to you or someone in your family in the past week?
Would you say ...

- HAREADCH** Not at all, 1
 Once or twice, 2
 Three or more times, or..... 3
 Every day? 4

If AGE94 =< 2, go to HINTRO. Else, ask L3.

L3. In the past week, have you or someone in your family told (CHILD) a story?

- HASTORY** YES..... 1 (GO TO L4)
 NO 2 (GO TO L5)

L4. Was that one or two times, or three or more?

- HASTORYN** ONE OR TWO TIMES 1
 THREE OR MORE 2

L5. In the past month, have you or someone in your family visited a library with (CHILD)?

- HALIBRAY** YES..... 1
 NO 2

Health and Disability

HINTRO. Now I have a few questions about (CHILD'S) health.

M1. When (CHILD) was born, did (he/she) weigh more than 5 and a half pounds?

HD5LBS YES.....1
NO2

M2. In general, would you say that (CHILD'S) health is...

HDHEALTH Excellent,.....1
Very good,2
Good,.....3
Fair, or4
Poor?.....5

M3. Has a doctor or other health professional ever told you that (CHILD) was developmentally delayed?

HDDELAY YES.....1
NO2

If AGE94 => 3, ask M4. Else, if AGE94 =< 2, go to M6.

M4. Does (CHILD) have any of the following disabilities?
[RANDOM START; KEEP E AND F, G AND H TOGETHER; KEEP J LAST.]

		YES	NO
HDLEARN	a. A specific learning disability?	1	2
HDRETARD	b. Mental retardation?	1	2
HDSPEECH	c. A speech impairment?	1	2
HDDISTRB	d. A serious emotional disturbance?.....	1	2
HDDEAF	e. Deafness?	1	2
HDHEAR	f. [DO NOT DISPLAY IF e=1] Another hearing impairment?	1	2
HDBLIND	g. Blindness?.....	1	2
HDVISUAL	h. [DO NOT DISPLAY IF g=1] Another visual impairment?	1	2
HDORTHO	i. An orthopedic impairment?	1	2
HDOTHER	j. Another health impairment lasting 6 months or more?	1	2

*If any M4a-j = 1, ask M5.
Else, go to box after M6.*

M5. (Does/Do) (CHILD's) (disability/disabilities) affect (his/her) ability to learn?

HDAFFECT

YES 1
 NO 2

If AGE94 => 3, go to box after M6. Else, ask M6.

M6. Does (CHILD) have any of the following disabilities?

[RANDOM START; KEEP A AND B, C AND D TOGETHER; KEEP G LAST.]

YES NO

HDDEAF	a.	Deafness? 1	2
HDHEAR	b.	[DO NOT DISPLAY IF a=1] Another hearing impairment? 1	2
HDBLIND	c.	Blindness? 1	2
HDVISUAL	d.	[DO NOT DISPLAY IF c=1] Another visual impairment? 1	2
HDORTHO	e.	An orthopedic impairment? 1	2
HDLEVEL	f.	Severe developmental delay? 1	2
HDOTHER	g.	Another health impairment (lasting 6 months or more)? 1	2

*If AGE94 => 3 and any M4a-j = 1, ask M7.
 If AGE94 =< 2 and any M6a-g = 1, ask M8.
 Else, go to LFINTRO.*

M7. Is (CHILD) receiving services for (his/her) (disability/disabilities) from...

YES NO

HDSCHL	a.	Your local school district? 1	2
HDGOVT	b.	A state or local health or social service agency? 1	2
HDDOCTOR	c.	A doctor or clinic 1	2
HDSOURCE	d.	Some other source? 1	2
HDSOUROS/R		What is that? _____	

If M7a-d all = 2, go to LFINTRO. Else, go to next box.

M8. Is (CHILD) receiving services for (his/her) (disability/disabilities)...

YES NO

HDIFSP	a.	Through an Individualized Family Service Plan, or IFSP? 1	2
HDINFSRC	b.	From any other source? 1	2
HDINFSOS/R		What is that? _____	

*If M8a=2 and M8b=2 (child does not receive services)
go to LFINTRO.
Else, go to next box.*

*If ECPATH = K or S go to M12.
If ECPATH = H, go to LFINTRO.
If F1 = 1 (child attends Head Start), ask M9.
Else, go to box after M9.*

M9. Does the Head Start program (CHILD) attends coordinate or provide those services?

HDHEAD YES..... 1
NO 2

*If ECPATH = I or N and G1 = 1 (child attends a day
care center, nursery school, or preschool), ask M10.
Else, go to box after M11.*

M10. (Does the/Do any of the) day care center(s), nursery school(s), or preschool(s) (CHILD) attends coordinate or provide those services?

HDCENT YES..... 1
NO 2

*If M10 = 1 and child has more than one center-based
arrangement, ask M11.
If M10 = 1 and child attends only one center-based
program, autocode M11 to equal that center.
Else, go to box after M11.*

M11. Which centers or programs coordinate or provide those services?
[MARK ALL THAT APPLY.]

**HDSERV1-
HDSERV3** [DISPLAY ALL CENTER-BASED ARRANGEMENTS:]
(ARRANGEMENT 1: LOCATION; DAYS & HOURS/WEEK)
(ARRANGEMENT 2: LOCATION; DAYS & HOURS/WEEK)
(ARRANGEMENT 3: LOCATION; DAYS & HOURS/WEEK)

*If ECPATH = K or S, ask M12.
If ECPATH = I, N and F1 = 1 or G1 = 1 (child attends
Head Start or a day care center,
nursery school, or preschool), ask M12.
Else, go to LFINTRO.*

NOTE: The HDSERV variables at item M11 indicate whether center-based programs reported for children with disabilities provide services. Since a maximum of three centers were reported for any child, there are three HDSERV variables on the file. HDSERV1 indicates whether the first-reported center provides services (1=yes, 2=no); HDSERV2 indicates whether the second-reported center (if any) provides services; and HDSERV3 indicates whether the third-reported center (if any) provides services.

M12. [ASK IF M9 = 1 AND FOR EACH ARRANGEMENT IN M11.]
 Do all of the children in (CHILD'S) (class at school/room or group at) (the Head Start program/the program/ARRANGEMENT#) have disabling conditions, or is (he/she) in a mixed (class/group) with some children who have disabilities and some who don't?

CHMIX
 HDMIX
 CPMIX1-
 CPMIX3

ALL HAVE DISABILITIES 1
 SOME DO, SOME DON'T 2

If M12 = 2, ask M13. Else, ask M12 for next center-based arrangement or go to LFINTRO.

M13. Does (CHILD) usually spend all of (his/her) time in the mixed (class/group), or does (he/she) sometimes leave the (class/group) for separate services or instruction?

CHMIXALL
 HDMIXALL
 CPMIXAL1-
 CPMIXAL3

SPENDS ALL TIME IN THE MIXED CLASS/GROUP 1
 SOMETIMES LEAVES THE MIXED CLASS/GROUP 2

The mother and father sections are asked only once per mother and father in the household.

Parent/Guardian Characteristics

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

Mother Items

*If HHMOM = 1 or 2 (mother or female guardian), ask N1.
 Else, if HHMOM = 3 (no mother/female guardian), go to box before O1.*

N1. What is [your/(CHILD'S) (mother's/stepmother's/foster mother's)] marital status?

MOMSTAT

MARRIED/REARRIED 1
 SEPARATED 2
 DIVORCED 3
 WIDOWED 4
 NEVER MARRIED 5

N2. How old (were you/was (CHILD'S) (mother/stepmother/foster mother) when (you/she) first became a mother, stepmother, or guardian to any child?

MOMNEW

YEARS □□

NOTE: Items M12 and M13 are asked of several different types of children with disabilities. CHMIX and CHMIXALL apply to classes at school for kindergartners or primary schoolers; HDMIX and HDMIXALL apply to classes or groups at Head Start programs that provide services (i.e., when HDHEAD=yes); and CPMIX1, CPMIXAL1, CPMIX2, CPMIXAL2, and CPMIX3, CPMIXAL3 apply to the classes or groups at the first-, second-, and third-reported center-based programs that provide services (i.e., when HDSERV1, HDSERV2, or HDSERV3 = yes).

N3. What was the first language [you/(CHILD'S) (mother/stepmother/foster mother)] learned to speak?

MOMLANG	ENGLISH.....	1	(GO TO N5)
MOMLANOS/R	SPANISH.....	2	(GO TO N4)
	ANOTHER LANGUAGE	91	(GO TO N4)
	SPECIFY _____		

N4. What language [do you/does (CHILD'S) (mother/stepmother/foster mother)] speak most at home now?

MOMSPEAK	ENGLISH.....	1	
MOMSPEOS/R	SPANISH.....	2	
	[DISPLAY ANOTHER LANGUAGE SPECIFIED IN N3]	3	
	ANOTHER LANGUAGE	91	
	SPECIFY _____		

N5. In what country [were you/was (CHILD'S) (mother/stepmother/foster mother)] born?

MOMBORN	UNITED STATES (50 STATES OR D.C.)	1	(GO TO N7)
MOMBOOS1/R	U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN SAMOA,		
MOMBOOS2/R	US VIRGIN ISLANDS, MARIANA ISLANDS, OR		
	SOLOMON ISLANDS	2	(GO TO N6)
	SPECIFY _____		
	SOME OTHER COUNTRY	3	(GO TO N6)
	SPECIFY _____		

N6. How old (were you/was she) when (you/she) first moved to the (United States/50 states or the District of Columbia)?

MOMUSAGE	AGE	<input type="checkbox"/> <input type="checkbox"/>
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N7. What is the highest grade or year of school that [you/(CHILD'S) (mother/stepmother/foster mother)] completed?

MOMGRAD1	UP TO 8TH GRADE.....	1	(ENTER ACTUAL GRADE, GO TO N8)
MOMGRAD2	9TH TO 11TH GRADE	2	(ENTER ACTUAL GRADE, GO TO N8)
MOMGRADE	12TH GRADE BUT NO DIPLOMA	3	(GO TO N8)
	HIGH SCHOOL DIPLOMA/EQUIVALENT	4	(GO TO N9)
	VOC/TECH PROGRAM AFTER HIGH SCHOOL		
	BUT NO VOC/TECH DIPLOMA	5	(GO TO N8)
	VOC/TECH DIPLOMA AFTER HIGH SCHOOL	6	(GO TO N8)
	SOME COLLEGE BUT NO DEGREE.....	7	(GO TO N7OV)
	ASSOCIATE'S DEGREE	8	(GO TO N8)
	BACHELOR'S DEGREE	9	(GO TO N9)
	GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE	10	(GO TO N9)
	MASTER'S DEGREE (MA, MS)	11	(GO TO N9)
	DOCTORATE DEGREE (PHD, EDD)	12	(GO TO N9)
	PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE		
	(MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.)	13	(GO TO N9)

NOTE: For question N4, category 3 is coded as 91 in the data file.

N7OV. (Did you/Did she) earn a vocational or technical diploma after leaving high school?

MOMVOCDI YES..... 1
NO 2

N8. (Do you/Does she) have a high school diploma or its equivalent, such as a GED?

MOMDIPL YES..... 1
NO 2

N9. During the past week, did [you/(CHILD'S) (mother/stepmother/foster mother)] work at a job for pay?

MOMWORK YES..... 1 (GO TO N11)
NO 2 (GO TO N10)
RETIRED..... 3 (GO TO N13)

N10. (Were you/Was she) on leave or vacation from a job during the past week?

MOMLEAVE YES..... 1 (GO TO N11)
NO 2 (GO TO N13)

N11. About how many total hours per week (do you/does she) usually work for pay, counting all jobs?

MOMHOURS [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

WEEKLY HOURS □□

N12. Counting all jobs, about how much (do you/does she) earn before taxes and other deductions?

MOMEARN AMOUNT □□□□□.□□

MOMUNIT
MOMUNIOS/R

PER
HOUR 1
DAY 2
WEEK 3
BI-WEEKLY 4
MONTH 5
YEAR 6
OTHER 91
SPECIFY _____

If ECPP respondent completed an Adult Education interview (AE): If A7 = 1 (worked in the past 12 months in AE), copy response from J23 (number of months worked in AE) into N16. If A7 = 2 (did not work in past 12 months in AE), then set N13 = 0.

N13. How many months (,if any,) (have you/has she) worked for pay in the past 12 months?

MOMMTHS MONTHS □□

If N9 or N10 = 1 (working or on leave/vacation), go to N18. If N9 = 3 (retired), autocode N16 = 3 and go to N18. Else, ask N14.

N14. (Have you/Has she) been actively looking for work in the past 4 weeks?

MOMLOOK YES.....1 (GO TO N15)
 NO2 (GO TO N16)

N15. 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
MOMPRIV CHECKED WITH PRIVATE EMPLOYMENT AGENCY 2
MOMEMPL CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME 3
MOMREL CHECKED WITH FRIENDS OR RELATIVES 4
MOMANSAD PLACED OR ANSWERED ADS/SENT RESUME 5
MOMREAD READ WANT-ADS 6
MOMOTHER SOMETHING ELSE 91
MOMOTHOS/R SPECIFY _____

If N15 = 1 through 5, go to N17. Else, go to N16.

N16. 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
MOMACTOS/R Something else? 91
 What was that? _____

If N15 = 91, ask N17. Else, go to N18.

N17. Could (you/she) have taken a job last week if one had been offered?

MOMTAKE YES.....1
 NO2

N18. (Are you/Is she) attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training [other than at (your/her) regular job]?

MOMENROL YES.....1 (GO TO N19)
 NO2 (GO TO BOX AFTER N19)

N19. How many hours each week (do you/does she) attend school or training?
 [REFERS TO ACTUAL TIME, NOT CREDIT HOURS.]

MOMENHRS HOURS □□

If N9=1 or N10=1 or N16=2 or N18=1 (mother/female guardian is employed for pay or attending school or training), ask N20 for each child.
 Else, go to box before O1.

N20. [DISPLAY CARE ARRANGEMENTS/PROGRAMS, IF ANY]
 What is (CHILD) usually doing or how is (he/she) usually cared for during most of the hours that [you/(CHILD)'s mother/stepmother/foster mother] (are/is) at (work) (or) (school or training)? For example, is (CHILD)(in school,)[(at one of the/at the) arrangement(s) we talked about,] cared for by (his/her) other parent, or something else?

MOMCARE	ARRANGEMENT NUMBER.....	<input type="checkbox"/> <input type="checkbox"/>
MOMCAROS/R	IN SCHOOL [ECPATH=K,S ONLY]	21
	MOTHER WORKS AT HOME/CARES FOR CHILD	
	AT WORK OR SCHOOL	22
	CARED FOR BY CHILD'S OTHER PARENT/	
	STEPPARENT/FOSTER PARENT	23
	SELF CARE [ECPATH = S ONLY]	24
	MATERNITY LEAVE.....	25
	SOMETHING ELSE.....	91
	SPECIFY _____	

N21. Does that arrangement cover all of the hours that [you/(CHILD)'s mother/stepmother/foster mother] (are/is) at (work) (or) (school or training)?

MOMCAROT	YES.....	1	(GO TO BOX AFTER N22)
	NO	2	(GO TO N22)

N22. [DISPLAY CARE ARRANGEMENTS/PROGRAMS, IF ANY]
 What is (CHILD) usually doing or how is (he/she) usually cared for during most of the other hours that [you/(CHILD)'s mother/stepmother/foster mother] (are/is) at (work) (or) (school or training)? Is (CHILD)(in school,)[(at one of the/at the) arrangement(s) we talked about,] cared for by (his/her) other parent, or something else?

MOMCARWH	ARRANGEMENT NUMBER.....	<input type="checkbox"/> <input type="checkbox"/>
MOMCWHOS/R	IN SCHOOL [ECPATH=K,S ONLY]	21
	MOTHER WORKS AT HOME/CARES FOR CHILD	
	AT WORK OR SCHOOL	22
	CARED FOR BY CHILD'S OTHER PARENT/	
	STEPPARENT/FOSTER PARENT	23
	SELF CARE [ECPATH = S ONLY]	24
	MATERNITY LEAVE.....	25
	SOMETHING ELSE.....	91
	SPECIFY _____	

If HHDAD = 1 or 2 (father or male guardian), ask O1.
 Else, if HHDAD = 3 (no father or male guardian), go to HHINTRO.

Father Items

O1. What was the first language [you/(CHILD'S) (father/stepfather/foster father)] learned to speak?

- DADLANG** ENGLISH..... 1 (GO TO O3)
DADLANOS/R SPANISH.....2 (GO TO O2)
 ANOTHER LANGUAGE91 (GO TO O2)
 SPECIFY _____

O2. What language [do you/does (CHILD'S) (father/stepfather/foster father)] speak most at home now?

- DADSPEAK** ENGLISH..... 1
DADSPEOS/R SPANISH.....2
 [DISPLAY ANOTHER LANGUAGE SPECIFIED IN O1].....3
 ANOTHER LANGUAGE91
 SPECIFY _____

O3. In what country [were you/was (CHILD'S) (father/stepfather/foster father)] born?

- DADBORN** UNITED STATES (50 STATES OR D.C.) 1 (GO TO O5)
DADBOOS1/R U.S. TERRITORIES: PUERTO RICO, GUAM, AMERICAN SAMOA,
DADBOOS2/R US VIRGIN ISLANDS, MARIANA ISLANDS, OR
 SOLOMON ISLANDS2 (GO TO O4)
 SPECIFY _____
 SOME OTHER COUNTRY3 (GO TO O4)
 SPECIFY _____

O4. How old (were you/was he) when (you/he) first moved to the (United States/50 states or the District of Columbia)?

- DADUSAGE** AGE

O5. What is the highest grade or year of school that [you/(CHILD'S) (father/stepfather/foster father)] completed?

- DADGRAD1** UP TO 8TH GRADE..... 1 (ENTER ACTUAL GRADE,
DADGRAD2 GO TO O6)
DADGRADE 9TH TO 11TH GRADE2 (ENTER ACTUAL GRADE,
 GO TO O6)
 12TH GRADE BUT NO DIPLOMA3 (GO TO O6)
 HIGH SCHOOL DIPLOMA/EQUIVALENT4 (GO TO O7)
 VOC/TECH PROGRAM AFTER HIGH SCHOOL
 BUT NO VOC/TECH DIPLOMA5 (GO TO O6)
 VOC/TECH DIPLOMA AFTER HIGH SCHOOL6 (GO TO O6)
 SOME COLLEGE BUT NO DEGREE.....7 (GO TO O5OV)
 ASSOCIATE'S DEGREE8 (GO TO O6)
 BACHELOR'S DEGREE9 (GO TO O7)
 GRADUATE OR PROFESSIONAL SCHOOL BUT NO DEGREE 10 (GO TO O7)
 MASTER'S DEGREE (MA, MS) 11 (GO TO O7)
 DOCTORATE DEGREE (PHD, EDD)..... 12 (GO TO O7)
 PROFESSIONAL DEGREE BEYOND BACHELOR'S DEGREE
 (MEDICINE/MD; DENTISTRY/DDS; LAW/JD/LLB; ETC.) 13 (GO TO O7)

NOTE: For Question O2, category 3 is coded as 91 in the data file.

O5OV. (Did you/Did he) earn a vocational or technical diploma after leaving high school?

DADVOCDI YES..... 1
NO 2

O6. (Do you/Does he) have a high school diploma or its equivalent, such as a GED?

DADDIPL YES..... 1
NO 2

O7. During the past week, did [you/(CHILD'S) (father/stepfather/foster father)] work at a job for pay?

DADWORK YES..... 1
NO 2
RETIRED..... 3

If O7 = 1 (worked last week), go to O9. If O7 = 3 (retired), autocode O12 = 3 and go to O14. Else, ask O8.

O8. (Were you/Was he) on leave or vacation from a job during the past week?

DADLEAVE YES..... 1 (GO TO O9)
NO 2 (GO TO O10)

O9. About how many total hours per week (do you/does he) usually work for pay, counting all jobs?

DADHOURS [IF HOURS VARY, PROBE FOR AVERAGE PER WEEK.]

WEEKLY HOURS □□

If O7 or O8 = 1 (working or on leave/vacation), go to O14. Else, ask O10.

O10. (Have you/Has he) been actively looking for work in the past 4 weeks?

DADLOOK YES..... 1 (GO TO O11)
NO 2 (GO TO O12)

O11. 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
DADPRIV CHECKED WITH PRIVATE EMPLOYMENT AGENCY 2
DAEMPL CHECKED WITH EMPLOYER DIRECTLY/SENT RESUME 3
DADREL CHECKED WITH FRIENDS OR RELATIVES 4
DADANSAD PLACED OR ANSWERED ADS/SENT RESUME 5
DADREAD READ WANT-ADS 6
DADOTHER SOMETHING ELSE 91
DADOTHOS/R SPECIFY _____

If O11 = 1 through 5, go to O13.
Else, go to O12.

O12. What (were you/was he) doing most of last week? Would you say...

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

If O11 = 91, ask O13. Else, go to O14.

O13. Could (you/she) have taken a job last week if one had been offered?

- DADTAKE** YES 1
 NO 2

O14. (Are you/Is he) attending or enrolled in a school, college, university, or adult learning center, or receiving vocational education or job training [other than on (your/his) regular job]?

- DADENROL** YES 1 (GO TO O15)
 NO 2 (GO TO HHINTRO)

O15. How many hours per week (do you/does he) attend school or training?
 [REFERS TO ACTUAL TIME NOT CREDIT HOURS.]

- DADENHRS** HOURS

The following questions are asked only once per household.

HOUSEHOLD CHARACTERISTICS

HHINTRO. Finally, a few questions about your household.

- P1. Do you...
HOWNHOME Own your home, 1
 Rent your home, or 2
 Have some other arrangement? 3

P2. Besides (PHONE NUMBER), do you have other telephone numbers in your household?

- HOTHNUM** YES 1 (GO TO P3)
 NO 2 (GO TO P4)

P3. How many of these additional telephone numbers are for home use?

- HNUMUSE** NUMBER

P4. During the past 12 months, has your household ever been without telephone service for more than 24 hours?

HPHONSVC YES..... 1 (GO TO P5)
 NO 2 (GO TO P6)

P5. What was the total amount of time your household was without telephone service in the past 12 months?

HSVCNUM NUMBER □□

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

P6. So that we can group households geographically, may I have your ZIP code?

HZIPCODE/R ZIP CODE □□□□□

P7. In the past 12 months, has your family received funds or services from any of the following programs? How about...

		YES	NO
HWIC	a. Women, Infants, and Children, or WIC?	1	2
HFOODST	b. Food Stamps?	1	2
HAFDC	c. AFDC, or Aid to Families with Dependent Children?	1	2

P8. In studies like this, households are sometimes grouped according to income. What was the total income of all persons in your household over the past year, including salaries or other earnings, interest, retirement, and so on for all household members.

HINCMRNG Was it...
 \$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

Ask P8OV if
 (Number in HH = 2 and HINCOME = 2) or
 (Number in HH = 3 and HINCOME = 3) or
 (Number in HH = 4 and HINCOME = 3) or
 (Number in HH = 5 and HINCOME = 4) or
 (Number in HH = 6 and HINCOME = 4) or
 (Number in HH = 7 and HINCOME = 5) or
 (Number in HH = 8 and HINCOME = 5) or
 (Number in HH = 9 and HINCOME = 6) or
 (Number in HH = 10 and HINCOME = 6) or
 (Number in HH = 11 and HINCOME = 7) or
 (Number in HH = 12 and HINCOME = 7).
 Else, go to CLOSE2.

P8OV. What was your total household income last year, to the nearest thousand?
HINCMEXT

AMOUNT\$□□,□□□

CLOSE1. Thank you, but we are only asking about children in a specific age or grade 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). 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).

APPENDIX B

**EARLY CHILDHOOD PROGRAM PARTICIPATION
PUBLIC FILE LAYOUT IN POSITION ORDER**

Early Childhood Program Participation
Public File Layout in Position Order

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN
		FORMAT	NUMBER LENGTH		
ENUMID	SUBJECT CHILD'S ID NUMBER	N	1 10	1	10
MAINRSLT	INTERVIEW COMPLETION STATUS	A	1 2	11	12
ENGLSPAN	WHETHER EXTENDED IN ENGLISH OR SPANISH	N	1 2	13	14
AGE94	CHILD'S AGE AS OF 12/31/94	N	1 2	15	16
SEX	CHILD'S SEX	N	1 2	17	18
ERESPAGE	EXTENDED RESPONDENT'S AGE	N	1 2	19	20
ERESSEX	EXTENDED RESPONDENT'S SEX	N	1 2	21	22
ERESRELN	EXTENDED R'S RELATIONSHIP TO CHILD	N	1 2	23	24
EPARTYPE	SPEC RELATIONSHIP OF PRNT RESP TO/CHLD	N	1 2	25	26
MOMAGE	MOTHER'S AGE	N	1 2	27	28
MOMTYPE	MOM'S SPECIFIC RELATIONSHIP TO CHILD	N	1 2	29	30
DADAGE	FATHER'S AGE	N	1 2	31	32
DADTYPE	DAD'S SPECIFIC RELATIONSHIP TO CHILD	N	1 2	33	34
AGE1	O/HH MEM - #1'S AGE AT SCREENER	N	1 3	35	37
SEX1	O/HH MEM - #1'S GENDER AT SCREENER	N	1 2	38	39
RELATN1	O/HH MEM - #1'S RELATION TO CHILD	N	1 2	40	41
AGE2	O/HH MEM - #2'S AGE AT SCREENER	N	1 2	42	43
SEX2	O/HH MEM - #2'S GENDER AT SCREENER	N	1 2	44	45
RELATN2	O/HH MEM - #2'S RELATION TO CHILD	N	1 2	46	47
AGE3	O/HH MEM - #3'S AGE AT SCREENER	N	1 2	48	49
SEX3	O/HH MEM - #3'S GENDER AT SCREENER	N	1 2	50	51
RELATN3	O/HH MEM - #3'S RELATION TO CHILD	N	1 2	52	53
AGE4	O/HH MEM - #4'S AGE AT SCREENER	N	1 2	54	55
SEX4	O/HH MEM - #4'S GENDER AT SCREENER	N	1 2	56	57
RELATN4	O/HH MEM - #4'S RELATION TO CHILD	N	1 2	58	59
AGE5	O/HH MEM - #5'S AGE AT SCREENER	N	1 2	60	61
SEX5	O/HH MEM - #5'S GENDER AT SCREENER	N	1 2	62	63
RELATN5	O/HH MEM - #5'S RELATION TO CHILD	N	1 2	64	65
AGE6	O/HH MEM - #6'S AGE AT SCREENER	N	1 2	66	67
SEX6	O/HH MEM - #6'S GENDER AT SCREENER	N	1 2	68	69
RELATN6	O/HH MEM - #6'S RELATION TO CHILD	N	1 2	70	71
AGE7	O/HH MEM - #7'S AGE AT SCREENER	N	1 2	72	73
SEX7	O/HH MEM - #7'S GENDER AT SCREENER	N	1 2	74	75
RELATN7	O/HH MEM - #7'S RELATION TO CHILD	N	1 2	76	77
AGE8	O/HH MEM - #8'S AGE AT SCREENER	N	1 2	78	79
SEX8	O/HH MEM - #8'S GENDER AT SCREENER	N	1 2	80	81
RELATN8	O/HH MEM - #8'S RELATION TO CHILD	N	1 2	82	83
AGE9	O/HH MEM - #9'S AGE AT SCREENER	N	1 2	84	85
SEX9	O/HH MEM - #9'S GENDER AT SCREENER	N	1 2	86	87
RELATN9	O/HH MEM - #9'S RELATION TO CHILD	N	1 2	88	89
AGE10	O/HH MEM - #10'S AGE AT SCREENER	N	1 2	90	91
SEX10	O/HH MEM - #10'S GENDER AT SCREENER	N	1 2	92	93
RELATN10	O/HH MEM - #10'S RELATION TO CHILD	N	1 2	94	95
AGE11	O/HH MEM - #11'S AGE AT SCREENER	N	1 2	96	97
SEX11	O/HH MEM - #11'S GENDER AT SCREENER	N	1 2	98	99
RELATN11	O/HH MEM - #11'S RELATION TO CHILD	N	1 2	100	101
AGE12	O/HH MEM - #12'S AGE AT SCREENER	N	1 2	102	103
SEX12	O/HH MEM - #12'S GENDER AT SCREENER	N	1 2	104	105
RELATN12	O/HH MEM - #12'S RELATION TO CHILD	N	1 2	106	107
AGE13	O/HH MEM - #13'S AGE AT SCREENER	N	1 2	108	109
SEX13	O/HH MEM - #13'S GENDER AT SCREENER	N	1 2	110	111
RELATN13	O/HH MEM - #13'S RELATION TO CHILD	N	1 2	112	113
CDOBMM	A1-MONTH OF BIRTH	N	1 2	114	115
CDOBY	A1-YEAR OF BIRTH	N	1 2	116	117
CRACE	A3-CHILD'S RACE	N	1 2	118	119
CHISPANI	A4-CHILD IS OF HISPANIC ORIGIN	N	1 2	120	121
CHLDLANG	A5-LANGUAGE CHILD SPEAKS MOST AT HOME	N	1 2	122	123
ENROLL	A9-CHILD ATTENDING SCHOOL	N	1 2	124	125
HOMESCHL	A10-CURRENTLY HOME SCHOOLED	N	1 2	126	127
GRADE	A11-GRADE OR YEAR CHILD IS ATTENDING	A	1 2	128	129
GRADEEQ	A12-GRADE EQUIV UNGRD/SPEC ED/HOME SCHL	A	1 2	130	131
EVRSCHL	A13-EVER ATTENDED PUBLIC OR PRIV SCHL	N	1 2	132	133
EVRRHOME	A14-EVER BEEN HOME SCHLED SINCE AGE 5	N	1 2	134	135
HOMEK	A15-HOME SCHOOLING HISTORY-GRADE K	N	1 2	136	137
HOME1	A16-HOME SCHOOLING HISTORY-GRADE 1	N	1 2	138	139
HOME2	A17-HOME SCHOOLING HISTORY-GRADE 2	N	1 2	140	141
HOME3	A18-HOME SCHOOLING HISTORY-GRADE 3	N	1 2	142	143
LASTGRAD	A19-GRADE CHILD ATTENDED LAST YEAR	A	1 2	144	145
ATNDKIND	B1-CHILD ATTENDED KINDERGARTEN	N	1 2	146	147

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN
		FORMAT	NUMBER LENGTH		
KPWAIT	B2-CHILD ENROLLED IN K WHEN ELIGIBLE	N	1 2	148	149
KPAGEYR	B3-AGE CHILD STARTED K/YEARS	N	1 2	150	151
KPAGEMO	B3-AGE CHILD STARTED K/MONTHS	N	1 2	152	153
KPYRS	B4-CHILD ATTENDED 1 OR 2 YRS OF K	N	1 2	154	155
KPPLAN	B5-PLANNED MORE THAN 1 YEAR OF K	N	1 2	156	157
KPPUBL	B6-PUBLIC OR PRIVATE KINDERGARTEN	N	1 2	158	159
KPCHOICE	B7-ASSIGNED/CHOSEN SCHL KINDERGARTEN	N	1 2	160	161
KPRELGON	B8-CHURCH-RELATED KINDERGARTEN	N	1 2	162	163
KPRELTYP	B9-CATHOLIC KINDERGARTEN	N	1 2	164	165
KPSCHED	B10-MORNING/AFTERNOON/FULLDAY SCHED	N	1 2	166	167
KPDAYS	B11-NUM OF DAYS/WEEK CHILD ATTENDS K	N	1 2	168	169
KPHRS	B12-NUM OF HOURS/WEEK CHILD ATTENDS K	N	1 2	170	171
KPNLY	B13-K ONLY OR K PLUS CARE	N	1 2	172	173
KPKINHRS	B14-HOURS CHILD IN K ITSELF EA WK	N	1 2	174	175
PAGEYR	C1-AGE STARTED 1ST GRADE/YEARS	N	1 2	176	177
PAGEMO	C1-AGE STARTED 1ST GRADE/MONTHS	N	1 2	178	179
PPUBL	C2-PUBLIC OR PRIVATE ELEMENTARY SCHOOL	N	1 2	180	181
PCHOICE	C3-ASSIGNED/CHOSEN ELEM SCHOOL	N	1 2	182	183
PRELGON	C4-CHURCH-RELATED ELEM SCHOOL	N	1 2	184	185
PRELTYP	C5-CATHOLIC ELEM SCHOOL	N	1 2	186	187
PSCHED	C6-REGULAR SEPT TO JUNE SCHEDULE	N	1 2	188	189
PSCHEDYR	C6OV-SCHEDULE YEAR-ROUND OR OTHER	N	1 2	190	191
PHRS	C7-HOURS PER WEEK CHILD ATTENDS GRADE	N	1 2	192	193
PWORK	C8-CHILD'S CLASS STANDING	N	1 2	194	195
PBEHAVE	C9-PARENT CONTACTED ABOUT BEHAVIOR	N	1 2	196	197
PSCHLWK	C10-PARENT CONTACTED ABOUT SCHOOLWORK	N	1 2	198	199
PREPEAT	C11-CHILD HAS REPEATED A GRADE	N	1 2	200	201
PREPEAT1	C12-CHILD REPEATED FIRST GRADE	N	1 2	202	203
PREPEAT2	C12-CHILD REPEATED SECOND GRADE	N	1 2	204	205
PREPEAT3	C12-CHILD REPEATED THIRD GRADE	N	1 2	206	207
RCNOW	D1-RECEIVES CARE FROM A RELATIVE	N	1 2	208	209
RCEVER	D2-EVER RECEIVED CARE FROM A RELATIVE	N	1 2	210	211
RCAGEYR	D3-AGE 1ST RECEIVED RELATIVE CARE/YEARS	N	1 2	212	213
RCAGEMO	D3-AGE 1ST RECEIVED REL CARE/MONTHS	N	1 2	214	215
RCARRNEW	D4OV-NUM OF REL CARE ARRANGEMENTS	N	1 2	216	217
RCTYPE1	D5-RELATIVE WHO CARES FOR CHILD-1	N	1 2	218	219
RCAGE1	D5OV-AGE OF BRO/SIS CAREGIVER-1	N	1 2	220	221
RCPLACE1	D6-LOCATION OF RELATIVE CARE-1	N	1 2	222	223
RCINHH1	D7-REL CAREGIVER LIVES IN HOUSEHOLD-1	N	1 2	224	225
RCTIME1	D8-TIME FROM CHILD'S HOME T/RELATIVE-1	N	1 2	226	227
RCWHEN1	D9-RECEIVES REL CARE DAYS/WKENDS BOTH-1	N	1 2	228	229
RCBFAFT1	D10-REL CARE RECEIVED BEF/AFT SCHOOL-1	N	1 2	230	231
RCWEEK1	D11-REL CARE IS REG SCHED ONCE/WEEK-1	N	1 2	232	233
RCMONTH1	D12-REL CARE IS REG SCHEC ONCE/MONTH-1	N	1 2	234	235
RCDAYS1	D13-DAYS/WK RECEIVES CARE F/RELATIVE-1	N	1 2	236	237
RCHRS1	D14-HRS/WK RECEIVES CARE F/RELATIVE-1	N	1 2	238	239
RCWKSOM1	D15-MONTHLY SCHED REL CARE WKS/MO-1	N	1 2	240	241
RCDAYWK1	D16-MONTHLY SCHED REL CARE DAYS/WK-1	N	1 2	242	243
RCHRSWK1	D17-MONTHLY SCHED REL CARE HOURS/WK-1	N	1 2	244	245
RCIDS1	D19-#CHILDREN CARED FOR BY RELATIVE-1	N	1 2	246	247
RCADLTS1	D20-NUMBER OF ADULTS GIVING CARE-1	N	1 2	248	249
RCSTRYR1	D21-AGE RELATIVE CARE BEGAN/YEARS-1	N	1 2	250	251
RCSTRMM1	D21-AGE RELATIVE CARE BEGAN/MONTHS-1	N	1 2	252	253
RCSPEAK1	D22-LANGUAGE SPOKEN MOST BY REL-1	N	1 2	254	255
RCSICK1	D23-RELATIVE CARES WHEN CHILD SICK-1	N	1 2	256	257
RCEDUC1	D24-REL RECEIVED CHILD ED TRAINING-1	N	1 2	258	259
RCFEE1	D25-ANY FEE FOR RELATIVE CARE-1	N	1 2	260	261
RCOUTHH1	D26A-RELATIVE HELPS PAY FOR REL CARE-1	N	1 2	262	263
RCWELF1	D26B-WELFARE HELPS PAY FOR REL CARE-1	N	1 2	264	265
RCEMPL1	D26C-EMPLOYER HELPS PAY FOR REL CARE-1	N	1 2	266	267
RCOTHER1	D26D-SMONE ELSE HELPS PAY F/REL CARE-1	N	1 2	268	269
RCCOST1	D27-AMT HH PAYS FOR RELATIVE CARE-1	N	1 8.2	270	277
RCUNIT1	D27-UNIT OF TIME FOR REL CARE COST-1	N	1 2	278	279
RCSTHH1	D28-COST REL CARE CHLD ONLY/OTHR IN-1	N	1 2	280	281
RCSTHN1	D28OV-# OF CHILDREN AMOUNT IS FOR-1	N	1 2	282	283
RCTYPE2	D5-RELATIVE WHO CARES FOR CHILD-2	N	1 2	284	285
RCAGE2	D5OV-AGE OF BRO/SIS CAREGIVER-2	N	1 2	286	287
RCPLACE2	D6-LOCATION OF RELATIVE CARE-2	N	1 2	288	289
RCINHH2	D7-REL CAREGIVER LIVES IN HOUSEHOLD-2	N	1 2	290	291
RCTIME2	D8-TIME FROM CHILD'S HOME T/RELATIVE-2	N	1 2	292	293
RCWHEN2	D9-RECEIVES REL CARE DAYS/WKENDS BOTH-2	N	1 2	294	295
RCBFAFT2	D10-REL CARE RECEIVED BEF/AFT SCHOOL-2	N	1 2	296	297
RCWEEK2	D11-REL CARE IS REG SCHED ONCE/WEEK-2	N	1 2	298	299
RCMONTH2	D12-REL CARE IS REG SCHEC ONCE/MONTH-2	N	1 2	300	301
RCDAYS2	D13-DAYS/WK RECEIVES CARE F/RELATIVE-2	N	1 2	302	303

VARIABLE NAME	VARIABLE LABEL	RECORD FORMAT	NUMBER	LENGTH	START COLUMN	END COLUMN
RCHRS2	D14-HRS/WK RECEIVES CARE F/RELATIVE-2	N	1	2	304	305
RCWKSMO2	D15-MONTHLY SCHED REL CARE WKS/MO-2	N	1	2	306	307
RCDAYWK2	D16-MONTHLY SCHED REL CARE DAYS/WK-2	N	1	2	308	309
RCHRSWK2	D17-MONTHLY SCHED REL CARE HOURS/WK-2	N	1	2	310	311
RCKIDS2	D19-#CHILDREN CARED FOR BY RELATIVE-2	N	1	2	312	313
RCADLTS2	D20-NUMBER OF ADULTS GIVING CARE-2	N	1	2	314	315
RCSTRYR2	D21-AGE RELATIVE CARE BEGAN/YEARS-2	N	1	2	316	317
RCSTRMM2	D21-AGE RELATIVE CARE BEGAN/MONTHS-2	N	1	2	318	319
RCSPEAK2	D22-LANGUAGE SPOKEN MOST BY REL-2	N	1	2	320	321
RCSICK2	D23-RELATIVE CARES WHEN CHILD SICK-2	N	1	2	322	323
RCEDUC2	D24-REL RECEIVED CHILD ED TRAINING-2	N	1	2	324	325
RCFEE2	D25-ANY FEE FOR RELATIVE CARE-2	N	1	2	326	327
RCOUTH2	D26A-RELATIVE HELPS PAY FOR REL CARE-2	N	1	2	328	329
RCWELF2	D26B-WELFARE HELPS PAY FOR REL CARE-2	N	1	2	330	331
RCEMPL2	D26C-EMPLOYER HELPS PAY FOR REL CARE-2	N	1	2	332	333
RCOTHER2	D26D-SMONE ELSE HELPS PAY F/REL CARE-2	N	1	2	334	335
RCCOST2	D27-AMT HH PAYS FOR RELATIVE CARE-2	N	1	6.2	336	341
RCUNIT2	D27-UNIT OF TIME FOR REL CARE COST-2	N	1	2	342	343
RCSTHH2	D28-COST REL CARE CHLD ONLY/OTHR IN-2	N	1	2	344	345
RCSTHN2	D28OV-# OF CHILDREN AMOUNT IS FOR-2	N	1	2	346	347
RCTYPE3	D5-RELATIVE WHO CARES FOR CHILD-3	N	1	2	348	349
RCAGE3	D5OV-AGE OF BRO/SIS CAREGIVER-3	N	1	2	350	351
RCPLACE3	D6-LOCATION OF RELATIVE CARE-3	N	1	2	352	353
RCINHH3	D7-REL CAREGIVER LIVES IN HOUSEHOLD-3	N	1	2	354	355
RCTIME3	D8-TIME FROM CHILD'S HOME T/RELATIVE-3	N	1	2	356	357
RCWHEN3	D9-RECEIVES REL CARE DAYS/WKENDS BOTH-3	N	1	2	358	359
RCBFAFT3	D10-REL CARE RECEIVED BEF/AFT SCHOOL-3	N	1	2	360	361
RCWEEK3	D11-REL CARE IS REG SCHED ONCE/WEEK-3	N	1	2	362	363
RCMONTH3	D12-REL CARE IS REG SCHEC ONCE/MONTH-3	N	1	2	364	365
RCDAYS3	D13-DAYS/WK RECEIVES CARE F/RELATIVE-3	N	1	2	366	367
RCHRS3	D14-HRS/WK RECEIVES CARE F/RELATIVE-3	N	1	2	368	369
RCWKSMO3	D15-MONTHLY SCHED REL CARE WKS/MO-3	N	1	2	370	371
RCDAYWK3	D16-MONTHLY SCHED REL CARE DAYS/WK-3	N	1	2	372	373
RCHRSWK3	D17-MONTHLY SCHED REL CARE HOURS/WK-3	N	1	2	374	375
RCKIDS3	D19-#CHILDREN CARED FOR BY RELATIVE-3	N	1	2	376	377
RCADLTS3	D20-NUMBER OF ADULTS GIVING CARE-3	N	1	2	378	379
RCSTRYR3	D21-AGE RELATIVE CARE BEGAN/YEARS-3	N	1	2	380	381
RCSTRMM3	D21-AGE RELATIVE CARE BEGAN/MONTHS-3	N	1	2	382	383
RCSPEAK3	D22-LANGUAGE SPOKEN MOST BY REL-3	N	1	2	384	385
RCSICK3	D23-RELATIVE CARES WHEN CHILD SICK-3	N	1	2	386	387
RCEDUC3	D24-REL RECEIVED CHILD ED TRAINING-3	N	1	2	388	389
RCFEE3	D25-ANY FEE FOR RELATIVE CARE-3	N	1	2	390	391
RCOUTH3	D26A-RELATIVE HELPS PAY FOR REL CARE-3	N	1	2	392	393
RCWELF3	D26B-WELFARE HELPS PAY FOR REL CARE-3	N	1	2	394	395
RCEMPL3	D26C-EMPLOYER HELPS PAY FOR REL CARE-3	N	1	2	396	397
RCOTHER3	D26D-SMONE ELSE HELPS PAY F/REL CARE-3	N	1	2	398	399
RCCOST3	D27-AMT HH PAYS FOR RELATIVE CARE-3	N	1	2	400	401
RCUNIT3	D27-UNIT OF TIME FOR REL CARE COST-3	N	1	2	402	403
RCSTHH3	D28-COST REL CARE CHLD ONLY/OTHR IN-3	N	1	2	404	405
RCSTHN3	D28OV-# OF CHILDREN AMOUNT IS FOR-3	N	1	2	406	407
RCTYPE4	D5-RELATIVE WHO CARES FOR CHILD-4	N	1	2	408	409
RCAGE4	D5OV-AGE OF BRO/SIS CAREGIVER-4	N	1	2	410	411
RCPLACE4	D6-LOCATION OF RELATIVE CARE-4	N	1	2	412	413
RCINHH4	D7-REL CAREGIVER LIVES IN HOUSEHOLD-4	N	1	2	414	415
RCTIME4	D8-TIME FROM CHILD'S HOME T/RELATIVE-4	N	1	2	416	417
RCWHEN4	D9-RECEIVES REL CARE DAYS/WKENDS BOTH-4	N	1	2	418	419
RCBFAFT4	D10-REL CARE RECEIVED BEF/AFT SCHOOL-4	N	1	2	420	421
RCWEEK4	D11-REL CARE IS REG SCHED ONCE/WEEK-4	N	1	2	422	423
RCMONTH4	D12-REL CARE IS REG SCHEC ONCE/MONTH-4	N	1	2	424	425
RCDAYS4	D13-DAYS/WK RECEIVES CARE F/RELATIVE-4	N	1	2	426	427
RCHR4	D14-HRS/WK RECEIVES CARE F/RELATIVE-4	N	1	2	428	429
RCWKSMO4	D15-MONTHLY SCHED REL CARE WKS/MO-4	N	1	2	430	431
RCDAYWK4	D16-MONTHLY SCHED REL CARE DAYS/WK-4	N	1	2	432	433
RCHR4	D17-MONTHLY SCHED REL CARE HOURS/WK-4	N	1	2	434	435
RCKIDS4	D19-#CHILDREN CARED FOR BY RELATIVE-4	N	1	2	436	437
RCADLTS4	D20-NUMBER OF ADULTS GIVING CARE-4	N	1	2	438	439
RCSTRYR4	D21-AGE RELATIVE CARE BEGAN/YEARS-4	N	1	2	440	441
RCSTRMM4	D21-AGE RELATIVE CARE BEGAN/MONTHS-4	N	1	2	442	443
RCSPEAK4	D22-LANGUAGE SPOKEN MOST BY REL-4	N	1	2	444	445
RCSICK4	D23-RELATIVE CARES WHEN CHILD SICK-4	N	1	2	446	447
RCEDUC4	D24-REL RECEIVED CHILD ED TRAINING-4	N	1	2	448	449
RCFEE4	D25-ANY FEE FOR RELATIVE CARE-4	N	1	2	450	451
RCOUTH4	D26A-RELATIVE HELPS PAY FOR REL CARE-4	N	1	2	452	453
RCWELF4	D26B-WELFARE HELPS PAY FOR REL CARE-4	N	1	2	454	455
RCEMPL4	D26C-EMPLOYER HELPS PAY FOR REL CARE-4	N	1	2	456	457

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN
		FORMAT	NUMBER LENGTH		
RCOTHER4	D26D-SMONE ELSE HELPS PAY F/REL CARE-4	N	1 2	458	459
RCOST4	D27-AMT HH PAYS FOR RELATIVE CARE-4	N	1 2	460	461
RCUNIT4	D27-UNIT OF TIME FOR REL CARE COST-4	N	1 2	462	463
RCSTHH4	D28-COST REL CARE CHLD ONLY/OTHR IN-4	N	1 2	464	465
RCSTHN4	D28OV-# OF CHILDREN AMOUNT IS FOR-4	N	1 2	466	467
NCNOW	E1-RECEIVES CARE FROM A NONRELATIVE	N	1 2	468	469
NCEVER	E2-EVER RECEIVED CARE FROM NONRELATIVE	N	1 2	470	471
NCAGEYR	E3-AGE 1ST RECEIVED NONREL CARE/YEARS	N	1 2	472	473
NCAGEMO	E3-AGE 1ST RECVED NONREL CARE/MONTHS	N	1 2	474	475
NCARRNEW	E4OV-NUM OF NONREL CARE ARRNGEMNTS-NEW	N	1 2	476	477
NCPLACE1	E5-LOCATION OF NONRELATIVE CARE-1	N	1 2	478	479
NCINHH1	E6-NONREL CARE PROVIDER LIVES IN HH-1	N	1 2	480	481
NCTIME1	E7-TIME FRM CHILD HOME TO NONREL-1	N	1 2	482	483
NCWHEN1	E8-CARE SCHOOL DAYS/WEEKENDS/BOTH-1	N	1 2	484	485
NCBFAFT1	E9-NONREL CARE RECEIVED BEF/AFT SCHL-1	N	1 2	486	487
NCWEEK1	E10-NONREL CARE REG SCHED ONCE/WK-1	N	1 2	488	489
NCMONTH1	E11-NON-REL CARE REG SCHED ONCE/MO-1	N	1 2	490	491
NCDAYS1	E12-DAY/WEEK RECEIVES CARE FROM N/REL-1	N	1 2	492	493
NCHRS1	E13-HRS/WEEK RECEIVES CARE FROM N/REL-1	N	1 2	494	495
NCWKSMO1	E14-MONTHLY SCHED NREL CARE WKS/MO-1	N	1 2	496	497
NCDAYWK1	E15-MONTHLY SCHED NONREL CARE DAYS/WK-1	N	1 2	498	499
NCHRSWK1	E16-MONTHLY SCHED NONREL CARE HRS/WK-1	N	1 2	500	501
NCKIDS1	E18-# CHILDREN CARED FOR BY NONREL-1	N	1 2	502	503
NCADLTS1	E19-NUMBER ADULTS GIVING CARE-1	N	1 2	504	505
NCSTRYR1	E20-AGE NONREL CARE BEGAN/YEARS-1	N	1 2	506	507
NCSTRMM1	E20-AGE NONREL CARE BEGAN/MONTHS-1	N	1 2	508	509
NCFRIEN1	E21-LEARNED FROM FRIEND-1	N	1 2	510	511
NCPLEMP1	E21-LEARNED FROM PLACE OF EMPLOYMENT-1	N	1 2	512	513
NCSCHL1	E21-LEARNED FROM PUBLIC/PRIVATE SCHL-1	N	1 2	514	515
NCCHURC1	E21-LEARNED FROM PLACE OF WORSHIP-1	N	1 2	516	517
NCSOCWK1	E21-LEARNED FROM SOCIAL WORKER-1	N	1 2	518	519
NCADS1	E21-LEARNED FROM NEWSPAPER ADS-1	N	1 2	520	521
NCAGENC1	E21-LEARNED FROM R & R AGENCY-1	N	1 2	522	523
NCKNEW1	E21-R ALREADY KNEW PROVIDER-1	N	1 2	524	525
NCCHILD1	E21-PROVIDER CARED FOR OTHER CHILD-1	N	1 2	526	527
NCREFER1	E21-LEARNED FROM REFERENCE MATERIAL-1	N	1 2	528	529
NCBULLE1	E21-LEARNED FROM BULLETIN BOARDS-1	N	1 2	530	531
NCSOURC1	E21-LEARNED FROM OTHER SOURCE-1	N	1 2	532	533
NCSPEAK1	E22-LANGUAGE SPOKEN MOST BY NONREL-1	N	1 2	534	535
NCISICK1	E23-NONREL CARES WHEN CHILD SICK-1	N	1 2	536	537
NCEDUC1	E24-NONREL RECV CHILD ED TRAINING-1	N	1 2	538	539
NCFEE1	E25-ANY FEE FOR NON RELATIVE CARE-1	N	1 2	540	541
NCREL1	E26A-RELITVE HELPS PAY FOR N/REL CARE-1	N	1 2	542	543
NCWELF1	E26B-WELFARE HELPS PAY FOR N/REL CARE-1	N	1 2	544	545
NCEMPL1	E26C-EMPLOYER HELPS PAY FOR N/REL CARE-1	N	1 2	546	547
NCOTHER1	E26D-SOMEONE ELSE HLP PAY N/REL CARE-1	N	1 2	548	549
NCCOST1	E27-AMT HH PAYS FOR NONREL CARE-1	N	1 8.2	550	557
NCUNIT1	E27-UNIT OF TIME FOR N/REL CARE COST-1	N	1 2	558	559
NCSTHH1	E28-CST N/REL CARE 1 CHLD/OTRS IN HH-1	N	1 2	560	561
NCSTHN1	E28OV-NUM OF CHILDREN AMOUNT IS FOR-1	N	1 2	562	563
NCPLACE2	E5-LOCATION OF NONRELATIVE CARE-2	N	1 2	564	565
NCINHH2	E6-NONREL CARE PROVIDER LIVES IN HH-2	N	1 2	566	567
NCTIME2	E7-TIME FRM CHILD HOME TO NONREL-2	N	1 2	568	569
NCWHEN2	E8-CARE SCHOOL DAYS/WEEKENDS/BOTH-2	N	1 2	570	571
NCBFAFT2	E9-NONREL CARE RECEIVED BEF/AFT SCHL-2	N	1 2	572	573
NCWEEK2	E10-NONREL CARE REG SCHED ONCE/WK-2	N	1 2	574	575
NCMONTH2	E11-NON-REL CARE REG SCHED ONCE/MO-2	N	1 2	576	577
NCDAYS2	E12-DAY/WEEK RECEIVES CARE FROM N/REL-2	N	1 2	578	579
NCHRS2	E13-HRS/WEEK RECEIVES CARE FROM N/REL-2	N	1 2	580	581
NCWKSMO2	E14-MONTHLY SCHED NREL CARE WKS/MO-2	N	1 2	582	583
NCDAYWK2	E15-MONTHLY SCHED NONREL CARE DAYS/WK-2	N	1 2	584	585
NCHRSWK2	E16-MONTHLY SCHED NONREL CARE HRS/WK-2	N	1 2	586	587
NCKIDS2	E18-# CHILDREN CARED FOR BY NONREL-2	N	1 2	588	589
NCADLTS2	E19-NUMBER ADULTS GIVING CARE-2	N	1 2	590	591
NCSTRYR2	E20-AGE NONREL CARE BEGAN/YEARS-2	N	1 2	592	593
NCSTRMM2	E20-AGE NONREL CARE BEGAN/MONTHS-2	N	1 2	594	595
NCFRIEN2	E21-LEARNED FROM FRIEND-2	N	1 2	596	597
NCPLEMP2	E21-LEARNED FROM PLACE OF EMPLOYMENT-2	N	1 2	598	599
NCSCHL2	E21-LEARNED FROM PUBLIC/PRIVATE SCHL-2	N	1 2	600	601
NCCHURC2	E21-LEARNED FROM PLACE OF WORSHIP-2	N	1 2	602	603
NCSOCWK2	E21-LEARNED FROM SOCIAL WORKER-2	N	1 2	604	605
NCADS2	E21-LEARNED FROM NEWSPAPER ADS-2	N	1 2	606	607
NCAGENC2	E21-LEARNED FROM R & R AGENCY-2	N	1 2	608	609
NCKNEW2	E21-R ALREADY KNEW PROVIDER-2	N	1 2	610	611
NCCHILD2	E21-PROVIDER CARED FOR OTHER CHILD-2	N	1 2	612	613
NCREFER2	E21-LEARNED FROM REFERENCE MATERIAL-2	N	1 2	614	615

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
NCBULLE2	E21-LEARNED FROM BULLETIN BOARDS-2	N	1	2	616	617
NCSOURC2	E21-LEARNED FROM OTHER SOURCE-2	N	1	2	618	619
NCSPEAK2	E22-LANGUAGE SPOKEN MOST BY NONREL-2	N	1	2	620	621
NCSICK2	E23-NONREL CARES WHEN CHILD SICK-2	N	1	2	622	623
NCEDUC2	E24-NONREL RECV CHILD ED TRAINING-2	N	1	2	624	625
NCFEE2	E25-ANY FEE FOR NON RELATIVE CARE-2	N	1	2	626	627
NCREL2	E26A-RELATIVE HELPS PAY FOR N/REL CARE-2	N	1	2	628	629
NCWELF2	E26B-WELFARE HELPS PAY FOR N/REL CARE-2	N	1	2	630	631
NCEMPL2	E26C-EMPLOYER HELPS PAY FOR N/REL CARE-2	N	1	2	632	633
NCOTHER2	E26D-SOMEONE ELSE HLP PAY N/REL CARE-2	N	1	2	634	635
NCCOST2	E27-AMT HH PAYS FOR NONREL CARE-2	N	1	6.2	636	641
NCUNIT2	E27-UNIT OF TIME FOR N/REL CARE COST-2	N	1	2	642	643
NCSTHH2	E28-CST N/REL CARE 1 CHLD/OTRS IN HH-2	N	1	2	644	645
NCSTHN2	E28OV-NUM OF CHILDREN AMOUNT IS FOR-2	N	1	2	646	647
NCPLACE3	E5-LOCATION OF NONRELATIVE CARE-3	N	1	2	648	649
NCINHH3	E6-NONREL CARE PROVIDER LIVES IN HH-3	N	1	2	650	651
NCTIME3	E7-TIME FRM CHILD HOME TO NONREL-3	N	1	2	652	653
NCWHEN3	E8-CARE SCHOOL DAYS/WEEKENDS/BOTH-3	N	1	2	654	655
NCBFAFT3	E9-NONREL CARE RECEIVED BEF/AFT SCHL-3	N	1	2	656	657
NCWEEK3	E10-NONREL CARE REG SCHED ONCE/WK-3	N	1	2	658	659
NCMONTH3	E11-NON-REL CARE REG SCHED ONCE/MO-3	N	1	2	660	661
NCDAYS3	E12-DAY/WEEK RECEIVES CARE FROM N/REL-3	N	1	2	662	663
NCHRS3	E13-HRS/WEEK RECEIVES CARE FROM N/REL-3	N	1	2	664	665
NCWKSMO3	E14-MONTHLY SCHED NREL CARE WKS/MO-3	N	1	2	666	667
NCDAYWK3	E15-MONTHLY SCHED NONREL CARE DAYS/WK-3	N	1	2	668	669
NCHRSWK3	E16-MONTHLY SCHED NONREL CARE HRS/WK-3	N	1	2	670	671
NCKIDS3	E18-# CHILDREN CARED FOR BY NONREL-3	N	1	2	672	673
NCADLTS3	E19-NUMBER ADULTS GIVING CARE-3	N	1	2	674	675
NCSTRYR3	E20-AGE NONREL CARE BEGAN/YEARS-3	N	1	2	676	677
NCSTRMM3	E20-AGE NONREL CARE BEGAN/MONTHS-3	N	1	2	678	679
NCFRIEN3	E21-LEARNED FROM FRIEND-3	N	1	2	680	681
NCPLEMP3	E21-LEARNED FROM PLACE OF EMPLOYMENT-3	N	1	2	682	683
NCSCHL3	E21-LEARNED FROM PUBLIC/PRIVATE SCHL-3	N	1	2	684	685
NCCHURC3	E21-LEARNED FROM PLACE OF WORSHIP-3	N	1	2	686	687
NCSOCWK3	E21-LEARNED FROM SOCIAL WORKER-3	N	1	2	688	689
NCADS3	E21-LEARNED FROM NEWSPAPER ADS-3	N	1	2	690	691
NCAGENC3	E21-LEARNED FROM R & R AGENCY-3	N	1	2	692	693
NCKNEW3	E21-R ALREADY KNEW PROVIDER-3	N	1	2	694	695
NCCHILD3	E21-PROVIDER CARED FOR OTHER CHILD-3	N	1	2	696	697
NCREFER3	E21-LEARNED FROM REFERENCE MATERIAL-3	N	1	2	698	699
NCBULLE3	E21-LEARNED FROM BULLETIN BOARDS-3	N	1	2	700	701
NCSOURC3	E21-LEARNED FROM OTHER SOURCE-3	N	1	2	702	703
NCSPEAK3	E22-LANGUAGE SPOKEN MOST BY NONREL-3	N	1	2	704	705
NCSICK3	E23-NONREL CARES WHEN CHILD SICK-3	N	1	2	706	707
NCEDUC3	E24-NONREL RECV CHILD ED TRAINING-3	N	1	2	708	709
NCFEE3	E25-ANY FEE FOR NON RELATIVE CARE-3	N	1	2	710	711
NCREL3	E26A-RELATIVE HELPS PAY FOR N/REL CARE-3	N	1	2	712	713
NCWELF3	E26B-WELFARE HELPS PAY FOR N/REL CARE-3	N	1	2	714	715
NCEMPL3	E26C-EMPLOYER HELPS PAY FOR N/REL CARE-3	N	1	2	716	717
NCOTHER3	E26D-SOMEONE ELSE HLP PAY N/REL CARE-3	N	1	2	718	719
NCCOST3	E27-AMT HH PAYS FOR NONREL CARE-3	N	1	2	720	721
NCUNIT3	E27-UNIT OF TIME FOR N/REL CARE COST-3	N	1	2	722	723
NCSTHH3	E28-CST N/REL CARE 1 CHLD/OTRS IN HH-3	N	1	2	724	725
NCSTHN3	E28OV-NUM OF CHILDREN AMOUNT IS FOR-3	N	1	2	726	727
NCPLACE4	E5-LOCATION OF NONRELATIVE CARE-4	N	1	2	728	729
NCINHH4	E6-NONREL CARE PROVIDER LIVES IN HH-4	N	1	2	730	731
NCTIME4	E7-TIME FRM CHILD HOME TO NONREL-4	N	1	2	732	733
NCWHEN4	E8-CARE SCHOOL DAYS/WEEKENDS/BOTH-4	N	1	2	734	735
NCBFAFT4	E9-NONREL CARE RECEIVED BEF/AFT SCHL-4	N	1	2	736	737
NCWEEK4	E10-NONREL CARE REG SCHED ONCE/WK-4	N	1	2	738	739
NCMONTH4	E11-NON-REL CARE REG SCHED ONCE/MO-4	N	1	2	740	741
NCDAYS4	E12-DAY/WEEK RECEIVES CARE FROM N/REL-4	N	1	2	742	743
NCHRS4	E13-HRS/WEEK RECEIVES CARE FROM N/REL-4	N	1	2	744	745
NCWKSMO4	E14-MONTHLY SCHED NREL CARE WKS/MO-4	N	1	2	746	747
NCDAYWK4	E15-MONTHLY SCHED NONREL CARE DAYS/WK-4	N	1	2	748	749
NCHRSWK4	E16-MONTHLY SCHED NONREL CARE HRS/WK-4	N	1	2	750	751
NCKIDS4	E18-# CHILDREN CARED FOR BY NONREL-4	N	1	2	752	753
NCADLTS4	E19-NUMBER ADULTS GIVING CARE-4	N	1	2	754	755
NCSTRYR4	E20-AGE NONREL CARE BEGAN/YEARS-4	N	1	2	756	757
NCSTRMM4	E20-AGE NONREL CARE BEGAN/MONTHS-4	N	1	2	758	759
NCFRIEN4	E21-LEARNED FROM FRIEND-4	N	1	2	760	761
NCPLEMP4	E21-LEARNED FROM PLACE OF EMPLOYMENT-4	N	1	2	762	763
NCSCHL4	E21-LEARNED FROM PUBLIC/PRIVATE SCHL-4	N	1	2	764	765
NCCHURC4	E21-LEARNED FROM PLACE OF WORSHIP-4	N	1	2	766	767
NCSOCWK4	E21-LEARNED FROM SOCIAL WORKER-4	N	1	2	768	769
NCADS4	E21-LEARNED FROM NEWSPAPER ADS-4	N	1	2	770	771

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN	
		FORMAT	NUMBER			LENGTH
NCAGENC4	E21-LEARNED FROM R & R AGENCY-4	N	1	2	772	773
NCKNEW4	E21-R ALREADY KNEW PROVIDER-4	N	1	2	774	775
NCCHILD4	E21-PROVIDER CARED FOR OTHER CHILD-4	N	1	2	776	777
NCREFER4	E21-LEARNED FROM REFERENCE MATERIAL-4	N	1	2	778	779
NCBULLE4	E21-LEARNED FROM BULLETIN BOARDS-4	N	1	2	780	781
NCSOURC4	E21-LEARNED FROM OTHER SOURCE-4	N	1	2	782	783
NCSPEAK4	E22-LANGUAGE SPOKEN MOST BY NONREL-4	N	1	2	784	785
NCSICK4	E23-NONREL CARES WHEN CHILD SICK-4	N	1	2	786	787
NCEDUC4	E24-NONREL RECV CHILD ED TRAINING-4	N	1	2	788	789
NCFEE4	E25-ANY FEE FOR NON RELATIVE CARE-4	N	1	2	790	791
NCREL4	E26A-RELATIVE HELPS PAY FOR N/REL CARE-4	N	1	2	792	793
NCWELF4	E26B-WELFARE HELPS PAY FOR N/REL CARE-4	N	1	2	794	795
NCEMPL4	E26C-EMPLOYER HELPS PAY FOR N/REL CARE-4	N	1	2	796	797
NCOTHER4	E26D-SOMEONE ELSE HLP PAY N/REL CARE-4	N	1	2	798	799
NCCOST4	E27-AMT HH PAYS FOR NONREL CARE-4	N	1	2	800	801
NCUNIT4	E27-UNIT OF TIME FOR N/REL CARE COST-4	N	1	2	802	803
NCSTHH4	E28-CST N/REL CARE 1 CHLD/OTRS IN HH-4	N	1	2	804	805
NCSTHN4	E28OV-NUM OF CHILDREN AMOUNT IS FOR-4	N	1	2	806	807
HSNOW	F1-ATTENDS HEAD START	N	1	2	808	809
HSEVER	F2-EVER ATTENDED HEAD START	N	1	2	810	811
HSAGEYR	F3-AGE 1ST ATTENDED HEAD START/YEARS	N	1	2	812	813
HSAGEMO	F3-AGE 1ST ATTENDED HEAD START/MONTHS	N	1	2	814	815
HSPLACE	F4-LOCATION OF HEAD START PROGRAM	N	1	2	816	817
HSWORK	F5-HEAD START LOCATED AT WORKPLACE	N	1	2	818	819
HSPUBL	F6-PUBLIC/PRIVATE HEAD START PROGRAM	N	1	2	820	821
HSGOVT	F7-IS HEAD START RUN BY GOVT AGENCY	N	1	2	822	823
HSTIME	F8-TIME FROM CHILD'S HOME TO HEAD STRT	N	1	2	824	825
HSTYPE	F9-FULL-DAY OR PART-DAY HEAD START	N	1	2	826	827
HSWEEK	F10-HEAD START REG SCHED ONCE/WEEK	N	1	2	828	829
HSMONTH	F11-HEAD START REG SCHED ONCE/MONTH	N	1	2	830	831
HSDAYS	F12-DAYS/WEEK ATTENDS HEAD START	N	1	2	832	833
HSHRS	F13-HOURS/WEEK ATTENDS HEAD START	N	1	2	834	835
HSWKSMO	F14-MONTHLY SCHED HEAD STRT WEEKS/MO	N	1	2	836	837
HSDAYSWK	F15-MONTHLY SCHED HEAD STRT DAYS/WK	N	1	2	838	839
HSHRSWK	F16-MONTHLY SCHED HEAD START HOURS/WK	N	1	2	840	841
HSONLY	F18-HEAD STRT ONLY/PLUS CHILD CARE	N	1	2	842	843
HSHRSONL	F19-HOURS IN HEAD STRT ITSELF/WEEK	N	1	2	844	845
HSKIDS	F20-NUM CHLDRN IN SAME GRP AT HEAD STRT	N	1	2	846	847
HSADLTS	F21-NUM ADLTS IN SAME GRP AT HEAD STRT	N	1	2	848	849
HSSTRTYR	F22-AGE STARTED HEAD START/YEARS	N	1	2	850	851
HSSTRTMO	F22-AGE STARTED HEAD START/MONTHS	N	1	2	852	853
HSFRIEND	F23-LEARNED FROM FRIEND	N	1	2	854	855
HSPLEMP	F23-LEARNED FROM PLACE OF EMPLOYMENT	N	1	2	856	857
HSSCHOOL	F23-LEARNED FROM PUBL/PRIV SCHOOL	N	1	2	858	859
HSCHURCH	F23-LEARNED FROM PLACE OF WORSHIP	N	1	2	860	861
HSSOCWKR	F23-LEARNED FROM SOCIAL WORKER	N	1	2	862	863
HSADS	F23-LEARNED FROM NEWSPAPER ADS	N	1	2	864	865
HSAGENCY	F23-LEARNED FROM R & R AGENCY	N	1	2	866	867
HSKNEW	F23-ALREADY KNEW PROVIDER	N	1	2	868	869
HSCHILD	F23-PROVIDER CARED FOR OTHER CHILD	N	1	2	870	871
HSREFER	F23-LEARNED FROM REFERENCE MATERIAL	N	1	2	872	873
HSBULLET	F23-LEARNED FROM BULLETIN BOARDS	N	1	2	874	875
HSSOURCE	F23-LEARNED FROM OTHER SOURCE	N	1	2	876	877
HSSPEAK	F24-LANGUAGE HEAD STRT TEACHER SPEAKS	N	1	2	878	879
HSEDOC	F25-HD STRT TEACHER RECV CHLD ED TRAIN	N	1	2	880	881
HSPARHRS	F26-HD STRT ENCRAGE PARENTS TO GIVE HRS	N	1	2	882	883
HSPARWRK	F27-PARENT WORKED AT HD STRT IN LAST MO	N	1	2	884	885
HSPARADV	F28-HD STRT HAS PARENT ADVISORY GROUP	N	1	2	886	887
HSTEST	F29A-HD STRT HAS HEAR/SPCH/VISION TESTS	N	1	2	888	889
HSPHYSEX	F29B-HD STRT PROVIDES PHYSICAL EXAM	N	1	2	890	891
HSDENTAL	F29C-HD STRT PROVIDES DENTAL EXAMS	N	1	2	892	893
HSDISABL	F29D-HD STRT HAS TESTS FOR DEVEL PROBS	N	1	2	894	895
HSSICK	F29E-HD STRT PROVIDES SICK CHILD CARE	N	1	2	896	897
HSFEE	F30-ANY FEE FOR HEAD START PROGRAM	N	1	2	898	899
HSREL	F31A-RELATIVE HELPS PAY FOR HEAD START	N	1	2	900	901
HSWELF	F31B-WELFARE HELPS PAY FOR HEAD START	N	1	2	902	903
HSEMP	F31C-EMPLOYER HELPS PAY FOR HEAD START	N	1	2	904	905
HSOTHER	F31D-SOMEONE ELSE HELPS PAY FOR HD STRT	N	1	2	906	907
HSCOST	F32-AMT HH PAYS FOR HEAD START	N	1	3	908	910
HSUNIT	F32-UNIT OF TIME FOR HEAD START COST	N	1	2	911	912
HSCOSTHH	F33-COST HD STRT CHILD ONLY/OTHER IN HH	N	1	2	913	914
HSCOSTHN	F33OV-NUM OF CHILDREN AMOUNT IS FOR	N	1	2	915	916
CPNNOW	G1-ATTENDS CENTER BASED PROGRAM	N	1	2	917	918
CPNEVER	G2-EVER ATTENDED CTR BASED PROGRAM	N	1	2	919	920
CPNAGEYR	G3-AGE 1ST ATTENDED CTR BASED PROG/YRS	N	1	2	921	922
CPNAGEMO	G3-AGE 1ST ATTENDED CTR BASED PROG/MOS	N	1	2	923	924

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
CPSNOW	G5-ATTENDS CTR BASED PROGRAM	N	1	2	925	926
CPSEVER	G6-EVER ATTENDED CTR BASED PROGRAM	N	1	2	927	928
CPSAGEYR	G7-AGE 1ST ATTENDED CTR-BASED PGM/YRS	N	1	2	929	930
CPSAGEMO	G7-AGE 1ST ATTENDED CTR-BASED PGM/MOS	N	1	2	931	932
CPARRNEW	G4/G9-NUM CTR-BASED PROGRAMS ATTENDS	N	1	2	933	934
CPPLACE1	G10-LOCATION OF CTR BASED PROGRAM-1	N	1	2	935	936
CPPLACK1	G11-SAME PLACE ATTENDS SCHOOL-1	N	1	2	937	938
CPWORK1	G12-IS CTR BASED PRGRM AT WORK PLACE-1	N	1	2	939	940
CPPUBL1	G13-PUBLIC/PRIVATE CTR BASED PROGRAM-1	N	1	2	941	942
CPGOVT1	G14-IS PROGRAM RUN BY GOVT AGENCY-1	N	1	2	943	944
CPTIME1	G15-TIME FR CHLD HME TO CTR BASED PGM-1	N	1	2	945	946
CPSCHE1	G16-FULL OR PART-DAY CTR BASED PRGM-1	N	1	2	947	948
CPWHEN1	G17-ATTENDS PGM SCHL DAYS/WKND/BOTh-1	N	1	2	949	950
CPBFAFT1	G18-ATTENDS PROGRAM BEF/AFT SCHOOL-1	N	1	2	951	952
CPWEEK1	G19-PROGRAM IS REG SCHED ONCE/WK-1	N	1	2	953	954
CPMONTH1	G20-PROGRAM IS REG SCHED ONCE/MO-1	N	1	2	955	956
CPDAYS1	G21-DAYS/WEEK ATTENDS CTR BASED PGM-1	N	1	2	957	958
CPHRS1	G22-HOURS/WEEK ATTENDS CTR BASED PGM-1	N	1	2	959	960
CPWKSMO1	G23-MONTHLY SCHED PROGRAM WEEKS/MO-1	N	1	2	961	962
CPDAYWK1	G24-MONTHLY SCHED PROGRAM DAYS/WK-1	N	1	2	963	964
CPHRSWK1	G25-MONTHLY SCHED PROGRAM HOURS/WK-1	N	1	2	965	966
CPKIDS1	G27-CHILDREN IN SAME GROUP AT PRGRM-1	N	1	2	967	968
CPADLTS1	G28-ADULTS IN SAME GROUP AT PROGRAM-1	N	1	2	969	970
CPSTRYR1	G29-AGE STARTED CTR BASED PRGRM/YRS-1	N	1	2	971	972
CPSTRMM1	G29-AGE STARTED CTR BASED PRGRM/MOS-1	N	1	2	973	974
CPFRIEN1	G30-LEARNED FROM FRIEND-1	N	1	2	975	976
CPLEML1	G30-LEARNED FROM PLACE OF EMPLOYMENT-1	N	1	2	977	978
CPSCHL1	G30-LEARNED FROM PUBLIC/PRIVATE SCHL-1	N	1	2	979	980
CPCHURC1	G30-LEARNED FROM PLACE OF WORSHIP-1	N	1	2	981	982
CPSOCWK1	G30-LEARNED FROM SOCIAL WORKER-1	N	1	2	983	984
CPADS1	G30-LEARNED FROM NEWSPAPER ADS-1	N	1	2	985	986
CPAGENC1	G30-LEARNED FROM R & R AGENCY-1	N	1	2	987	988
CPKNEW1	G30-ALREADY KNEW PROVIDER-1	N	1	2	989	990
CPCHILD1	G30-PROVIDER CARED FOR OTHER CHILD-1	N	1	2	991	992
CPREFER1	G30-LEARNED FROM REFERENCE MATERIAL-1	N	1	2	993	994
CPBULLE1	G30-LEARNED FROM BULLETIN BOARDS-1	N	1	2	995	996
CPSOURC1	G30-LEARNED FROM OTHER SOURCE-1	N	1	2	997	998
CPSPEAK1	G31-LANGUAGE CTR BASED TEACHER SPKS-1	N	1	2	999	1000
RECNUM	RECORD NUMBER	N	1	1	1024	1024
CPEDUC1	G32-CTR BASED TCHER RECD CHLD ED TRNG-1	N	2	2	1	2
CPARHRS1	G33-PRGRM ENCOURAGES PARENT GIVE HRS-1	N	2	2	3	4
CPARWRK1	G34-PARENT WORKED AT PRGRM IN LAST MO-1	N	2	2	5	6
CPARADV1	G35-PROGRAM HAS PARENT ADVISORY GROUP-1	N	2	2	7	8
CPTEST1	G36A-PGM HAS HEAR/SPEECH/VISION TESTS-1	N	2	2	9	10
CPHYSEX1	G36B-PROGRAM PROVIDES PHYSICAL EXAMS-1	N	2	2	11	12
CPDENTA1	G36C-PRGRM PROVIDES DENTAL EXAMS-1	N	2	2	13	14
CPDISAB1	G36D-PRGRM TESTS FOR DEVEL PROBS-1	N	2	2	15	16
CPSTICK1	G36E-PROGRAM PROVIDES SICK CHLD CARE-1	N	2	2	17	18
CPFEE1	G37-ANY FEE FOR CTR BASED PROGRAM-1	N	2	2	19	20
CPREL1	G38A-REL HELPS PAY F/CTR BASED PGM-1	N	2	2	21	22
CPWELF1	G38B-WELFARE HELPS PAY CTR BASED PGM-1	N	2	2	23	24
CPEMPL1	G38C-EMPLOYER HELPS PAY CTR BASED PGM-1	N	2	2	25	26
CPOTHER1	G38D-SMONE ELSE HLPS PAY CTR BASD PGM-1	N	2	2	27	28
CPCOST1	G39-AMT HH PAYS FOR CTR-BASED PROGRAM-1	N	2	8.2	29	36
CPUNIT1	G39-UNIT OF TIME FOR PROGRAM COST-1	N	2	2	37	38
CPCSHH1	G40-COST PROG CHLD ONLY/OTHERS IN HH-1	N	2	2	39	40
CPCSHN1	G40OV-NUM OF CHILDREN AMOUNT IS FOR-1	N	2	2	41	42
CPPLACE2	G10-LOCATION OF CTR BASED PROGRAM-2	N	2	2	43	44
CPPLACK2	G11-SAME PLACE ATTENDS SCHOOL-2	N	2	2	45	46
CPWORK2	G12-IS CTR BASED PRGRM AT WORK PLACE-2	N	2	2	47	48
CPPUBL2	G13-PUBLIC/PRIVATE CTR BASED PROGRAM-2	N	2	2	49	50
CPGOVT2	G14-IS PROGRAM RUN BY GOVT AGENCY-2	N	2	2	51	52
CPTIME2	G15-TIME FR CHLD HME TO CTR BASED PGM-2	N	2	2	53	54
CPSCHE2	G16-FULL OR PART-DAY CTR BASED PRGM-2	N	2	2	55	56
CPWHEN2	G17-ATTENDS PGM SCHL DAYS/WKND/BOTh-2	N	2	2	57	58
CPBFAFT2	G18-ATTENDS PROGRAM BEF/AFT SCHOOL-2	N	2	2	59	60
CPWEEK2	G19-PROGRAM IS REG SCHED ONCE/WK-2	N	2	2	61	62
CPMONTH2	G20-PROGRAM IS REG SCHED ONCE/MO-2	N	2	2	63	64
CPDAYS2	G21-DAYS/WEEK ATTENDS CTR BASED PGM-2	N	2	2	65	66
CPHRS2	G22-HOURS/WEEK ATTENDS CTR BASED PGM-2	N	2	2	67	68
CPWKSMO2	G23-MONTHLY SCHED PROGRAM WEEKS/MO-2	N	2	2	69	70
CPDAYWK2	G24-MONTHLY SCHED PROGRAM DAYS/WK-2	N	2	2	71	72
CPHRSWK2	G25-MONTHLY SCHED PROGRAM HOURS/WK-2	N	2	2	73	74
CPKIDS2	G27-CHILDREN IN SAME GROUP AT PRGRM-2	N	2	2	75	76
CPADLTS2	G28-ADULTS IN SAME GROUP AT PROGRAM-2	N	2	2	77	78
CPSTRYR2	G29-AGE STARTED CTR BASED PRGRM/YRS-2	N	2	2	79	80

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN	
		FORMAT	NUMBER			LENGTH
CPSTRMM2	G29-AGE STARTED CTR BASED PRGRM/MOS-2	N	2	2	81	82
CPFRIEN2	G30-LEARNED FROM FRIEND-2	N	2	2	83	84
CPLEML2	G30-LEARNED FROM PLACE OF EMPLOYMENT-2	N	2	2	85	86
CPSCHL2	G30-LEARNED FROM PUBLIC/PRIVATE SCHL-2	N	2	2	87	88
CPCHURC2	G30-LEARNED FROM PLACE OF WORSHIP-2	N	2	2	89	90
CPSOCWK2	G30-LEARNED FROM SOCIAL WORKER-2	N	2	2	91	92
CPADS2	G30-LEARNED FROM NEWSPAPER ADS-2	N	2	2	93	94
CPAGENC2	G30-LEARNED FROM R & R AGENCY-2	N	2	2	95	96
CPKNEW2	G30-ALREADY KNEW PROVIDER-2	N	2	2	97	98
CPCHILD2	G30-PROVIDER CARED FOR OTHER CHILD-2	N	2	2	99	100
CPREFER2	G30-LEARNED FROM REFERENCE MATERIAL-2	N	2	2	101	102
CPBULLE2	G30-LEARNED FROM BULLETIN BOARDS-2	N	2	2	103	104
CPSOURC2	G30-LEARNED FROM OTHER SOURCE-2	N	2	2	105	106
CPSPEAK2	G31-LANGUAGE CTR BASED TEACHER SPKS-2	N	2	2	107	108
CPEDUC2	G32-CTR BASED TCHER RECD CHLD ED TRNG-2	N	2	2	109	110
CPARHRS2	G33-PRGRM ENCOURAGES PARENT GIVE HRS-2	N	2	2	111	112
CPARWRK2	G34-PARENT WORKED AT PRGRM IN LAST MO-2	N	2	2	113	114
CPARADV2	G35-PROGRAM HAS PARENT ADVISORY GROUP-2	N	2	2	115	116
CPTEST2	G36A-PGM HAS HEAR/SPEECH/VISION TESTS-2	N	2	2	117	118
CPHYSEX2	G36B-PROGRAM PROVIDES PHYSICAL EXAMS-2	N	2	2	119	120
CPDENTA2	G36C-PRGRM PROVIDES DENTAL EXAMS-2	N	2	2	121	122
CPDISAB2	G36D-PRGRM TESTS FOR DEVEL PROBS-2	N	2	2	123	124
CPSICK2	G36E-PROGRAM PROVIDES SICK CHILD CARE-2	N	2	2	125	126
CPFEE2	G37-ANY FEE FOR CTR BASED PROGRAM-2	N	2	2	127	128
CPREL2	G38A-REL HELPS PAY F/CTR BASED PGM-2	N	2	2	129	130
CPWELF2	G38B-WELFARE HELPS PAY CTR BASED PGM-2	N	2	2	131	132
CPEMPL2	G38C-EMPLOYER HELPS PAY CTR BASED PGM-2	N	2	2	133	134
CPOTHER2	G38D-SMONE ELSE HLPs PAY CTR BASD PGM-2	N	2	2	135	136
CPCOST2	G39-AMT HH PAYS FOR CTR BASED PROGRAM-2	N	2	7.2	137	143
CPUNIT2	G39-UNIT OF TIME FOR PROGRAM COST-2	N	2	2	144	145
CPCSHH2	G40-COST PROG CHLD ONLY/OTHERS IN HH-2	N	2	2	146	147
CPCSHN2	G40OV-NUM OF CHILDREN AMOUNT IS FOR-2	N	2	2	148	149
CPPLACE3	G10-LOCATION OF CTR BASED PROGRAM-3	N	2	2	150	151
CPPLACK3	G11-SAME PLACE ATTENDS SCHOOL-3	N	2	2	152	153
CPWORK3	G12-IS CTR BASED PRGRM AT WORK PLACE-3	N	2	2	154	155
CPPUBL3	G13-PUBLIC/PRIVATE CTR BASED PROGRAM-3	N	2	2	156	157
CPGOVT3	G14-IS PROGRAM RUN BY GOVT AGENCY-3	N	2	2	158	159
CPTIME3	G15-TIME FR CHLD HME TO CTR BASED PGM-3	N	2	2	160	161
CPSCHED3	G16-FULL OR PART-DAY CTR BASED PRGM-3	N	2	2	162	163
CPWHEN3	G17-ATTENDS PGM SCHL DAYS/WKNDS/BOTH-3	N	2	2	164	165
CPBFAFT3	G18-ATTENDS PROGRAM BEF/AFT SCHOOL-3	N	2	2	166	167
CPWEEK3	G19-PROGRAM IS REG SCHED ONCE/WK-3	N	2	2	168	169
CPMONTH3	G20-PROGRAM IS REG SCHED ONCE/MO-3	N	2	2	170	171
CPDAYS3	G21-DAYS/WEEK ATTENDS CTR BASED PGM-3	N	2	2	172	173
CPHRS3	G22-HOURS/WEEK ATTENDS CTR BASED PGM-3	N	2	2	174	175
CPWKSMO3	G23-MONTHLY SCHED PROGRAM WEEKS/MO-3	N	2	2	176	177
CPDAYWK3	G24-MONTHLY SCHED PROGRAM DAYS/WK-3	N	2	2	178	179
CPHRSWK3	G25-MONTHLY SCHED PROGRAM HOURS/WK-3	N	2	2	180	181
CPKIDS3	G27-CHILDREN IN SAME GROUP AT PRGRM-3	N	2	2	182	183
CPADLTS3	G28-ADULTS IN SAME GROUP AT PROGRAM-3	N	2	2	184	185
CPSTRYR3	G29-AGE STARTED CTR BASED PRGRM/YRS-3	N	2	2	186	187
CPSTRMM3	G29-AGE STARTED CTR BASED PRGRM/MOS-3	N	2	2	188	189
CPFRIEN3	G30-LEARNED FROM FRIEND-3	N	2	2	190	191
CPLEML3	G30-LEARNED FROM PLACE OF EMPLOYMENT-3	N	2	2	192	193
CPSCHL3	G30-LEARNED FROM PUBLIC/PRIVATE SCHL-3	N	2	2	194	195
CPCHURC3	G30-LEARNED FROM PLACE OF WORSHIP-3	N	2	2	196	197
CPSOCWK3	G30-LEARNED FROM SOCIAL WORKER-3	N	2	2	198	199
CPADS3	G30-LEARNED FROM NEWSPAPER ADS-3	N	2	2	200	201
CPAGENC3	G30-LEARNED FROM R & R AGENCY-3	N	2	2	202	203
CPKNEW3	G30-ALREADY KNEW PROVIDER-3	N	2	2	204	205
CPCHILD3	G30-PROVIDER CARED FOR OTHER CHILD-3	N	2	2	206	207
CPREFER3	G30-LEARNED FROM REFERENCE MATERIAL-3	N	2	2	208	209
CPBULLE3	G30-LEARNED FROM BULLETIN BOARDS-3	N	2	2	210	211
CPSOURC3	G30-LEARNED FROM OTHER SOURCE-3	N	2	2	212	213
CPSPEAK3	G31-LANGUAGE CTR BASED TEACHER SPKS-3	N	2	2	214	215
CPEDUC3	G32-CTR BASED TCHER RECD CHLD ED TRNG-3	N	2	2	216	217
CPARHRS3	G33-PRGRM ENCOURAGES PARENT GIVE HRS-3	N	2	2	218	219
CPARWRK3	G34-PARENT WORKED AT PRGRM IN LAST MO-3	N	2	2	220	221
CPARADV3	G35-PROGRAM HAS PARENT ADVISORY GROUP-3	N	2	2	222	223
CPTEST3	G36A-PGM HAS HEAR/SPEECH/VISION TESTS-3	N	2	2	224	225
CPHYSEX3	G36B-PROGRAM PROVIDES PHYSICAL EXAMS-3	N	2	2	226	227
CPDENTA3	G36C-PRGRM PROVIDES DENTAL EXAMS-3	N	2	2	228	229
CPDISAB3	G36D-PRGRM TESTS FOR DEVEL PROBS-3	N	2	2	230	231
CPSICK3	G36E-PROGRAM PROVIDES SICK CHILD CARE-3	N	2	2	232	233
CPFEE3	G37-ANY FEE FOR CTR BASED PROGRAM-3	N	2	2	234	235
CPREL3	G38A-REL HELPS PAY F/CTR BASED PGM-3	N	2	2	236	237

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
CPWELF3	G38B-WELFARE HELPS PAY CTR BASED PGM-3	N	2	2	238	239
CPEMPL3	G38C-EMPLOYER HELPS PAY CTR BASED PGM-3	N	2	2	240	241
CPOTHER3	G38D-SMONE ELSE HLPFS PAY CTR BASD PGM-3	N	2	2	242	243
CPCOST3	G39-AMT HH PAYS FOR CTR BASED PROGRAM-3	N	2	2	244	245
CPUNIT3	G39-UNIT OF TIME FOR PROGRAM COST-3	N	2	2	246	247
CPCSHH3	G40-COST PROG CHLD ONLY/OTHERS IN HH-3	N	2	2	248	249
CPCSHN3	G40OV-NUM OF CHILDREN AMOUNT IS FOR-3	N	2	2	250	251
PPTRAIN	I1A-CAREGIVER W/SPEC CHILD TRAINING	N	2	2	252	253
PPSICK	I1B-CHILD WILL BE CARED FOR WHEN SICK	N	2	2	254	255
PPCONV	I1C-PLACE CLOSE TO HOME	N	2	2	256	257
PPCOST	I1D-REASONABLE COST	N	2	2	258	259
PPKIDS	I1E-NUMBER OF CHILDREN IN GROUP	N	2	2	260	261
PPENGL	I1F-CAREGIVER SPEAKS ENGLISH	N	2	2	262	263
SCSELF	J1-CARES FOR SELF ON REG BASIS	N	2	2	264	265
SCWEEK	J2-CARES FOR SELF ONCE EACH WEEK	N	2	2	266	267
SCMONTH	J3-CARES FOR SELF ONCE EACH MONTH	N	2	2	268	269
SCWKSMO	J4-MONTHLY SCHED SELF CARE WKS/MONTH	N	2	2	270	271
SCDAYSWK	J5-MONTHLY SCHED SELF CARE DAYS/WEEK	N	2	2	272	273
SCHRSWK	J6-MONTHLY SCHED SELF CARE HOURS/WEEK	N	2	2	274	275
SCDAYS	J7-DAYS/WEEK CHILD CARES FOR SELF	N	2	2	276	277
SCHRS	J8-HOURS/WEEK CHILD CARES FOR SELF	N	2	2	278	279
PCOTHER	K1-ANY OTHER REGULAR ARRNG SINCE SEPT	N	2	2	280	281
PCNUM	K2-NUMBER OF ARRNGMTS SINCE SEPT	N	2	2	282	283
PCWHO1	K3-WHO PROVIDED CARE OR PROGRAM-1	N	2	2	284	285
PCPLACE1	K4-CARE TOOK PLACE IN OWN/OTHER HOME-1	N	2	2	286	287
PCSTRYR1	K5-YEAR PREVIOUS ARRANGEMENT BEGAN-1	N	2	2	288	289
PCSTRMM1	K5-MONTH PREVIOUS ARRANGEMENT BEGAN-1	N	2	2	290	291
PCENDYY1	K5-YEAR PREVIOUS ARRANGEMENT ENDED-1	N	2	2	292	293
PCENDMM1	K5-MONTH PREVIOUS ARRANGEMENT ENDED-1	N	2	2	294	295
PCDAYS1	K6-DAYS/WEEK RECEIVED PREVIOUS CARE-1	N	2	2	296	297
PCHRS1	K7-HOURS/WEEK RECEIVED PREVIOUS CARE-1	N	2	2	298	299
PCREASO1	K8-REASON PREVIOUS ARRANGEMENT ENDED-1	N	2	2	300	301
PCWHO2	K3-WHO PROVIDED CARE OR PROGRAM-2	N	2	2	302	303
PCPLACE2	K4-CARE TOOK PLACE IN OWN/OTHER HOME-2	N	2	2	304	305
PCSTRYR2	K5-YEAR PREVIOUS ARRANGEMENT BEGAN-2	N	2	2	306	307
PCSTRMM2	K5-MONTH PREVIOUS ARRANGEMENT BEGAN-2	N	2	2	308	309
PCENDYY2	K5-YEAR PREVIOUS ARRANGEMENT ENDED-2	N	2	2	310	311
PCENDMM2	K5-MONTH PREVIOUS ARRANGEMENT ENDED-2	N	2	2	312	313
PCDAYS2	K6-DAYS/WEEK RECEIVED PREVIOUS CARE-2	N	2	2	314	315
PCHRS2	K7-HOURS/WEEK RECEIVED PREVIOUS CARE-2	N	2	2	316	317
PCREASO2	K8-REASON PREVIOUS ARRANGEMENT ENDED-2	N	2	2	318	319
HAREADFM	L1-TIMES FAMILY READ TO CHILD LAST WK	N	2	2	320	321
HAREADCH	L2-TIMES CHILD READ TO FAMILY LAST WK	N	2	2	322	323
HASTORY	L3-TOLD CHILD A STORY IN LAST WEEK	N	2	2	324	325
HASTORYN	L4-TIMES TOLD CHILD STORY LAST WEEK	N	2	2	326	327
HALIBRAY	L5-VISITED LIBRARY IN LAST MONTH	N	2	2	328	329
HD5LBS	M1-CHILD BIRTH WEIGHT OVER 5 1/2 LBS	N	2	2	330	331
HDHEALTH	M2-CHILD'S GENERAL HEALTH STATUS	N	2	2	332	333
HDDELAY	M3-DR SAID CHILD DEVEL DELAYED	N	2	2	334	335
HDLEARN	M4A-CHILD HAS SPECIFIC LEARNG DISABILTY	N	2	2	336	337
HDRETARD	M4B-CHILD HAS MENTAL RETARDATION	N	2	2	338	339
HDSPEECH	M4C-CHILD HAS SPEECH IMPAIRMENT	N	2	2	340	341
HDDISTRB	M4D-CHLD HAS SERIOUS EMOTIONAL DISTURB	N	2	2	342	343
HDDEAF	M4E/M6A-CHILD HAS DEAFNESS	N	2	2	344	345
HDHEAR	M4F/M6B-CHLD HAS OTHR HEARNG IMPAIRMNT	N	2	2	346	347
HDBLIND	M4G/M6C-CHILD HAS BLINDNESS	N	2	2	348	349
HDVISUAL	M4H/M6D-CHLD HAS OTHR VISUAL IMPAIRMNT	N	2	2	350	351
HDORTHO	M4I/M6E-CHILD HAS ORTHOPEDIC IMPAIRMNT	N	2	2	352	353
HDDEVEL	M6F-CHILD HAS SEVERE DEVEL. DELAY	N	2	2	354	355
HDOTHER	M4J/M6G-CHLD HAS OTHR HEALTH IMPAIRMNT	N	2	2	356	357
HDAAFFECT	M5-DISABILITY AFFECTS ABILITY TO LEARN	N	2	2	358	359
HDSCHL	M7A-RECEIVES SERVICES FROM SCHL DIST	N	2	2	360	361
HDGOVT	M7B-RECEIVES STATE/LOCAL/SOCIAL SERVICE	N	2	2	362	363
HDDOCTOR	M7C-RECEIVES SERVICES FROM DR OR CLINIC	N	2	2	364	365
HDSOURCE	M7D-RECEIVES SERVICES FROM OTHER SOURCE	N	2	2	366	367
HDIFSP	M8A-RECEIVES SERVICES THRU IFSP	N	2	2	368	369
HDINFSRC	M8B-RECVS SERVICES FROM OTH SOURCE	N	2	2	370	371
HDHEAD	M9-DOES HEAD START PROVIDE SERVICES	N	2	2	372	373
HDCENT	M10-DOES CTR BASED PGM PROVIDE SERVICES	N	2	2	374	375
HDSEV1	M11-CTR BASED PRGRM PRVDS SVCS/DISAB-1	N	2	2	376	377
HDSEV2	M11-CTR BASED PRGRM PRVDS SVCS/DISAB-2	N	2	2	378	379
HDSEV3	M11-CTR BASED PRGRM PRVDS SVCS/DISAB-3	N	2	2	380	381
CHMIX	M12-DISABILITY MIXTURE OF CLASS/GROUP	N	2	2	382	383
CHMIX	M12-DISABILITY MIXTURE OF CLASS/GROUP	N	2	2	384	385
CPMIX1	M12-DISABLITY MIXTURE OF CLASS/GROUP-1	N	2	2	386	387
CPMIX2	M12-DISABLITY MIXTURE OF CLASS/GROUP-2	N	2	2	388	389

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
CPMIX3	M12-DISABILITY MIXTURE OF CLASS/GROUP-3	N	2	2	390	391
CHMIXALL	M13-TIME SPENT IN MIXED CLASS/GROUP	N	2	2	392	393
HDMIXALL	M13-TIME SPENT IN MIXED CLASS/GROUP	N	2	2	394	395
CPMIXAL1	M13-TIME SPENT IN MIXED CLASS/GROUP-1	N	2	2	396	397
CPMIXAL2	M13-TIME SPENT IN MIXED CLASS/GROUP-2	N	2	2	398	399
CPMIXAL3	M13-TIME SPENT IN MIXED CLASS/GROUP-3	N	2	2	400	401
MOMSTAT	N1-MOM'S CURRENT MARITAL STATUS	N	2	2	402	403
MOMNEW	N2-MOM'S AGE WHEN FIRST BECAME A MOTHER	N	2	2	404	405
MOMLANG	N3-FIRST LANGUAGE SPOKEN BY MOM	N	2	2	406	407
MOMSPEAK	N4-LANGUAGE SPOKEN MOST AT HOME BY MOM	N	2	2	408	409
MOMBORN	N5-COUNTRY MOM WAS BORN IN	N	2	2	410	411
MOMUSAGE	N6-AGE WHEN MOM MOVED TO US	N	2	2	412	413
MOMGRADE	N7-HIGHEST GRADE MOM COMPLETED	N	2	2	414	415
MOMGRAD1	N7-ACTUAL GRADE 0-8 MOM COMPLETED	N	2	2	416	417
MOMGRAD2	N7-ACTUAL GRADE 9-11 MOM COMPLETED	N	2	2	418	419
MOMVOCDI	N7OV-MOM GOT VOC/TECH DIPL AFTER H.S.	N	2	2	420	421
MOMDIPL	N8-MOM HAS H.S. DIPLOMA OR GED	N	2	2	422	423
MOMWORK	N9-MOM WORKED FOR PAY LAST WEEK	N	2	2	424	425
MOMLEAVE	N10-MOM ON LEAVE OR VACATION LAST WEEK	N	2	2	426	427
MOMHOURS	N11-HOURS PER WEEK MOM WORKS FOR PAY	N	2	2	428	429
MOMEARN	N12-MOM'S EARNINGS	N	2	9.2	430	438
MOMUNIT	N12-UNIT OF PAY FOR MOM'S EARNINGS	N	2	2	439	440
MOMMTHS	N13-MONTHS MOM WORKED IN PAST YEAR	N	2	2	441	442
MOMLOOK	N14-MOM LOOKING FOR WORK PAST 4 WEEKS	N	2	2	443	444
MOMPUBL	N15-MOM CHECKED PUBLIC EMPLOY AGENCY	N	2	2	445	446
MOMPRIV	N15-MOM CHECKED PRIVATE EMPLOY AGENCY	N	2	2	447	448
MOMEMPL	N15-MOM CHECKED W/EMPLOYER DIRECTLY	N	2	2	449	450
MOMREL	N15-MOM CHECKED W/FRIENDS/RELATIVES	N	2	2	451	452
MOMANSAD	N15-MOM PLACED OR ANSWERED ADS	N	2	2	453	454
MOMREAD	N15-MOM READ WANT ADS	N	2	2	455	456
MOMOTHER	N15-MOM DID OTHER THINGS TO FIND WORK	N	2	2	457	458
MOMACTY	N16-MOTHER'S MAIN ACTIVITY LAST WEEK	N	2	2	459	460
MOMTAKE	N17-COULD MOM TAKE OFFERED JOB	N	2	2	461	462
MOMENROL	N18-MOM ATTENDS/ENROLLED IN SCHOOL	N	2	2	463	464
MOMENHRS	N19-HOURS PER WEEK MOM IN SCHOOL	N	2	2	465	466
MOMCARE	N20-PRIMARY ARRANG MOM AT WORK/SCHOOL	A	2	2	467	468
MOMCAROT	N21-PRIM ARRNG COVER ALL WORK/SCHL HRS	N	2	2	469	470
MOMCARWH	N22-SECONDARY ARRANG MOM AT WORK/SCHL	A	2	2	471	472
DADLANG	O1-FIRST LANGUAGE SPOKEN BY DAD	N	2	2	473	474
DADSPKAK	O2-LANGUAGE SPOKEN MOST AT HOME BY DAD	N	2	2	475	476
DADBORN	O3-COUNTRY DAD WAS BORN IN	N	2	2	477	478
DADUSAGE	O4-AGE WHEN DAD MOVED TO US	N	2	2	479	480
DADGRADE	O5-HIGHEST GRADE DAD COMPLETED	N	2	2	481	482
DADGRAD1	O5-ACTUAL GRADE 0-8 DAD COMPLETED	N	2	2	483	484
DADGRAD2	O5-ACTUAL GRADE 9-11 DAD COMPLETED	N	2	2	485	486
DADVOCDI	O5OV-DAD GOT VOC/TECH DIPL AFTER HS	N	2	2	487	488
DADDIPL	O6-DAD HAS HS DIPLOMA OR GED	N	2	2	489	490
DADWORK	O7-DAD WORKED FOR PAY LAST WEEK	N	2	2	491	492
DADLEAVE	O8-DAD ON LEAVE OR VACATION LAST WEEK	N	2	2	493	494
DADHOURS	O9-HOURS PER WEEK DAD WORKS FOR PAY	N	2	2	495	496
DADLOOK	O10-DAD LOOKING FOR WORK PAST 4 WEEKS	N	2	2	497	498
DADPUBL	O11-DAD CHECKED PUBLIC EMPLOY AGENCY	N	2	2	499	500
DADPRIV	O11-DAD CHECKED PRIVATE EMPLOY AGENCY	N	2	2	501	502
DADEMP	O11-DAD CHECKED W/EMPLOYER DIRECTLY	N	2	2	503	504
DADREL	O11-DAD CHECKED W/FRIENDS/RELATIVES	N	2	2	505	506
DADANSAD	O11-DAD PLACED OR ANSWERED ADS	N	2	2	507	508
DADREAD	O11-DAD READ WANT ADS	N	2	2	509	510
DADOTHER	O11-DAD DID OTHER THINGS TO FIND WORK	N	2	2	511	512
DADACTY	O12-DAD'S MAIN ACTIVITY LAST WEEK	N	2	2	513	514
DADTAKE	O13-COULD DAD TAKE OFFERED JOB	N	2	2	515	516
DADENROL	O14-DAD ATTENDS/ENROLLED IN SCHOOL	N	2	2	517	518
DADENHRS	O15-HOURS PER WEEK DAD IN SCHOOL	N	2	2	519	520
HOWNHOM	P1-OWN, RENT HOME, OR OTH ARRNGMENT	N	2	2	521	522
HOTHNUM	P2-OTHER TELEPHONE NUMBERS IN HH	N	2	2	523	524
HNUMUSE	P3-HOW MANY OTH PHN NUM FOR HM USE	N	2	2	525	526
HPHONSVC	P4-EVER BEEN W/O PHONE SERV >24 HR	N	2	2	527	528
HSVCNUM	P5-AMT OF TIME W/O PHONE SERVICE	N	2	2	529	530
HSVCUNIT	P5-UNIT OF TIME W/O PHONE SERVICE	N	2	2	531	532
HWIC	P7A-FAMILY RECVD WIC PAST 12 MO	N	2	2	533	534
HFOODST	P7B-FAMILY RECVD FOOD STMP PAST 12 MO	N	2	2	535	536
HAFDC	P7C-FAMILY RECVD AFDC PAST 12 MO	N	2	2	537	538
HINCNRNG	P8-TOTAL HOUSEHOLD INCOME-RANGE	N	2	2	539	540
HINCOME	P8-TOTAL HOUSEHOLD INCOME	N	2	2	541	542
HINCMEXT	P8OV-EXACT HH INCOME NEAREST \$1000	N	2	5	543	547
AGEENTER	D-AGE IN MONTHS WHEN 1ST ENTERED ELEM	N	2	2	548	549
ALLGRADE	D-CHILD'S ENROLLMENT AND GRADE/EQUIV	A	2	2	550	551

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN
		FORMAT	NUMBER LENGTH		
ANYCARE	D-CHILD PARTIC IN ANY NONPAR CARE	N	2 2	552	553
CAREHOUR	D-TOTAL HRS/WK IN CARE ARRANGEMENTS	N	2 6.2	554	559
CENREG	D-CENSUS REGION	N	2 2	560	561
DADEMPLD	D-WORK STATUS-DAD/STEP/FOSTER DAD/GUARD	N	2 2	562	563
DISABLTY	D-CHILD CURRENTLY HAS A DISABILITY	N	2 2	564	565
FAMILY	D-FAMILY TYPE	N	2 2	566	567
HH10UNDR	D-NUMBER OF HH MEMBERS 10 AND YOUNGER	N	2 2	568	569
HH18OVER	D-NUMBER OF HH MEMBERS 18 AND OLDER	N	2 2	570	571
HHDAD	FATHER LIVES IN HOUSEHOLD	N	2 2	572	573
HHMOM	MOTHER LIVES IN HOUSEHOLD	N	2 2	574	575
HHPARN1	D-PARENTS IN HOUSEHOLD	N	2 2	576	577
HHTOTAL	D-TOTAL NUMBER OF HOUSEHOLD MEMBERS	N	2 2	578	579
HHUNDR18	D-NUMBER OF HH MEMBERS YOUNGER THAN 18	N	2 2	580	581
KINDTYPE	D-TYPE OF KINDERGARTEN	N	2 2	582	583
LANGUAGE	D-IS ENGLISH SPOKEN MOST OFTEN BY PRNTS	N	2 2	584	585
MOMEMPLD	D-WORK STATUS-MOM/STEP/FOSTER MOM/GUARD	N	2 2	586	587
MOMFTFY	D-MOM WORKS FULLTIME & 12 MTHS PAST YEAR	N	2 2	588	589
MOSTHRS	D-ARRNG IN WHICH CHILD SPENDS MOST HRS	N	2 2	590	591
NUMSIBS	D-TOTAL NUMBER OF SIBLINGS	N	2 2	592	593
PARGRADE	D-HIGHEST LEVEL OF PARENTAL EDUCATION	N	2 2	594	595
PRIMARNG	D-TYPE OF PRIMARY CARE ARRANGEMENT	N	2 2	596	597
RACEETHN	D-RACE-ETHNICITY	N	2 2	598	599
SCHLTYPE	D-TYPE OF SCHOOL CHILD ATTENDS	N	2 2	600	601
SCNDARNG	D-TYPE OF SECONDARY CARE ARRANGEMENT	N	2 2	602	603
ZIP18PO2	D-PERCENT W/KIDS <18 BELOW POVERTY LINE	N	2 2	604	605
ZIPBLHI2	D-PERCENT BLACK OR HISPANIC	N	2 2	606	607
ZIPURBAN	D-LIVE IN INSIDE, OUTSIDE URBANIZED AREA	N	2 2	608	609
RECNUM	RECORD NUMBER	N	2 1	1024	1024
EWEIGHT	FINAL RAKED WEIGHT	N	3 9.3	1024	9
ERPL1	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	10	18
ERPL2	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	19	27
ERPL3	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	28	36
ERPL4	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	37	45
ERPL5	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	46	54
ERPL6	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	55	63
ERPL7	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	64	72
ERPL8	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	73	81
ERPL9	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	82	90
ERPL10	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	91	99
ERPL11	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	100	108
ERPL12	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	109	117
ERPL13	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	118	126
ERPL14	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	127	135
ERPL15	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	136	144
ERPL16	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	145	153
ERPL17	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	154	162
ERPL18	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	163	171
ERPL19	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	172	180
ERPL20	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	181	189
ERPL21	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	190	198
ERPL22	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	199	207
ERPL23	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	208	216
ERPL24	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	217	225
ERPL25	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	226	234
ERPL26	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	235	243
ERPL27	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	244	252
ERPL28	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	253	261
ERPL29	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	262	270
ERPL30	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	271	279
ERPL31	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	280	288
ERPL32	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	289	297
ERPL33	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	298	306
ERPL34	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	307	315
ERPL35	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	316	324
ERPL36	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	325	333
ERPL37	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	334	342
ERPL38	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	343	351
ERPL39	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	352	360
ERPL40	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	361	369
ERPL41	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	370	378
ERPL42	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	379	387
ERPL43	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	388	396
ERPL44	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	397	405
ERPL45	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	406	414
ERPL46	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	415	423
ERPL47	REPLICATE WEIGHT FOR EWEIGHT	N	3 9.3	424	432

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
ERPL48	REPLICATE WEIGHT FOR EWEIGHT	N	3	9.3	433	441
ERPL49	REPLICATE WEIGHT FOR EWEIGHT	N	3	9.3	442	450
ERPL50	REPLICATE WEIGHT FOR EWEIGHT	N	3	9.3	451	459
PSU	FOR USE IN TAYLOR SERIES VARIANCE	N	3	5	460	464
STRATUM	FOR USE IN TAYLOR SERIES VARIANCE	N	3	2	465	466
ERESPAGF	IMPUTATION FLAG	N	3	2	467	468
ERESRELF	IMPUTATION FLAG	N	3	2	469	470
MOMAGF	IMPUTATION FLAG	N	3	2	471	472
MOMTYPF	IMPUTATION FLAG	N	3	2	473	474
DADAGF	IMPUTATION FLAG	N	3	2	475	476
DADTYPF	IMPUTATION FLAG	N	3	2	477	478
AGF1	IMPUTATION FLAG	N	3	2	479	480
SEF1	IMPUTATION FLAG	N	3	2	481	482
RELATF1	IMPUTATION FLAG	N	3	2	483	484
AGF2	IMPUTATION FLAG	N	3	2	485	486
SEF2	IMPUTATION FLAG	N	3	2	487	488
RELATF2	IMPUTATION FLAG	N	3	2	489	490
AGF3	IMPUTATION FLAG	N	3	2	491	492
SEF3	IMPUTATION FLAG	N	3	2	493	494
RELATF3	IMPUTATION FLAG	N	3	2	495	496
AGF4	IMPUTATION FLAG	N	3	2	497	498
SEF4	IMPUTATION FLAG	N	3	2	499	500
RELATF4	IMPUTATION FLAG	N	3	2	501	502
AGF5	IMPUTATION FLAG	N	3	2	503	504
SEF5	IMPUTATION FLAG	N	3	2	505	506
RELATF5	IMPUTATION FLAG	N	3	2	507	508
AGF6	IMPUTATION FLAG	N	3	2	509	510
RELATF6	IMPUTATION FLAG	N	3	2	511	512
AGF7	IMPUTATION FLAG	N	3	2	513	514
RELATF7	IMPUTATION FLAG	N	3	2	515	516
AGF8	IMPUTATION FLAG	N	3	2	517	518
RELATF8	IMPUTATION FLAG	N	3	2	519	520
AGF9	IMPUTATION FLAG	N	3	2	521	522
RELATF9	IMPUTATION FLAG	N	3	2	523	524
CDOBMF	IMPUTATION FLAG	N	3	2	525	526
CRACF	IMPUTATION FLAG	N	3	2	527	528
CHISPANF	IMPUTATION FLAG	N	3	2	529	530
CHLDLANF	IMPUTATION FLAG	N	3	2	531	532
ENROLF	IMPUTATION FLAG	N	3	2	533	534
HOMESCHF	IMPUTATION FLAG	N	3	2	535	536
GRADF	IMPUTATION FLAG	N	3	2	537	538
GRADEEF	IMPUTATION FLAG	N	3	2	539	540
EVRSCHF	IMPUTATION FLAG	N	3	2	541	542
EVRHOMF	IMPUTATION FLAG	N	3	2	543	544
HOMEF	IMPUTATION FLAG	N	3	2	545	546
HOMF1	IMPUTATION FLAG	N	3	2	547	548
HOMF2	IMPUTATION FLAG	N	3	2	549	550
HOMF3	IMPUTATION FLAG	N	3	2	551	552
LASTGRAF	IMPUTATION FLAG	N	3	2	553	554
ATNDKINF	IMPUTATION FLAG	N	3	2	555	556
KPWAI F	IMPUTATION FLAG	N	3	2	557	558
KPAGEYF	IMPUTATION FLAG	N	3	2	559	560
KPAGEMF	IMPUTATION FLAG	N	3	2	561	562
KPYRF	IMPUTATION FLAG	N	3	2	563	564
KPPLAF	IMPUTATION FLAG	N	3	2	565	566
KPPUBF	IMPUTATION FLAG	N	3	2	567	568
KPCHOICF	IMPUTATION FLAG	N	3	2	569	570
KPRELGOF	IMPUTATION FLAG	N	3	2	571	572
KPRELTYF	IMPUTATION FLAG	N	3	2	573	574
KPSCHEF	IMPUTATION FLAG	N	3	2	575	576
KPDAYF	IMPUTATION FLAG	N	3	2	577	578
KPHRF	IMPUTATION FLAG	N	3	2	579	580
KPONLF	IMPUTATION FLAG	N	3	2	581	582
KPKINHRF	IMPUTATION FLAG	N	3	2	583	584
PAGEYF	IMPUTATION FLAG	N	3	2	585	586
PAGEMF	IMPUTATION FLAG	N	3	2	587	588
PPUBF	IMPUTATION FLAG	N	3	2	589	590
PCHOICF	IMPUTATION FLAG	N	3	2	591	592
PRELGOF	IMPUTATION FLAG	N	3	2	593	594
PRELTYF	IMPUTATION FLAG	N	3	2	595	596
PSCHEF	IMPUTATION FLAG	N	3	2	597	598
PSCHEDYF	IMPUTATION FLAG	N	3	2	599	600
PHRF	IMPUTATION FLAG	N	3	2	601	602
PWORF	IMPUTATION FLAG	N	3	2	603	604
PBEHAVF	IMPUTATION FLAG	N	3	2	605	606
PSCHLWF	IMPUTATION FLAG	N	3	2	607	608

VARIABLE NAME	VARIABLE LABEL	RECORD			START	END
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
PREPEAF	IMPUTATION FLAG	N	3	2	609	610
PREPEAF1	IMPUTATION FLAG	N	3	2	611	612
PREPEAF2	IMPUTATION FLAG	N	3	2	613	614
PREPEAF3	IMPUTATION FLAG	N	3	2	615	616
RCNOF	IMPUTATION FLAG	N	3	2	617	618
RCEVEF	IMPUTATION FLAG	N	3	2	619	620
RCAGEYF	IMPUTATION FLAG	N	3	2	621	622
RCAGEMF	IMPUTATION FLAG	N	3	2	623	624
RCTYPF1	IMPUTATION FLAG	N	3	2	625	626
RCAGF1	IMPUTATION FLAG	N	3	2	627	628
RCPLACF1	IMPUTATION FLAG	N	3	2	629	630
RCINHF1	IMPUTATION FLAG	N	3	2	631	632
RCTIMF1	IMPUTATION FLAG	N	3	2	633	634
RCWHEF1	IMPUTATION FLAG	N	3	2	635	636
RCBFAFF1	IMPUTATION FLAG	N	3	2	637	638
RCWEEF1	IMPUTATION FLAG	N	3	2	639	640
RCMONTF1	IMPUTATION FLAG	N	3	2	641	642
RCDAYF1	IMPUTATION FLAG	N	3	2	643	644
RCHRF1	IMPUTATION FLAG	N	3	2	645	646
RCWKSFM1	IMPUTATION FLAG	N	3	2	647	648
RCDAYWF1	IMPUTATION FLAG	N	3	2	649	650
RCHRSWF1	IMPUTATION FLAG	N	3	2	651	652
RCKIDF1	IMPUTATION FLAG	N	3	2	653	654
RCADLTF1	IMPUTATION FLAG	N	3	2	655	656
RCSTRYF1	IMPUTATION FLAG	N	3	2	657	658
RCSTRMF1	IMPUTATION FLAG	N	3	2	659	660
RCSPEAF1	IMPUTATION FLAG	N	3	2	661	662
RCSICF1	IMPUTATION FLAG	N	3	2	663	664
RCEDUF1	IMPUTATION FLAG	N	3	2	665	666
RCFEF1	IMPUTATION FLAG	N	3	2	667	668
RCOUTHF1	IMPUTATION FLAG	N	3	2	669	670
RCWEFF1	IMPUTATION FLAG	N	3	2	671	672
RCEMPF1	IMPUTATION FLAG	N	3	2	673	674
RCOTHEF1	IMPUTATION FLAG	N	3	2	675	676
RCCOSF1	IMPUTATION FLAG	N	3	2	677	678
RCUNIF1	IMPUTATION FLAG	N	3	2	679	680
RCSTHHF1	IMPUTATION FLAG	N	3	2	681	682
RCSTHNF1	IMPUTATION FLAG	N	3	2	683	684
RCTYPF2	IMPUTATION FLAG	N	3	2	685	686
RCAGF2	IMPUTATION FLAG	N	3	2	687	688
RCPLACF2	IMPUTATION FLAG	N	3	2	689	690
RCINHF2	IMPUTATION FLAG	N	3	2	691	692
RCTIMF2	IMPUTATION FLAG	N	3	2	693	694
RCWHEF2	IMPUTATION FLAG	N	3	2	695	696
RCBFAFF2	IMPUTATION FLAG	N	3	2	697	698
RCWEEF2	IMPUTATION FLAG	N	3	2	699	700
RCMONTF2	IMPUTATION FLAG	N	3	2	701	702
RCDAYF2	IMPUTATION FLAG	N	3	2	703	704
RCHRF2	IMPUTATION FLAG	N	3	2	705	706
RCWKSFM2	IMPUTATION FLAG	N	3	2	707	708
RCDAYWF2	IMPUTATION FLAG	N	3	2	709	710
RCHRSWF2	IMPUTATION FLAG	N	3	2	711	712
RCKIDF2	IMPUTATION FLAG	N	3	2	713	714
RCADLTF2	IMPUTATION FLAG	N	3	2	715	716
RCSTRYF2	IMPUTATION FLAG	N	3	2	717	718
RCSTRMF2	IMPUTATION FLAG	N	3	2	719	720
RCSPEAF2	IMPUTATION FLAG	N	3	2	721	722
RCSICF2	IMPUTATION FLAG	N	3	2	723	724
RCEDUF2	IMPUTATION FLAG	N	3	2	725	726
RCFEF2	IMPUTATION FLAG	N	3	2	727	728
RCOUTHF2	IMPUTATION FLAG	N	3	2	729	730
RCWEFF2	IMPUTATION FLAG	N	3	2	731	732
RCEMPF2	IMPUTATION FLAG	N	3	2	733	734
RCOTHEF2	IMPUTATION FLAG	N	3	2	735	736
RCCOSF2	IMPUTATION FLAG	N	3	2	737	738
RCUNIF2	IMPUTATION FLAG	N	3	2	739	740
RCSTHHF2	IMPUTATION FLAG	N	3	2	741	742
RCSTHNF2	IMPUTATION FLAG	N	3	2	743	744
RCTYPF3	IMPUTATION FLAG	N	3	2	745	746
RCAGF3	IMPUTATION FLAG	N	3	2	747	748
RCPLACF3	IMPUTATION FLAG	N	3	2	749	750
RCINHF3	IMPUTATION FLAG	N	3	2	751	752
RCTIMF3	IMPUTATION FLAG	N	3	2	753	754
RCWHEF3	IMPUTATION FLAG	N	3	2	755	756
RCBFAFF3	IMPUTATION FLAG	N	3	2	757	758
RCWEEF3	IMPUTATION FLAG	N	3	2	759	760

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN
		FORMAT	NUMBER LENGTH		
RCMONTF3	IMPUTATION FLAG	N	3 2	761	762
RCDAYF3	IMPUTATION FLAG	N	3 2	763	764
RCHRF3	IMPUTATION FLAG	N	3 2	765	766
RCWKSMF3	IMPUTATION FLAG	N	3 2	767	768
RCDAYWF3	IMPUTATION FLAG	N	3 2	769	770
RCHRSWF3	IMPUTATION FLAG	N	3 2	771	772
RCKIDF3	IMPUTATION FLAG	N	3 2	773	774
RCADLTF3	IMPUTATION FLAG	N	3 2	775	776
RCSTRYF3	IMPUTATION FLAG	N	3 2	777	778
RCSTRMF3	IMPUTATION FLAG	N	3 2	779	780
RCSPEAF3	IMPUTATION FLAG	N	3 2	781	782
RCSICF3	IMPUTATION FLAG	N	3 2	783	784
RCEDUF3	IMPUTATION FLAG	N	3 2	785	786
RCFEF3	IMPUTATION FLAG	N	3 2	787	788
RCOUTHF3	IMPUTATION FLAG	N	3 2	789	790
RCWEFF3	IMPUTATION FLAG	N	3 2	791	792
RCEMPF3	IMPUTATION FLAG	N	3 2	793	794
RCOTHEF3	IMPUTATION FLAG	N	3 2	795	796
RCCOSF3	IMPUTATION FLAG	N	3 2	797	798
RCUNIF3	IMPUTATION FLAG	N	3 2	799	800
RCSTHHF3	IMPUTATION FLAG	N	3 2	801	802
RCSTHNF3	IMPUTATION FLAG	N	3 2	803	804
RCTYPF4	IMPUTATION FLAG	N	3 2	805	806
RCAGF4	IMPUTATION FLAG	N	3 2	807	808
RCPLACF4	IMPUTATION FLAG	N	3 2	809	810
RCINHF4	IMPUTATION FLAG	N	3 2	811	812
RCTIMF4	IMPUTATION FLAG	N	3 2	813	814
RCWHEF4	IMPUTATION FLAG	N	3 2	815	816
RCBFAFF4	IMPUTATION FLAG	N	3 2	817	818
RCWEEF4	IMPUTATION FLAG	N	3 2	819	820
RCMONTF4	IMPUTATION FLAG	N	3 2	821	822
RCDAYF4	IMPUTATION FLAG	N	3 2	823	824
RCHRF4	IMPUTATION FLAG	N	3 2	825	826
RCWKSMF4	IMPUTATION FLAG	N	3 2	827	828
RCDAYWF4	IMPUTATION FLAG	N	3 2	829	830
RCHRSWF4	IMPUTATION FLAG	N	3 2	831	832
RCKIDF4	IMPUTATION FLAG	N	3 2	833	834
RCADLTF4	IMPUTATION FLAG	N	3 2	835	836
RCSTRYF4	IMPUTATION FLAG	N	3 2	837	838
RCSTRMF4	IMPUTATION FLAG	N	3 2	839	840
RCSPEAF4	IMPUTATION FLAG	N	3 2	841	842
RCSICF4	IMPUTATION FLAG	N	3 2	843	844
RCEDUF4	IMPUTATION FLAG	N	3 2	845	846
RCFEF4	IMPUTATION FLAG	N	3 2	847	848
RCOUTHF4	IMPUTATION FLAG	N	3 2	849	850
RCWEFF4	IMPUTATION FLAG	N	3 2	851	852
RCEMPF4	IMPUTATION FLAG	N	3 2	853	854
RCOTHEF4	IMPUTATION FLAG	N	3 2	855	856
RCCOSF4	IMPUTATION FLAG	N	3 2	857	858
RCUNIF4	IMPUTATION FLAG	N	3 2	859	860
RCSTHHF4	IMPUTATION FLAG	N	3 2	861	862
RCSTHNF4	IMPUTATION FLAG	N	3 2	863	864
NCNOF	IMPUTATION FLAG	N	3 2	865	866
NCEVEF	IMPUTATION FLAG	N	3 2	867	868
NCAGEYF	IMPUTATION FLAG	N	3 2	869	870
NCAGEMF	IMPUTATION FLAG	N	3 2	871	872
NCPLACF1	IMPUTATION FLAG	N	3 2	873	874
NCINHF1	IMPUTATION FLAG	N	3 2	875	876
NCTIMF1	IMPUTATION FLAG	N	3 2	877	878
NCWHEF1	IMPUTATION FLAG	N	3 2	879	880
NCBFAFF1	IMPUTATION FLAG	N	3 2	881	882
NCWEEF1	IMPUTATION FLAG	N	3 2	883	884
NCMONTF1	IMPUTATION FLAG	N	3 2	885	886
NCDAYF1	IMPUTATION FLAG	N	3 2	887	888
NCHRF1	IMPUTATION FLAG	N	3 2	889	890
NCWKSMF1	IMPUTATION FLAG	N	3 2	891	892
NCDAYWF1	IMPUTATION FLAG	N	3 2	893	894
NCHRSWF1	IMPUTATION FLAG	N	3 2	895	896
NCKIDF1	IMPUTATION FLAG	N	3 2	897	898
NCADLTF1	IMPUTATION FLAG	N	3 2	899	900
NCSTRYF1	IMPUTATION FLAG	N	3 2	901	902
NCSTRMF1	IMPUTATION FLAG	N	3 2	903	904
NCFRIEF1	IMPUTATION FLAG	N	3 2	905	906
NCPLEMF1	IMPUTATION FLAG	N	3 2	907	908
NCSCHF1	IMPUTATION FLAG	N	3 2	909	910
NCCHURF1	IMPUTATION FLAG	N	3 2	911	912

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
NCSOCWF1	IMPUTATION FLAG	N	3	2	913	914
NCADF1	IMPUTATION FLAG	N	3	2	915	916
NCAGENF1	IMPUTATION FLAG	N	3	2	917	918
NCKNEF1	IMPUTATION FLAG	N	3	2	919	920
NCCHILF1	IMPUTATION FLAG	N	3	2	921	922
NCREFEF1	IMPUTATION FLAG	N	3	2	923	924
NCBULLF1	IMPUTATION FLAG	N	3	2	925	926
NCSRCF1	IMPUTATION FLAG	N	3	2	927	928
NCSPEAF1	IMPUTATION FLAG	N	3	2	929	930
NCSICF1	IMPUTATION FLAG	N	3	2	931	932
NCEDUF1	IMPUTATION FLAG	N	3	2	933	934
NCFEF1	IMPUTATION FLAG	N	3	2	935	936
NCREF1	IMPUTATION FLAG	N	3	2	937	938
NCWEFF1	IMPUTATION FLAG	N	3	2	939	940
NCEMPF1	IMPUTATION FLAG	N	3	2	941	942
NCOTHEF1	IMPUTATION FLAG	N	3	2	943	944
NCCOSF1	IMPUTATION FLAG	N	3	2	945	946
NCUNIF1	IMPUTATION FLAG	N	3	2	947	948
NCSTHHF1	IMPUTATION FLAG	N	3	2	949	950
NCSTHNF1	IMPUTATION FLAG	N	3	2	951	952
NCPLACF2	IMPUTATION FLAG	N	3	2	953	954
NCINHF2	IMPUTATION FLAG	N	3	2	955	956
NCTIMF2	IMPUTATION FLAG	N	3	2	957	958
NCWHEF2	IMPUTATION FLAG	N	3	2	959	960
NCBFAFF2	IMPUTATION FLAG	N	3	2	961	962
NCWEFF2	IMPUTATION FLAG	N	3	2	963	964
NCMONTF2	IMPUTATION FLAG	N	3	2	965	966
NCDAYF2	IMPUTATION FLAG	N	3	2	967	968
NCHRF2	IMPUTATION FLAG	N	3	2	969	970
NCWKSMF2	IMPUTATION FLAG	N	3	2	971	972
NCDAYWF2	IMPUTATION FLAG	N	3	2	973	974
NCHRSWF2	IMPUTATION FLAG	N	3	2	975	976
NCKIDF2	IMPUTATION FLAG	N	3	2	977	978
NCADLTF2	IMPUTATION FLAG	N	3	2	979	980
NCSTRYF2	IMPUTATION FLAG	N	3	2	981	982
NCSTRMF2	IMPUTATION FLAG	N	3	2	983	984
NCFRIEF2	IMPUTATION FLAG	N	3	2	985	986
NCPLEMF2	IMPUTATION FLAG	N	3	2	987	988
NCSCHF2	IMPUTATION FLAG	N	3	2	989	990
NCCHURF2	IMPUTATION FLAG	N	3	2	991	992
NCSOCWF2	IMPUTATION FLAG	N	3	2	993	994
NCADF2	IMPUTATION FLAG	N	3	2	995	996
NCAGENF2	IMPUTATION FLAG	N	3	2	997	998
NCKNEF2	IMPUTATION FLAG	N	3	2	999	1000
RECNUM	RECORD NUMBER	N	3	1	1024	1024
NCCHILF2	IMPUTATION FLAG	N	4	2	1	2
NCREFEF2	IMPUTATION FLAG	N	4	2	3	4
NCBULLF2	IMPUTATION FLAG	N	4	2	5	6
NCSRCF2	IMPUTATION FLAG	N	4	2	7	8
NCSPEAF2	IMPUTATION FLAG	N	4	2	9	10
NCSICF2	IMPUTATION FLAG	N	4	2	11	12
NCEDUF2	IMPUTATION FLAG	N	4	2	13	14
NCFEF2	IMPUTATION FLAG	N	4	2	15	16
NCREF2	IMPUTATION FLAG	N	4	2	17	18
NCWEFF2	IMPUTATION FLAG	N	4	2	19	20
NCEMPF2	IMPUTATION FLAG	N	4	2	21	22
NCOTHEF2	IMPUTATION FLAG	N	4	2	23	24
NCCOSF2	IMPUTATION FLAG	N	4	2	25	26
NCUNIF2	IMPUTATION FLAG	N	4	2	27	28
NCSTHHF2	IMPUTATION FLAG	N	4	2	29	30
NCSTHNF2	IMPUTATION FLAG	N	4	2	31	32
NCPLACF3	IMPUTATION FLAG	N	4	2	33	34
NCINHF3	IMPUTATION FLAG	N	4	2	35	36
NCTIMF3	IMPUTATION FLAG	N	4	2	37	38
NCWHEF3	IMPUTATION FLAG	N	4	2	39	40
NCBFAFF3	IMPUTATION FLAG	N	4	2	41	42
NCWEFF3	IMPUTATION FLAG	N	4	2	43	44
NCMONTF3	IMPUTATION FLAG	N	4	2	45	46
NCDAYF3	IMPUTATION FLAG	N	4	2	47	48
NCHRF3	IMPUTATION FLAG	N	4	2	49	50
NCWKSMF3	IMPUTATION FLAG	N	4	2	51	52
NCDAYWF3	IMPUTATION FLAG	N	4	2	53	54
NCHRSWF3	IMPUTATION FLAG	N	4	2	55	56
NCKIDF3	IMPUTATION FLAG	N	4	2	57	58
NCADLTF3	IMPUTATION FLAG	N	4	2	59	60
NCSTRYF3	IMPUTATION FLAG	N	4	2	61	62

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
NCSTRMF3	IMPUTATION FLAG	N	4	2	63	64
NCFRIEF3	IMPUTATION FLAG	N	4	2	65	66
NCPLEMF3	IMPUTATION FLAG	N	4	2	67	68
NCSCHF3	IMPUTATION FLAG	N	4	2	69	70
NCCHURF3	IMPUTATION FLAG	N	4	2	71	72
NCSOCWF3	IMPUTATION FLAG	N	4	2	73	74
NCADF3	IMPUTATION FLAG	N	4	2	75	76
NCAGENF3	IMPUTATION FLAG	N	4	2	77	78
NCKNEF3	IMPUTATION FLAG	N	4	2	79	80
NCCHILF3	IMPUTATION FLAG	N	4	2	81	82
NCREFEF3	IMPUTATION FLAG	N	4	2	83	84
NCBULLF3	IMPUTATION FLAG	N	4	2	85	86
NCSRCF3	IMPUTATION FLAG	N	4	2	87	88
NCSPEAF3	IMPUTATION FLAG	N	4	2	89	90
NCSICF3	IMPUTATION FLAG	N	4	2	91	92
NCEDUF3	IMPUTATION FLAG	N	4	2	93	94
NCFEF3	IMPUTATION FLAG	N	4	2	95	96
NCREF3	IMPUTATION FLAG	N	4	2	97	98
NCWEFF3	IMPUTATION FLAG	N	4	2	99	100
NCEMPF3	IMPUTATION FLAG	N	4	2	101	102
NCOTHEF3	IMPUTATION FLAG	N	4	2	103	104
NCCOSF3	IMPUTATION FLAG	N	4	2	105	106
NCUNIF3	IMPUTATION FLAG	N	4	2	107	108
NCSTHHF3	IMPUTATION FLAG	N	4	2	109	110
NCSTHNF3	IMPUTATION FLAG	N	4	2	111	112
NCPLACF4	IMPUTATION FLAG	N	4	2	113	114
NCINHF4	IMPUTATION FLAG	N	4	2	115	116
NCTIMF4	IMPUTATION FLAG	N	4	2	117	118
NCWHEF4	IMPUTATION FLAG	N	4	2	119	120
NCBFAFF4	IMPUTATION FLAG	N	4	2	121	122
NCWEEF4	IMPUTATION FLAG	N	4	2	123	124
NCMONTF4	IMPUTATION FLAG	N	4	2	125	126
NCDAYF4	IMPUTATION FLAG	N	4	2	127	128
NCHRF4	IMPUTATION FLAG	N	4	2	129	130
NCWKSMF4	IMPUTATION FLAG	N	4	2	131	132
NCDAYWF4	IMPUTATION FLAG	N	4	2	133	134
NCHRSWF4	IMPUTATION FLAG	N	4	2	135	136
NCKIDF4	IMPUTATION FLAG	N	4	2	137	138
NCADLTF4	IMPUTATION FLAG	N	4	2	139	140
NCSTRYF4	IMPUTATION FLAG	N	4	2	141	142
NCSTRMF4	IMPUTATION FLAG	N	4	2	143	144
NCFRIEF4	IMPUTATION FLAG	N	4	2	145	146
NCPLEMF4	IMPUTATION FLAG	N	4	2	147	148
NCSCHF4	IMPUTATION FLAG	N	4	2	149	150
NCCHURF4	IMPUTATION FLAG	N	4	2	151	152
NCSOCWF4	IMPUTATION FLAG	N	4	2	153	154
NCADF4	IMPUTATION FLAG	N	4	2	155	156
NCAGENF4	IMPUTATION FLAG	N	4	2	157	158
NCKNEF4	IMPUTATION FLAG	N	4	2	159	160
NCCHILF4	IMPUTATION FLAG	N	4	2	161	162
NCREFEF4	IMPUTATION FLAG	N	4	2	163	164
NCBULLF4	IMPUTATION FLAG	N	4	2	165	166
NCSRCF4	IMPUTATION FLAG	N	4	2	167	168
NCSPEAF4	IMPUTATION FLAG	N	4	2	169	170
NCSICF4	IMPUTATION FLAG	N	4	2	171	172
NCEDUF4	IMPUTATION FLAG	N	4	2	173	174
NCFEF4	IMPUTATION FLAG	N	4	2	175	176
NCREF4	IMPUTATION FLAG	N	4	2	177	178
NCWEFF4	IMPUTATION FLAG	N	4	2	179	180
NCEMPF4	IMPUTATION FLAG	N	4	2	181	182
NCOTHEF4	IMPUTATION FLAG	N	4	2	183	184
NCCOSF4	IMPUTATION FLAG	N	4	2	185	186
NCUNIF4	IMPUTATION FLAG	N	4	2	187	188
NCSTHHF4	IMPUTATION FLAG	N	4	2	189	190
NCSTHNF4	IMPUTATION FLAG	N	4	2	191	192
HSNOF	IMPUTATION FLAG	N	4	2	193	194
HSEVEF	IMPUTATION FLAG	N	4	2	195	196
HSAGEYF	IMPUTATION FLAG	N	4	2	197	198
HSAGEMF	IMPUTATION FLAG	N	4	2	199	200
HSPLACF	IMPUTATION FLAG	N	4	2	201	202
HSWORF	IMPUTATION FLAG	N	4	2	203	204
HSPUBF	IMPUTATION FLAG	N	4	2	205	206
HSGOVF	IMPUTATION FLAG	N	4	2	207	208
HSTIMF	IMPUTATION FLAG	N	4	2	209	210
HSTYPF	IMPUTATION FLAG	N	4	2	211	212
HSWEEF	IMPUTATION FLAG	N	4	2	213	214

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN
		FORMAT	NUMBER LENGTH		
HSMONTF	IMPUTATION FLAG	N	4 2	215	216
HSDAYF	IMPUTATION FLAG	N	4 2	217	218
HSHRF	IMPUTATION FLAG	N	4 2	219	220
HSWKSFM	IMPUTATION FLAG	N	4 2	221	222
HSDAYSWF	IMPUTATION FLAG	N	4 2	223	224
HSHRSWF	IMPUTATION FLAG	N	4 2	225	226
HSONLF	IMPUTATION FLAG	N	4 2	227	228
HSHRSONF	IMPUTATION FLAG	N	4 2	229	230
HSKIDF	IMPUTATION FLAG	N	4 2	231	232
HSADLTF	IMPUTATION FLAG	N	4 2	233	234
HSSTRTYF	IMPUTATION FLAG	N	4 2	235	236
HSSTRTMF	IMPUTATION FLAG	N	4 2	237	238
HSFRIENF	IMPUTATION FLAG	N	4 2	239	240
HSPLEMPF	IMPUTATION FLAG	N	4 2	241	242
HSSCHOOF	IMPUTATION FLAG	N	4 2	243	244
HSCHURCF	IMPUTATION FLAG	N	4 2	245	246
HSSOCWKF	IMPUTATION FLAG	N	4 2	247	248
HSADF	IMPUTATION FLAG	N	4 2	249	250
HSAGENCF	IMPUTATION FLAG	N	4 2	251	252
HSKNEF	IMPUTATION FLAG	N	4 2	253	254
HSCHILF	IMPUTATION FLAG	N	4 2	255	256
HSREFFEF	IMPUTATION FLAG	N	4 2	257	258
HSBULLEF	IMPUTATION FLAG	N	4 2	259	260
HSSOURCF	IMPUTATION FLAG	N	4 2	261	262
HSSPEAF	IMPUTATION FLAG	N	4 2	263	264
HSEDF	IMPUTATION FLAG	N	4 2	265	266
HSPARHRF	IMPUTATION FLAG	N	4 2	267	268
HSPARWRF	IMPUTATION FLAG	N	4 2	269	270
HSPARADF	IMPUTATION FLAG	N	4 2	271	272
HSTESF	IMPUTATION FLAG	N	4 2	273	274
HSPHYSEF	IMPUTATION FLAG	N	4 2	275	276
HSDENTAF	IMPUTATION FLAG	N	4 2	277	278
HSDISABF	IMPUTATION FLAG	N	4 2	279	280
HSSICF	IMPUTATION FLAG	N	4 2	281	282
HSFEF	IMPUTATION FLAG	N	4 2	283	284
HSREF	IMPUTATION FLAG	N	4 2	285	286
HSWEFF	IMPUTATION FLAG	N	4 2	287	288
HSEMPF	IMPUTATION FLAG	N	4 2	289	290
HSTHEF	IMPUTATION FLAG	N	4 2	291	292
HSCOSF	IMPUTATION FLAG	N	4 2	293	294
HSUNIF	IMPUTATION FLAG	N	4 2	295	296
HSCOSTHF	IMPUTATION FLAG	N	4 2	297	298
HSCOSTNF	IMPUTATION FLAG	N	4 2	299	300
CPNNOF	IMPUTATION FLAG	N	4 2	301	302
CPNEVEF	IMPUTATION FLAG	N	4 2	303	304
CPNAGEYF	IMPUTATION FLAG	N	4 2	305	306
CPNAGEMF	IMPUTATION FLAG	N	4 2	307	308
CPSNOF	IMPUTATION FLAG	N	4 2	309	310
CPSEVEF	IMPUTATION FLAG	N	4 2	311	312
CPSAGEYF	IMPUTATION FLAG	N	4 2	313	314
CPSAGEMF	IMPUTATION FLAG	N	4 2	315	316
CPPLACF1	IMPUTATION FLAG	N	4 2	317	318
CPPLAKF1	IMPUTATION FLAG	N	4 2	319	320
CPWORF1	IMPUTATION FLAG	N	4 2	321	322
CPPUBF1	IMPUTATION FLAG	N	4 2	323	324
CPGOVF1	IMPUTATION FLAG	N	4 2	325	326
CPTIMF1	IMPUTATION FLAG	N	4 2	327	328
CPSCHF1	IMPUTATION FLAG	N	4 2	329	330
CPWHEF1	IMPUTATION FLAG	N	4 2	331	332
CPBFAFF1	IMPUTATION FLAG	N	4 2	333	334
CPWEEF1	IMPUTATION FLAG	N	4 2	335	336
CPMONTF1	IMPUTATION FLAG	N	4 2	337	338
CPDAYF1	IMPUTATION FLAG	N	4 2	339	340
CPHRF1	IMPUTATION FLAG	N	4 2	341	342
CPWKSFM1	IMPUTATION FLAG	N	4 2	343	344
CPDAYWF1	IMPUTATION FLAG	N	4 2	345	346
CPHRSWF1	IMPUTATION FLAG	N	4 2	347	348
CPKIDF1	IMPUTATION FLAG	N	4 2	349	350
CPADLTF1	IMPUTATION FLAG	N	4 2	351	352
CPSTRYF1	IMPUTATION FLAG	N	4 2	353	354
CPSTRMF1	IMPUTATION FLAG	N	4 2	355	356
CPFRIEF1	IMPUTATION FLAG	N	4 2	357	358
CPLEMPF1	IMPUTATION FLAG	N	4 2	359	360
CPSCHF1	IMPUTATION FLAG	N	4 2	361	362
CPCHURF1	IMPUTATION FLAG	N	4 2	363	364
CPSOCWF1	IMPUTATION FLAG	N	4 2	365	366

VARIABLE NAME	VARIABLE LABEL	RECORD		START COLUMN	END COLUMN
		FORMAT	NUMBER		
CPADF1	IMPUTATION FLAG	N	4	2	367 368
CPAGENF1	IMPUTATION FLAG	N	4	2	369 370
CPKNEF1	IMPUTATION FLAG	N	4	2	371 372
CPCHILF1	IMPUTATION FLAG	N	4	2	373 374
CPREFEF1	IMPUTATION FLAG	N	4	2	375 376
CPBULLF1	IMPUTATION FLAG	N	4	2	377 378
CPSOURF1	IMPUTATION FLAG	N	4	2	379 380
CPSPEAF1	IMPUTATION FLAG	N	4	2	381 382
CPEDUF1	IMPUTATION FLAG	N	4	2	383 384
CPARHRF1	IMPUTATION FLAG	N	4	2	385 386
CPARWRF1	IMPUTATION FLAG	N	4	2	387 388
CPARADF1	IMPUTATION FLAG	N	4	2	389 390
CPTESF1	IMPUTATION FLAG	N	4	2	391 392
CPHYSEF1	IMPUTATION FLAG	N	4	2	393 394
CPDENTF1	IMPUTATION FLAG	N	4	2	395 396
CPDISAF1	IMPUTATION FLAG	N	4	2	397 398
CPSICF1	IMPUTATION FLAG	N	4	2	399 400
CPFEF1	IMPUTATION FLAG	N	4	2	401 402
CPREF1	IMPUTATION FLAG	N	4	2	403 404
CPWEFF1	IMPUTATION FLAG	N	4	2	405 406
CPEMPF1	IMPUTATION FLAG	N	4	2	407 408
CPOTHEF1	IMPUTATION FLAG	N	4	2	409 410
CPCOSF1	IMPUTATION FLAG	N	4	2	411 412
CPUNIF1	IMPUTATION FLAG	N	4	2	413 414
CPCSHHF1	IMPUTATION FLAG	N	4	2	415 416
CPCSHNF1	IMPUTATION FLAG	N	4	2	417 418
CPPLACF2	IMPUTATION FLAG	N	4	2	419 420
CPPLAKF2	IMPUTATION FLAG	N	4	2	421 422
CPWOREF2	IMPUTATION FLAG	N	4	2	423 424
CPPUBF2	IMPUTATION FLAG	N	4	2	425 426
CPGOVF2	IMPUTATION FLAG	N	4	2	427 428
CPTIMF2	IMPUTATION FLAG	N	4	2	429 430
CPSCHF2	IMPUTATION FLAG	N	4	2	431 432
CPWHEF2	IMPUTATION FLAG	N	4	2	433 434
CPBFAFF2	IMPUTATION FLAG	N	4	2	435 436
CPWEEF2	IMPUTATION FLAG	N	4	2	437 438
CPMONTF2	IMPUTATION FLAG	N	4	2	439 440
CPDAYF2	IMPUTATION FLAG	N	4	2	441 442
CPHRF2	IMPUTATION FLAG	N	4	2	443 444
CPWKSMF2	IMPUTATION FLAG	N	4	2	445 446
CPDAYWF2	IMPUTATION FLAG	N	4	2	447 448
CPHRSWF2	IMPUTATION FLAG	N	4	2	449 450
CPKIDF2	IMPUTATION FLAG	N	4	2	451 452
CPADLTF2	IMPUTATION FLAG	N	4	2	453 454
CPSTRYF2	IMPUTATION FLAG	N	4	2	455 456
CPSTRMF2	IMPUTATION FLAG	N	4	2	457 458
CPFRIEF2	IMPUTATION FLAG	N	4	2	459 460
CPLEMPF2	IMPUTATION FLAG	N	4	2	461 462
CPSCHF2	IMPUTATION FLAG	N	4	2	463 464
CPCHURF2	IMPUTATION FLAG	N	4	2	465 466
CPSOCWF2	IMPUTATION FLAG	N	4	2	467 468
CPADF2	IMPUTATION FLAG	N	4	2	469 470
CPAGENF2	IMPUTATION FLAG	N	4	2	471 472
CPKNEF2	IMPUTATION FLAG	N	4	2	473 474
CPCHILF2	IMPUTATION FLAG	N	4	2	475 476
CPREFEF2	IMPUTATION FLAG	N	4	2	477 478
CPBULLF2	IMPUTATION FLAG	N	4	2	479 480
CPSOURF2	IMPUTATION FLAG	N	4	2	481 482
CPSPEAF2	IMPUTATION FLAG	N	4	2	483 484
CPEDUF2	IMPUTATION FLAG	N	4	2	485 486
CPARHRF2	IMPUTATION FLAG	N	4	2	487 488
CPARWRF2	IMPUTATION FLAG	N	4	2	489 490
CPARADF2	IMPUTATION FLAG	N	4	2	491 492
CPTESF2	IMPUTATION FLAG	N	4	2	493 494
CPHYSEF2	IMPUTATION FLAG	N	4	2	495 496
CPDENTF2	IMPUTATION FLAG	N	4	2	497 498
CPDISAF2	IMPUTATION FLAG	N	4	2	499 500
CPSICF2	IMPUTATION FLAG	N	4	2	501 502
CPFEF2	IMPUTATION FLAG	N	4	2	503 504
CPREF2	IMPUTATION FLAG	N	4	2	505 506
CPWEFF2	IMPUTATION FLAG	N	4	2	507 508
CPEMPF2	IMPUTATION FLAG	N	4	2	509 510
CPOTHEF2	IMPUTATION FLAG	N	4	2	511 512
CPCOSF2	IMPUTATION FLAG	N	4	2	513 514
CPUNIF2	IMPUTATION FLAG	N	4	2	515 516
CPCSHHF2	IMPUTATION FLAG	N	4	2	517 518

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END	
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
CPCSHNF2	IMPUTATION FLAG	N	4	2	519	520
CPPLACF3	IMPUTATION FLAG	N	4	2	521	522
CPPLAKF3	IMPUTATION FLAG	N	4	2	523	524
CPWORF3	IMPUTATION FLAG	N	4	2	525	526
CPPUBF3	IMPUTATION FLAG	N	4	2	527	528
CPGOVF3	IMPUTATION FLAG	N	4	2	529	530
CPTIMF3	IMPUTATION FLAG	N	4	2	531	532
CPSCHEF3	IMPUTATION FLAG	N	4	2	533	534
CPWHEF3	IMPUTATION FLAG	N	4	2	535	536
CPBFADF3	IMPUTATION FLAG	N	4	2	537	538
CPWEEF3	IMPUTATION FLAG	N	4	2	539	540
CPMONTF3	IMPUTATION FLAG	N	4	2	541	542
CPDAYF3	IMPUTATION FLAG	N	4	2	543	544
CPHRF3	IMPUTATION FLAG	N	4	2	545	546
CPWKSMF3	IMPUTATION FLAG	N	4	2	547	548
CPDAYWF3	IMPUTATION FLAG	N	4	2	549	550
CPHRSWF3	IMPUTATION FLAG	N	4	2	551	552
CPKIDF3	IMPUTATION FLAG	N	4	2	553	554
CPADLTF3	IMPUTATION FLAG	N	4	2	555	556
CPSTRYF3	IMPUTATION FLAG	N	4	2	557	558
CPSTRMF3	IMPUTATION FLAG	N	4	2	559	560
CPFRIEF3	IMPUTATION FLAG	N	4	2	561	562
CPLEMPF3	IMPUTATION FLAG	N	4	2	563	564
CPSCHF3	IMPUTATION FLAG	N	4	2	565	566
CPCHURF3	IMPUTATION FLAG	N	4	2	567	568
CPSOCWF3	IMPUTATION FLAG	N	4	2	569	570
CPADF3	IMPUTATION FLAG	N	4	2	571	572
CPAGENF3	IMPUTATION FLAG	N	4	2	573	574
CPKNEF3	IMPUTATION FLAG	N	4	2	575	576
CPCHILF3	IMPUTATION FLAG	N	4	2	577	578
CPREFEF3	IMPUTATION FLAG	N	4	2	579	580
CPBULLF3	IMPUTATION FLAG	N	4	2	581	582
CPSOURF3	IMPUTATION FLAG	N	4	2	583	584
CPSPEAF3	IMPUTATION FLAG	N	4	2	585	586
CPEDUF3	IMPUTATION FLAG	N	4	2	587	588
CPARHRF3	IMPUTATION FLAG	N	4	2	589	590
CPARWRF3	IMPUTATION FLAG	N	4	2	591	592
CPARADF3	IMPUTATION FLAG	N	4	2	593	594
CPTESF3	IMPUTATION FLAG	N	4	2	595	596
CPHYSEF3	IMPUTATION FLAG	N	4	2	597	598
CPDENTF3	IMPUTATION FLAG	N	4	2	599	600
CPDISAF3	IMPUTATION FLAG	N	4	2	601	602
CPSICF3	IMPUTATION FLAG	N	4	2	603	604
CPFEF3	IMPUTATION FLAG	N	4	2	605	606
CPREF3	IMPUTATION FLAG	N	4	2	607	608
CPWEEF3	IMPUTATION FLAG	N	4	2	609	610
CPEMPF3	IMPUTATION FLAG	N	4	2	611	612
CPOTHEF3	IMPUTATION FLAG	N	4	2	613	614
CPCOSF3	IMPUTATION FLAG	N	4	2	615	616
CPUNIF3	IMPUTATION FLAG	N	4	2	617	618
CPCSHHF3	IMPUTATION FLAG	N	4	2	619	620
CPCSHNF3	IMPUTATION FLAG	N	4	2	621	622
PPTRALF	IMPUTATION FLAG	N	4	2	623	624
PPSICF	IMPUTATION FLAG	N	4	2	625	626
PPCONF	IMPUTATION FLAG	N	4	2	627	628
PPCOSF	IMPUTATION FLAG	N	4	2	629	630
PPKIDF	IMPUTATION FLAG	N	4	2	631	632
PPENGF	IMPUTATION FLAG	N	4	2	633	634
SCSEFF	IMPUTATION FLAG	N	4	2	635	636
SCWEEF	IMPUTATION FLAG	N	4	2	637	638
SCMONTF	IMPUTATION FLAG	N	4	2	639	640
SCWKSMF	IMPUTATION FLAG	N	4	2	641	642
SCDAYSWF	IMPUTATION FLAG	N	4	2	643	644
SCHRSWF	IMPUTATION FLAG	N	4	2	645	646
SCDAYF	IMPUTATION FLAG	N	4	2	647	648
SCHRF	IMPUTATION FLAG	N	4	2	649	650
PCOTHEF	IMPUTATION FLAG	N	4	2	651	652
PCWHF1	IMPUTATION FLAG	N	4	2	653	654
PCPLACF1	IMPUTATION FLAG	N	4	2	655	656
PCSTRYF1	IMPUTATION FLAG	N	4	2	657	658
PCSTRMF1	IMPUTATION FLAG	N	4	2	659	660
PCENDYF1	IMPUTATION FLAG	N	4	2	661	662
PCENDMF1	IMPUTATION FLAG	N	4	2	663	664
PCDAYF1	IMPUTATION FLAG	N	4	2	665	666
PCHRF1	IMPUTATION FLAG	N	4	2	667	668
PCREASF1	IMPUTATION FLAG	N	4	2	669	670

VARIABLE NAME	VARIABLE LABEL	RECORD		START	END
		FORMAT	NUMBER	LENGTH	COLUMN
PCWHF2	IMPUTATION FLAG	N	4	2	671 672
PCPLACF2	IMPUTATION FLAG	N	4	2	673 674
PCSTRYF2	IMPUTATION FLAG	N	4	2	675 676
PCSTRMF2	IMPUTATION FLAG	N	4	2	677 678
PCENDYF2	IMPUTATION FLAG	N	4	2	679 680
PCENDMF2	IMPUTATION FLAG	N	4	2	681 682
PCDAYF2	IMPUTATION FLAG	N	4	2	683 684
PCHRF2	IMPUTATION FLAG	N	4	2	685 686
PCREASF2	IMPUTATION FLAG	N	4	2	687 688
HAREADFF	IMPUTATION FLAG	N	4	2	689 690
HAREADCF	IMPUTATION FLAG	N	4	2	691 692
HASTORF	IMPUTATION FLAG	N	4	2	693 694
HASTORYF	IMPUTATION FLAG	N	4	2	695 696
HALIBRAF	IMPUTATION FLAG	N	4	2	697 698
HD5LBF	IMPUTATION FLAG	N	4	2	699 700
HDHEALTF	IMPUTATION FLAG	N	4	2	701 702
HDDELAF	IMPUTATION FLAG	N	4	2	703 704
HDLEARF	IMPUTATION FLAG	N	4	2	705 706
HDRETARF	IMPUTATION FLAG	N	4	2	707 708
HDSPEECF	IMPUTATION FLAG	N	4	2	709 710
HDDISTRF	IMPUTATION FLAG	N	4	2	711 712
HDDEFF	IMPUTATION FLAG	N	4	2	713 714
HDHEAF	IMPUTATION FLAG	N	4	2	715 716
HDBLINF	IMPUTATION FLAG	N	4	2	717 718
HDVISUAF	IMPUTATION FLAG	N	4	2	719 720
HDORTHF	IMPUTATION FLAG	N	4	2	721 722
HDDEVEF	IMPUTATION FLAG	N	4	2	723 724
HDOTHEF	IMPUTATION FLAG	N	4	2	725 726
HDAFFECF	IMPUTATION FLAG	N	4	2	727 728
HDSCHF	IMPUTATION FLAG	N	4	2	729 730
HDSOVF	IMPUTATION FLAG	N	4	2	731 732
HDDOCTOF	IMPUTATION FLAG	N	4	2	733 734
HDSOURCF	IMPUTATION FLAG	N	4	2	735 736
HDIFSF	IMPUTATION FLAG	N	4	2	737 738
HDINFSRF	IMPUTATION FLAG	N	4	2	739 740
HDCENF	IMPUTATION FLAG	N	4	2	741 742
HDSERF1	IMPUTATION FLAG	N	4	2	743 744
HDSERF2	IMPUTATION FLAG	N	4	2	745 746
HDSERF3	IMPUTATION FLAG	N	4	2	747 748
CHMIF	IMPUTATION FLAG	N	4	2	749 750
CHMIXALF	IMPUTATION FLAG	N	4	2	751 752
HDMIF	IMPUTATION FLAG	N	4	2	753 754
HDMIXALF	IMPUTATION FLAG	N	4	2	755 756
CPMIF1	IMPUTATION FLAG	N	4	2	757 758
CPMIXAF1	IMPUTATION FLAG	N	4	2	759 760
CPMIF2	IMPUTATION FLAG	N	4	2	761 762
CPMIXAF2	IMPUTATION FLAG	N	4	2	763 764
CPMIF3	IMPUTATION FLAG	N	4	2	765 766
CPMIXAF3	IMPUTATION FLAG	N	4	2	767 768
HHMOF	IMPUTATION FLAG	N	4	2	769 770
MOMSTAF	IMPUTATION FLAG	N	4	2	771 772
MOMNEF	IMPUTATION FLAG	N	4	2	773 774
MOMLANF	IMPUTATION FLAG	N	4	2	775 776
MOMSPEAF	IMPUTATION FLAG	N	4	2	777 778
MOMBORF	IMPUTATION FLAG	N	4	2	779 780
MOMUSAGF	IMPUTATION FLAG	N	4	2	781 782
MOMGRAF	IMPUTATION FLAG	N	4	2	783 784
MOMGRAF1	IMPUTATION FLAG	N	4	2	785 786
MOMGRAF2	IMPUTATION FLAG	N	4	2	787 788
MOMVOCDF	IMPUTATION FLAG	N	4	2	789 790
MOMDIPF	IMPUTATION FLAG	N	4	2	791 792
MOMWORF	IMPUTATION FLAG	N	4	2	793 794
MOMLEAVF	IMPUTATION FLAG	N	4	2	795 796
MOMHOURF	IMPUTATION FLAG	N	4	2	797 798
MOMEARF	IMPUTATION FLAG	N	4	2	799 800
MOMUNIF	IMPUTATION FLAG	N	4	2	801 802
MOMMTHF	IMPUTATION FLAG	N	4	2	803 804
MOMLOOF	IMPUTATION FLAG	N	4	2	805 806
MOMPUBF	IMPUTATION FLAG	N	4	2	807 808
MOMPRI	IMPUTATION FLAG	N	4	2	809 810
MOMEMPF	IMPUTATION FLAG	N	4	2	811 812
MOMREF	IMPUTATION FLAG	N	4	2	813 814
MOMANSAF	IMPUTATION FLAG	N	4	2	815 816
MOMREAF	IMPUTATION FLAG	N	4	2	817 818
MOMOTHEF	IMPUTATION FLAG	N	4	2	819 820
MOMACTF	IMPUTATION FLAG	N	4	2	821 822

VARIABLE NAME	VARIABLE LABEL	RECORD			START	END
		FORMAT	NUMBER	LENGTH	COLUMN	COLUMN
MOMTAKF	IMPUTATION FLAG	N	4	2	823	824
MOMENROF	IMPUTATION FLAG	N	4	2	825	826
MOMENHRF	IMPUTATION FLAG	N	4	2	827	828
MOMCARF	IMPUTATION FLAG	N	4	2	829	830
MOMCARTF	IMPUTATION FLAG	N	4	2	831	832
MOMCARWF	IMPUTATION FLAG	N	4	2	833	834
DADLANF	IMPUTATION FLAG	N	4	2	835	836
DADSPFAF	IMPUTATION FLAG	N	4	2	837	838
DADBORF	IMPUTATION FLAG	N	4	2	839	840
DADUSAGF	IMPUTATION FLAG	N	4	2	841	842
DADGRADF	IMPUTATION FLAG	N	4	2	843	844
DADGRAF1	IMPUTATION FLAG	N	4	2	845	846
DADGRAF2	IMPUTATION FLAG	N	4	2	847	848
DADVOCDF	IMPUTATION FLAG	N	4	2	849	850
DADDIPF	IMPUTATION FLAG	N	4	2	851	852
DADWORF	IMPUTATION FLAG	N	4	2	853	854
DADLEAVF	IMPUTATION FLAG	N	4	2	855	856
DADHOURF	IMPUTATION FLAG	N	4	2	857	858
DADLOOF	IMPUTATION FLAG	N	4	2	859	860
DADPUBF	IMPUTATION FLAG	N	4	2	861	862
DADPRIF	IMPUTATION FLAG	N	4	2	863	864
DADEMPF	IMPUTATION FLAG	N	4	2	865	866
DADREF	IMPUTATION FLAG	N	4	2	867	868
DADANSF	IMPUTATION FLAG	N	4	2	869	870
DADREAF	IMPUTATION FLAG	N	4	2	871	872
DADOTHEF	IMPUTATION FLAG	N	4	2	873	874
DADACTF	IMPUTATION FLAG	N	4	2	875	876
DADTAKF	IMPUTATION FLAG	N	4	2	877	878
DADENROF	IMPUTATION FLAG	N	4	2	879	880
DADENHRF	IMPUTATION FLAG	N	4	2	881	882
HOWNHOMF	IMPUTATION FLAG	N	4	2	883	884
HOTHNUF	IMPUTATION FLAG	N	4	2	885	886
HNUMUSF	IMPUTATION FLAG	N	4	2	887	888
HPHONSVF	IMPUTATION FLAG	N	4	2	889	890
HSVCNUF	IMPUTATION FLAG	N	4	2	891	892
HSVCUNIF	IMPUTATION FLAG	N	4	2	893	894
HWIF	IMPUTATION FLAG	N	4	2	895	896
HFOODSF	IMPUTATION FLAG	N	4	2	897	898
HAFDF	IMPUTATION FLAG	N	4	2	899	900
HINCMRNF	IMPUTATION FLAG	N	4	2	901	902
HINCOMF	IMPUTATION FLAG	N	4	2	903	904
HINCMEXF	IMPUTATION FLAG	N	4	2	905	906
HZIPCODF	IMPUTATION FLAG	N	4	2	907	908
EARNFLAG	FLAG FOR TRUNCATION OF MOMEARN	N	4	2	909	910
RECNUM	RECORD NUMBER	N	4	1	1024	1024

APPENDIX C

SAS CODE FOR DERIVED VARIABLES


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/*-- AGEENTER --*/
IF (MAINRSLT = 'CI' | MAINRSLT = 'CN' | MAINRSLT = 'CH') THEN AGEENTER=-1;
ELSE IF ATNDKIND=1 & HOMEK=2 THEN AGEENTER=((PAGEYR*12)+PAGEMO);
ELSE IF ATNDKIND=1 THEN AGEENTER=((KPAGEYR*12)+(KPAGEMO));
ELSE IF MAINRSLT='CK' & ATNDKIND=2
      THEN AGEENTER=((KPAGEYR*12)+(KPAGEMO));
ELSE IF (MAINRSLT='CS' AND ATNDKIND=2)
      THEN AGEENTER=((PAGEYR*12)+(PAGEMO));

/*-- ALLGRADE --*/
LENGTH ALLGRADE $ 2;
IF MAINRSLT='CI' THEN ALLGRADE=-1;
ELSE IF GRADE = '-1' & GRADEEQ = '-1' THEN ALLGRADE = '0';
ELSE IF (GRADE = 'N' OR GRADE = 'T' OR GRADE = 'K' OR
        GRADE = 'P' OR GRADE = '1' OR GRADE = '2' OR
        GRADE = '3') THEN ALLGRADE = GRADE;
ELSE IF ((GRADE = 'U' OR GRADE = 'S' OR GRADE = '-1') &
        (GRADEEQ = 'U' OR GRADEEQ = ' ')) THEN ALLGRADE = 'U';
ELSE IF ((GRADE = 'U' OR GRADE = 'S' OR GRADE = '-1') &
        GRADEEQ NE ' ') THEN ALLGRADE = GRADEEQ;
ELSE ALLGRADE = '-1';

/*-- ANYCARE --*/
IF RCNOW = 1 OR NCNOW = 1 OR HSNOW = 1 OR CPNOW = 1 OR CPSNOW = 1 THEN ANYCARE = 1;
ELSE ANYCARE = 2;

/*-- CAREHOUR --*/
LENGTH CAREHOUR 3;
IF RCHRS1 < 0 THEN TRCHRS1 = 0;
ELSE TRCHRS1 = RCHRS1;
IF RCHRS2 < 0 THEN TRCHRS2 = 0;
ELSE TRCHRS2 = RCHRS2;
IF RCHRS3 < 0 THEN TRCHRS3 = 0;
ELSE TRCHRS3 = RCHRS3;
IF RCHRS4 < 0 THEN TRCHRS4 = 0;
ELSE TRCHRS4 = RCHRS4;
IF NCHRS1 < 0 THEN TNCHRS1 = 0;
ELSE TNCHRS1 = NCHRS1;
IF NCHRS2 < 0 THEN TNCHRS2 = 0;
ELSE TNCHRS2 = NCHRS2;
IF NCHRS3 < 0 THEN TNCHRS3 = 0;
ELSE TNCHRS3 = NCHRS3;
IF NCHRS4 < 0 THEN TNCHRS4 = 0;
ELSE TNCHRS4 = NCHRS4;
IF CPHRS1 < 0 THEN TCPHRS1 = 0;
ELSE TCPHRS1 = CPHRS1;
IF CPHRS2 < 0 THEN TCPHRS2 = 0;
ELSE TCPHRS2 = CPHRS2;
IF CPHRS3 < 0 THEN TCPHRS3 = 0;
ELSE TCPHRS3 = CPHRS3;
IF HSHRS < 0 THEN THSHRS = 0;
ELSE THSHRS = HSHRS;

IF RCHRSWK1 < 0 THEN ARCHRWK1 = 0;
ELSE ARCHRWK1 = ((RCHRSWK1*RCWKSMO1)/4);
IF RCHRSWK2 < 0 THEN ARCHRWK2 = 0;
ELSE ARCHRWK2 = ((RCHRSWK2*RCWKSMO2)/4);
IF RCHRSWK3 < 0 THEN ARCHRWK3 = 0;
ELSE ARCHRWK3 = ((RCHRSWK3*RCWKSMO3)/4);
IF RCHRSWK4 < 0 THEN ARCHRWK4 = 0;
ELSE ARCHRWK4 = ((RCHRSWK4*RCWKSMO4)/4);

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IF NCHRSWK1 < 0 THEN ANCHRWK1 = 0;
  ELSE ANCHRWK1 = ((NCHRSWK1*NCWKSMO1)/4);
IF NCHRSWK2 < 0 THEN ANCHRWK2 = 0;
  ELSE ANCHRWK2 = ((NCHRSWK2*NCWKSMO2)/4);
IF NCHRSWK3 < 0 THEN ANCHRWK3 = 0;
  ELSE ANCHRWK3 = ((NCHRSWK3*NCWKSMO3)/4);
IF NCHRSWK4 < 0 THEN ANCHRWK4 = 0;
  ELSE ANCHRWK4 = ((NCHRSWK4*NCWKSMO4)/4);

IF HSHRSWK < 0 THEN AHSWRK = 0;
  ELSE AHSWRK = ((HSHRSWK*HSWKSMO)/4);

IF CPHRSWK1 < 0 THEN ACPHRWK1 = 0;
  ELSE ACPHRWK1 = ((CPHRSWK1*CPWKSMO1)/4);
IF CPHRSWK2 < 0 THEN ACPHRWK2 = 0;
  ELSE ACPHRWK2 = ((CPHRSWK2*CPWKSMO2)/4);
IF CPHRSWK3 < 0 THEN ACPHRWK3 = 0;
  ELSE ACPHRWK3 = ((CPHRSWK3*CPWKSMO3)/4);

CAREHOUR = SUM(TRCHRS1,TRCHRS2,TRCHRS3,TRCHRS4,
  TNCHRS1,TNCHRS2,TNCHRS3,TNCHRS4,
  TCPHRS1,TCPHRS2,TCPHRS3,THSHRS,
  ARCHRWK1,ARCHRWK2,ARCHRWK3,ARCHRWK4,
  ANCHRWK1,ANCHRWK2,ANCHRWK3,ANCHRWK4,
  ACPHRWK1,ACPHRWK2,ACPHRWK3,AHSWRK);

/*-- DAEMPLD --*/
IF ((DADWORK=1 | (DADWORK = 2 & DADLEAVE = 1)) & DADHOURS GE 35)
  THEN DAEMPLD = 1;
  ELSE IF ((DADWORK=1 | (DADWORK = 2 & DADLEAVE = 1)) &
    DADHOURS < 35) THEN DAEMPLD =2;
  ELSE IF (DADWORK = 2 & DADLEAVE = 2 & (DADLOOK = 1 &
    (DADPUBL = 1 OR DADPRIV = 1 OR DAEMPL = 1 OR
    DADREL = 1 OR DADANSAD = 1))) THEN DAEMPLD = 3;
  ELSE IF DADWORK = -1 THEN DAEMPLD = -1;
  ELSE DAEMPLD = 4;

/*-- DISABLTY --*/
IF (MAINRSLT = 'CI' & (HDDEAF = 1 OR HDHEAR = 1 OR HDLIND = 1 OR
  HDVISUAL = 1 OR HDORTHO = 1 OR HDDEVEL = 1
  OR HDOTHER = 1)) THEN DISABLTY = 1;
  ELSE IF ((MAINRSLT = 'CN' OR MAINRSLT = 'CK' OR MAINRSLT = 'CS' OR
  MAINRSLT = 'CH') &
  (HDLEARN = 1 OR HDRETARD = 1 OR HDSPEECH = 1 OR
  HDDISTRB = 1 OR HDDEAF = 1 OR HDHEAR = 1 OR
  HDLIND = 1 OR HDVISUAL = 1 OR HDORTHO = 1 OR
  HDOTHER = 1)) THEN DISABLTY = 1;
  ELSE DISABLTY = 2;

/*-- FAMILY --*/
IF HHPARN1 = 1 & NUMSIBS > 0 THEN FAMILY = 1;
  ELSE IF HHPARN1 = 1 & NUMSIBS = 0 THEN FAMILY = 2;
  ELSE IF HHPARN1 IN(2,3) & NUMSIBS > 0 THEN FAMILY = 3;
  ELSE IF HHPARN1 IN(2,3) & NUMSIBS = 0 THEN FAMILY = 4;
  ELSE FAMILY = 5;

/*-- HHPARN1 --*/
IF HHMOM=1 AND HHDAD=1 THEN HHPARN1=1;
  ELSE IF HHMOM=1 AND (HHDAD=2 OR HHDAD=3) THEN HHPARN1=2;
  ELSE IF (HHMOM=2 OR HHMOM=3) AND HHDAD=1 THEN HHPARN1=3;
  ELSE HHPARN1=4;

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/*-- KINDTYPE --*/
IF KPPUBL = -1 THEN KINDTYPE = -1;
ELSE IF (KPPUBL = 1 & KPCHOICE = 1) THEN KINDTYPE = 1;
ELSE IF (KPPUBL = 1 & KPCHOICE IN(2,3)) THEN KINDTYPE = 2;
ELSE IF KPRELGON = 1 THEN KINDTYPE = 3;
ELSE IF KPRELGON = 2 THEN KINDTYPE = 4;
ELSE KINDTYPE = -1;

/*-- LANGUAGE --*/
IF (MOMLANG = -1 & DADLANG = -1) THEN LANGUAGE = -1;
ELSE IF ((MOMLANG = 1 OR MOMSPEAK = 1) &
(DADLANG IN(1,-1) OR DADSPEAK IN(1,-1)))
THEN LANGUAGE = 1;
ELSE IF (MOMLANG = -1 & (DADLANG = 1 OR DADSPEAK = 1))
THEN LANGUAGE = 1;
ELSE IF ((MOMLANG = 1 OR MOMSPEAK = 1) & DADSPEAK > 1)
THEN LANGUAGE = 2;
ELSE IF (MOMSPEAK > 1 & (DADLANG = 1 OR DADSPEAK = 1))
THEN LANGUAGE = 2;
ELSE IF (MOMSPEAK > 1 & (DADSPEAK GE 1 OR DADLANG = -1))
THEN LANGUAGE = 3;
ELSE IF (MOMLANG = -1 & DADSPEAK > 1) THEN LANGUAGE = 3;
ELSE LANGUAGE = -1;

/*-- MOMEMPLD --*/
IF ((MOMWORK = 1 | (MOMWORK = 2 & MOMLEAVE = 1)) & MOMHOURS GE 35)
THEN MOMEMPLD =1;
ELSE IF ((MOMWORK=1 OR (MOMWORK = 2 & MOMLEAVE = 1)) &
MOMHOURS < 35) THEN MOMEMPLD =2;
ELSE IF (MOMWORK = 2 & MOMLEAVE = 2 & (MOMLOOK = 1 &
(MOMPUBL = 1 OR MOMPRIV = 1 OR MOMEMPL = 1 OR
MOMREL = 1 OR 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 = 1 & (0 <= MOMMTHS <= 11)) THEN MOMFTFY=2;
ELSE IF MOMEMPLD = 2 THEN MOMFTFY = 2;
ELSE IF ((MOMEMPLD = 3 | MOMEMPLD = 4) & MOMMTHS > 0)
THEN MOMFTFY = 2;
ELSE IF (MOMEMPLD = 3 | MOMEMPLD = 4) THEN MOMFTFY = 3;
ELSE MOMFTFY = -1;

/*-- MOSTHRS --*/
ARRAY RELS RCWEEK1-RCWEEK4 RCMONTH1-RCMONTH4;
RELNUM = 0;
DO I = 1 TO 8;
IF RELS{I} = 1 THEN RELNUM + 1;
END;

ARRAY NREL NCWEEK1-NCWEEK4 NCMONTH1-NCMONTH4;
NRELNUM = 0;
DO I = 1 TO 8;
IF NREL{I} = 1 THEN NRELNUM + 1;
END;

IF HSWEEK=1 | HSMONTH=1 THEN HDSTNUM = 1;
ELSE HDSTNUM = 0;

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ARRAY CENT CPWEEK1-CPWEEK3 CPMONTH1-CPMONTH3;
CENTNUM = 0;
  DO I = 1 TO 6;
    IF CENT{I} = 1 THEN CENTNUM + 1;
  END;

NUMCARE = SUM(RELANUM,NRELNUM,HDSTNUM,CENTNUM);

IF RCHRSWK1 < 0 THEN ARCHRWK1 = 0;
  ELSE ARCHRWK1 = ((RCHRSWK1*RCWKSMO1)/4);
IF RCHRSWK2 < 0 THEN ARCHRWK2 = 0;
  ELSE ARCHRWK2 = ((RCHRSWK2*RCWKSMO2)/4);
IF RCHRSWK3 < 0 THEN ARCHRWK3 = 0;
  ELSE ARCHRWK3 = ((RCHRSWK3*RCWKSMO3)/4);
IF RCHRSWK4 < 0 THEN ARCHRWK4 = 0;
  ELSE ARCHRWK4 = ((RCHRSWK4*RCWKSMO4)/4);

IF NCHRSWK1 < 0 THEN ANCHRWK1 = 0;
  ELSE ANCHRWK1 = ((NCHRSWK1*NCWKSMO1)/4);
IF NCHRSWK2 < 0 THEN ANCHRWK2 = 0;
  ELSE ANCHRWK2 = ((NCHRSWK2*NCWKSMO2)/4);
IF NCHRSWK3 < 0 THEN ANCHRWK3 = 0;
  ELSE ANCHRWK3 = ((NCHRSWK3*NCWKSMO3)/4);
IF NCHRSWK4 < 0 THEN ANCHRWK4 = 0;
  ELSE ANCHRWK4 = ((NCHRSWK4*NCWKSMO4)/4);

IF HSHRSWK < 0 THEN AHSRWK = 0;
  ELSE AHSRWK = ((HSHRSWK*HSWKSMO)/4);

IF CPHRSWK1 < 0 THEN ACPHRWK1 = 0;
  ELSE ACPHRWK1 = ((CPHRSWK1*CPWKSMO1)/4);
IF CPHRSWK2 < 0 THEN ACPHRWK2 = 0;
  ELSE ACPHRWK2 = ((CPHRSWK2*CPWKSMO2)/4);
IF CPHRSWK3 < 0 THEN ACPHRWK3 = 0;
  ELSE ACPHRWK3 = ((CPHRSWK3*CPWKSMO3)/4);

IF NUMCARE = 0 THEN MOSTHRS = 0;
ELSE IF NUMCARE = 1 THEN DO;
  IF ((RCWEEK1 = 1 | RCMONTH1 = 1) & RCPLACE1 IN(1,3)) THEN MOSTHRS = 1;
  ELSE IF ((RCWEEK1 = 1 | RCMONTH1 = 1) & RCPLACE1 = 2) THEN MOSTHRS = 2;
  IF ((RCWEEK2 = 1 | RCMONTH2 = 1) & RCPLACE2 IN(1,3)) THEN MOSTHRS = 1;
  ELSE IF ((RCWEEK2 = 1 | RCMONTH2 = 1) & RCPLACE2 = 2) THEN MOSTHRS = 2;
  IF ((RCWEEK3 = 1 | RCMONTH3 = 1) & RCPLACE3 IN(1,3)) THEN MOSTHRS = 1;
  ELSE IF ((RCWEEK3 = 1 | RCMONTH3 = 1) & RCPLACE3 = 2) THEN MOSTHRS = 2;
  IF ((RCWEEK4 = 1 | RCMONTH4 = 1) & RCPLACE4 IN(1,3)) THEN MOSTHRS = 1;
  ELSE IF ((RCWEEK4 = 1 | RCMONTH4 = 1) & RCPLACE4 = 2) THEN MOSTHRS = 2;

  IF ((NCWEEK1 = 1 | NCMONTH1 = 1) & NCPLACE1 IN(1,3)) THEN MOSTHRS = 3;
  ELSE IF ((NCWEEK1 = 1 | NCMONTH1 = 1) & NCPLACE1 = 2) THEN MOSTHRS = 4;
  IF ((NCWEEK2 = 1 | NCMONTH2 = 1) & NCPLACE2 IN(1,3)) THEN MOSTHRS = 3;
  ELSE IF ((NCWEEK2 = 1 | NCMONTH2 = 1) & NCPLACE2 = 2) THEN MOSTHRS = 4;
  IF ((NCWEEK3 = 1 | NCMONTH3 = 1) & NCPLACE3 IN(1,3)) THEN MOSTHRS = 3;
  ELSE IF ((NCWEEK3 = 1 | NCMONTH3 = 1) & NCPLACE3 = 2) THEN MOSTHRS = 4;
  IF ((NCWEEK4 = 1 | NCMONTH4 = 1) & NCPLACE4 IN(1,3)) THEN MOSTHRS = 3;
  ELSE IF ((NCWEEK4 = 1 | NCMONTH4 = 1) & NCPLACE4 = 2) THEN MOSTHRS = 4;

  IF HS WEEK = 1 | HSMONTH = 1 THEN MOSTHRS = 5;
  IF CPWEEK1 = 1 | CPMONTH1 = 1 THEN MOSTHRS = 6;
  IF CPWEEK2 = 1 | CPMONTH2 = 1 THEN MOSTHRS = 6;
  IF CPWEEK3 = 1 | CPMONTH3 = 1 THEN MOSTHRS = 6;
END;
ELSE DO;
  X = MAX(RCHRS1,RCHRS2,RCHRS3,RCHRS4,
    NCHRS1,NCHRS2,NCHRS3,NCHRS4,
    HSHRS,
    CPHRS1,CPHRS2,CPHRS3,
    ARCHRWK1,ARCHRWK2,ARCHRWK3,ARCHRWK4,
    ANCHRWK1,ANCHRWK2,ANCHRWK3,ANCHRWK4,
    ACPHRWK1,ACPHRWK2,ACPHRWK3,AHSRWK);

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IF X > 0 THEN DO;
  FOUNDIT = 0;
  ARRAY SAMENUM RCHRS1 RCHRS2 RCHRS3 RCHRS4
             NCHRS1 NCHRS2 NCHRS3 NCHRS4 HSHRS
             CPHRS1 CPHRS2 CPHRS3
             ARCHRWK1 ARCHRWK2 ARCHRWK3 ARCHRWK4
             ANCHRWK1 ANCHRWK2 ANCHRWK3 ANCHRWK4
             ACPHRWK1 ACPHRWK2 ACPHRWK3 AHSRWK;

  DO I_ = 1 TO 24;
    IF SAMENUM = X THEN FOUNDIT = FOUNDIT + 1;
  END;
  IF FOUNDIT > 1 THEN MOSTHRS = 7;
  ELSE IF ((X = RCHRS1 & (RCPLACE1 IN(1,3))) |
           (X = RCHRS2 & (RCPLACE2 IN(1,3))) |
           (X = RCHRS3 & (RCPLACE3 IN(1,3))) |
           (X = RCHRS4 & (RCPLACE4 IN(1,3))) |
           (X = ARCHRWK1 & (RCPLACE1 IN(1,3))) |
           (X = ARCHRWK2 & (RCPLACE2 IN(1,3))) |
           (X = ARCHRWK3 & (RCPLACE3 IN(1,3))) |
           (X = ARCHRWK4 & (RCPLACE4 IN(1,3)))) THEN MOSTHRS=1;
  ELSE IF ((X = RCHRS1 & RCPLACE1 = 2) |
           (X = RCHRS2 & RCPLACE2 = 2) |
           (X = RCHRS3 & RCPLACE3 = 2) |
           (X = RCHRS4 & RCPLACE4 = 2) |
           (X = ARCHRWK1 & RCPLACE1 = 2) |
           (X = ARCHRWK2 & RCPLACE2 = 2) |
           (X = ARCHRWK3 & RCPLACE3 = 2) |
           (X = ARCHRWK4 & RCPLACE4 = 2)) THEN MOSTHRS=2;
  ELSE IF ((X = NCHRS1 & (NCPLACE1 IN(1,3))) |
           (X = NCHRS2 & (NCPLACE2 IN(1,3))) |
           (X = NCHRS3 & (NCPLACE3 IN(1,3))) |
           (X = NCHRS4 & (NCPLACE4 IN(1,3))) |
           (X = ANCHRWK1 & (NCPLACE1 IN(1,3))) |
           (X = ANCHRWK2 & (NCPLACE2 IN(1,3))) |
           (X = ANCHRWK3 & (NCPLACE3 IN(1,3))) |
           (X = ANCHRWK4 & (NCPLACE4 IN(1,3)))) THEN MOSTHRS=3;
  ELSE IF ((X = NCHRS1 & NCPLACE1 = 2) |
           (X = NCHRS2 & NCPLACE2 = 2) |
           (X = NCHRS3 & NCPLACE3 = 2) |
           (X = NCHRS4 & NCPLACE4 = 2) |
           (X = ANCHRWK1 & NCPLACE1 = 2) |
           (X = ANCHRWK2 & NCPLACE2 = 2) |
           (X = ANCHRWK3 & NCPLACE3 = 2) |
           (X = ANCHRWK4 & NCPLACE4 = 2)) THEN MOSTHRS=4;
  ELSE IF (X = HSHRS | X = AHSRWK) THEN MOSTHRS = 5;
  ELSE IF (X = CPHRS1 | X = CPHRS2 | X = CPHRS3 |
           X = ACPHRWK1 | X = ACPHRWK2 | X = ACPHRWK3)
           THEN MOSTHRS = 6;
  END;
END;

/*-- PARGRADE --*/

IF (MOMGRADE >= 10 OR DADGRADE >= 10) THEN PARGRADE = 5;
ELSE IF (MOMGRADE = 9 OR DADGRADE = 9) THEN PARGRADE = 4;
ELSE IF ((5 <= MOMGRADE <= 8) OR (5 <= DADGRADE <= 8))
        THEN PARGRADE = 3;
ELSE IF (MOMGRADE = 4 OR ((MOMGRADE = 1 OR MOMGRADE = 2 OR
MOMGRADE = 3) & MOMDIPL = 1)) OR
        (DADGRADE = 4 OR ((DADGRADE = 1 OR DADGRADE = 2 OR
DADGRADE = 3) & DADDIPL = 1)) THEN PARGRADE = 2;
ELSE IF (MOMGRADE IN(1,2,3) OR DADGRADE IN(1,2,3)) THEN PARGRADE = 1;
ELSE IF MOMGRADE = -1 & DADGRADE = -1 THEN PARGRADE = 0;

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/*-- PRIMARNG --*/
IF HHMOM = 3 THEN PRIMARNG = -1;
ELSE IF (MOMWORK=1 OR MOMLEAVE = 1 OR MOMENROL = 1 OR
MOMACTY = 2) THEN DO;
  IF (MOMCARE = 'R1' & (RCPLACE1 = 1 | RCPLACE1 = 3))
    THEN PRIMARNG = 1;
  ELSE IF (MOMCARE = 'R2' & (RCPLACE2 = 1 | RCPLACE2 = 3))
    THEN PRIMARNG = 1;
  ELSE IF (MOMCARE = 'R3' & (RCPLACE3 = 1 | RCPLACE3 = 3))
    THEN PRIMARNG = 1;
  ELSE IF (MOMCARE = 'R4' & (RCPLACE4 = 1 | RCPLACE4 = 3))
    THEN PRIMARNG = 1;
  ELSE IF MOMCARE = 'R1' & RCPLACE1 = 2 THEN PRIMARNG = 2;
  ELSE IF MOMCARE = 'R2' & RCPLACE2 = 2 THEN PRIMARNG = 2;
  ELSE IF MOMCARE = 'R3' & RCPLACE3 = 2 THEN PRIMARNG = 2;
  ELSE IF MOMCARE = 'R4' & RCPLACE4 = 2 THEN PRIMARNG = 2;
  ELSE IF (MOMCARE = 'N1' & (NCPLACE1 = 1 | NCPLACE1 = 3))
    THEN PRIMARNG = 3;
  ELSE IF (MOMCARE = 'N2' & (NCPLACE2 = 1 | NCPLACE2 = 3))
    THEN PRIMARNG = 3;
  ELSE IF (MOMCARE = 'N3' & (NCPLACE3 = 1 | NCPLACE3 = 3))
    THEN PRIMARNG = 3;
  ELSE IF (MOMCARE = 'N4' & (NCPLACE4 = 1 | NCPLACE4 = 3))
    THEN PRIMARNG = 3;
  ELSE IF MOMCARE = 'N1' & NCPLACE1 = 2 THEN PRIMARNG = 4;
  ELSE IF MOMCARE = 'N2' & NCPLACE2 = 2 THEN PRIMARNG = 4;
  ELSE IF MOMCARE = 'N3' & NCPLACE3 = 2 THEN PRIMARNG = 4;
  ELSE IF MOMCARE = 'N4' & NCPLACE4 = 2 THEN PRIMARNG = 4;
  ELSE IF MOMCARE = 'H1' THEN PRIMARNG = 5;
  ELSE IF MOMCARE = 'C1' THEN PRIMARNG = 6;
  ELSE IF MOMCARE = 'C2' THEN PRIMARNG = 6;
  ELSE IF MOMCARE = 'C3' THEN PRIMARNG = 6;
  ELSE IF MOMCARE = 'C4' THEN PRIMARNG = 6;
  ELSE IF MOMCARE = '21' THEN PRIMARNG = 7;
  ELSE IF MOMCARE = '22' THEN PRIMARNG = 8;
  ELSE IF MOMCARE = '23' THEN PRIMARNG = 9;
  ELSE IF MOMCARE = '24' THEN PRIMARNG = 10;
  ELSE IF MOMCARE = '25' THEN PRIMARNG = 11;
  ELSE IF MOMCARE = '91' THEN PRIMARNG = 0;
END;
ELSE PRIMARNG = -1;

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/*-- RACEETHN --*/
IF CHISPANI = 1 THEN RACEETHN = 3;
ELSE IF CRACE = 1 THEN RACEETHN = 1;
ELSE IF CRACE = 2 THEN RACEETHN = 2;
ELSE IF CRACE IN(3,4,91) THEN RACEETHN = 4;
ELSE RACEETHN = -1;

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/*-- SCHLTYPE --*/
IF (PPUBL = 1 & PCHOICE = 1) THEN SCHLTYPE = 1;
ELSE IF (PPUBL = 1 & (PCHOICE = 2 OR PCHOICE = 3))
  THEN SCHLTYPE = 2;
ELSE IF PRELON = 1 THEN SCHLTYPE = 3;
ELSE IF PRELON = 2 THEN SCHLTYPE = 4;
ELSE SCHLTYPE = -1;

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/*-- SCNDARNG --*/
IF HHMOM = 3 THEN SCNDARNG = -1;
ELSE IF (MOMWORK=1 OR MOMLEAVE = 1 OR MOMENROL = 1 OR
MOMACTY = 2) THEN DO;
IF MOMCAROT = 1 THEN SCNDARNG = 0;
ELSE IF (MOMCARWH = 'R1' & (RCPLACE1 = 1 | RCPLACE1 = 3))
THEN SCNDARNG = 1;
ELSE IF (MOMCARWH = 'R2' & (RCPLACE2 = 1 | RCPLACE2 = 3))
THEN SCNDARNG = 1;
ELSE IF (MOMCARWH = 'R3' & (RCPLACE3 = 1 | RCPLACE3 = 3))
THEN SCNDARNG = 1;
ELSE IF (MOMCARWH = 'R4' & (RCPLACE4 = 1 | RCPLACE4 = 3))
THEN SCNDARNG = 1;
ELSE IF MOMCARWH = 'R1' & RCPLACE1 = 2 THEN SCNDARNG = 2;
ELSE IF MOMCARWH = 'R2' & RCPLACE2 = 2 THEN SCNDARNG = 2;
ELSE IF MOMCARWH = 'R3' & RCPLACE3 = 2 THEN SCNDARNG = 2;
ELSE IF MOMCARWH = 'R4' & RCPLACE4 = 2 THEN SCNDARNG = 2;
ELSE IF (MOMCARWH = 'N1' & (NCPLACE1 = 1 | NCPLACE1 = 3))
THEN SCNDARNG = 3;
ELSE IF (MOMCARWH = 'N2' & (NCPLACE2 = 1 | NCPLACE2 = 3))
THEN SCNDARNG = 3;
ELSE IF (MOMCARWH = 'N3' & (NCPLACE3 = 1 | NCPLACE3 = 3))
THEN SCNDARNG = 3;
ELSE IF (MOMCARWH = 'N4' & (NCPLACE4 = 1 | NCPLACE4 = 3))
THEN SCNDARNG = 3;
ELSE IF MOMCARWH = 'N1' & NCPLACE1 = 2 THEN SCNDARNG = 4;
ELSE IF MOMCARWH = 'N2' & NCPLACE2 = 2 THEN SCNDARNG = 4;
ELSE IF MOMCARWH = 'N3' & NCPLACE3 = 2 THEN SCNDARNG = 4;
ELSE IF MOMCARWH = 'N4' & NCPLACE4 = 2 THEN SCNDARNG = 4;
ELSE IF MOMCARWH = 'H1' THEN SCNDARNG = 5;
ELSE IF MOMCARWH = 'C1' THEN SCNDARNG = 6;
ELSE IF MOMCARWH = 'C2' THEN SCNDARNG = 6;
ELSE IF MOMCARWH = 'C3' THEN SCNDARNG = 6;
ELSE IF MOMCARWH = 'C4' THEN SCNDARNG = 6;
ELSE IF MOMCARWH = '21' THEN SCNDARNG = 7;
ELSE IF MOMCARWH = '22' THEN SCNDARNG = 8;
ELSE IF MOMCARWH = '23' THEN SCNDARNG = 9;
ELSE IF MOMCARWH = '24' THEN SCNDARNG = 10;
ELSE IF MOMCARWH = '25' THEN SCNDARNG = 11;
ELSE IF MOMCARWH = '91' THEN SCNDARNG = 0;
END;
ELSE SCNDARNG = -1;

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